

# "CORE"tastic Kids Newsletter

## Attention and Focus

ADHD is a medical condition that affects how well someone can sit still, focus, and pay attention. People with ADHD have differences in the parts of their brains that control attention and activity. This means that they may have trouble focusing on certain tasks and subjects, or they may act impulsively, and get into trouble.

Individuals who are impulsive have trouble inhibiting their behaviors and responses. They often act and speak before thinking, reacting in a rapid way without considering consequences. They may interrupt others, blurt out responses, and rush through assignments without carefully reading or listening to instructions. Waiting turns and being patient is extremely difficult for someone who is impulsive. They prefer speed over accuracy and so often complete tasks quickly, but in a careless manner. They go full swing into situations and may even place themselves in potentially risky situations without thought. Their lack of impulse control can also create stress in school/work and in relationships with others.

Impulse control has nothing to do with knowing the rules or the consequences of breaking them. Impulse control is really about self mastery. Harnessing self awareness leads to self correcting and identifying how to self regulate the brain to improve attention, focus and impulse control. If you are always at the beck and call of emotionally charged impulses, then you are like a ship in a storm with no one at the helm.

If these experiences sound familiar, consider these coaching tips to help your child improve impulse control:

- Talk about impulse control. Just like you would discuss good grades or personal integrity, discuss impulse control as an important life skill.
- Establish a visual cue (such as holding your hand up like a STOP sign) that you can use with your child in public which will remind her/him to STOP and THINK.
- Play games which teach thinking ahead or STOPPING and THINKING such as chess, checkers, Simon Says, Red Light/Green Light, Mother May I, Simon Says, Battleship
- Have your child work on mazes when waiting somewhere or traveling in the car. Mazes require looking ahead!

## Exercise of the Month

March is the official start of spring. Put a little "spring" into your step with these helpful hints for a fun walk this month. As the weather warms up, many of us will venture out more and begin our daily walking routine again with a child in the jogger stroller, or if the child is old enough at our side walking with us. How do you make the walk a little more interesting for your child? Here are some great ideas for a fun walk the whole family can enjoy. Turn your walk into a scavenger hunt by giving your child something to find. Since it is March, find all of the green cars or count how many trees you see along your walk. Search for a red door, a flag and something round. You can always change the hidden treasures on the way back from your walk as well to make it more interesting. Sing a favorite song or nursery rhyme while you walk. Mix in a little jumping, hopping, racing and walking backwards. Make your walk together not only a physical exercise but a brain exercise as well. Adding that extra little detail of a game can hold a child's attention span for a longer period of time so both the parent and child enjoy the walk.

References: kidshealth.org



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Volume 3, Issue 3  
March 1, 2010

### Calendar of Events:

**March 4, 2010**

National Grammar Day

**March 6, 2010**

March for Meals—5K

Riverbanks Zoo

**March 15, 2010**

New classes begin

**March 26, 2010**

9:00 am—2:00 pm

Parent Leadership Workshop

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## Body Works — From the Inside Out

One of the most important components of fitness is by far the most overlooked; flexibility. So many times in the gym I see people come in for their workout, swing their arms around a few times, and hit the weights. Then, after a 45 minute workout, walk to the locker room to gather their things without even a thought of stretching. If only they knew! Flexible muscles actually work better than tight muscles. They are able to produce more force quicker. This is crucial for athletes and for anyone who relies on muscular strength and agility.

Aside from performance, which is enough for me, flexibility also prevents injuries. Without flexible joints, you might as well just ask yourself, "when will I get injured, not will I get injured?" Flexible joints provide a greater range of motion. This greater range of motion also provides more forgiveness when a joint is put under strain. This can lead to less injuries when joints are put into compromising positions. Also, flexible joints are important because tension in one joint can lead to problems in another part of your body. For instance, often times lower back pain is an indicator of poor flexibility in the hamstrings. The pulling of these hamstring muscles actually effects the lower back enough to cause discomfort and even harm.

Even if you are not an athlete or someone who is looking for their muscles to give them maximum performance, stretching increases blood flow to the muscles keeping them healthier. It improves your posture and just may keep you from pulling a muscle when you are out throwing the ball with you children on the weekend.

A few tips on gaining flexibility:

1. Never stretch a cold muscle. Warm up with light cardio work before you stretch.
2. Never overstretch to the point of pain. Stretching should be uncomfortable, not painful.
3. Stretching is important both before and after a workout.
4. Don't forget those crucial areas such as the wrists, neck, hips, ankles, and shoulders.



For each petal on the  
shamrock,  
this brings a  
wish your way -  
Good luck, good  
health, and happiness  
for today and every  
day!

Author Unknown

### Reading and Spelling Tips

**Story Sequence-** After reading a story, fold a piece of paper into thirds. Have your child draw the beginning, middle and end of the story. This activity is great for building reading comprehension skills!

**Magnetic Letter Spelling-** Keep a set of magnetic letters on your fridge to promote spelling. While fixing lunches or dinner, call out spelling words for your child to build on the fridge.

**Newspaper Spelling-** Have your child search through the newspaper to find the letters of their spelling words. As they find them, cut out the letters and glue them to construction paper. Not only does this activity help with spelling, but it also helps with fine motor skills and visual scanning!

**Boggle Jr.-** This game comes with all of the materials you need to promote reading with young children. Use the 3 and 4 letter word cards and letter cubes to practice building words. Younger children can keep the word visible and practice finding letters and as a challenge for older kids, hide the word while they try to spell it on their own!

**Tic-Tac-Toe Spelling-** (Great for playing with 2 children) Draw a tic-tac-toe board on a piece of paper or dry erase board. Alternate taking turns by giving one child a spelling word to write out. If it is spelled correctly, they get to place an X or O on the board. Continue taking turns spelling words until there is a winner!

## "I Second That Emotion.."

At Core we use mind-body activities, as well as engagement of emotions. Here's why:

The emotions research always starts with the classics. An older, brilliant study was done by emotions pioneer Paul Ekman. The new Fox TV series, "Lie to Me", is based on his skill set and life's work. Ekman found that when we artificially generated certain facial expressions, it induced the corresponding 'genuine' feelings (Levenson, et al. 1990). Act a certain way, and the emotions will follow.

But this door goes both ways. This means, getting kids emotionally aroused can enhance their physical effort. (Schmidt, et al, 2009). And when we enhance both, like combine the emotions of social contact with shaking hands, we are more likely to remember the event better (Nielson and Jensen, 1994). Emotions and physiology are fully linked.

Translated, when we arouse emotions in our kids, they are more likely to get moving and start engaging more. Even when seated, emotional responses enhance our memory of the details of the event. But wait; it gets better. If you can focus on engaging class leaders (the ones that others follow), you have a good chance of bringing on board the rest of the students. Why? Have you ever noticed that when one person yawns, others around often yawn? Actually, some research suggests that emotions are contagious (Wild, et al.2001). Now, when you put all this together (mind, body, emotions, class leaders and peer pressure), you can get classroom miracles.

There's a whole new field developing. It's called cultural neuroscience. It's the field of how cultures change our brain. Your school creates a culture. A classroom will have a culture whether you orchestrate it or not. Many teachers actively shape their culture, while those that struggle complain about their class culture. Successful schools consciously shape their cultures while the schools that struggle complain about "how the kids are these days." A great primer on this field was Wexler's book *Brain and Culture* (2006). Recent studies show that when you use rituals well, you can shape behaviors. In fact, rituals can activate students to do things that require personal sacrifice (wow) because of the peer-power and social effects. This allows teachers to erase problems with task activation, socializing and discipline. The bottom line is that anthropology is now being influenced by neuroscience.

Eric Jensen

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### Math Games to Play with a Deck of Cards and/or Dice

#### **Go Fish!** (number recognition, understanding pairs, addition)

Younger children can play the original game for number recognition, understanding pairs, and taking turns. Adapt it for older students- play so that cards add up to 10. For example: If Sheri has a 6, she asks Dad for the number 4 because  $6 + 4 = 10$ .

#### **War** (addition, subtraction, multiplication, $</>$ )

Lots of variations to this game. Start each game by dividing the deck of cards evenly. The object of the game is to take the whole deck.

Each player lays down 1 card, and the player with the highest card wins them both.

Each player lays down 1 card, and the first person to add, subtract, or multiply the two cards the fastest wins them both.

Each player lays down 2 cards and adds, subtracts, or multiplies them together. The player with the highest answer wins those cards.

#### **The 1 to 10 Game** (addition)

You need: 2 dice, 1 deck of cards, and a partner

Use only the ace, 2, 3, 4, 5, 6, 7, 8, 9, and 10 cards.

One of you takes the red cards, one of you takes the black cards. Take turns. On your turn, roll the dice and figure out the sum. Remove enough cards from your hand to add up to that sum. For example, if you roll a 5 and a 3, you can make 8 in many ways ( $5+3$ ,  $4+4$ ,  $4+2+2$ , 8, etc...). If you can't make the sum with the cards in your hand, roll again. If you can't make a sum after three rolls, you lose the game. You win if your partner can't make a sum in three rolls or if you use up all of your cards.

#### **Number Family Rummy** (fact families)

Use a deck of 40 cards: Four suits of ace through ten. The goal is to make families of three cards that are related by addition or subtraction. For example: 5, 5, and 10 are a family because  $5+5=10$ , and  $10-5=5$ . 6, 3, and 9 are a family because  $6+3=9$ ,  $9-6=3$ , and  $9-3=6$ .

Shuffle the deck and deal 6 cards to each player. Place the remaining cards face down in a pile. If you have any families of cards, place them aside. If you don't have any families, you may draw one from the pile and discard one of your own. You may also discard the one that you picked up, if you don't want it. The first player to get rid of all 6 cards (2 fact families) is the winner. Remember that the ace equals one.

#### **Grab 'n Go Peanut Butter Bars**

##### **Ingredients:**

1/2 cup firmly packed brown sugar

1/2 cup honey

1/2 cup reduced fat peanut butter

3 cups shredded wheat cereal, coarsely crushed

3/4 cup raisins

**Directions:** Mix sugar, honey, and peanut butter in large microwavable bowl. Microwave on high 1-2 minutes or until bubbly at edge; stir until well blended. Stir in cereal and raisins.

Press firmly into 8-inch square pan sprayed with cooking spray.

Cool. Cut into bars. Store in airtight containers.

Makes 16 servings. 1 bar each.



## Core Institute Spring Schedule

March 15, 2010—May 28, 2010 (10 week session)

(No classes during Spring Break: April 5th—9th, 2010)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
3:30 - 4:30	2 <sup>nd</sup> - 4 <sup>th</sup> Grade H.O.P.E (Attention/Focus Class)		2 <sup>nd</sup> - 4 <sup>th</sup> Grade H.O.P.E (Attention/Focus Class)	
3:30 - 4:30	4 - 7 Years Jungle Gym	4 - 7 Years Jungle Gym	4 - 7 Years Jungle Gym	4 - 7 Years Jungle Gym
3:30 - 4:30	8 - 12 Years Sports Development Vortex	8 - 12 Years Sports Development Vortex		8 - 12 Years Sports Development Vortex
4:30 - 5:00		3 <sup>rd</sup> - 5 <sup>th</sup> Grade Multiplication Boot Camp		3 <sup>rd</sup> - 5 <sup>th</sup> Grade Multiplication Boot Camp
4:30 - 5:30	2 <sup>nd</sup> - 4 <sup>th</sup> Grade H.O.P.E (Attention/Focus Class)	K- 2 <sup>nd</sup> Grade Handwriting Class (Print)	2 <sup>nd</sup> - 4 <sup>th</sup> Grade H.O.P.E (Attention/Focus Class)	K- 2 <sup>nd</sup> Grade Handwriting Class (Print)
4:30 - 5:30	2 <sup>nd</sup> and Up Reading Boot Camp	3 <sup>rd</sup> - 5 <sup>th</sup> Grade Reading Comprehension Class	2 <sup>nd</sup> and Up Reading Boot Camp	3 <sup>rd</sup> - 5 <sup>th</sup> Grade Reading Comprehension Class
4:30 - 5:30	1 <sup>st</sup> - 3 <sup>rd</sup> Grade Math Foundations Class		1 <sup>st</sup> - 3 <sup>rd</sup> Grade Math Foundations Class	
5:00 - 6:00		5 <sup>th</sup> - 7 <sup>th</sup> Grade H.O.P.E (Attention/Focus Class)		5 <sup>th</sup> - 7 <sup>th</sup> Grade H.O.P.E (Attention/Focus Class)
5:30 - 6:30	8 <sup>th</sup> - 12 <sup>th</sup> Grade H.Y.P.E. (Focus and Attention)	PK - 1 <sup>st</sup> Grade Learn to Read	8 <sup>th</sup> - 12 <sup>th</sup> Grade H.Y.P.E. (Focus and Attention)  7 - 12 Years Sports Development Vortex	PK - 1 <sup>st</sup> Grade Learn to Read

# SUMMER SCHEDULE 2010

## ATTENTION AND FOCUS SKILL BUILDING SUMMER CLASSES

HOPE (2nd - 5th) class Monday and Wednesday 11:00 - noon

HOPE (6th - 10th) class Tuesday and Thursday 11:00 - noon

### ACADEMIC CAMPS

#### Phonics Camp (learn to read)

Kindergarten - 1st Grade  
June 14-June 24 (8 days)  
9:00 - 12:30

#### Math Camp

Kindergarten - 1st Grade  
June 14-June 24 (8 days)  
1:00 - 4:30

#### Phonics, Spelling, and Comprehension (reading recovery)

2nd - 3rd Grade  
July 12 - July 22 (8 days)  
9:00 - 12:30

#### Math Camp

2nd - 3rd Grade  
July 12 - July 22 (8 days)  
1:00 - 4:30

#### Reading Comprehension

4th - 5th Grade  
July 26-August 5 (8 days)  
9:00 - 12:30

#### Math Camp

4th - 5th Grade  
July 26-August 5 (8 days)  
1:00 - 4:30

### SPORTS DEVELOPMENT CAMPS

Pre-K and Kindergarten 1:00—4:00 Monday -Thursday  
June 7—10

1st - 3rd Grade 1:00—4:00 Monday -Thursday  
June 28 - July 1  
August 2 - 5

3rd - 5th Grade 1:00—4:00 Monday -Thursday  
June 14—17  
July 12—15  
July 26 - 29

### FUN CAMP

Star Performance Camp 9:00 - 12:30 Monday -Thursday  
Co-ed Ages 6 - 11

August 2 - 12 (8 days)



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Register online at:

[www.corepossibilities.com](http://www.corepossibilities.com)

[www.coreinstitutesc.com](http://www.coreinstitutesc.com)



## Pencil Grasp Activities

How a child holds a pencil is called "pencil grasp". The positioning of the fingers on the pencil, as well as the position of the pencil in their hand is what the grasp consists of. Their grasp is typically developed by 4 - 5 years old. Many children, however, have not developed an efficient pencil grasp which makes it difficult for them to write neatly and without fatigue.

There are many skills that are necessary to develop an efficient pencil grasp. The following is a list of skills required and activities to assist in building them:

### The Arches of the Hand (general hand development)

- Wheel barrel walking and crab crawling on all fours
- Opening and closing zip-lock bags using fingertips

### Delicate Touch (the ability to use different amounts of pressure)

- Paint with an eye dropper
- Drawing or tracing on tissue paper

### Small Muscles of the Hand (muscle strength)

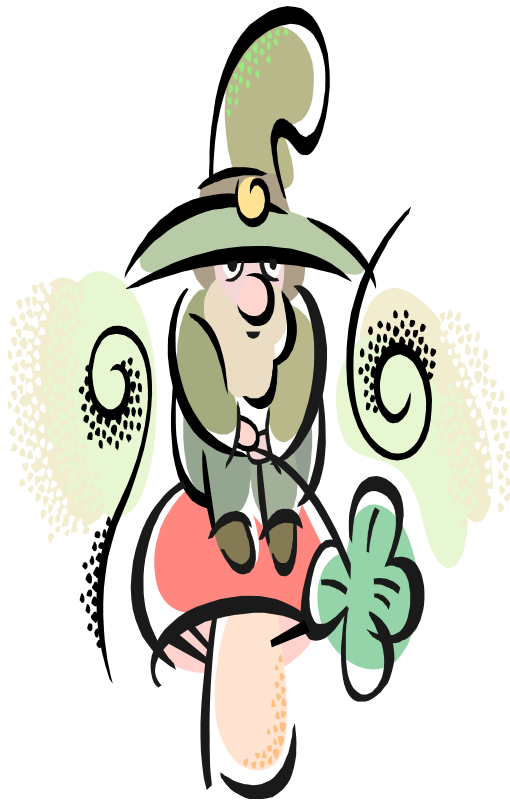
- Insert pegs into a peg board
- Play with clay, putty or Playdoh

### Wrist Stability

- Use a rolling pin to flatten Playdoh, cookie dough or cracker crumbs
- Paint, draw, write or color on a vertical surface

### Precision Rotation (the ability to spin objects with your fingers)

- Spinning tops and playing jacks
- Threading nuts on/off of bolts



## Don't expect a Leprechaun to Bring you Good Luck

You don't need a four-leaf clover to bring you good luck. You can make your own. English psychologist, Richard Wiseman, researched the topic for his book, "The Luck Factor." He says "lucky" people discover their own pots of gold by following four standards:

1. They don't ignore their intuition
2. When they face hard fortune, they are quick to recover due to their resilient response. Specifically, they can imagine how much worse a situation could be. Then they focus on how to use the negative incident to their advantage.
3. They are not afraid of taking a chance, even if it means disrupting their daily routines.
4. They are optimistic about the future. Their positive outlook results in upbeat outcomes.



## Parent Leadership Conference

Friday, March 26, 2010

9:00am—2:00pm

\$35 per attendee / \$60 for two family members

Tuomey Healthcare System  
Education Center Classroom One

Presented by Dr. Michael Frisina

### Program Agenda

#### Work Session #1: Discovering Your Heart and the Heart of Your Child

- Establishing family values to drive effective behavior and discipline for both parents and children.

#### Work Session #2: Connecting with Your Heart and the Heart of Your Child

- Looking at habits and developing a sense of self awareness to improve the ability to respond to situations more effectively.

#### Work Session #3: Connecting with Your Emotions and Communicating Effectively

- Managing your emotions more effectively to improve your communication skills and ultimately the relationship between you and your child.

#### Work Session #4: Creating and Sustaining Highly Effective Relationships

- Building an effective trust account with your child and creating highly effective relationships within the family; Becoming a parent that leads not reacts!

### Program Structure

This program is designed to provide parents with an introduction to effective parenting based on four key behavior based expectations. By changing parent behavior we change the behavior of children. The old adage "follow the leader" is no truer in relationships than in the parent-child relationship.

This introductory program is designed for one day, four sessions lasting approximately ninety minutes each with breaks between sessions and a question and answer session at the conclusion of the program.

### Program Speaker

**Michael E. Frisina** received his B.S. degree from Saint Bonaventure University graduating with honors and distinguished military graduate. He earned his M.A. degree and completed doctoral course work at Indiana University receiving his doctorate, magna cum laude, from Auberdeen University. He completed post-graduate studies earning a certificate in International Bioethics from Girton College at Cambridge University in the United Kingdom. England. Michael served as an assistant professor and subject matter expert in leadership and ethics at the United States Military Academy at West Point, New York and the Uniformed Services University of Health Sciences and School of Medicine, Bethesda, Maryland.

After his retirement as a lieutenant colonel from the United States Army Medical Department, Michael founded The Paraclete Group, a teaching ministry that emphasizes spiritual growth and development. He has developed several teaching seminars including, *Abundant Life Living*, *Renewing Your Mind Daily*, *You Are What You Think*, *Forever Together*, and *Becoming an Irresistible Husband*. An ordained minister, he is founder and Senior Pastor of Calvary Chapel Northeast Columbia, located in Columbia, SC.

Dr. Frisina founded a consulting firm specializing in leader development and peak performance coaching located in Columbia, South Carolina. He was awarded the *Outstanding Educator of the Year* Award from the South Carolina Area Health Education Consortium in 2007.

A certified expert in continuous quality improvement methodologies and a certified facilitator in life skill development, Dr. Frisina is featured in the prestigious "*Doing The Right Things Right*," publication of demonstrated best practice hospitals published by The Joint Commission. He has authored numerous papers and published articles on leadership and recently published his first book.

Michael and his wife Susan have been married for 30 years. They have three adult children, Michael, Robert, and Rebekah, and one grandson Connor.