

The Kelter Center

From the Director

Dear Parents, Friends of the Kelter Center and Colleagues:

All of us are preparing for summer vacations, summer school and time to relax a bit after the active, busy schedules that our families rush to maintain during the school year.

Summer at the Kelter Center is the best time of year. We can work with our students during the daytime, instead of after school. There is less pressure on our students to balance their homework/ schoolwork and their remediation work. We can work more hours with each student and therefore, cover more ground.

If you are a current Kelter Center client, I recommend that you speak with the office administrators soon to set up your summer schedule.

If you have friends or family who you feel would benefit from the PACE Program or our educational therapy program, please ask them to call us and visit the center.

I have written a few articles to explain the summer schedule and to answer the question, "How long will my child have to attend the Kelter Center?" and "Summer Session? How is the same as our winter program, How is it different?" Please call us if you have any questions about your current work with us or about this summer.

Best wishes,

Sasha Borenstein

Summer School 2008

The ultimate accelerated learning experience

June 30th – August 8th

Cost:

(Includes progress report and daily snack)

2 days a week for 6 weeks	\$ 4320
3 days a week for 6 weeks	\$ 6480
5 days a week for 6 weeks	\$ 10,800

Registration:

For more information or to register, call 310.312.1056 extension 1 or 2 and to receive an application or go to our website and download an application for Summer Session.

Summer Session

How is it the same as our winter program?
How is it different?

Summer is a time for students to make big strides in learning.

Many new students begin their work at The Kelter Center in the summer months and continue through the next school year.

Students who have been struggling during the school year to keep up with the goals their schools have set out for them, catch up on many of the skills they may still be missing.

During the summer, our students continue to work with one teacher at a time for any given subject. If a student is participating in the PACE Program, learning reading or writing and mathematics, they will have a different teacher or educational therapist for each subject.

Every student begins the summer after having been thoroughly evaluated in all of the different academic areas. Based upon this evaluation, we create learning goals for each student and these goals drive our lesson plans.

We teach the same research based programs in the summer and during the school year. We create a positive learning environment that fosters active, efficient learning in depth.

During the summer we offer our students the opportunity to work more hours a week. Students come one, two or four days a week for one to three hours. We have classes during June, July and August. Our special Summer School morning program begins on June 30 and ends on August 8.

Summer is a time to boost our students' learning skills.

Books of the quarter

Dinosaur on Passover

By: Diane Rauchwerger

Hand Springs

By: Doug Florian

These and other wonderful books can be found at....

Children's Book World

10580 Pico Blvd.

Los Angeles, CA 90064

Three Phases of TKC

Parents seek the help of tutors and educational therapists when their child is having difficulties with school and homework. Many students have augmented their schoolwork with after school, subject matter help year after year.

When a family comes to us with these academic concerns, **The Kelter Center** responds with a unique and proven set of strategies that make our approach different from other educational therapy facilities and tutors.

To understand our approach you need to understand **how people learn**.

There are three phases to our **learning interventions**.

- Phase 1 is **The PACE Program**.
- Phase 2 is the **Educational Therapy Program**.
- Phase 3 is the **application** of the skills learned in Phase 1 and 2 to a student's school assignments and classroom objectives.

Phase 1- The PACE Program-Sharpening Learning Skills

When we are born, our brains are wired to respond to sounds, sights, touch and smells. A baby crawls and suckles without instruction. These sensory motor skills allow the baby to interact with the environment.

Language and thought are paired with these sensory motor experiences as the brain incorporates new information and skills. Memory, attention to detail, problem-solving skills are all learned through our life experiences.

These are examples of processing or learning skills which children in turn use when they enter school to make sense out of the reading and mathematics instruction they are exposed to.

If these processing skills are not efficient, learning is challenging and children soon realize that they are not acquiring new skills and information as quickly as their peers. This is demoralizing.

Because processing and cognitive skills are learned, they can be strengthened by instruction and practiced. This is what The PACE Program does so effectively.

Teacher Spotlight

KayLynn Anthony is a four-year, veteran teacher at the Kelter Center. She is also a Resource Specialist in a public school. KayLynn has a Masters Degree in Special Education and her Masters' thesis focused on the development of spelling.

Kay Lynn is an enterprising young woman – at 27 years of age, she already owns her own home.

When asked about the person she most admires, she named her grandmother, a woman who completed a college degree before most women entered the work force. Her grandmother became a widow at an early age, yet managed to successfully raise three children. Quite a lady!!

KayLynn is an educational therapist at The Kelter Center, a mentor teacher and she also assists Sasha in teacher training.

Phase 2- Educational Therapy- Thoughtfully Learning the Basics

Once our students are **more efficient learners**, we evaluate their basic skills when reading individual words, spelling words, determining if a student is reading fluently and comprehending what they have read, exploring their vocabulary and writing skills, as well as mathematics.

We create learning goals for each student based upon their unique profile of educational strengths and weaknesses.

When we teach, we engage our students **actively** in the learning process, creating learning experiments and asking them questions, so they learn to be independent, thoughtful students.

Phase 3- Application to School Work

Within the Educational Therapy sessions, after we have strengthened the student's basic skills, we use all the strategies and concepts the students have learned to work on their homework assignments and in studying for tests from their schools.

Talking to your child

Every child, adolescent and adult develops their habits of the mind through their interactions with the significant people in their lives: their parents and family, as well as their teachers.

We have found at the Kelter Center that how we talk to our students helps them to become more self-monitoring, intellectual risk takers.

Instead of praising students in a general way, saying, "Good job", or "You're the best!", we work to give specific feedback. "You were really careful when you did that math problem. You checked to see if you had to add or subtract, you showed all of your work and you checked to see if you were correct by going over your work when you finished all of the problems."

Feedback gives our students a clear idea of what they did and sets them up to do it again.

This type of feedback can readily be adapted to home activities. Describe to your child how efficiently they did their chores. Talk to them about what they have for homework, together make a plan for what they are going to do in what order, and then describe what they have done in detail once they finish all or part of their homework.

Keep describing, it is magical.

How long will my child have to attend The Kelter Center?

The Kelter Center

11340 W. Olympic
Blvd.
Suite 140
Los Angeles, CA
90064

Phone:
310.312.1056

Fax:
310.473.2465

keltercctr@earthlink.net

*At the Kelter Center,
we ask "why" a
student is not
performing
optimally and
"which" learning
skills they need to
strengthen in order
to be the best
learner they can be.*

When parents decide to work with us at The Kelter Center one of the most frequently asked questions is, "How long will my child have to be here?". This is an important and valid question and there are three essential variables, which determine how long a student needs to work with us.

Students who come to The Kelter Center are usually lagging behind grade level expectations in reading, spelling, writing or mathematics. Some students only need to work on one academic area; other students need to work on several academic areas. The number of areas that we need to work on influences how long we will work with a student. Also some students have significant processing problems in multiple areas; some students only have difficulties in one area.

A second factor is the difference between where a student is currently functioning and what is expected at their grade level, in their particular school. This performance gap can be narrow or wide, but it is the goal of our work at the Kelter Center to close that gap and have our students working at grade level or slightly above grade level expectations.

Another factor that determines how long a student works at The Kelter Center is how receptive to learning they are, as well as how consistently the student comes to their educational therapy sessions. If the student is receptive, attentive and able to work diligently during their sessions, their work progresses apace. If we need to create a more receptive learning state, learning goes slower. If a student consistently attends his/her sessions, we can move forward each lesson, instead of having to take a goodly portion of the educational therapy reviewing concepts that have been forgotten.

Most students attend The Kelter Center for a summer and a school year; some students come for a longer period of time, some come for a shorter period of time. Some come more frequently than others. Every student has a particular set of needs and we tailor our program to each student's profile of academic strengths and weaknesses.

Our job and commitment is to teach our students how to learn as well as remediate their academic and processing deficits. We work to teach our students to become independent, self-sustaining, life long learners.

This can only be done over time. There are no quick fixes. We build academic self esteem through results oriented, research based instructional practices.

Black Forest Passover Brownies Recipe

Ingredients:

1/2 cup of vegetable shortening
4 unsweetened baking chocolate squares (4 ounces)
2 large eggs
2 cups sugar
1/4 tsp salt
1 teaspoon vanilla extract
1 cup matzoh cake flour
3/4 cup cherry preserves
2 teaspoons Kirsch (optional)
Powder sugar (see Note)

Preheat oven to 325 F. Line a 9 x13 inch pan with oil
Beat the eggs, sugar and salt until thick. Blend in chocolate and vanilla until combined, then beat in matzoh cake flour. Pour into pan

Combine cherry preserves with Kirsch Liqueur, if using. Drop spoonfuls of cherry preserves evenly over the top of the brownie batter. Do not stir in.

Bake 35 to 40 minutes, until center is set. Let cool to room temperature. Sprinkle with powder sugar and cut into bars.

Note: To be kosher for Passover, do not use confectioners' sugar, which includes cornstarch. You can make pure powdered sugar by placing sugar in a food processor and processing into a powder.