

New Heights
Educational
Group, Inc.

**Monthly
Points of
Interest**
=====

Unsocialized
Home
schoolers
=====

My Time at
NHEG
=====

2016 Clean
Tech
Competition
=====

Types of
Learning
Disabilities
=====

Kids can
Cook
=====

Recipe of
the Month
Hawaiian
Chicken
=====

Importance of
support for
ADHD Kids
=====

Case of the
Reluctant Reader



New Heights Educational Group
Educational Resources to Help You Reach Your Goals

Monthly Newsletter

Volume.4 Issue 2 February 2016

NHEG



Pamela S. Clark
Founder/Director
(419) 786-0247



www.NewHeightsEducation.org

Editor: Bill Naugle

Proofreader: Priscilena Shearon

Our Mission Statement

The New Heights Educational Group Inc. supports literacy for children and adults by offering a range of educational support services. Such services include assisting families in their selection of schools, organization of educational activities, and acquisition of materials. We promote a healthy learning environment and offer Enrichment programs for families of preschool and school age children, including children with special needs.

New Heights Educational Group, Inc. is a 501(c)(3) educational non-profit organization located in Defiance, Ohio. We provide educational support services beginning 2006 for families in Ohio to bridge the gap from inadequacies in home school, charter school, and public school systems.



February 2016

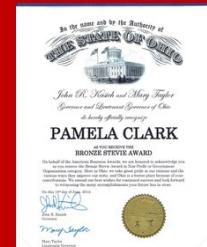
With so many changes and growth within NHEG, I'm thankful to our volunteers and their work. Our continued growth is a direct reflection of your dedication. I'm looking forward to all upcoming opportunities that NHEG will offer and even more goals that we will reach because of their dedication.

Pamela



ON MY MIND

Pamela Clark



NEW HEIGHTS EDUCATIONAL GROUP (New Heights Educational Group, Resource and Literacy Center) is a GuideStar Exchange Gold Participant.



"I'm Here to Investigate



Amy's voice was shaky when I called her one December evening after regular working hours. It had been a typically busy day. In a single shift my legal assistant Jill and I often respond to dozens of requests for assistance from members in various states—and even across the world, since I serve as HSLDA's director of global outreach. What soon struck me as unusual, however, was the reason for Amy's call earlier in the day. Our member stood accused of something I thought had been dismissed long ago as a tired homeschool myth. It had started with a visit from a social worker. I know how unsettling social worker issues can be for many families. So we try to respond quickly to people calling with these kinds of crises. It's also why we have a 24-hour hotline for member families facing legal emergencies. Amy had been shocked by the visit. When the social worker requested an interview with her, she did have the presence of mind to ask the social worker to give her time to talk with her husband and her attorney before agreeing to the "next step" in the investigation. Amy immediately contacted HSLDA for advice on preparing for the interview that the social worker had scheduled for the next day.

Standing Accused

"Amy," I asked, "tell me: What are the allegations being made against your family?" "Well, sir," she replied, "when the social worker stopped by this afternoon I asked her what the accusations are, and she said: 'Well, it looks like we've got a report here of unsocialized homeschoolers.'" I was incredulous. It's pretty unusual for a social worker to come right out and say that this is what they are concerned about. "Did you say she is investigating 'unsocialized homeschoolers'?" "Yes, sir," Amy replied.

Here we are in 2016, with over two million homeschooled in the United States, and social services agencies are still investigating homeschooling families for concerns about "socialization"! But this isn't the first call we've received about this, and I doubt it will be the last. I advised Amy to contact the social worker and tell her that, under state law, lack of socialization is not a legitimate cause for allegations of abuse or neglect. However, I cautioned Amy that sometimes social workers don't reveal everything they're investigating, even though federal law and most state law requires them to do so at their first contact. So it was possible that there were other allegations that had yet to be disclosed. Amy said that she thought the allegations emanated from a difficult neighbor who had moved into the area recently.

Wait, There's More

Amy phoned the next day with an update. "I called her just like you advised," she said. "And it was just like you said—there were more allegations." "Tell me what they were," I asked. "She said that in addition to the unsocialized homeschoolers, the allegations included that our back yard was a mess, and that there was no way there could be enough beds in our house for our 10 children," she continued. Amy further informed me that the social worker had told her that she understood that these kinds of investigation could be unsettling. The social worker had promised that she wasn't like some of her co-workers who went "out for the kill" on investigations. Based on these assurances and the advice I had given her, Amy felt she was equipped to handle the situation. After the follow-up visit and discussion with Amy, the social worker told her that she had a "nice-looking family," that everything seemed fine, and that she intended to close the case.

Gaining Confidence

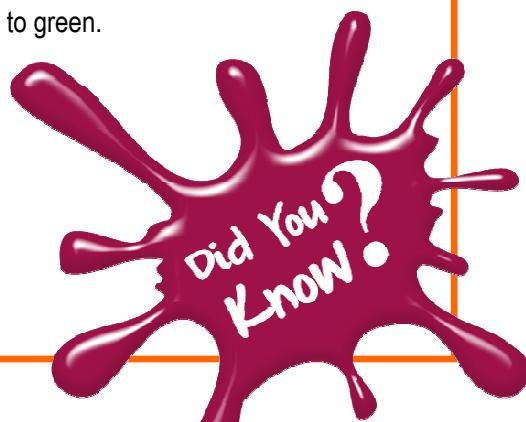
Amy told me that if it hadn't been for our rapid response in returning her call, she would have been very nervous about the situation. "Knowing that I had HSLDA at my back and being able to talk with an experienced attorney with knowledge about this—there is no way to put into words how much that made me feel like everything would be okay," Amy said. "Because of you I was able to give intelligent responses. Being able to speak with an experienced attorney was huge and made a big difference." "Honestly," she continued, "I was blown away by how quickly you responded to our request. I've been getting HSLDA newsletters for a long time, and the fact that you extend your service to address these CPS issues is comforting to me as a homeschool mom and makes me feel more confident. I see this is an increasing problem, with CPS investigating things that aren't really issues that should be investigated. As a regular person, you just don't know what to do. Even if there isn't anything going on, you still have to go through the same process. Having HSLDA to turn to was comforting." HSLDA helps our member families interact with government officials on issues relating to their homeschool, and with Fourth Amendment issues relating to social worker investigations. It is striking how many people are not aware of their rights. And sadly, too few social workers or government officials actively seek to protect the rights of citizens they are investigating. Being an HSLDA member can help you homeschool with a greater sense of confidence and security, knowing that you have an experienced group of attorneys ready to assist at any time.



Mike Donnelly
HSLDA Staff
Attorney

Cool and Weird facts about our everyday lives that everyone should know. Check out this collection of 50 Cool and Weird Fun Facts. Do you have any other fun facts you would like to add? Post them in our comment section! Start your day learning something you didn't know yesterday.

- You breathe on average about 5 million times a year.
- Months that begin on a Sunday always have a Friday the 13th in them.
- You are born with 300 bones, by the time you are an adult you will have 206.
- The average lead pencil will write a line about 35 miles long or write approximately 50,000 English words.
- One fourth of the bones in your body are in your feet.
- The average person spends 2 weeks of their lifetime waiting for the light to change from red to green.
- It takes more calories to eat a piece of celery than the celery has in it.
- The present population is expected to rise to 15 Billion by the year 2080.
- The largest recorded snowflake was 15 inches wide and 8 inches thick.
- The tip of a bullwhip moves so fast that the sound it makes is actually a tiny sonic boom.



The New Heights Show on Education

LIVE Internet radio program

Join Host Briana Dincher

Friday 12:30pm - 1:00pm EST

New Heights

As she explores a new topic on education every week



NHEG Volunteers of the Month

NHEG's Volunteer of the Month program recognizes the dedication and work of some of our most active volunteers. NHEG relies on volunteers to help with our education programs, our special events, public outreach, and other activities that help fulfill our mission of supporting literacy for children and adults by offering a range of educational support services. Contact us to learn more about volunteering.

This month we recognize a special group of volunteers: those that have gone above and beyond what is needed in their everyday duties. NHEG is an all-volunteer organization. We have volunteers from all around the world!

February
2016



Kiyoko Green	Jon Aitken
Samuel Custer	Sarah Zafar Ahmed
Priscilena Shearon	Geetha Lingasamy
Shannon Williamson	Faranak Aghdasi
Briana Dincher	Lisa Schroder
Kevin Adusei	Weiyu Huang
Dr Marina Kamenetskiy	Brittany Brzezinski
Tanushree Tiwari	Roberta Perkins
Bradley Williamson	Katie Gerken
Brian C. Steinberg	Viniscius Luiz Kikuchi Ribeiro
Julian Beck	Jyoti Dave
Vanh Vue	Daniela Silva
Heather Ruggiero	Yaminee Patel
Khrista Cendana	
Robert Hall	



Do more than belong: participate.
Do more than care: help.
Do more than believe: practice.
Do more than be fair: be kind.
Do more than forgive: forget.
Do more than dream: work.

William Arthur Ward

WWW.VERBETTQUOTES.COM

Ever Dream of having you own Radio Show

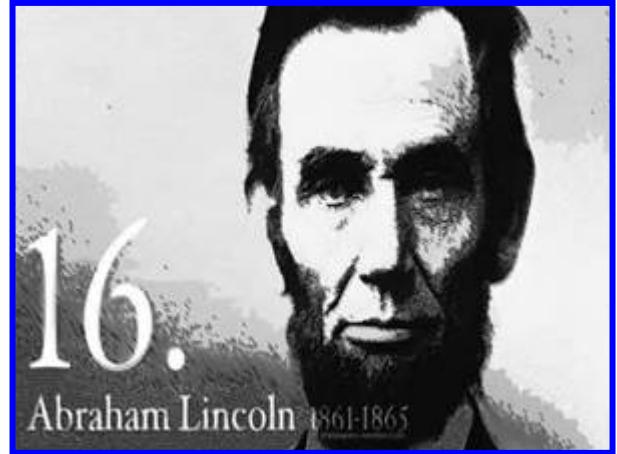
New Heights Educational Group is a Resource and Literacy Center based in Defiance, Ohio. We share a concern with families having access to information for those with special needs, including the topic of Autism.

We offer live internet radio shows to discuss various educational topics and we are looking for a VOLUNTEER to host a half-hour radio show on special needs once a week. We would give the necessary training and the volunteer can choose the time of the show on Tuesday, Wednesday, or Saturday. This show would keep all listeners up to date on anything to do with Autism and other special needs. This will include discoveries in medical fields. Anyone interested in applying please email us at NewHeightsEducation@yahoo.com or call 419-786-0247 for more info.



[Please support our library and satellite office](#)

[@gofundme.com/9z4paprw](https://www.gofundme.com/9z4paprw)



This promotional graphic features a gold-colored background with a decorative scalloped edge. At the top, the text "The New Heights Show on Education" is written in a flowing, cursive script. Below this, on the left, is a stylized green tree with the words "New Heights" written next to its base. In the center, there is a circular inset containing a photo of a smiling woman with glasses. To the right of the inset, the text "Internet radio program" is written in a cursive script. Further down, the text "Join Shannon Williamson" is displayed in a bold, white, sans-serif font. At the bottom, a dark green horizontal bar contains the text "As she shares a new story each week on this pre-recorded show" in a white, sans-serif font. A microphone icon is positioned in the bottom right corner.

THE GETTYSBURG ADDRESS

DELIVERED
BY
ABRAHAM
LINCOLN
NOV. 19 1863

AT THE
DEDICATION
SERVICES
ON THE
BATTLE FIELD



Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal. ★★★ Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. ★★ We are met on a great battle-field of that war. ★ We have come to dedicate a portion of that field as a final resting place for those who here gave their lives that that nation might live. ★★ It is altogether fitting and proper that we should do this. ★★ But in a larger sense we cannot dedicate, we cannot consecrate, we cannot hallow this ground. ★ The brave men, living and dead, who struggled here, have consecrated it far above our poor power to add or detract. The world will little note, nor long remember, what we say here, but it can never forget what they did here. ★★ It is for us, the living, rather to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us, that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion; ★ that we here highly resolve that these dead shall not have died in vain; that this nation, under God, shall have a new birth of freedom, and that the government of the people, by the people, and for the people, shall not perish from the earth.

Memories of my time at NHEG



For nine months I volunteered with New Heights, where I monitored tutoring sessions, made online course materials, and worked as a one-on-one tutor. Each role provides satisfaction of its own kind, because all volunteers support a meaningful mission.

When I first chose to volunteer at New Heights, I had no idea exactly how rewarding the experience would be. What gratification can be compared to the possibility of making a lasting, positive, impact on another person's life? Helping students learn, overcome struggles, and watching them emerge with new skills and confidence in their abilities is a powerfully fulfilling experience. The rewards are far greater than sipping a hot cocoa on a cold winter day, watching a highly anticipated movie for the first time, or walking through the park when all the autumn leaves have exploded into brightly colored hues.

With Pamela Clark's leadership, the non-profit is always growing and improving. She is forward-thinking, considerate, and shows that she appreciates individuals who volunteer their time to the organization. Volunteers are listened to and regularly communicated with, so they always feel connected to the group.

Although volunteering usually implies no compensation, it is not without its paybacks. While tutoring, helping a student also taught me how to be a better teacher. For me, volunteering has been an even greater educational experience than most of the personal and professional development courses I have taken. Volunteering has been time well spent.

It's no surprise that a growing body of research supports that volunteering yields both physical and mental health benefits. This is also true to my personal experience. However, the quality of the organization a person volunteers at is also of importance.

Over the years, I have been a volunteer with four different organizations. My best experience has been with New Heights Educational Group. New Heights Educational Group is a non-profit of the highest caliber.

Sincerely,

Heather Ruggiero

I have a dream that one day never give up hope

love is the only way

I did not start this boycott

We must face the force of evil with the force of love.

I've been to the mountaintop

I HAVE A DREAM

Go back to Mississippi, go back to Birmingham City Jail Georgia, go back to Louisiana, go back to the slums and ghettos of our northern cities, knowing that somehow this situation can and will be changed. Let us not wallow in the valley of despair. I say to you today, my friends, that in spite of difficulties and frustrations of the moment, I still have a dream. It is a dream deeply rooted in the American dream.

This will be the day when all of God's children will be able to sit down together at the table of brotherhood. "My country, 'tis of thee, sweet land of liberty, of thee I sing, Land where my fathers died in the pilgrim's pride, from every mountain side, let freedom ring." And if America is to be a great nation, this must become true. We must never stop from the neighborhoods of New Hampshire, Lexington ring from the rolling mountains of New York, Concord ring from the highlands of Pennsylvania, Let freedom ring from the sun-dappled hills of Mississippi, Let freedom ring from every hill and mountain of Mississippi. From every mountainside, let freedom ring.

Where we had been bound in chains, where we had been living mere villages and mere hamlets, known among names and among steps, we will now all stand together that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of old Negro spiritual, "Free at last! Free at last! Thank God Almighty, we are free at last!"

we have to learn to live like brothers

Rosa Parks 1913- 2005

politics

Martin Luther Jr.

Strike Towards Freedom nobel prize for peace

Rosa Parks

I have a right concept that we have high standards and one day they'll be a society where people won't discriminate about the color of their skin but white skin, but more about the content of their character.

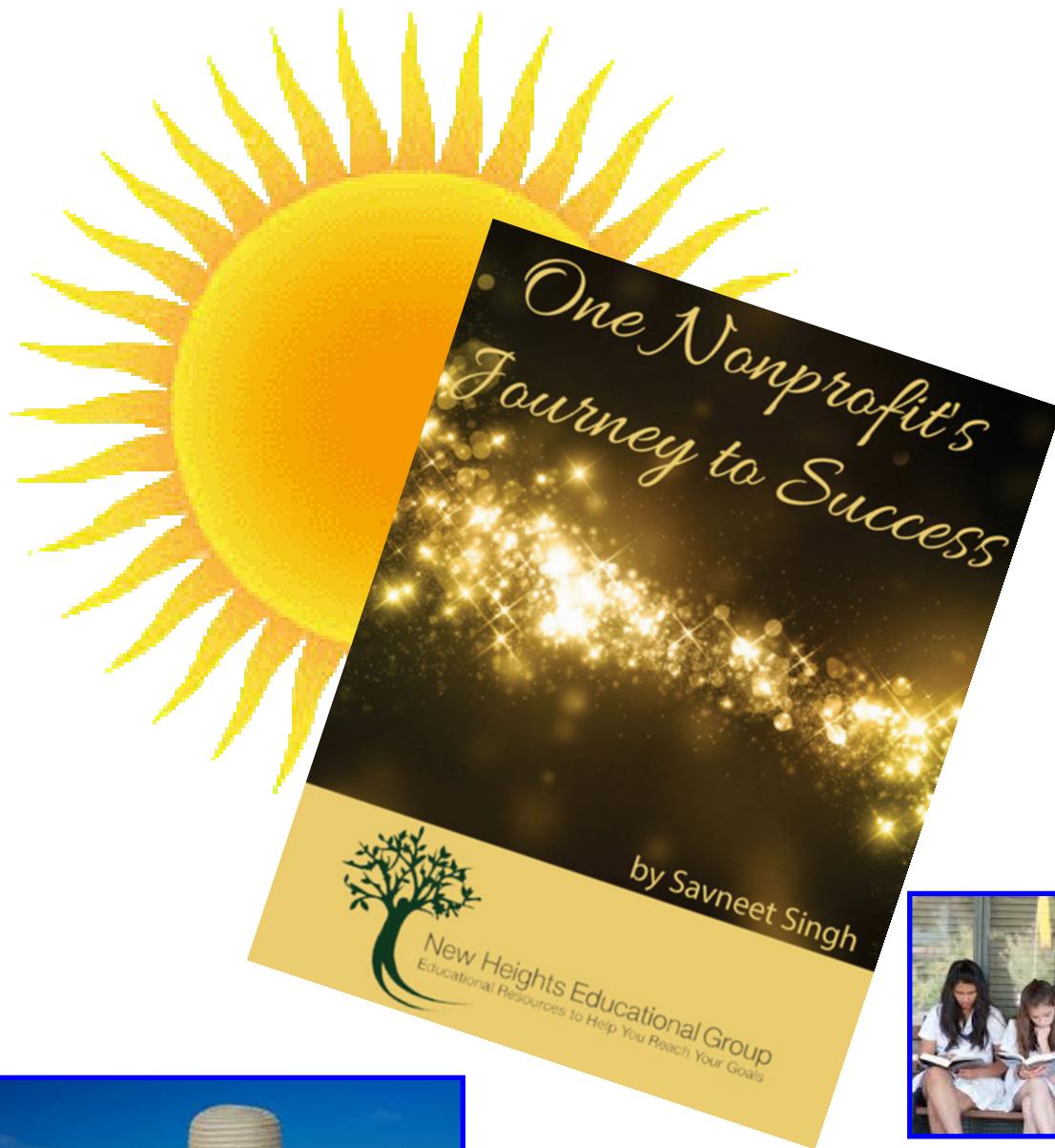
I see the promised land

I see and understand that many of you have names, there and strength and intelligence, some of you have come from overseas, others from here, your faces are from around your speech has descended but you have lost the character of cooperation and magnified by the character of positive leadership. You know from the stories of your fathers, fathers, and mothers who have been fighting for democracy.

hate brings hate

I have a dream that one day, Southern white people and Northern white people will be able to sit down together at the table of brotherhood.

It's not too early to get your Spring and Summer reading lists ready !!!



And we have the perfect book !!!



Book review:

I finished reading this book in a few hours.

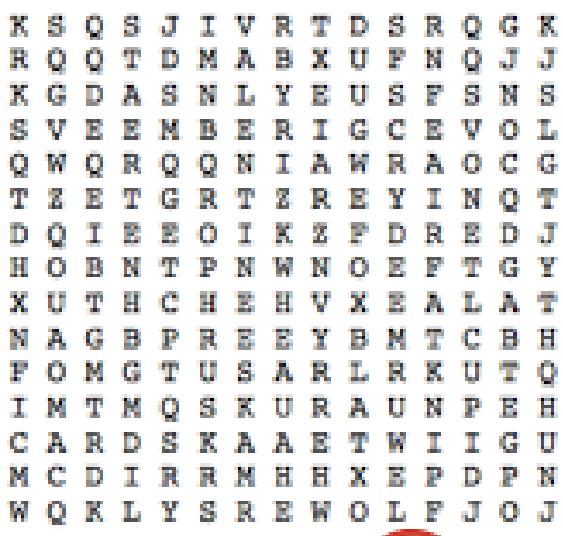
Even though in the beginning it was describing the set-up of the NHEG, the way it was written made it very interesting.

I have worked as a volunteer with Pamela for more than two years. I had not understood clearly the scope of the organization. With this book I had a detailed insight and realize how important the work of New Heights is.

Pamela, thank you for the nice reading journey. Wish you all the best. **Marina Klimi**

PUZZLES

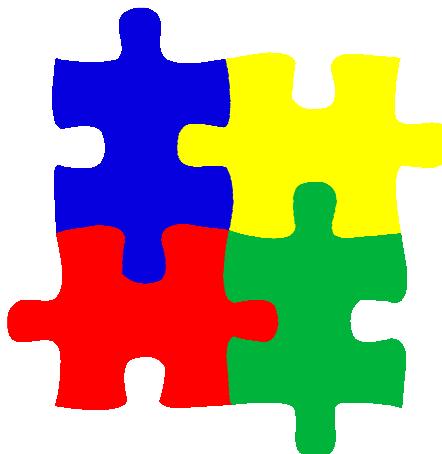
Valentine's Day Word Search



CANDY
CARDS
CUPID
DEAR
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FEBRUARY
FLOWERS
FRIENDS
HEART

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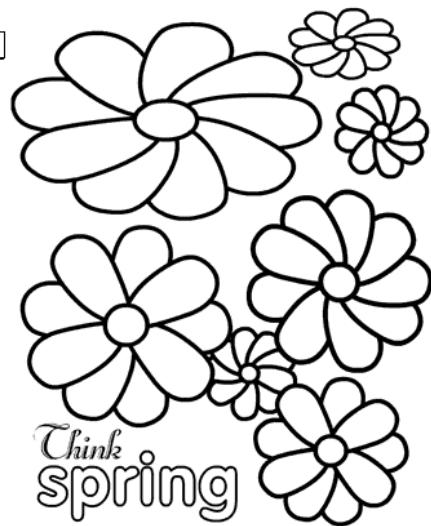
JINNYKIDS.COM



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SPRINGTIME

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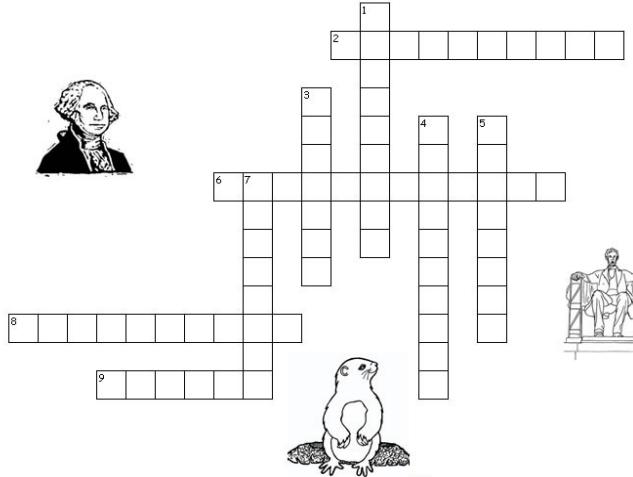


POPULAR SPRINGTIME PHRASE

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FEBRUARY



Across

- 2. _____ Day - A Holiday Celebrating Our Leaders
- 6. February is _____ Month (2 words)
- 8. The Sweetest Day
- 9. February's Season

Down

- 1. February 2 is _____ Day
- 3. President Abraham _____
- 4. Our first President (last name)
- 5. February is the _____ month
- 7. Happens every 4 years (2 words)

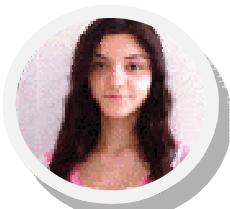
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Charlotte McGuire



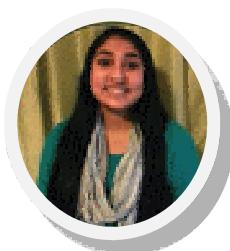
Maria Ortiz



Briana Dincher



Kathy Woodring



Sadia Ejaz



Kaden Behan



Pamela Clark



Shannon Williams



blogtalkradio™

The Voices of *NHEG*

Our Radio



This week's show was great! Jason Rodie is a great person to interview and his story is quite amazing. He really embodies what New Heights Education stands for; reaching for greatness because nothing is impossible if you put your mind to it. Briana, you're a very good interviewer! You asked great questions and engaged with Jason very well. It was also a nice touch to link his information below so the audience can learn even more about him. The audio was also perfect on both ends of the interview. I hope to see more

Briana Dincher show.. January 18, 2016



OPINION

Hello Shannon! Once again great job! You have developed very well over time. Your voice has gotten more and more expressive which really keeps the stories engaging. You also transitioned very well from the conclusion of the show to the closing song. Once again, keep up the great work!

Shannon Williamson's show.. January 17, 2016

2016 Clean Tech Competition
Challenge your students to “Make an Impact”
Win up to \$10,000!
REGISTRATION IS NOW OPEN!



Registration is now open for the 2016 Clean Tech Competition, a global research and design challenge for 15-18 year old students. This year's challenge is to “**Making an Impact**”.

This educational opportunity challenges students to develop innovative, **clean technology solutions to real-world issues**. Solutions may take on aspects of plastics or the need for cheap, clean energy. Student participants will gain experience with focused research, critical thinking, and the scientific process – making it a great **project based learning opportunity**.

There is **no entry fee**, and students can participate through school, extracurricular programs, or on their own. The 1st Place Team will **win \$10,000** and the Finalist Event will be held on a cruise from Miami, Florida, USA to the Dominican Republic, where Finalist Teams will meet to explore fun and educational activities, present to a live panel of judges, and network with industry professionals. **Should your team make the final, there is only the cost of getting to Miami, your cruise will be paid for!**

There is no limit to the number of Teams per organization – so **spread the word!** Each stage of the competition is designed to be a rewarding process, and more student participation means inspiring more young scientists to help build a better future for our planet.

And there is something for the teachers of the schools and those teachers who are team leaders! This year's Clean Tech Competition happens on board Fathom's Cruise Ship **Adonia** where there will be **opportunities for professional development** with workshops that include: Project based learning, Hands-on science activity ideas and demonstrations, Dinosaurs, Weather, STEM questioning techniques, Earth Science, Endangered species and much more! This opportunity for an **educational cruise** is open for **teachers of any age or grade or Education Professors**. So spread the word to any teachers and Education Professors you know, we want them and you there too!

Learn more and register at:
www.CleanTechCompetition.org



Tutors and/or Teachers Needed

Tutors and/or teachers are needed. We are in desperate need of volunteer and paid tutors and/or teachers in Defiance County. Anyone that would like to volunteer should contact us directly. We currently need reading tutors and a volunteer speech therapist; however you can apply to teach or tutor in any Subject, or grade level.



To Be a Volunteer

To be a volunteer, it takes...

Generosity, a willingness to give your time to others

Understanding, because their lives might be very different from your own

Empathy, an ability to put yourself in someone else's shoes and feel what they must feel

Compassion, to truly care about making someone else's life better

Patience, because the process doesn't always go as smoothly as it might

Dedication, to stick with the project and see it through

You've shown these qualities and so much more, so thank you for all that you do.

A Recipe Selected Just for You



Crockpot Hawaiian Chicken Recipe

Ingredients

- 4 - 5 Boneless Skinless Chicken Breasts, thawed
- 1 bottle Heinz Chili Sauce {12 oz.}
- 1 can Dole Pineapple Chunks {20 oz.}
- $\frac{1}{3}$ cup Brown Sugar

Directions

Cook chicken in crockpot on HIGH for 3 hours {covered}

After 3 hours, drain juices from crockpot

Mix together chili sauce, brown sugar, and all of the pineapples from the can + $\frac{1}{2}$ of the pineapple juice from the can.

Pour mixture over chicken, and cook on high for 30 more minutes {covered}, or until done.

Make sure to poke a pineapple onto your fork with a chunk of chicken for a burst of flavor with each bite! Yum!

Prep time:
5 mins

Cook time:
3 hours 30 mins

Total time:
3 hours 35 mins

CROCKPOT Hawaiian Chicken



TheFrugalGirls.com

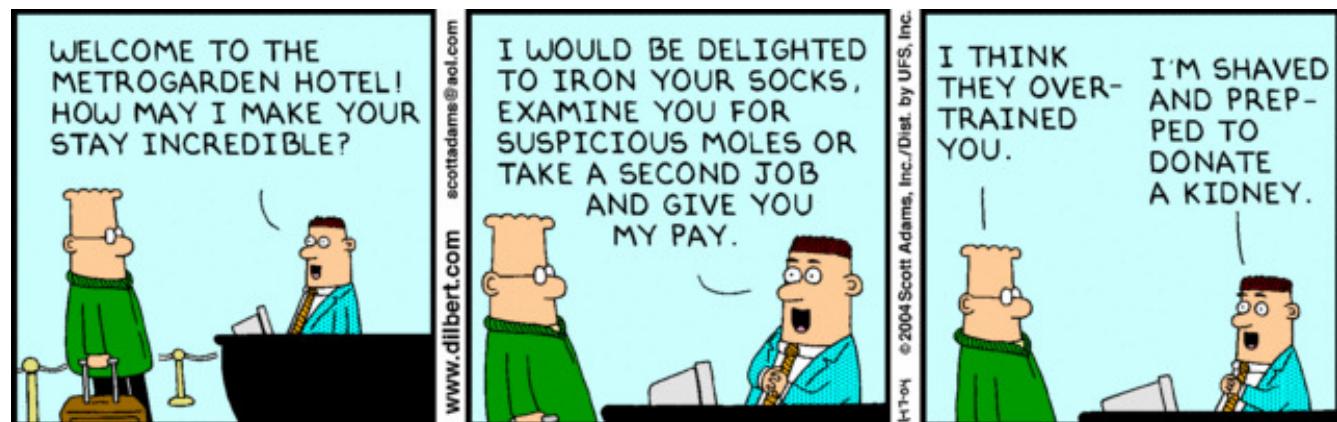
Laugh Out Loud

Crabby Road

2-2-12



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The New Heights Show on Education

Internet radio program

BRIANA DINCHER

SHANNON WILLIAMSON



FRIDAYS
12:30 P.M.- 1:00 P.M. EST

JOIN US



PRE-RECORDED

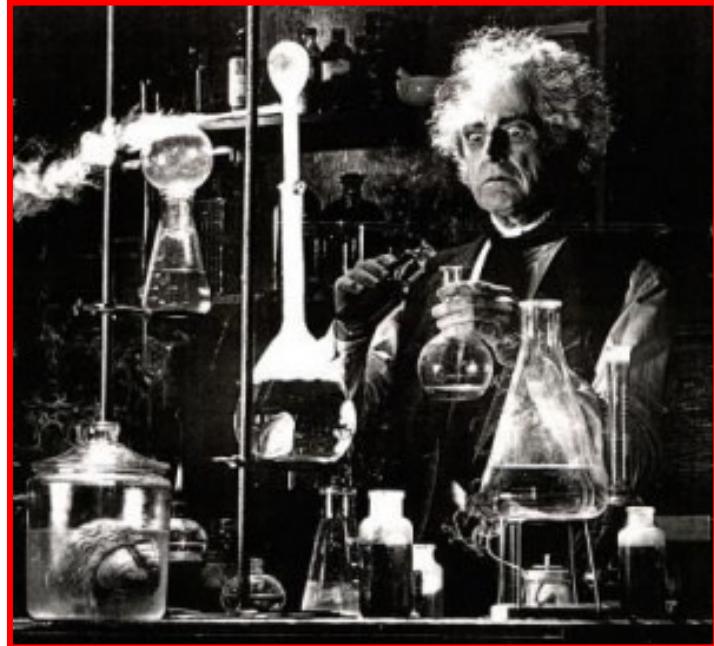


As Briana and Shannon explore a new topic each week

Missed a show? Check out past shows here:

<http://www.newheightseducation.org/briana-dincher.html>

As they explore a new topic on education every week...



We're working hard!

We are working hard on creating a brand new, easy to navigate website.

Coming in 2016!

Ohio Attorney General's Office accepting National Missing Children's Day poster contest entries

COLUMBUS -- Ohio Attorney General Mike DeWine is urging Ohio fifth graders and their teachers to take part in the 2016 National Missing Children's Day Poster Contest.

The Ohio Attorney General's Missing Persons Unit began accepting poster contest entries today.

The contest, with the theme "Bring Our Missing Children Home," is sponsored nationally by the U.S. Department of Justice. The purpose of the contest is to help raise awareness about child safety, exhibit America's efforts to bring missing children home safely, and highlight the importance of preemptive education programs.

So far this year, more than 18,000 children were reported missing in Ohio and more than 1.3 million children were reported missing in the United States.

Fifth-graders across the state are eligible to submit a poster to the Attorney General's Office that incorporates the theme of the contest into their artwork. The artwork will be judged on creativity, reflection of the contest theme, and design originality.

The top three posters will be selected by a panel of judges from the AMBER Alert Steering Committee and the Attorney General's Office. The winners, their parents, and teachers will be invited to Columbus to meet with DeWine and receive their awards.

Ohio's first place winner will then be entered into the national contest, where one nationwide winner will travel to Washington D.C., to participate in the National Missing Children's Day ceremony.

The deadline to submit posters to the Ohio Attorney General's Office is March 1, 2016. For an application and contest rules, visit www.ohioamberplan.org.



Help us Reach Our Fund-raising Goals

Please collect the following items and share with NHEG to help us reach our fundraising goals.



TerraCycle

Outsmart Waste

Cell Phone Brigade®

E-Waste Brigade®

Inkjet Brigade®

Laptop Brigade®



[DONATE YOUR OLD CAR, BOAT OR RV](#) [Make a Car Donation](#) | [Make a Difference](#)

Call 1-800-240-0160 and a friendly car donation specialist will schedule your pick-up appointment.

A public charity 501 (c) (3) non-profit organization



HSLDA's 2016 Art Contest has begun! The contest is open to all homeschooled students ages 7-19 and will run from now through February 1. Cash prizes up to \$200 will be awarded.
[You can view the contest info and guidelines here.](#)

This year's theme is ***through the eyes of a biblical character***. Imagine one of the scenes associated with the Bible characters listed in our three categories below. Can you envision the smoke rising from the burning bush that Moses witnessed? Can you imagine seeing King Xerxes in front of you as you approached him without his consent? How intimidating that must have been for Esther! Illustrate something these people would have seen, heard, touched, felt, or experienced during their lifetime.

Each student is invited to enter **up to two** pieces of artwork relating to the theme for his or her age category.

Category 1 (ages 7-10): Through the eyes of David or Mary, mother of Jesus

Category 2 (ages 11-14): Through the eyes of Ruth or Elijah

Category 3 (ages 15-19): Through the eyes of Moses or Esther

[Read the judges' comments](#) from previous contests to learn on what features your art will be judged. Also, see the [winning artwork from past years](#) to get an idea of what has won in the past!
Guidelines and entry forms can be found on our [website](#), along with information about our other annual contests for poetry, photography, and essays.

As always, your contest entry fee benefits the [Home School Foundation's Special Needs Children's Fund](#). **Thank you for helping families in hard times continue to homeschool their children who face learning challenges.**

We can't wait to see the artwork that you create!





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We're Thinking About ADHD All Wrong, Says A Top Pediatrician

By: ANYA KAMENETZ



Diagnoses of attention deficit hyperactivity disorder are up around 30 percent compared with 20 years ago. These days, if a 2-year-old won't sit still for circle time in preschool, she's liable to be referred for evaluation, which can put her on track for early intervention and potentially a lifetime of medication.

In an [editorial just published](#) in the Journal Dimitri Christakis argues that we've got this all wrong. He's a professor of pediatrics at the University of Washington and the director of the Center for Child Health, Behavior and Development at Children's Hospital in Seattle.

Parents, schools and doctors, he says, should completely rethink this highly medicalized framework for attention difficulties.

"ADHD does a disservice to children as a diagnosis." — Dimitri Christakis

"ADHD does a disservice to children as a diagnosis," Christakis tells NPR Ed.

Here's why: Researchers are currently debating the nature of ADHD. They have found some genetic markers for it, but the recent rise in diagnoses is too swift to be explained by changes in our genes. Neuroscientists brain wiring patterns characteristic of the disorder.

But the current process of diagnosis amounts to giving a questionnaire to parents and doctors. If they identify six out of nine specific behaviors, then the child officially has ADHD.

"If you fall on this side of the line, we label and medicate you," says Christakis. "But on the other side of the line, we do nothing."

This process is, necessarily, subjective. But there's an awful lot of infrastructure and, frankly, money behind it, especially in our education system. A clinical diagnosis of "chronic or acute" attentional difficulties gives public school students a legal right to special accommodations under the Individuals with Disabilities Education Act. But a child who falls just short of that diagnosis is left without any right to extra support.

Christakis says that, instead, we should be thinking more about a spectrum of "attentional capacity" that varies from individual to individual and situation to situation.

Think of it as a bell curve: On the far left would be someone like Thomas Edison, Mr. "Genius is 1 percent inspiration, 99 percent perspiration," laboring for weeks or months on a single problem. On the far right is someone with severe ADHD.

Attentional capacity, Christakis says, is chief among a cluster of non-academic skills that education researchers have recently become very excited about: executive functioning, self-regulation, grit. Basically, these involve the ability to delay gratification, manage your time and attention and stay on a path toward a goal.

Every child — every person — struggles with this sometimes. Reading to, singing and playing with young children, and making sure older children [get a chance to move around](#), are interventions that can help all students to a lesser or greater extent. "Our job is to have every child maximize attentional capacity," Christakis explains.

Mark Mahone, a pediatric neuropsychologist at the Kennedy Krieger Institute for children with special needs, agrees with Christakis' concept of a spectrum for attentional disorder. "The current thinking in the field is that attentional capacity and skills do occur on a continuum or spectrum." He also says that in general, pediatrics is evolving toward the idea of proactively supporting attentional functioning in everyone.



But, Mahone says, it doesn't mean that diagnoses and medication aren't helpful and appropriate in severe cases of ADHD. And, he says, there is strong, and growing, evidence of specific brain abnormalities associated with severe ADHD symptoms, which would lend support to the concept of ADHD as a brain disease.

New Volunteers

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1/4/16

Proofreader/Editor

Julian Beck

1/6/16

HR Coordinator

Arianie McGee 1/26/16

Proofreader/Editor

Jeny Espinal 1/29/16

Teacher/Tutor





Happy New Year

Wishing you joy, peace, happiness and health in the New Year!

All of us at the Lima Symphony Orchestra thank you for your support during 2015.

We look forward to sharing many more spectacular concerts, educational programs and community events with you in 2016.

The 80's TV Trivia Questions

(answers on last page)

1. Who was Mallory Keaton's fiance?
2. Which one of the A Team was a Pilot?
3. What is the name of the cat in the Smurfs'?
4. What's the connection between Benson & Growing Pains?
5. Who was the leader of the Transformers?
6. What was the name of the dog in Fraggle Rock?
7. What was the name of Punky Brewster's dog?
8. What was Angela's son's name in Who's the Boss?
9. What was Michael Jackson advertising when he was nearly killed?
10. What was ALF's girlfriend from Melmac's name?
11. What was the name of Arnold's fish on Different Strokes?
12. On Three's Company, what was Jack's restaurant that he opened and was head chef?
13. On Three's Company, what's the first name of Mr. Furley's (landlord) tight wad brother who owned the building?
14. On Three's Company, what city did the trio live in?
15. On Three's Company, what is "Chrissy's" real name?
16. On Three's company, what was Chrissy's father's occupation?
17. What current cast member of ER was on an 80's show of the same name?
18. Who was the bully who terrorized Arnold on Different Strokes?
19. What was Roscoe's dogs name on the Dukes of Hazzard?
20. What was the name of the school mistress in The Facts of Life?
21. What were the names of the four main characters of the Facts of Life?
22. What was the name of the bartender on The Love Boat?
23. The Jefferson's was a spinoff from what show?
24. What star of the Breakfast Club was also part of the original cast of the Facts of Life?
25. What actor was famous for the line "nanoo nanoo"?
26. What was the name of Facts of Life's Mrs. Garret's gourmet food shop?
27. On Facts of Life, what was the name Andy thought up to give to the girls when they needed to form a singing group?
28. What did Webster call his adoptive parents?
29. What Facts of Life character
30. Who shot J.R. Ewing?



Can you answer
the questions?

KNIGHT RIDER



Whenever you are facing a challenge, you need a box full of tools.

The tools will change depending on the job, of course, but one element will be present no matter what the task: supports.

If ADHD is your challenge, support is a must. ADHD is a major mental health concern that can greatly impact your life and the lives of others around you. It deserves a certain level of time and attention paid to it.

Some days your symptoms will be under control while other days they will seem completely overwhelming. Believe it or not, supports are equally important no matter what kind of day you're having.

Tear Down the Wall

Before too much is said about the benefits of supports, you need to look at your willingness to accept supports in your life. People are often hesitant about accepting help, especially when it comes to matters related to mental health.

Sadly, there is still a stigma surrounding psychological conditions, and the most unfortunate part is that people with the mental health issues can stigmatize themselves. Have you ever found yourself second-guessing your decision to tell people about you ADHD? Do you keep that information reserved for a select few?

If you leave out parts of your life to the people you interact with, you are reducing their ability to truly provide assistance when needed. You are reducing their ability to know you. Most importantly, you are reducing your own acceptance of your situation. How can they help when they don't know all of the factors feeding the problem?

A lot of people dealing with an issue like ADHD will say, "I don't need any help. I can handle this myself." Okay, but consider this: just because you can do something by yourself, doesn't mean you should. You can move a ton of rocks from one side of a field to another side, but it is usually easier – and more fun – with someone's help.

Being open to the idea of various types of support is the most important factor for adding these positives into your life.

Bring in the Supports

A support is anything that helps you or makes your life easier. Supports come in different shapes and sizes. People are the primary source of support for other people, but supports can also be places and things. Face-to-face relationships will be the most beneficial, but also the most demanding to maintain. Push yourself to have the best supports – not just the convenient ones. With ADHD, you should work to be open and accepting of any and all supports that come your way.

To understand how supports can help you, begin by taking a look at your symptoms. Do you have periods of poor attention? Are you so hyperactive at times that you cannot get anything done? Do you engage in so many time-wasters that you cannot finish your work?

Right now, you might be having trouble even identifying your ADHD symptoms because your self-awareness is so poor. This is a common problem with ADHD, because you are so distracted by the outside world it is hard to pay attention to you. This brings you to the first benefit of supports. Your supports can know you better than you know yourself.

People are notoriously poor at objectively looking at the situations they are in. This makes sense because you are only seeing, feeling and experiencing your own point of view. Any mental health issue, like ADHD, changes and distorts your perspective. Listening to and trusting the supports in your life will deliver another perspective. They might not always be right, but they can give you another piece of the puzzle. This view will yield useful information that you can use to your advantage.

FEBRUARY IS
HEART
MONTH
GIVE WITH HEART!

Types of Learning Disabilities



Learning disabilities are neurologically-based processing problems.

These processing problems can interfere with learning basic skills such as reading, writing and/or math. They can also interfere with higher level skills such as organization, time planning, abstract reasoning, long or short term memory and attention. It is important to realize that learning disabilities can affect an individual's life beyond academics and can impact relationships with family, friends and in the workplace.

Since difficulties with reading, writing and/or math are recognizable problems during the school years, the signs and symptoms of learning disabilities are most often diagnosed during that time. However, some individuals do not receive an evaluation until they are in post-secondary education or adults in the workforce. Other individuals with learning disabilities may never receive an evaluation and go through life, never knowing why they have difficulties with academics and why they may be having problems in their jobs or in relationships with family and friends.

Learning disabilities should not be confused with learning problems which are primarily the result of visual, hearing, or motor handicaps; of mental retardation; of emotional disturbance; or of environmental, cultural or economic disadvantages.

Generally speaking, people with learning disabilities are of average or above average intelligence. There often appears to be a gap between the individual's potential and actual achievement. This is why learning disabilities are referred to as "hidden disabilities": the person looks perfectly "normal" and seems to be a very bright and intelligent person, yet may be unable to demonstrate the skill level expected from someone of a similar age.

A learning disability cannot be cured or fixed; it is a lifelong challenge. However, with appropriate support and intervention, people with learning disabilities can achieve success in school, at work, in relationships, and in the community.

In Federal law, under the Individuals with Disabilities Education Act (IDEA), the term is "specific learning disability," one of 13 categories of disability under that law.

"Learning Disabilities" is an "umbrella" term describing a number of other, more specific learning disabilities, such as dyslexia and dysgraphia. Find the signs and symptoms of each, plus strategies to help below.

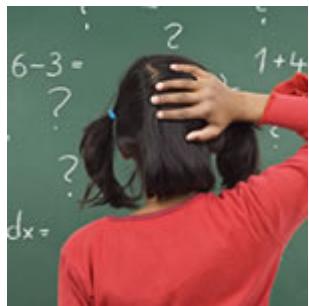
Specific Learning Disabilities



Auditory Processing Disorder (APD)

Also known as Central Auditory Processing Disorder, this is a condition that adversely affects how sound that travels unimpeded through the ear is processed or interpreted by the brain. Individuals with APD do not recognize subtle differences between sounds in words, even when the sounds are loud and clear enough to be heard. They can also find it difficult to tell where sounds are coming from, to make sense of the order of sounds, or to block out competing background noises.

[Learn more about Auditory Processing Disorder](#)



Types of Learning Disabilities (cont)

Dyscalculia

A specific learning disability that affects a person's ability to understand numbers and learn math facts. Individuals with this type of LD may also have poor comprehension of math symbols, may struggle with memorizing and organizing numbers, have difficulty telling time, or have trouble with counting.

[Learn more about Dyscalculia](#)



Dysgraphia

A specific learning disability that affects a person's handwriting ability and fine motor skills. Problems may include illegible handwriting, inconsistent spacing, poor spatial planning on paper, poor spelling, and difficulty composing writing as well as thinking and writing at the same time.

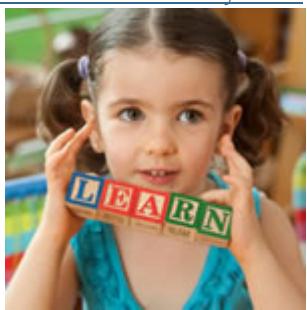
[Learn more about Dysgraphia](#)



Dyslexia

A specific learning disability that affects reading and related language-based processing skills. The severity can differ in each individual but can affect reading fluency, decoding, reading comprehension, recall, writing, spelling, and sometimes speech and can exist along with other related disorders. Dyslexia is sometimes referred to as a Language-Based Learning Disability.

[Learn more about Dyslexia](#)



Language Processing Disorder

A specific type of Auditory Processing Disorder (APD) in which there is difficulty attaching meaning to sound groups that form words, sentences and stories. While an APD affects the interpretation of all sounds coming into the brain, a Language Processing Disorder (LPD) relates only to the processing of language. LPD can affect expressive language and/or receptive language.

[Learn more about Language Processing Disorder](#)



Types of Learning Disabilities (cont)

Non-Verbal Learning Disabilities

A disorder which is usually characterized by a significant discrepancy between higher verbal skills and weaker motor, visual-spatial and social skills. Typically, an individual with NLD (or NVLD) has trouble interpreting nonverbal cues like facial expressions or body language, and may have poor coordination.

[Learn more about Non-Verbal Learning Disabilities](#)



Visual Perceptual/Visual Motor Deficit

A disorder that affects the understanding of information that a person sees, or the ability to draw or copy. A characteristic seen in people with learning disabilities such as Dysgraphia or Non-verbal LD, it can result in missing subtle differences in shapes or printed letters, losing place frequently, struggles with cutting, holding pencil too tightly, or poor eye/hand coordination.

[Learn more about Visual Perceptual/Visual Motor Deficit](#)

Related Disorders



ADHD

A disorder that includes difficulty staying focused and paying attention, difficulty controlling behavior and hyperactivity. Although ADHD is not considered a learning disability, research indicates that from 30-50 percent of children with ADHD also have a specific learning disability, and that the two conditions can interact to make learning extremely challenging.

[Learn more about ADHD](#)



Dyspraxia

A disorder that is characterized by difficulty in muscle control, which causes problems with movement and coordination, language and speech, and can affect learning. Although not a learning disability, dyspraxia often exists along with dyslexia, dyscalculia or ADHD.

[Learn more about Dyspraxia](#)



Types of Learning Disabilities (cont)

Executive Functioning

An inefficiency in the cognitive management systems of the brain that affects a variety of neuropsychological processes such as planning, organization, strategizing, paying attention to and remembering details, and managing time and space. Although not a learning disability, different patterns of weakness in executive functioning are almost always seen in the learning profiles of individuals who have specific learning disabilities or ADHD.

[Learn more about Executive Functioning](#)



Memory

Three types of memory are important to learning. Working memory, short-term memory and long-term memory are used in the processing of both verbal and non-verbal information. If there are deficits in any or all of these types of memory, the ability to store and retrieve information required to carry out tasks can be impaired.

[Learn more about Memory](#)



Only 4
months till
Summer!!!

Fort Wayne Civic Theatre proudly announces the Winners of the 7th Annual Northeast Indiana Playwright Festival:



1st Place Winner
The Tales of Charlotte Wilson, P.I.
by Daniel Hart

2nd Place Winner
The Last Stand by Joseph Collins

3rd Place Winner
Sir Lancelot Jones by Jim Henry

The 7th Annual Playwright Festival will be held on Saturday, March 19 at the Parkview Physician's Group ArtsLab Theatre at 300 E. Main Street, Fort Wayne, IN.

The 1st place winning play – *The Tales of Charlotte Wilson, P.I.* will premiere on the eve of the festival on Friday, March 18 at 8:00pm. It will be presented as a part of the festival on Saturday, March 19 at 8:00pm followed by a post discussion led by Guest Speaker Douglas Post. Additional performances of this production will be on Sunday, March 20 at 2:00pm, Friday, March 25 at 8:00pm, Saturday March 26 at 2:00pm and at 8:00pm. *The Tales of Charlotte Wilson, P.I.* will be directed by Phillip H. Colglazier.

The 2nd and 3rd place plays will have stage readings followed by post discussions led by Guest Speaker Douglas Post. *Sir Lancelot Jones* by Jim Henry will be presented at 10:00 am on Saturday, March 19 – directed by Steve Sarratore. *The Last Stand* by Joseph Collins will be presented at 2:00 pm on Saturday, March 19 – directed by Jay Duffer. Both play readings will be held at the ArtsLab Theatre.

Playwright Douglas Post will be the featured speaker for the 2016 festival leading a Conversation on the Art of Adaptations. A playwright with numerous credits, Post's adaptations include *The Wind in the Willows*, a musical based on the book by Kenneth Grahame, which has had over 250 productions around the world; *God and Country*, a rock opera based on the play *Antigone* by Sophocles, which was produced at Victory Gardens Theater; *The Kingdom of Grimm*, a musical based on three stories by the Brothers Grimm, which was the winner of the first Cunningham Commission for Youth Theatre; and *The Prizefighter and the Playwright*, a play based on the book by Jay Tunney, which he is currently working on. Post will speak at the festival workshop on Saturday, March 19 at 5:30pm at the ArtsLab Theatre, followed by the annual festival reception.

Open to current or former residents of Indiana and to those in a 90-mile radius of Fort Wayne, scripts were submitted by 23 playwrights from throughout Indiana and from Michigan, Alabama, Florida, Illinois and Ohio. These scripts were adjudicated by a committee of local and national theatre professionals who determined the winners.

The Northeast Indiana Playwright Festival was established to help nurture the creative writing talents of Indiana playwrights. The \$40 festival packages includes all events and are available through the ArtsTix Box Office at (260) 424-5220

Auditions for all three festival plays will be on Sunday, January 31 starting at 7:00 pm at the Arts United Center - 303 E. Main Street, Downtown Fort Wayne. The audition notice is also available on line at fwcivic.org

For more information contact Elise Ramel at (260) 422-8641 x 224 or eramel@fwcivic.org



Need an idea for engaging your kids in math? The Arcademics Cup - an online multiplication contest for students across the country - is coming up! Over 20,000 students will participate in this exciting learning opportunity from Feb 4th to 5th.

Your kids can join in the fun - it's easy to sign up, no cost to enter, and real prizes to be won.

Arcademics are the experts in ed-gaming. We make [online games](#) and apps that motivate and engage students in practicing math and language arts.

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Arcademics builds online multiplayer games for students at www.arcademics.com.



New to Arcademics Plus?

Student Eligibility for the Cup

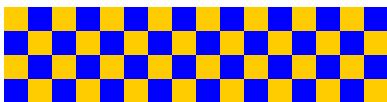
Students in grades K-6 who are using Arcademics Plus are eligible for this multiplication contest. If your students are not currently using Arcademics Plus, you can sign up for a free trial teacher account and register your students, who can then participate in the Cup.

How it Works

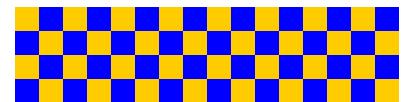
Students will login and see a contest assignment of Grand Prix Multiplication on their homepage. Students can click the contest assignment to play. There is no limit to the number of times they can play. The game will consist of multiplication problems 1-12.

iPads and Android Tablets

The Arcademics Cup works on our apps for iPad and Android tablets. When your students login, they will see the contest assignment on the homepage. Download the app from the App Store or from Google Play.



AUTISM and A.B.A.



At first, everything about L.'s baby boy seemed normal. He met every developmental milestone and delighted in every discovery. But at around 12 months, B. seemed to regress, and by age 2, he had fully retreated into his own world. He no longer made eye contact, no longer seemed to hear, no longer seemed to understand the random words he sometimes spoke. His easygoing manner gave way to tantrums and head-banging. "He had been this happy, happy little guy," L. said. "All of a sudden, he was just fading away, falling apart. I can't even describe my sadness. It was unbearable." More than anything in the world, L. wanted her warm and exuberant boy back. A few months later, B. received a diagnosis of autism. His parents were devastated. Soon after, L. attended a conference in Newport, R.I., filled with autism clinicians, researchers and a few desperate parents. At lunch, L. (who asked me to use initials to protect her son's privacy) sat across from a woman named Jackie, who recounted the disappearance of her own boy. She said the speech therapist had waved it off, blaming ear infections and predicting that Jackie's son, Matthew, would be fine. She was wrong. Within months, Matthew acknowledged no one, not even his parents. The last word he had was "Mama," and by the time Jackie met L., even that was gone.

In the months and years that followed, the two women spent hours on the phone and at each other's homes on the East Coast, sharing their fears and frustrations and swapping treatment ideas, comforted to be going through each step with someone who experienced the same terror and confusion. When I met with them in February, they told me about all the treatments they had tried in the 1990s: sensory integration, megadose vitamins, therapeutic horseback riding, a vile-tasting powder from a psychologist who claimed that supplements treated autism. None of it helped either boy.

Together the women considered applied behavior analysis, or A.B.A. — a therapy, much debated at the time, that broke down every quotidian action into tiny, learnable steps, acquired through memorization and endless repetition; they rejected it, afraid it would turn their sons into robots. But just before B. turned 3, L. and her husband read a new book by a mother claiming that she used A.B.A. on her two children and that they "recovered" from autism. The day after L. finished it, she tried the exercises in the book's appendix: Give an instruction, prompt the child to follow it, reward him when he does.

"Clap your hands," she'd say to B. and then take his hands in hers and clap them. Then she would tickle him or give him an M&M and cheer, "Good boy!" Though she barely knew what she was doing, she said, "he still made amazing progress compared with anything he'd gotten before."

Impressed with B.'s improvement, both families hired A.B.A. specialists from the University of California, Los Angeles (where A.B.A. was developed), for three days of training. The cost was enormous, between \$10,000 and \$15,000, covering not only the specialists' fees but also their airfare and hotel stays. The specialists spent hours watching each boy, identifying his idiosyncrasies and creating a detailed set of responses for his parents to use. The trainers returned every couple of months to work on a new phase, seeking to teach the boys not just how to use language but also how to modulate their voices, how to engage in imaginative play, how to gesture and interpret the gestures of others. The families also recruited and trained people to provide A.B.A. to their sons, so each boy received 35 hours a week of one-on-one therapy.

The specialists taught the parents that if their child wanted something, they should hand it to him — but should not let go until he looked at them. Within a month, B. was looking at people when he asked them for something, having learned it was the only way to get what he wanted. Within four months, he was looking at people even when he wasn't soliciting help. Soon he learned to point to things he desired, a skill that required weeks of lessons. Once B. understood the power of pointing, he no longer pulled his mother to the refrigerator and howled till she happened upon the food he wanted; now he could point to grapes and get grapes. "Between the time he was age 1 and almost 3," L. said, "I remember only darkness, only fear. But as soon as I figured out how to teach him, the darkness lifted. It was thrilling. I couldn't wait to get up each morning and teach him something new. It wasn't work at all. It was a huge, huge relief." Soon B. began to use language to communicate, albeit inventively at first. One time when B. pointed to the grapes in the fridge, L. took them out, plucked them off the stem and handed them to him — at which point he started screaming. He threw himself on the ground, flailing in misery. L. was baffled. He had clearly pointed to the grapes.

What had she misunderstood? Why were his tantrums so frustratingly arbitrary? Suddenly, B. pleaded: "Tree! Tree!" It hit her: He wanted the grapes still attached to the stem. He wanted to pull them off himself! "It was like, Oh, my god, how many times have I thought his tantrums were random, when they weren't random at all? I felt so bad for him: What other things have you wanted that you couldn't tell me?"

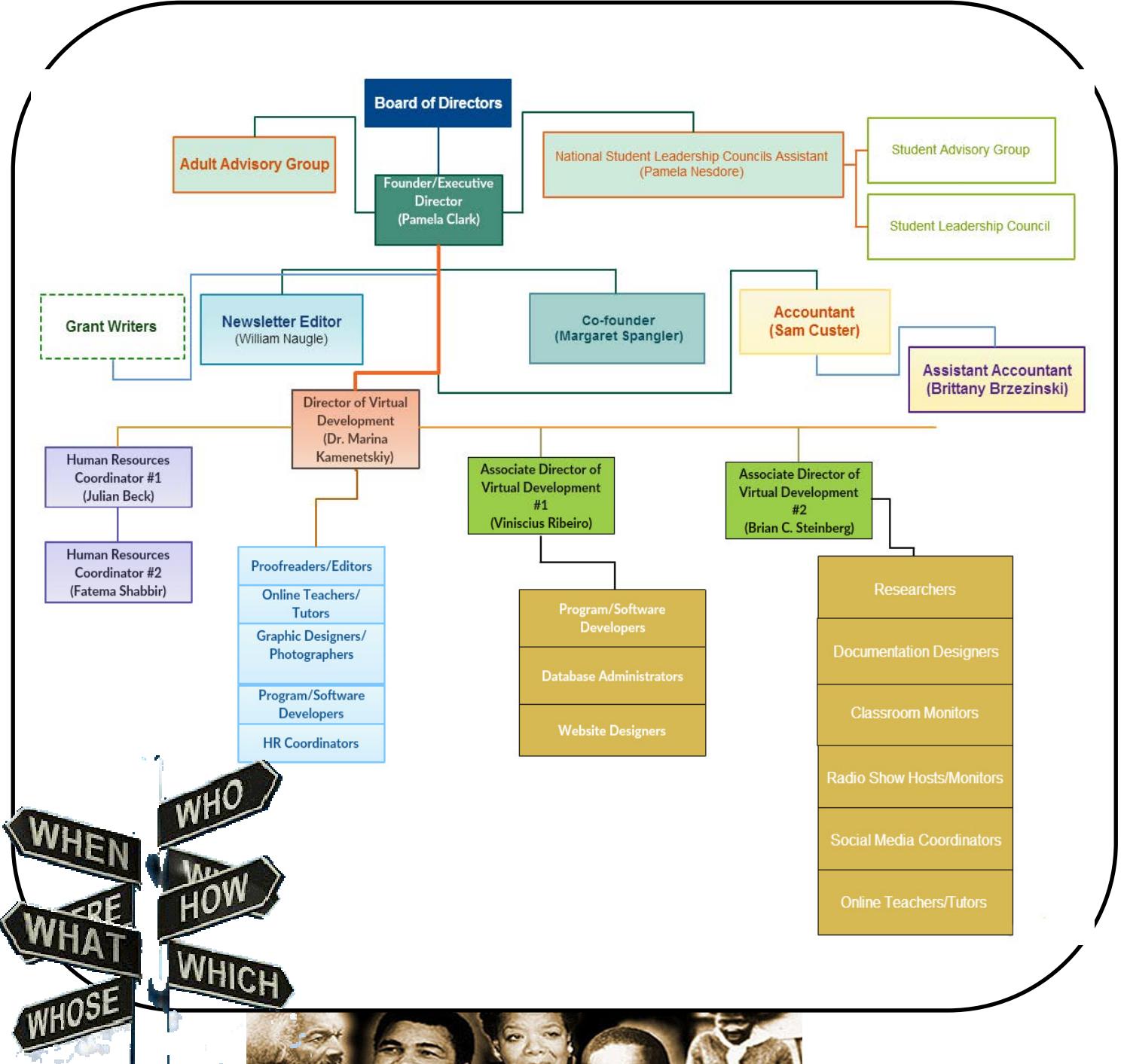
After that, B.'s language blossomed quickly. By the time he finished kindergarten, he was chatty and amiable, though he remained socially awkward, hyperactive and unyieldingly obsessed with the animal kingdom — he knew every kind of dinosaur, every kind of fish. Whatever his preoccupation of the moment, he would talk about it incessantly to anyone who would, or wouldn't, listen. L. made three small laminated coupons, and each morning, she'd tuck them into B.'s front pocket and remind him that whenever he talked about his favorite animal or noticed kids walking away or changing the subject, he should move a coupon to his other pocket. Once he ran out of coupons, she told him, he had to find other things to talk about for the rest of the day.

Whether because of the coupons or maturation or something else, B.'s monologues stopped by second grade. Around the same time, his fixations eased. B.'s doctor concluded that the last vestiges of his autism were gone; he no longer met the criteria, even in its mildest form.

L. was ecstatic, but she was also plagued by guilt. Though Jackie's son received the same treatments as B., he had made no such progress. Matthew still could not talk. He remained uninterested in other children and most toys. And despite efforts to teach him, Matthew's communication remained extremely limited: When he squealed loudly, he was happy. When he threw up — which for a year he did daily — his parents concluded that he was distressed, after a doctor assured them that there wasn't anything physically wrong with him.

"Jackie did everything for him," L. told me, her voice filled with angst. "Everything. She tried just as hard as I did. She hired the same people, did the same work. . . ." Her voice trailed off. She was sure that the behavioral therapy had allowed her to reclaim her son, but she could not understand why it had not done the same for Matthew.

NHEG Organizational Chart



February 2016

- 1 National Freedom Day
- 2 Ground Hog Day
- 3 The Day the Music Died - Buddy Holly,
Richie Valens & the Big Bopper died in a plane
crash
- 5 National Weatherman's Day
- 6 Lame Duck Day
- 7 Superbowl Sunday - Superbowl 50 date
- 8 Chinese New Years - date varies
- 9 Mardi Gras / Fat Tuesday - date varies
- 10 Ash Wednesday - date varies
- 11 Make a Friend Day
- 12 Abraham Lincoln's Birthday
- 13 Get a Different Name Day
- 14 Valentine's Day
- 15 President's Day - third Monday of month
- 16 Do a Grouch a Favor Day
- 17 Random Acts of Kindness Day
- 18 National Battery Day
- 19 National Chocolate Mint Day
- 20 Love Your Pet Day
- 21 Card Reading Day
- 22 George Washington's Birthday
- 23 Tennis Day
- 24 National Tortilla Chip Day
- 25 Pistol Patent Day
- 26 Carnival Day
- 27 No Brainer Day - this day is for me!
- 28 Oscar Night - date varies
- 29 Leap Day



Weekly Celebrations:

3rd Week International Flirting Week

Month:

- American Heart Month
- An Affair to Remember Month
- Black History Month
- Canned Food Month
- Creative Romance Month
- Great American Pie Month
- National Cherry Month
- National Children's Dental Month
- National Grapefruit Month
- National Weddings Month

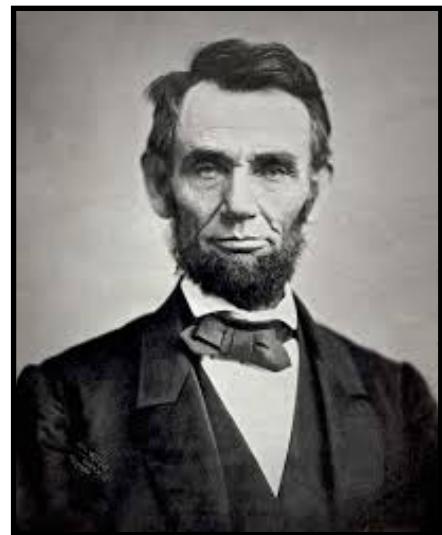
Teacher Of The Year Contest



Teacher Of The Year Contest!

Think you have the best teacher? Nominate them for our Teacher Of The Year Contest! **In 250 words or less**, tell us what makes your teacher outstanding! Drop off your essay at any United Art and Education retail store, and your teacher will be **entered to win a \$250 gift card!**

Entries will be taken in stores through **Friday, April 1st, 2016**. Winner will be announced during Teacher Appreciation Week in early May.



Abraham Lincoln became the United States' 16th President in 1861, issuing the Emancipation Proclamation that declared forever free those slaves within the Confederacy in 1863.

Dear Business Owner,

With the end of 2015 approaching, I wanted to send you a quick note of thanks for your hard work in sustaining and growing your business and congratulate you on another successful year.

The holiday season reminds us of the importance of supporting local businesses, like yours, who create interesting products, offer outstanding services and contribute to your local communities all while employing Ohioans in the process. It is your dedication that makes Ohio a great place to live and a great place to do business. Let us give thanks for our successes and lend a helping hand to those who are in need this holiday season.

I hope you are able to enjoy this time with family and friends. Best wishes for a happy holiday season and a healthy New Year.

Sincerely,

A handwritten signature in black ink that reads "Jon Husted".

Jon Husted
Ohio Secretary of State



Common Core Report CCard

EXCLUSIVE: Textbook sales leader says national Common Core education standards are 'all about the money' as teacher insists bureaucrats created a 'new system that sucks to sell more books'

Conservative muckraker group Project Veritas caught a textbook sales executive and a New York teacher talking about Common Core standards 'I hate kids,' confessed the textbook sales leader. 'I'm in it to sell books. Don't even kid yourself for a heartbeat'

Hidden camera video shows teacher hammering the program as a system designed 'to sell more books'
'Oh my god, it's all a money game. It's all a money game,' she said

Houghton Mifflin Harcourt fired the sales executive Tuesday morning after DailyMail.com told the company about the video

By DAVID MARTOSKO, US POLITICAL EDITOR FOR DAILYMAIL.COM

The guerrilla video crew that exposed Obamaphone cheaters and shut down the left-wing advocacy group ACORN is at it again, this time hammering the 'Common Core' education standards as a scheme for publishers to sell more textbooks.

The West Coast sales manager from one of the nation's biggest school book sellers, Houghton Mifflin Harcourt, [told an undercover muckraker with Project Veritas](#) that 'I hate kids.'

'I'm in it to sell books,' Dianne Barrow said of her advocacy for Common Core. 'Don't even kid yourself for a heartbeat.'

She added that 'it's all about the money. What are you, crazy? It's all about the money.'

'You don't think that the educational publishing companies are in it for education, do you? No, they're in it for the money.'

Bianca Olson, Houghton Mifflin Harcourt's senior vice president, confirmed Tuesday morning that Barrow 'has been terminated.' That followed a phone call in which DailyMail.com read Barrow's statements to her verbatim. Harsh words from educators also won't help the K-12 Common Core system's advocates.

'It's a joke,' a Brooklyn, New York teacher Project Veritas identified as Jodi Cohen said on the group's hidden camera.

Cohen, like Barrow, believes that the Common Core system is a marketing bonanza for textbook publishers.

'Oh my god, it's all a money game. It's all a money game,' the cynical educator said.

Houghton Mifflin Harcourt's CEO, Linda Zecher, told DailyMail.com on Tuesday morning that her company 'is as appalled by these comments as we expect readers will be.'

'These statements in no way reflect the views of HMH and the commitment of our over 4,000 employees who dedicate their lives to serving teachers and students every day.'

'The individual who made these comments is a former employee who was with HMH for less than a year,' she added, referring to Barrow's firing on Tuesday.

Cohen couldn't be reached for comment.

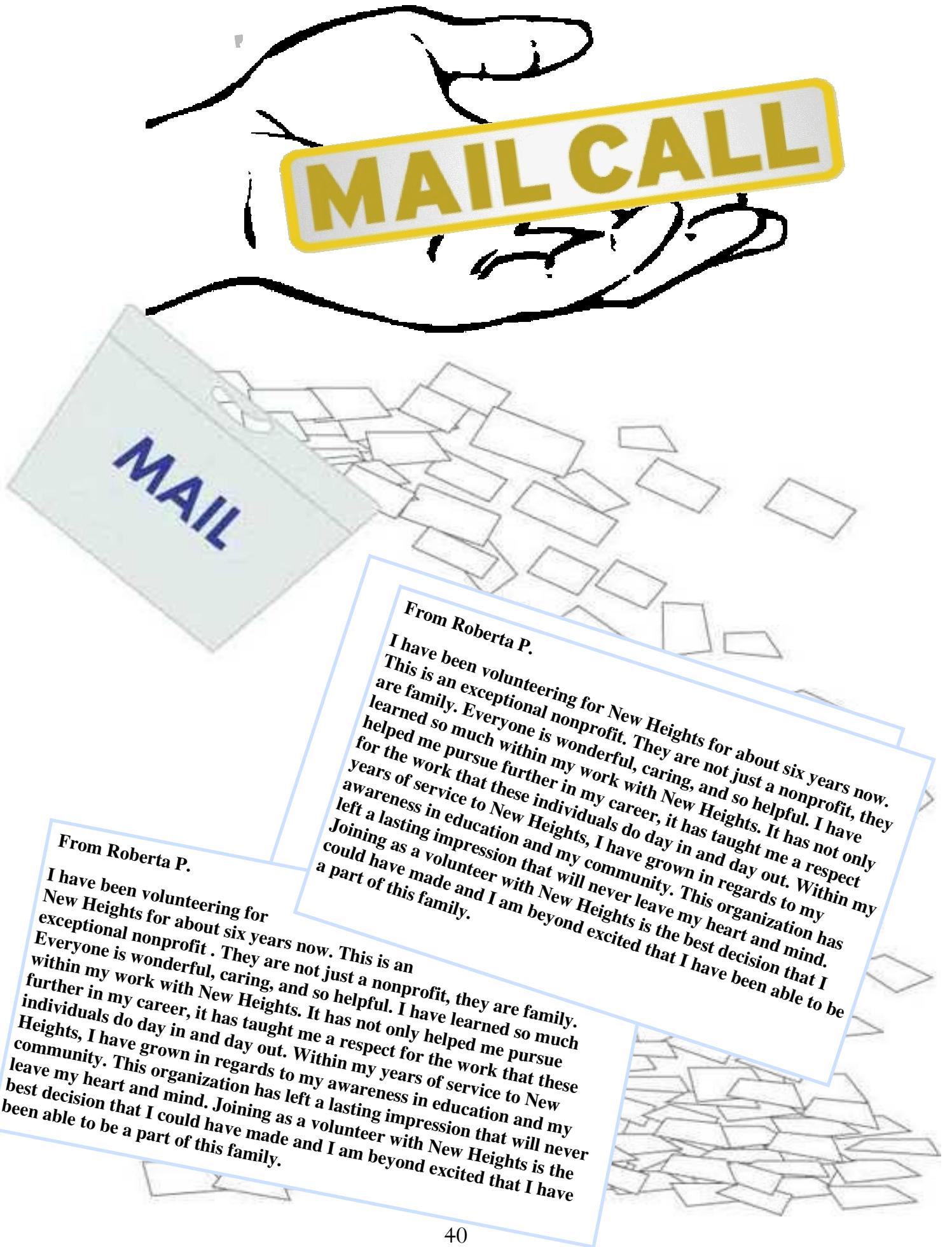
The new video threatens to blow open the national debate about the national standards, which have simmered on the back-burner of Republican debates but haven't taken hold as much as immigration or foreign policy. Former Florida Gov. Jeb Bush has advocated in favor of Common Core, arguing that participating states aren't restricted from setting their own standards.

Sen. Marco Rubio, his in-state rival, says on his website that 'Common Core has been used by the Obama administration to turn the Department of Education into a national school board. This effort to coerce states into adhering to national curriculum standards is not the best way to help our children attain the best education, and it must be stopped.'

Donald Trump, the GOP's leading presidential candidate, said in July that 'Common Core has to be ended. It's a disaster. It's a way of taking care of the people in Washington that, frankly, I don't even think they give a damn about education, half of them..'

But despite her cynical outlook on Common Core, Barrow says on the Project Veritas video that Trump is all wet.

'Who is listening to Donald Trump? I mean, come on! she says. 'It's all old white men that are frustrated with their life. It's ... a mid life crisis campaign. And so, he doesn't know policy, he doesn't even – has he ever read the Constitution?'



From Roberta P.

I have been volunteering for New Heights for about six years now. This is an exceptional nonprofit, they are family. Everyone is wonderful, caring, and so helpful. I have learned so much further in my career, it has taught me a respect for the work that these individuals do day in and day out. Within my years of service to New Heights, I have grown in regards to my awareness in education and my community. This organization has left a lasting impression that will never leave my heart and mind. Joining as a volunteer with New Heights is the best decision that I could have made and I am beyond excited that I have been able to be a part of this family.

From Roberta P.

I have been volunteering for New Heights for about six years now. They are not just a nonprofit, they are family. Everyone is wonderful, caring, and so helpful. It has not only helped me pursue further in my career, it has taught me a respect for the work that these individuals do day in and day out. Within my years of service to New Heights, I have grown in regards to my awareness in education and my community. This organization has left a lasting impression that will never leave my heart and mind. Joining as a volunteer with New Heights is the best decision that I have been able to make and I am beyond excited that I have a part of this family.



KIDS CAN COOK

Kool-aid Sherbet

- 1 cup sugar
- 1 envelope unsweetened orange Kool-aid or flavor of your choice
- 3 cups milk
- Mixing Bowl Mixer or wire whisk

In a bowl, stir sugar, Kool-aid mix and milk until sugar is dissolved.

Pour into a shallow freezer container; cover and freeze for 1 hour or until slightly thickened.

Transfer into a mixing bowl; beat until smooth.

Return to freezer container; cover and freeze until firm.

Remove from the freezer 20 minutes before serving.

Yield: about 3 cups

Brain Freeze Ice Cream Sundae

- A blender
- ice cream
- chocolate syrup
- 1/2 cup ice
- 1 - 2 cups of milk

Put the ice cream, ice and chocolate syrup in the blender. The amount of chocolate syrup depends on how chocolatey you like it.

Pour the milk in but don't make it too milky.

Blend until thick and creamy to drink.

YUM.

The Case of the Reluctant Reader

Lindsay Banton

NHEG Files

Join me in my imaginary, Homeschoolers Anonymous group, hidden in the basement of the local church. Bad coffee has been brewed, less than the average amount of denim is worn, hefty tote bags sit next to each chair. Take a look around the unexpectedly large circle and you won't find many "typical" homeschoolers. Instead you'll see the mom who only feeds her kids meals from the frozen section. Next to her is the former public educator that has resigned to focus on her own kids. Then there is the high-powered lawyer and finally the tattooed and pierced mom wearing the super tight workout clothes, semi-sweaty from her yoga class.

And me. Tonight is my night to share my non-stereotypical homeschool issue. I'm a bit nervous but feel OK with these other moms, so I go for it. Ready?

"Hello, my name is Lindsay."

"Hi Lindsay."

"I am a homeschool mom and I have a reluctant reader."

Gasp. Whisper, whisper. Accepting smiles and affirming nods.

There we have it. My not-so-normal homeschooling situation is out in the open. But then again, is there such a thing as a "normal" homeschooling situation?

That's what it feels like sometimes, to not have the five year old that has memorized all the states and capitols, the 7 year old that can't quote Socrates yet or the kid who just isn't flying past all of the kids his age.

Homeschoolers get pegged as being over-achievers and it's just not always true.

In my case, it was the reading. I was stumped though, because she could read . . . she just wouldn't very willingly. How could we have started our 100 reading lessons back when she was and now, at 6 or 7, she was still so reluctant to read?

What's a homeschool mom to do?! Here's what worked for me and my reluctant reader:

Phone-a-Friend

I tried some online ideas, ensured she knew her basic phonics lessons again and tried to not poke my eyes out as she labored over reading assessment sentences. I gave up and called my favorite educator friend for advice on helping struggling readers. We deduced that my daughter wasn't struggling with the skill of reading because she had a learning issue of some kind – it was sheer laziness of doing something a little tough. (Ahem, the apple doesn't fall far from the momma tree, here.) I loved her suggestions and spent the weekend gathering my resources.

E&E Reading

The next week, we began our new routine of **Entrance and Exit Reading**. I explained that this new habit would be non-negotiable, much like seat belts in the car. School will not start until she completes her reading, and school will not end until she completes her reading. She had permission to pick what she wanted to read from a basket of pre-approved options. The basket included books just below the level I knew she could read and high-interest topics.

(Continued on next page)

The Case of the Reluctant Reader

NHEG Files

Lindsay Banton

(Continued)

Check My Goals

My goal wasn't to improve her reading skill; my goal was simply to help her develop a stronger love of reading- or at least a non-hate relationship with reading. I wanted her to see that opening a book and working on sounding out that word was worth it and that she was capable of doing that simple task. I needed her to get over the hurdle of disliking reading and the only option was to just do it until it got easier. Once that hurdle was conquered, we could move forward.

DEAR Time

Entrance and Exit Reading helped our situation a great deal because it helped me to feel more enabled to enforce the practice. After a while of E&E reading, I reached back into my elementary days and remembered DEAR Time- **Drop Everything And Read**. I remember sitting in my classrooms and hearing the principal call for DEAR Time over the intercom. It was a great way to make reading fun for even the most reluctant readers. Even my teacher grabbed a book and indulged. We have DEAR Time here now, too.

Now, a few years later, reading still isn't the favored activity for one particular child. But our academics require a lot of higher level reading. Honestly, I wanted to fight and force her to read every. last. word. But my good friend reminded me to think about the purpose of that particular assignment. Is it to practice reading? Or is it to gain information? If it's the latter, then take advantage of some audio books or read the book aloud and enjoy it together, sometimes. I have to tell myself that audio books aren't giving up on becoming the eager reader, but they are an enjoyable way to gain the necessary information (and a great way to take advantage of driving hours).

Your Turn

So, what's your H.A. story, dear homeschooling mom? Is your learner avoiding the second grade math facts as if he will grow an extra limb from memorizing them? Do you secretly wish you could be the best classroom mom in the history of elementary school Valentine's Day parties? Next week is your turn in our Homeschoolers Anonymous meeting. We will all welcome you with open arms and offer the accepting smiles and affirming nods. Homeschooling isn't about having the 14 year old Harvard grad. It's about far more important things. It's about lovingly teaching the child with whom you've been blessed. And if they are not the perfect stereotypical homeschool child
perfect stereotypical
OK! We still like you.
too.

honed by you, the
homeschool mom – it's
And we like your style,





The day the music died

February 3, 1959



- Aztec** Who was Mallory Keaton's fiance?
- Nick Moore** Which one of the A Team was a Pilot?
- H.M. "Howling Mad" Murdock** Who was the leader of the good Transformers?
- Missy Gold** Missy Gold was the daughter in Beneson and her sister was Tracey Gold, Carol in Growing Pains
- Optimus Prime** Who was the name of the dog in Fraggle Rock?
- Sprocket** What was the name of Punky Brewster's dog?
- Brandan** What was Michael Jackson advertising when he was nearly killed?
- Peps!** What was MacLaren's son's name in Who's the Boss?
- Brondon** What was Nelly's son's name in Who's the Boss?
- Abraham** Who owned the building?
- Jack's Bistro** On Three's Company, what's the first name of Mr. Furley's (landlord) right wad brother?
- Bar** On Three's Company, what city did the trio live in?
- Santa Monica** On Santa Monica, what is "Chrissy's" real name?
- Christmas** On Three's Company, what is "Chrissy's" father's occupation?
- Revere's** What current cast member of ER was on an 80's show of the same name?
- Fish** What was the name of the Duke's of Hazzard?
- Mrs. Edna Garrett** What was the name of the school mistress in The Facts of Life?
- Jo Polnaczek, Blair Warner, Natalie Green, Dorothy "Tootie" Ramsey** What were the names of the four main characters of the Facts of Life?
- Izack Washington** What Jefferson's was a spinoff from what show?
- All in the Family** The Jeffersons was also part of the original cast of the Facts of Life?
- Molly Ringwald** What actor was famous for the line "nanoo nanoo"?
- Robin Williams for his character Mork from Ork** What was the name of Facts of Life's Mrs. Garet's gourmet food shop?
- Edna Lingege** On Facts of Life, what was the name Andy thought up to give to the girls when they needed to form a singing group?
- Madam and George** What did Webster call his adoptive parents?
- What Facts of Life character was in The Godfather?**