



Europe's Children Our Concern asbl

supporting children and young people with learning difficulties

Under the Patronage of Her Royal Highness Princess Mathilde

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"Together we can make a difference"

ECOC News No. 57 – April 2007

If you have news that you would like us to pass on, or if you would like us to publicise an event or mention a resource that you have found useful, please send us the details.

ECOC News

Speakers' Corners

ECOC is organising a series of Speakers' Corners and seminars between now and June on such subjects as mind-mapping, music therapy and horse riding for those with disabilities. For more information please contact ecoc@ecoc.be

Other news

April is autism awareness month

"Individuals affected by autism are like snowflakes," says Professor of Health Services at St Joseph's University in Philadelphia, US, Michelle Rowe. "No two are alike."

But Dr. Rowe says the research is promising and she has practical advice for parents. She credits early diagnosis and early intervention among the most significant breakthroughs, noting that both can help children reach their full potential.

Current research is focusing on the relationship between genetic and immune responses in children with autism. "Most experts agree that there is a genetic predisposition to autism," Dr. Rowe says. "Yet, several studies have now shown that in many cases the autism, especially the regressive form, is likely triggered by some environmental factor producing an inflammatory response in the body." Family members of individuals with autism often have a history of diseases such as rheumatoid arthritis that produce an autoimmune response and cause inflammation in parts of the body.

Other studies on brain imaging have shown areas in the brain of individuals with autism that respond differently from those without autism.

"Clearly, autism is a brain disorder," she notes, "and research should focus on brain functioning of individuals with autism and how best to develop interventions that target the affected areas of the brain."

More information: <http://www.sju.edu/>

Classroom technology improves education for children with autism

The standard of education for children with autism spectrum disorders (ASD) can be improved by better classroom design, but often not enough attention is paid to their needs. Now, researchers at UK Coventry University's Design Ergonomics Applied Research Group have developed a multisensory activity area that is engaging autistic children through digital technology.

A survey of 500 children with ASD revealed that they have a wide variety of sensory triggers. In response to this, the system developed can be tailored for individual needs.

Changes in users have included greater levels of engagement with other people, for example, improved communication with their peers. Teachers and parents have also noted that the children develop a better relationship with their school routine and improve their performance in mixed ability classes.

More information: [Coventry University](#)

109th Congress passes Combating Autism Act

In one of its final legislative activities, the 109th US Congress passed the Combating Autism Act (CAA) which will provide almost \$1 billion for research and public awareness. The CAA will fund activities for autism-related research, public awareness and early detection.

International Directory of Communication Disorders

A directory of information supplied by those who have lived in the countries covered has recently been published.

More information: http://www.comdisinternational.com/world_views.html

Launch of UK consultation on equality

The UK Minister for Disabled People, Anne McGuire, has launched a public consultation to ask disabled people what equality means to them, and to gain their views on how government can best monitor progress towards equality.

The consultation is being led by the [Office for Disability Issues \(ODI\)](#), which was set up to help government departments work together to deliver equality for disabled people by 2025. The launch coincides with the publication by the [Disability Rights Commission](#) of their "Disability Agenda", which sets out the core themes on which the new Commission for Equality and Human Rights should focus.

Chiropractic care may help children with learning difficulties

Newswise reports that a recent study, published in the *Journal of Vertebral Subluxation Research* (JVSR), suggests that chiropractic care may offer significant benefits to children suffering from learning difficulties.

The research was conducted by Swiss chiropractor Yannick Pauli, DC, president of the Swiss Chiropractic Paediatric Association, who specializes in the care of children suffering from learning and behavioural disorders.

"This review critically assessed eight previously published studies involving a total of 160 children," Dr. Pauli explained. "Although the results remain preliminary and more research is needed, the evidence strongly suggests that chiropractic care may help various cognitive abilities that are essential to learning."

Dr. Pauli noted that the same areas of neurological dysfunction that can lead to learning difficulties can also interfere with life skills, sport activities, and family and peer relationships. He added that chiropractic adjustments, even when no back problems are evident, can improve the function of the spine and strongly stimulate nerve pathways to the cerebellum and other parts of the brain. "In the case of children, this may, in turn, help brain functions necessary for learning," he said.

An abstract of the research report is available at <http://www.jvsr.com>. More information: <http://www.newswise.com:80/articles/view/526598/>

WordTalk

This is a free plug-in for use with all versions of Microsoft Word (from Word 97 onwards), which can help people with reading difficulties use Microsoft Word more effectively. It will speak the text of the document and will highlight it as it goes. It contains a talking dictionary to help decide which spelling is most appropriate. It sits in the toolbar and is highly configurable, allowing you to adjust the highlight colours, the voice and the speed of the speech.

More information: [WordTalk](#)

BDA Quality Mark for Further Education institutions

The British Dyslexia Association (BDA) has launched a pilot scheme to give Quality Marks to institutions in the Further Education sector. This follows the success of the BDA Quality Mark scheme for [LEAs and Children's Services](#).

More information: [how to join the FE Quality Mark scheme](#) and view some of the [sample Dyslexia Friendly Standards](#)

Early warning test for dyslexia

A 10-minute screening test to identify pre-school children who might be dyslexic has been developed by language experts at University College London.

The test will be used by children from the age of three and a half upwards, says Professor Heather van der Lely, director of the UCL Centre for Developmental Language Disorders and Cognitive Neuroscience. But Dr John Rack of Dyslexia Action urged caution about the risk of "false alarms" from short screening tests.

The test examines how children use language - with particular attention to phonology

"We know that children who have problems with phonology are at risk for dyslexia. So we're trying to pick it up before the child even starts to read," Professor van der Lely explained.

However, head of assessment and research at Dyslexia Action, Dr Rack urged caution. "A test such as this can only give an indication - it's a screening test and any test only taking 10 minutes will be subject to all kinds of technical difficulties over interpretation," he said.

Professor van der Lely said the test had been used with 700 pupils and was found to be as reliable as tests which lasted 90 minutes.

Dyslexic children use nearly five times the brain area for language tasks

Children with dyslexia use nearly five times the brain area compared to children without dyslexia while performing a simple language task, according to a new study by an interdisciplinary team of University of Washington, US, researchers. The study, published in the *American Journal of Neuroradiology*, shows that there are chemical differences in the brain function of dyslexic and non-dyslexic children.

The UW researchers, headed by developmental neuropsychologist Virginia Berninger and neurophysicist Todd Richards, used a non-invasive technique called proton echo-planar spectroscopic imaging (PEPSI) to explore the metabolic brain activity of six dyslexic and seven non-dyslexic boys during oral language tasks. The researchers used PEPSI to measure levels of brain lactate activation. Lactate is a by-product of energy metabolism produced by neurons when the brain is activated. Most, but not all, of this brain activity took place in the left anterior, or frontal, lobe of the brain, which is known to be one of the centres for expressive language function.

"The dyslexics were using 4.6 times as much area of the brain to do the same language task as the controls," said Richards. "This means their brains were working a lot harder and using more energy than the normal children."

"People often don't see how hard it is for dyslexic children to do a task that others do so effortlessly," added Berninger.

"While it is useful to show there are brain differences between dyslexic and non-dyslexic children, considerably more research is needed to precisely define the chemical and neurological markers of dyslexia. What we found is a metabolic marker, but there could be a more fundamental cause. We need to understand the molecular and neural mechanisms underlying dyslexia," she added.

More information: [Science Daily](#).

Classroom accommodations for students with dyslexia

Some 23 practical, no-cost accommodations that teachers should offer to help dyslexic students succeed in the mainstream classroom despite their difficulties are now available.

To watch free as a webcast, go to:

www.webcastgroup.com/client/start.asp?wid=0671129062946&auto=true

Perception of numbers and dyscalculia

How structures in the parietal cortex - the upper back part of the brain - become active during perception of numerical symbols has been disclosed in great detail by scientists at Ben-Gurion University of the Negev (BGU) and colleagues in the Netherlands and Germany. Their findings appear in *Neuron*.

The study sheds light on how the brain processes numerical information - both abstract quantities and their representations as symbols. These findings, they said, would lead to studies of how numerical representation developed in children. Such studies lead to help for people who suffer from dyscalculia - the inability to understand or manipulate numbers.

The team included Dr. Roi Cohen Kadosh, Kathrin Cohen Kadosh and Prof. Avishai Henik, from BGU's Zlotowski Center for Neuroscience, and Prof. Rainer Goebel and Dr. Amanda Kaas, researchers from Maastricht University and the Max Planck Institute for Brain Research.

They conducted experiments demonstrating that the two hemispheres of the parietal lobe function differently in processing numbers. While the left lobe is responsible for abstract numerical representations, the right shows a dependence on the notation used. The researchers concluded that "results challenge the commonly held belief that numbers are represented solely in an abstract way in the human brain".

The researchers said that exploring how the processing of numerical symbols develops could have clinical implications. "Developmental studies should focus on tracing the emergence of numerical representation in the brain. Such findings could contribute significantly both to the field of numerical cognition research and rehabilitation of people suffering from developmental dyscalculia," they wrote.

Right parietal lobe crucial for dyscalculia

Scientists have induced dyscalculia in subjects who normally find maths easy. The study concludes that the right parietal lobe is responsible for dyscalculia and has implications for diagnosis and management of the learning difficulty.

Dr Roi Cohen Kadosh, of the University College of London Institute of Cognitive Neuroscience, said: "This is the first causal demonstration that the parietal lobe is the key to understanding developmental dyscalculia. Most people process numbers very easily -- almost automatically -- but people with dyscalculia do not. We wanted to find out what would happen when the areas relevant to maths learning in the right parietal lobes were effectively knocked out for several hundred milliseconds. We found that stimulation to this brain region during a maths test radically impacted on the subjects' reaction time.

"This provides strong evidence that dyscalculia is caused by malformations in the right parietal lobe and provides solid grounds for further study on the physical abnormalities present in dyscalculics' brains. It's an important step to the ultimate goal of early diagnosis through analysis of neural tissue, which in turn will lead to earlier treatments and more effective remedial teaching."

Using neuronavigated transcranial magnetic stimulation (TMS) to stimulate the brain, scientists were able to bring about dyscalculia in normal subjects for a short time while the subjects completed a maths task.

More information : [Science Daily](#)

Different sorts of attention

If you spotted an anaconda poised to strike, the signal to pay attention would originate in a different part of your brain from if you gazed at an anaconda in the zoo neuroscientists at MIT's Picower Institute for Learning and Memory report in *Science*.

The work, which could have implications for treating attention deficit disorder (ADD), is the first concrete evidence that two different brain regions - the prefrontal cortex and the parietal cortex - play specific roles in these different ways of paying attention.

In addition, when you focus your attention, the electrical activity in these two areas synchronizes and oscillates at different frequencies. "It's as if the brain is using two different stops on the FM radio dial for different types of attention," said study co-author Earl K. Miller, Picower Professor of Neuroscience.

Brain signals related to the knowledge we have acquired about the world are called top-down. Signals related to incoming sensory information are called bottom-up.

"Loud, flashy things like fire alarms automatically grab our attention," Miller said. "By contrast, we choose to pay attention to certain things we think are important. We found two different modes of brain operation related to each, and they seem to originate in different parts of the brain. Further, the automatic (or bottom-up) versus willful (top-down) modes of attention seem to rely on two different frequency channels in the brain, suggesting that the brain might communicate in different frequency bands for different types of signals."

ADD involves being overly sensitive to the automatic attention-grabbers and less able to willfully sustain attention. "Our work suggests that we should target different parts of the brain to try to fix different types of attention deficits and that we may one day be able to figure out what is the exact problem with each individual and specifically target those shortcomings. And that is the ultimate goal in psychiatric intervention," Miller said.

This work is supported by the the National Institute of Neurological Disorders and Stroke and an NSF CELEST Science of Learning Center.

Can you help with this study?

The University of Western Australia's Centre for Child & Adolescent Related Disorders is currently conducting funded world-wide research into the difficulties that individuals diagnosed with ADHD experience with time management.

During the past 12 months they have developed and validated three short, five-minute on-line questionnaires (i.e. one for students diagnosed with ADHD, one for parents of children with ADHD and one for teachers of students diagnosed with AD/HD).

To participate in the study please contact Professor Stephen Houghton at stephen.houghton@uwa.edu.au or Dr Myra Taylor at myra.taylor@uwa.edu.au. Ethical approval granted: UWA Human Research Ethics Committee (Ref RA/4/1/1136).

Parents' influence on children with ADHD

The mental health of parents can influence whether children with ADHD will develop antisocial behaviour, according to University of Maryland researchers.

The study, published in the American Psychological Association's Journal, *Developmental Psychology*, found that early positive parenting during the pre-school years predicted fewer conduct problems as the children grew to early adolescence. The strength of the findings led the researchers to conclude that maternal depression may be a risk factor, whereas positive parenting may be a protective factor.

"This research gives us clear targets for early intervention to prevent conduct problems in children with ADHD," says Andrea Chronis, director of the University of Maryland ADHD Program and professor of psychology who served as lead author on the paper. "In the real world, this could have important implications, because research has suggested that children with both ADHD and conduct problems are at the greatest risk of becoming chronic criminal offenders."

The researchers say their study is the first to focus directly on the role of parent mental health and early parenting in the development of conduct problems among children with ADHD. Moreover, they point to previous research that showed the development of conduct problems to be quite common in children with ADHD. By one estimate, approximately 20 to 50 per cent of children and 44 to 50 per cent of adolescents with ADHD experience severe conduct problems.

"Parenting an ADHD child is very difficult for many families," Chronis says. "Often there's a growing cycle of negativity as parents' nerves fray and their children's behaviour escalates in response to increasingly harsh or withdrawn parenting. Maternal depression makes parenting a child with ADHD even more challenging. Now we have new evidence that praise, a warm tone of voice and use of other positive parenting techniques may help break this dangerous cycle."

More information : University of Maryland

Guides to ADHD drugs

Drugs prescribed in the US to treat ADHD will include guides to alert patients and parents of the risks of mental and heart problems, including sudden death.

The Food and Drug Administration announced that it had directed the manufacturers of Ritalin, Adderall, Strattera and all other ADHD drugs to develop the guides. In May 2006, the agency told manufacturers to revise the labels of the drugs to reflect concerns about the cardiovascular and psychiatric problems.

Draft versions of the guides have been posted on the FDA web site.

More information: <http://www.fda.gov/cder/drug/infopage/ADHD/default.htm>

Music for young people whose hearing is impaired

The Swift Fund, managed by the King Baudouin Foundation, awards an annual prize (of 50,000 euro) to a project which, using new communication and information technologies, helps to bring people closer together or reinforce ties between them. The Dutch foundation "Stichting Skyway" won the Swift Fund 2006 award for its "Sensorial Laboratory" which enables young people who are deaf or whose hearing is impaired to attend concerts where music is translated into gestures, drawings or odours.

More information: info@kbs-frb.be

Understanding of epilepsy by children with, or without, epilepsy

Little systematic evidence exists on the views of children with epilepsy, and their classmates, about their condition. Schoolmates' understanding about epilepsy is important; these children are a vital source of potential support, advocacy and friendship. A project at the UK University of Birmingham will explore the understanding of children and young people, in mainstream schools, of the nature, causes and long term effects of epilepsy. The information gathered will be used to produce guidelines concerning the most effective ways for teachers and other professionals to integrate children with epilepsy in an inclusive school.

More information : research@epilepsy.org.uk

New learning portal

A new learning portal has made more than 8,000 digital classroom materials developed by top university faculty available free of charge. In the weeks before the site launched publicly, more than 10,000 people visited [Open Educational Resources Commons](http://www.oercommons.org/), established by the not-for-profit Institute for the Study of Knowledge Management in Education. [eSchool News](http://www.eschoolnews.com/) (free registration)

More information: <http://www.oercommons.org/>

Resources

Books

Die Unzertrennlichen by Gabi Lederer

Als ich kurz nach der Geburt meiner Tochter 1998 im Internet nach Info zu Trisomie 21/Down Syndrom suchte, waren sie der erste Lichtblick unter all den medezinischen Fakten, die mich oft eher deprimierte als aufbauten. Nun, ich verliebte mich in diesen kleinen Emil und nahm Kontakt mit dem Arbeitskreis und der Authorin auf. Das Resultat ist ein neues Buch, in Farbe und in 3 Sprachen!

A book of useful information on family life with a child with Downs syndrome – in three languages!

Proceeds go to the Downs charity Trisomie 21 - www.trisomie21.lu

ISBN 978-2-87954-179-2, January 2007, 52 pp, 14 euro from www.editionsguybinsfeld.lu

Asperger Syndrome in the Inclusive Classroom; Advice and Strategies for Teachers by Stacey W. Betts, Dion E. Betts and Lisa N. Gerber-Eckard
Foreword by Peter Riffle

"A goldmine of practical strategies that will be of benefit to teachers with or without experience. This is an extremely readable book which is packed full of practical advice, strategies and opportunities for reflection on managing young people's lives at school, with down to earth text covering such areas as curriculum, transport, discipline, unstructured time and much more. The book enables an individual and whole school approach to facilitate inclusion with an emphasis on learning."

- Elaine Colquhoun, President, NASEN

ISBN: 9781843108405, 2007, 160pp, paperback, £11.99, \$19.95

Autism, Play and Social Interaction by Lone Gammeltoft and Marianne Sollok Nordenhof
Translated by Erik van Acker

A fully illustrated guide that explains how to help children with autism spectrum disorders engage in interactive play, which is vital for the acquisition of social skills and attention to shared activities. The authors explain how to set up suitably structured play environments, games schedules and play routines, and how to use visual aids and other props to facilitate co-operative play and interaction. Common children's games have been adapted to accommodate children with autism spectrum disorders and range from simple interaction, such as 'putting-in' and 'give and take', to more complex games like 'hide and seek', 'sound-lotto' and 'spin the bottle', as well as games that teach social behaviour, such as exchanging toys and engaging with other children for play opportunities.

ISBN: 9781843105206, 2007, 64pp, hardback, £11.99, \$17.95

Brotherly Feelings: Me, My Emotions, and My Brother with Asperger's Syndrome
by Sam Frender and Robin Schiffmiller. Illustrated by Dennis Dittrich

Brotherly Feelings explores the emotions that siblings of children with Asperger's Syndrome (AS) commonly experience. With illustrations throughout, this book will help siblings to understand that their emotional responses - whatever they are - are natural and OK. It is the ideal book for parents and professionals to use with siblings to discuss their emotional experiences, and will also help children with AS to form an understanding of the feelings of other family members.

ISBN: 9781843108504, 2007, 64pp, paperback, £9.99, \$14.95

100 Ideas for Supporting Pupils with Dyslexia by Gavin Reid

Provides one hundred excellent techniques to support the learning development of dyslexic children. This handy paperback guide includes lists that range from identifying the needs of individual pupils and their learning styles to developing pupils reading, writing, numeric and communication skills. Highly recommended by the World of Dyslexia team.

ISBN-13: 978-0826493989, ISBN-10: 082649398X, 2007, 136 pp, £9.99 from www.amazon.co.uk

***Receptive Methods in Music Therapy
Techniques and Clinical Applications for Music Therapy Clinicians, Educators and Students*** by Denise Grocke and Tony Wigram

This practical book describes the specific use of receptive (listening) methods and techniques in music therapy clinical practice and research, including relaxation with music for children and adults, the use of visualisation and imagery, music and collage, song-lyric discussion, vibroacoustic applications, music and movement techniques, and other forms of aesthetic listening to music. The authors explain these receptive methods of intervention using a format that enables practitioners to apply them in practice and make informed choices about music suitable for each of the different techniques. Protocols are described step-by-step, with reference to the necessary environment, conditions, skills and appropriate musical material.

ISBN 978 1 84310 413 1, December 2006, 288 pp, paperback, £19.99/US\$34.95

Further details can be found on the JKP website: <http://www.jkp.com/new/9781843104131>

CD-ROMs/DVDs/videos/cards

Challenge Me! by Amanda Elliott

This set of beautifully illustrated full-colour cards, together with a detailed instruction booklet, will be a valuable tool for all professionals and parents facilitating the rehabilitation of children with neurological disorders and general developmental disabilities. The activities address the development of mobility and coordination skills, while also promoting independence and self-esteem, using a fun approach that will be motivating for children.

The cards are grouped into nine categories: sitting, standing, walking, floor ladder, stair, jumping, rolling and 'extra' challenges, as well as free choice cards, and they progress in difficulty, allowing facilitators to gradually build on the child's abilities. The instruction booklet offers detailed information on each exercise, which will help facilitators to plan for and extend activities according to the child's skills. Information on the health benefits of these activities for children and practical guidance on how to use the materials creatively demonstrates how the activities can be made more flexible in order to meet the various needs of different children.

ISBN 978 1 84310 497 1, Dec 2006, £14.99 + VAT/US\$24.95

Further details can be found on the JKP website: <http://www.jkp.com/new/9781843104971>

Autism and Me by Rory Hoy

Only people with autism truly know what it's like to be autistic - and even then, every autistic individual is unique! This award-winning short film by Rory Hoy, an 18-year-old filmmaker with autism, provides a privileged glimpse into his autistic world, letting us take a journey through his everyday experience and see it through his eyes.

In easy, accessible terms, Rory explains what having autism means for everyday functioning: what it's like, for instance, not to have the natural inclination to respond to someone who calls you by your name, or someone who waves at you; what it's like to take someone literally when actually they have used a figure of speech. He describes the confusion caused by high noise levels, crowded environments and even by his own emotions and physical sensations, as well as the security and comfort found in routines, forward planning and having thoughtful, calm and loving people around him.

This engaging, insightful and light-hearted film will be invaluable to people with autism, their friends and family, and to professionals working with them. A booklet explaining the film, also compiled by the author, accompanies the DVD.

ISBN: 9781843105466, 30pp, 2007, £15.99 + VAT = 18.79, \$24.95
20 minutes.

Conferences and events

13 & 14 April 2007

Changing the lives of youth

Utrecht, Netherlands

This multi-media presentation by two of the world's foremost experts in neuropsychology, education and mental health will inform participants about current research in neuroscience and resilience.

More information: <http://www.chamberlainschool.org/holland-conference.html>

19 avril 2007

Les points positifs du TDA/H

24 Rue de la Glacière, 1060 Bruxelles. (Ma Campagne) 20 heures

More information : Info@tdah.be

3 & 4 May 2007
6th Behaviour Support Annual Conference
Oxford, UK

Entitled *Changing practice: reducing the risk*, this conference is a key event in the calendar for a multi-disciplinary audience and aims, through a selection of topical keynote speakers, workshops and debating sessions, to highlight some of the good practices and ongoing challenges in the field of behaviour support and physical interventions.

[Book online](#) [Download booking form \(pdf format\)](#)

21 mai 2007

L'estime de soi et le TDA/H

24 Rue de la Glacière, 1060 Bruxelles. (Ma Campagne) 20 heures

More information : Info@tdah.be

7 & 8 June 2007

Valuing Good Practice in Autism

Hastings Europa Hotel, Belfast, Ireland

BILD, Autism Cymru, autism.west midlands, and the University of Birmingham welcome contributions from Autism Northern Ireland, Autism Initiatives, Gheel and the Irish Society for Autism. The conference will be of interest to a multi-disciplinary audience for professionals in services provided by health, social services, education and the voluntary sector as well as parents and individuals with autistic spectrum disorders.

[Download booking form \(pdf format\)](#)

19 June 2007

Supporting people with a learning disability to get a life

Kensington Close Hotel, London

[Download flyer \(pdf format\)](#)

25 June 2007

Supporting people with a learning disability to get a life

Britannia Country House Hotel, Manchester

[Download flyer \(pdf format\)](#)

15-17 November 2007

European Dyslexia Association (EDA)

Luxembourg

To mark the 20th anniversary of its foundation and the European Year of Equal Opportunities for All, the European Dyslexia Association is pleased to announce that it will host the Second All-European Conference on Dyslexia in Luxembourg in cooperation with DYSPEL Luxembourg. The conference will feature keynote speakers representing best knowledge and practice in European countries, as well as meetings of people with dyslexia and a series of workshops for practitioners. The languages of the conference will be English, German and French.

The EDA is calling for papers. Please send an abstract of not more than 250 words to Steve.Alexander@pre-school.org.uk if you would like to contribute.

More information: www.dyspel.org/eda

Tip of the month – from Schwab Learning

Can anything cause more instant heartbreak for a parent than the sight of a dispirited child? And children with learning and attention difficulties experience more than their fair share of discouragement as they struggle to learn.

Research tells us that when a child is overcome by a strong emotion like discouragement, [you must first deal with the emotion](#) before trying to tackle the problems that caused the emotion.

That's also what parents who are members of our MVP (Most Valuable Parent) Research Club seem to do intuitively. The MVP club is composed of parents who have signed up to participate in projects aimed at helping us better understand their needs and to refine our offerings. We asked them, "What is your top tip for helping when your child is discouraged?" Here are their tips, sorted into ten categories, starting with ways to empathize with your child's discouragement.

1. [Show empathy.](#)
2. [Hit the "Reset" button.](#)
3. [Focus on the positive.](#)
4. [Break it down.](#)
5. [Help them be superheroes.](#)
6. [Foster motivation.](#)
7. [Look at the big picture.](#)
8. [Take the long-term view.](#)
9. [Coax a smile.](#)
10. [Your child is not alone.](#)

<http://www.schwablearning.org/articles.asp?r=1054&f=search>