EARLY CHILDHOOD STIMULATION AND PARENT TRAINING FOR EARLY EDUCATION

The Exposure Quotient Method

by

Obadiah Williams, Ph.D.

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Dedication

This book is dedicated to Ron and Phyllis McSwain. They have provided moral, spiritual, and financial support to the author and the program almost from its inception.

It is likewise dedicated to Shirley M. Young. From the inception of the program in my basement, she has been a regular volunteer, very seldom missing a single time.

My deepest appreciation and gratitude go out to the three of you, for without your commitment and contribution, the program definitely would not have had the success that it enjoys today.

The Author

CONTENTS

Foreword vii

Preface ix

Introduction 1
Students Unprepared to Learn
Not IQ, but EQ
Changing Ideas about Early Childhood Stimulation
Convergence of Factors
Lost Opportunities
Early Exposure

Chapter 1: Advantages of the EQ Method 31
Why Schools Can't Do It
Why the EQ Method Works

Chapter 2: Understanding the EQ Method 36
The Role of Parents
Stimulation and Nurturing
Developmental Sequences
Key Components
Teaching Strategies

Chapter 3: Curriculum Guide 46
Early Childhood Stimulation Phase
Story Reading

Vocabulary
Sensorimotor Training
Hands-on Activities

Chapter 4: Curriculum Guide: The Reading phase 65
Reading Readiness
Teaching Reading
Reading Program Structure

Conclusion 70

Appendix: Interviews with Parents 71

Bibliography 81

FOREWORD

Dr. Obadiah Williams deserves to be lauded for his continuing efforts to reverse the educational outcomes of inner-city black children. He has worked tirelessly for the past fifteen years on the dual focus of parent and child to stimulate the cognitive abilities of very young children. He calls his program "The Exposure Quotient Method."

Dr. Williams's program is neither new nor revolutionary. He has studied the research and history regarding the efficacy of early childhood education and has been persuaded to replicate the work of others, starting with children as young as one year of age and including parents as teachers of very young children.

Dr. Williams's work buttresses others who have demonstrated that early stimulation programs are providential in improving the educability of children. And he recognizes that when parents are involved as teachers, the cognitive gains of their children are even more dramatic and longer lasting.

What is unique about Dr. Williams's program, however, is that it is a labor of love. There is no public funding for the program, just the commitment and passion of one man to make a difference in the lives of very young children. Dr. Williams's children enter the public school system as winners, rather than losers, prepared to compete in a formal arena of learning.

This book will inspire all those who read it. We can only hope others will follow in Dr. Williams's footprints. He is a very special person!

Earladeen Badger, Ph.D.*

* Dr. Badger is a retired associate professor of pediatrics and adjunct professor of obstetrics and gynecology at the University of Cincinnati College of Medicine. She was also director of Infant Stimulation/Mother Training and president of United Services for Effective Parenting (USEP-OHIO).

PREFACE

Our objective: Our expectation is and always has been for every child, every youngster who enters the Early Childhood Stimulation and Parent Training program and completes it to enter the formal educational setting equipped not only to keep up but to set the pace for educational and academic excellence. Let there be no doubt.

The greater the percentage of students in any setting who have had quality exposures in early childhood plus demonstrated self-discipline, the greater will be the academic success from that group regardless of race, sex, ethnicity, or any other factors.

Obadiah Williams, Ph.D.
Founder, President, Program Director

If you, as a parent, are going to expect your children to succeed in school or in life, you must provide for them a cognitive climate early, very early in their childhood. Remember, there are consequences either way.

—Obadiah Williams, Ph.D.

Dr. Williams working with a child and his father.

INTRODUCTION

It should be stated initially that the author does not believe or accept the notion or theory that any one group or race of people is biologically or genetically inferior or superior to any other. He further believes that no one is cognitively or academically impaired because of their race, ethnicity, or any other factor.

What then is the educational problem that is and has been plaguing this nation for so long? Yes, there are some sociological involvements or entanglements early on that can and do cause delays that affect the academic pursuits or success of some groups. But those are strictly sociological in nature and definitely must not be biologically ascribed. Unfortunately, they are serious snares, but they can be ameliorated across the board if the proper precaution and attention are provided and adhered to. Education is truly the great equalizer.

What then is our problem where affirmative action is concerned? The Exposure Quotient early childhood program is about preparation. Can any and every person be adequately trained to compete? Here we are speaking strictly about the educational arena. The answer is unequivocally yes.

The book you now hold in your hands contains an uncomplicated, inexpensive solution to that enormous array of society's most devastating problems. While that may sound like an ambitious claim, the Exposure Quotient Method described in this text is supported by an ever-growing body of research and evidence, as well as the proven results of more than fifteen years in direct application. It is the success of the hundreds of families with whom I've worked, especially as compared to the downward spiral that represents our nation's educational performance as a whole, that emboldens me to make such a statement.

What is the EQ method? Simply put, it is an early childhood education program that stimulates cognitive development in very young children. This book outlines the philosophical underpinnings of the program and provides the tools for establishing such a program: an explanation of operating methods and a curriculum guide.

But before we can explore the EQ method in depth, we must first examine the difficulties it is designed to address. Only by defining the full scope of the problems facing our society and the effects of these problems can we hope to address them.

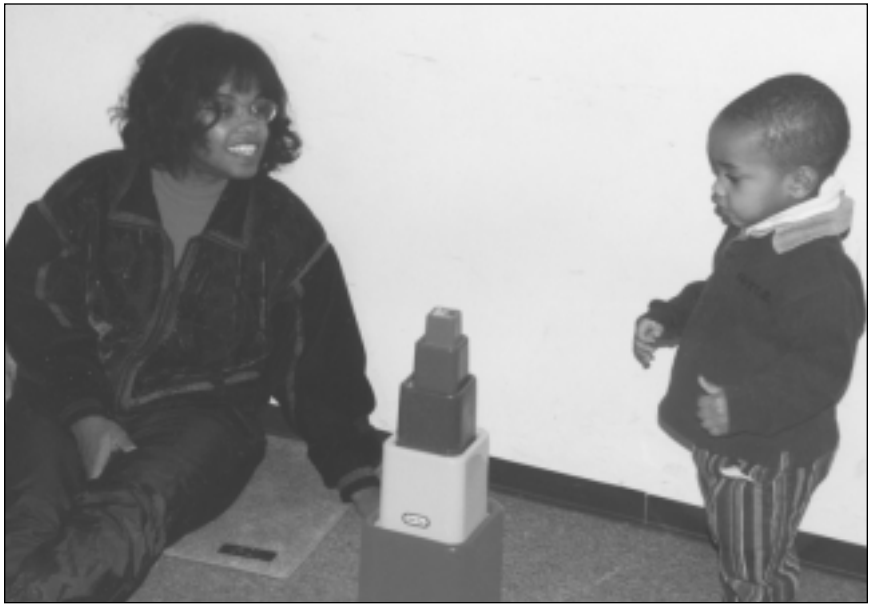
There is a serious misconception of the schools in Cincinnati and around this country. Unfortunately, it is that misconception that must be first addressed. The genesis of a good-quality school system is not, I repeat, is not at the entrance of a given building, nor is it in the first formal classroom of its student body. As presently structured no school system—public, private, or parochial—is designed to lay foundations. School systems are designed to fine-tune and build upon whatever they receive.

Because public schools, unlike any others, must accept every child regardless of the unparalleled lack of cognitive foundation, they are then subject to unwarranted criticism when the child's behaviors or academic profile appears less than what it should be.

An inferior foundation will always produce an inferior superstructure. So what must be done? Better ways must be found to lay a stronger foundation for all children.

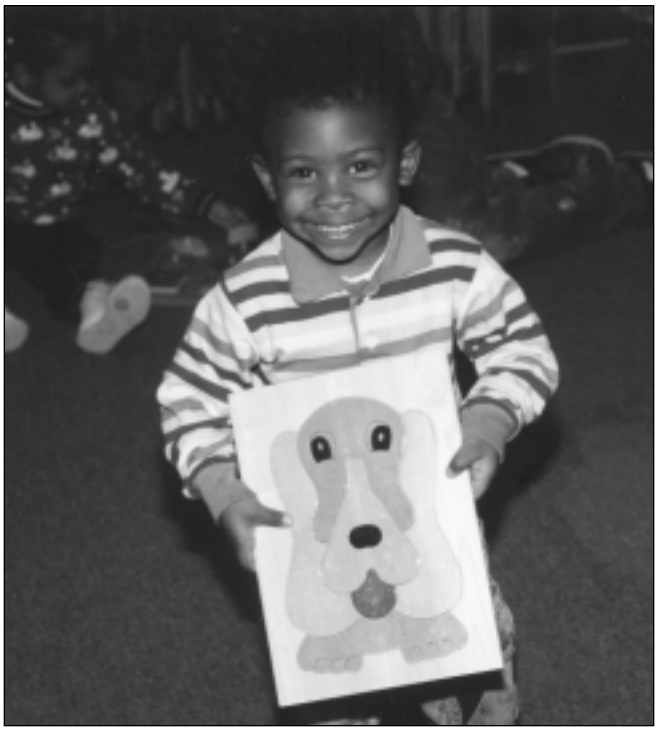
Gallery

The photos on the facing page show children involved in their work. Note the very young ages, and the increasing level of difficulty as children master the skills.



Children from as young as age one are ready to begin developing their academic abilities. The activities I use to help them include pop-up colors (above left), stacking blocks (above right), and wooden puzzles (below).

The complexity of the activities increases as the child progresses through the program. These children are working with (clockwise from top left) wooden puzzle, colored wooden blocks, Lego table, and bristle blocks. The activities help children develop motor skills, attention span, and creativity while teaching colors, shapes, numbers, letters, and other skills. You can't miss the happy looks on their faces, either.



Real Results

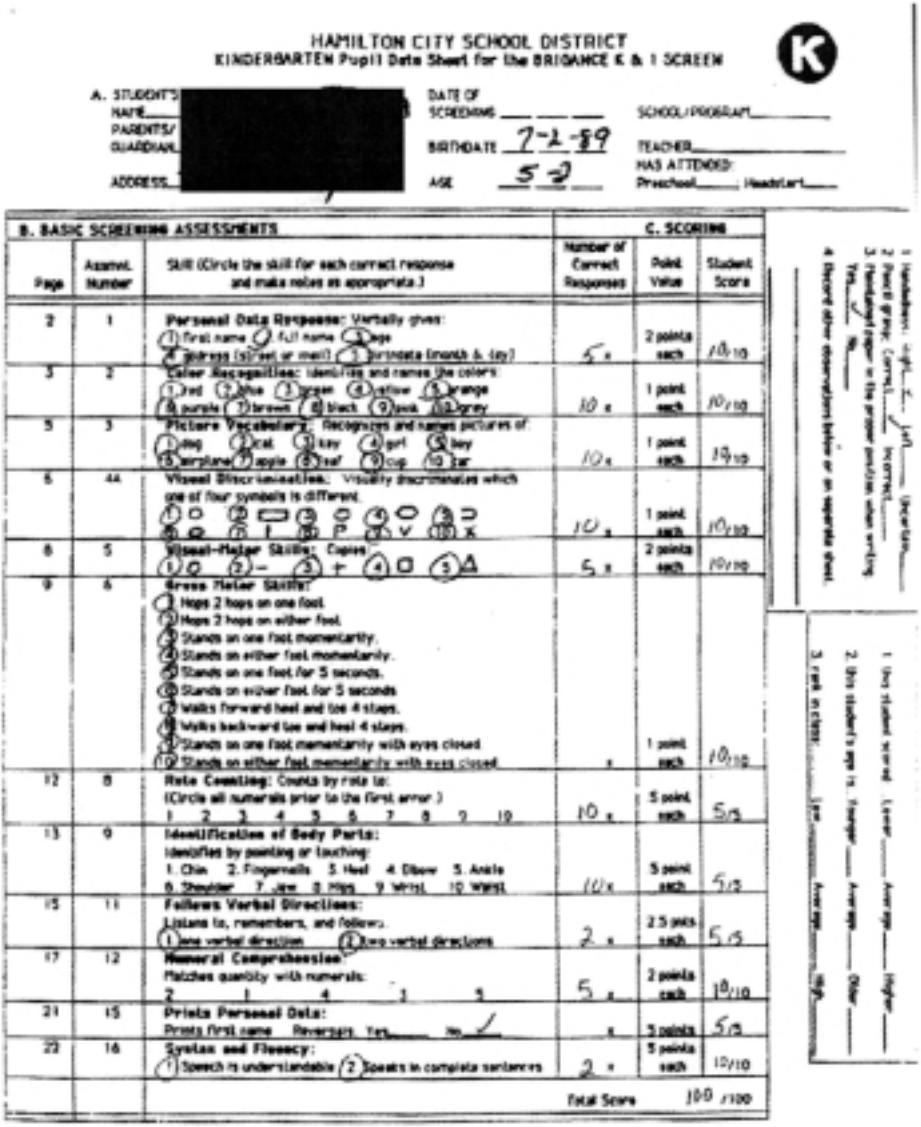
Following are actual results for a few of our early participants. These results are truly representative of every child who enters this program at age one or thereabout.

Student A

The first child, whom I refer to as Student A, entered the program at age one. She is a child of a parent who happens to be single. The mother chose not to be involved with the child initially. So the grandmother took on the responsibility and entered the child into the program. She was a five-days-a-week working grandmother and therefore chose the evening schedule. She would bring her granddaughter to the program two evenings a week, driving twenty miles each way, for the child's stimulation. This process was done for four years. Each nightly session consisted of two hours.

Several items follow. First is a copy of the official results when this child enrolled in kindergarten, including the screening assessment and her first kindergarten report card.

As a result of Student A's achievement, she had an opportunity to apply to and enroll into a private college prep school. Her admission test scores, first report card, and teachers' accompanying remarks are shown. Student A is still enrolled in the college prep school as of the 2002-03 school year and doing well.



HAMILTON CITY SCHOOL DISTRICT
KINDERGARTEN Pupil Data Sheet for the BRIGANCE K & 1 SCREEN

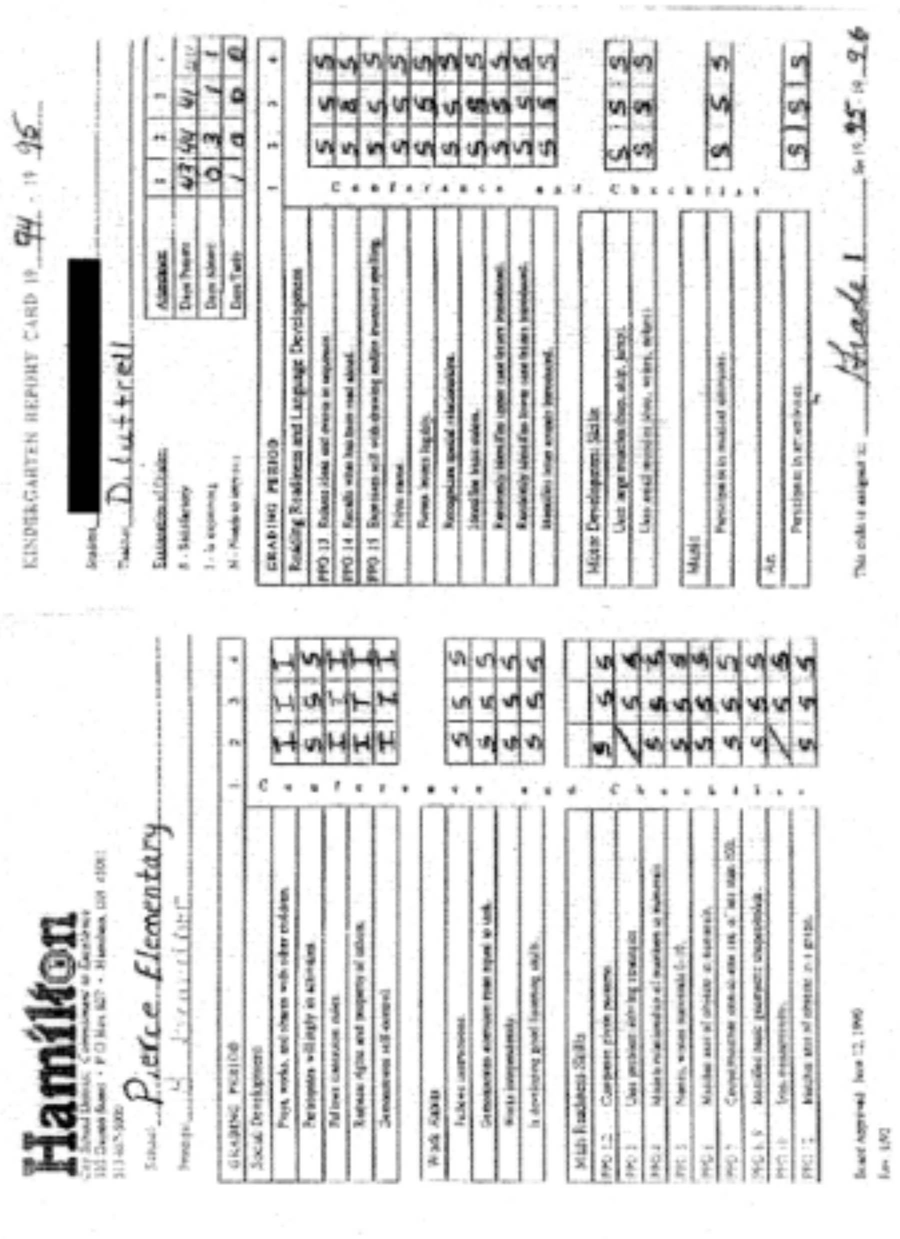
A. STUDENT'S NAME [redacted]
PARENTS/ GUARDIAN [redacted]
ADDRESS [redacted]
DATE OF SCREENING ___ ___ ___
BIRTHDATE 7-2-89
AGE 5-2
SCHOOL/PROGRAM ___
TEACHER ___
HAS ATTENDED: Preschool ___ Headstart ___

B. BASIC SCREENING ASSESSMENTS			C. SCORING		
Page	Assmt. Number	Skill (Circle the skill for each correct response and make notes as appropriate.)	Number of Correct Responses	Point Value	Student Score
2	1	**Personal Data Response:** Verbally gives: (1) first name (2) full name (3) age (4) address (street or mail) (5) birthdate (month & day)	5 x	2 points each	10/10
3	2	**Color Recognition:** Identifies and names the colors: (1) red (2) blue (3) green (4) yellow (5) orange (6) purple (7) brown (8) black (9) pink (10) gray	10 x	1 point each	10/10
5	3	**Picture Vocabulary:** Recognizes and names pictures of: (1) dog (2) cat (3) key (4) girl (5) boy (6) airplane (7) apple (8) leaf (9) cup (10) car	10 x	1 point each	10/10
6	4A	**Visual Discrimination:** Visually discriminates which one of four symbols is different. (1) (2) (3) (4) (5) (6) (7) (8) (9) (10)	10 x	1 point each	10/10
8	5	**Visual-Motor Skills:** Copies (1) (2) (3) (4) (5)	5 x	2 points each	10/10
9	6	**Gross Motor Skills:** (1) Hops 2 hops on one foot. (2) Hops 2 hops on either foot. (3) Stands on one foot momentarily. (4) Stands on either foot momentarily. (5) Stands on one foot for 5 seconds. (6) Stands on either foot for 5 seconds. (7) Walks forward heel and toe 4 steps. (8) Walks backward toe and heel 4 steps. (9) Stands on one foot momentarily with eyes closed (10) Stands on either foot momentarily with eyes closed	x	1 point each	10/10
12	8	**Rote Counting:** Counts by rote to: (Circle all numerals prior to the first error.) 1 2 3 4 5 6 7 8 9 10	10 x	5 point each	5/5
13	9	**Identification of Body Parts:** Identifies by pointing or touching: 1. Chin 2. Fingernails 3. Heel 4. Elbow 5. Ankle 6. Shoulder 7. Jaw 8. Hips 9. Wrist 10. Waist	10 x	5 point each	5/5
15	11	**Follows Verbal Directions:** Listens to, remembers, and follows: (1) one verbal direction (2) two verbal directions	2 x	2.5 pts. each	5/5
17	12	**Numeral Comprehension:** Matches quantity with numerals: 2 1 4 3 5	5 x	2 points each	10/10
21	15	**Prints Personal Data:** Prints first name Reversals: Yes ___ No ✓	x	5 points	5/5
22	16	**Syntax and Fluency:** (1) Speech is understandable (2) Speaks in complete sentences	2 x	5 points each	10/10
				Total Score	100 /100

1. Handedness: right ___ left ___ Undecided ___
2. Pencil grasp: Correct ___ Incorrect ___
3. Thumb-and-finger in the proper position when writing: Yes ___ No ___
4. Record other observations below or on separate sheet.

1. Uses student scores: Lower ___ Average ___ Higher ___
2. Uses student's age in: Average ___ Above ___ Other ___
3. rank order: ___ per ___ Average ___ High ___

Admission test scores for Student A.



Hamilton
City School District: Commitment to Excellence

School: Pierce Elementary

Principal: [illegible]

GRADING PERIOD	1	2	3	4
Social Development				
Plays, works, and shares with other children.	I	I	I	
Participates willingly in activities.	S	S	S	
Follows classroom rules.	I	I	I	
Respects rights and property of others.	I	I	I	
Demonstrates self-control.	I	I	I	
Work Habits				
Follows instructions.	S	S	S	
Demonstrates attention span equal to task.	S	S	S	
Works independently.	S	S	S	
Is developing good listening skills.	S	S	S	
Math Readiness Skills				
PPO 1,2 Completes given patterns.	S	S	S	
PPO 3 Uses problem solving strategies.	/	S	S	
PPO 2 Models relationship of numbers to numerals.	S	S	S	
PPO 3 Names, writes numerals 0-10.	S	S	S	
PPO 4 Matches sets of objects to numerals.	S	S	S	
PPO 7 Counts/matches one-to-one.	S	S	S	
PPO 8,9 Identifies basic geometric shapes/solids.	S	S	S	
PPO 10 Uses measurements.	/	S	S	
PPO 12 Matches sets of objects in a group.	S	S	S	

Board Approved June 12, 1990
Rev. 1/92

KINDERGARTEN REPORT CARD 19 94 - 19 95

Student: [redacted]

Teacher: D. Luttrell

Explanation of Grades:
S - Satisfactory
I - Is improving
N - Needs to improve

Attendance	1	2	3	4
Days Present	43	44	41	[illegible]
Days Absent	0	3	1	1
Days Tardy	1	0	0	0

GRADING PERIOD	1	2	3	4
Reading Readiness and Language Development				
PPO 13 Relates ideas and events in sequence.	S	S	S	
PPO 14 Recalls what has been read aloud.	S	S	S	
PPO 15 Expresses self with drawing and/or invented spelling.	S	S	S	
Prints name.	S	S	S	
Forms letters legibly.	S	S	S	
Recognizes spatial relationships.	S	S	S	
Identifies basic colors.	S	S	S	
Randomly identifies upper case letters introduced.	S	S	S	
Randomly identifies lower case letters introduced.	S	S	S	
Identifies letter sounds introduced.	S	S	S	
Motor Development Skills				
Uses large muscles (hop, skip, jump).	S	S	S	
Uses small muscles (draw, writes, colors).	S	S	S	
Music				
Participates in musical activities.	S	S	S	
Art				
Participates in art activities.	S	S	S	

This child is assigned to: Grade 1 for 19 95 - 19 96

First report card for Student A.

Seven Hills Doherty School

Admission Testing

Student's Name: [redacted] Current Grade Level: Kindergarten

Testing Date: 2/11/95 Chronological age: 5 years 7 months

Stanford Early School Achievement Test

	Stanine
Mathematics:Part A	5
Mathematics: Parts A and B The understanding of number concepts, problem solving, geometry, measurement, addition and subtraction facts.	5
Sounds and Letters Auditory and symbolic perception of sounds and letters	9
Word Reading Word reading is the ability to recognize two words that are the same.	9

The purpose of giving the Stanford Early School Achievement Test is to provide information. It indicates areas of strength and weakness and is a measure of achievement in the area of readiness for first grade. This test is not intended to be an absolute predictor of success. It is a tool through which we can evaluate and develop our curriculum and, therefore, constantly improve our program. Your child's score is reported in stanines which range from a low of 1 to a high of 9 with 5 designating average performance. Stanines indicate the student's relative standing or performance within a national, standardized sample.

Kindergarten admission achievement test results for Student A.

[redacted] is a very intelligent little girl who is a credit to Doherty School. I feel that she gives as much to the school as we give back to her. She is far above average and deserves to be in an academically challenging environment. I know it is difficult to get her to us each day, but you are providing her with the opportunity to work at her own (above-average) level. You deserve a pat on the back, and she deserves the opportunities.

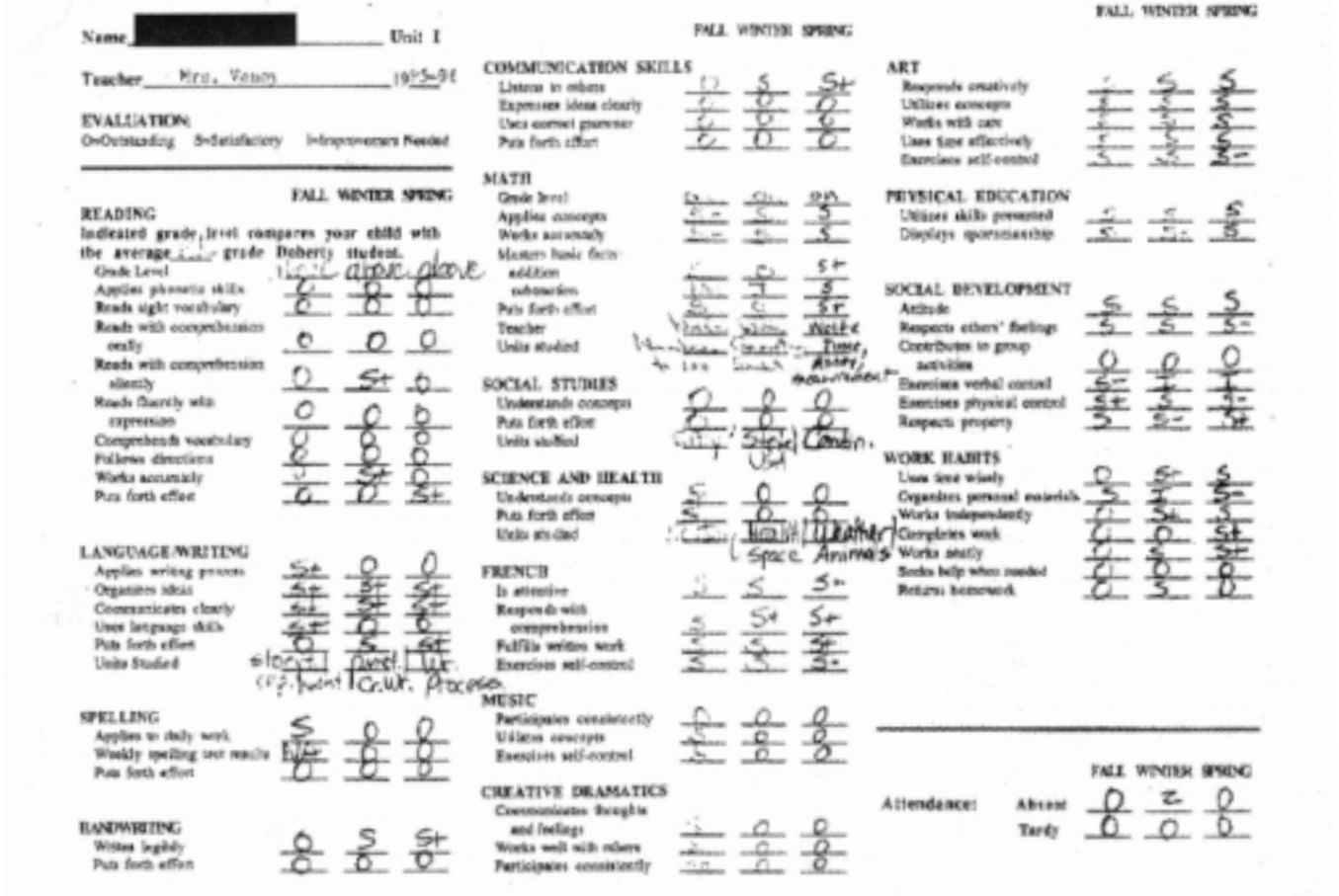
If you have further questions regarding math, feel free to write me at school or to call me at home in the evenings [redacted].

Sincerely,

Linda Wolfe

Linda Wolfe

Teacher's assessment of Student A.



Name [redacted] Unit I

Teacher Mrs. Vann 1995-96

EVALUATION:
O=Outstanding S=Satisfactory I=Improvement Needed

READING — FALL WINTER SPRING
Indicated grade level compares your child with the average ___ grade Doherty student.
Grade Level — Needs above above
Applies phonetic skills — S S S
Reads sight vocabulary — S S S
Reads with comprehension only — O O O
Reads with comprehension silently — O S+ S
Reads fluently with expression — O O O
Comprehends vocabulary — S S S
Follows directions — S S S
Works accurately — S S S
Puts forth effort — S S S+

LANGUAGE/WRITING
Applies writing process — S+ S S
Organizes ideas — S+ S+ S+
Communicates clearly — S+ S+ S+
Uses language skills — S+ S S
Puts forth effort — S S+ S+
Units Studied — story 1 Quest Unit (P.J. Point) Cr.Wr. Process

SPELLING
Applies to daily work — S S S
Weekly spelling test results — S+ S S
Puts forth effort — S S S

HANDWRITING
Written legibly — S S S+
Puts forth effort — S S S

COMMUNICATION SKILLS — FALL WINTER SPRING
Listens to others — S S S+
Expresses ideas clearly — S S S
Uses correct grammar — S S S
Puts forth effort — S S S

MATH
Grade level — 2+ 2+ 2+
Applies concepts — S S S
Works accurately — S S S
Masters basic facts: addition — S S S+
subtraction — S S S+
Puts forth effort — S S S+
Teacher — Mrs. Vann Mrs. Vann Mrs. Vann
Units studied — Numeration, Time, Addition, Subtraction, Measurement

SOCIAL STUDIES
Understands concepts — S S S
Puts forth effort — S S S
Units studied — Unit 1 Unit 2 Unit 3 Unit 4 Unit 5 Unit 6 Unit 7 Unit 8 Unit 9 Unit 10 Unit 11 Unit 12 Unit 13 Unit 14 Unit 15 Unit 16 Unit 17 Unit 18 Unit 19 Unit 20 Unit 21 Unit 22 Unit 23 Unit 24 Unit 25 Unit 26 Unit 27 Unit 28 Unit 29 Unit 30 Unit 31 Unit 32 Unit 33 Unit 34 Unit 35 Unit 36 Unit 37 Unit 38 Unit 39 Unit 40 Unit 41 Unit 42 Unit 43 Unit 44 Unit 45 Unit 46 Unit 47 Unit 48 Unit 49 Unit 50 Unit 51 Unit 52 Unit 53 Unit 54 Unit 55 Unit 56 Unit 57 Unit 58 Unit 59 Unit 60 Unit 61 Unit 62 Unit 63 Unit 64 Unit 65 Unit 66 Unit 67 Unit 68 Unit 69 Unit 70 Unit 71 Unit 72 Unit 73 Unit 74 Unit 75 Unit 76 Unit 77 Unit 78 Unit 79 Unit 80 Unit 81 Unit 82 Unit 83 Unit 84 Unit 85 Unit 86 Unit 87 Unit 88 Unit 89 Unit 90 Unit 91 Unit 92 Unit 93 Unit 94 Unit 95 Unit 96 Unit 97 Unit 98 Unit 99 Unit 100 Unit 101 Unit 102 Unit 103 Unit 104 Unit 105 Unit 106 Unit 107 Unit 108 Unit 109 Unit 110 Unit 111 Unit 112 Unit 113 Unit 114 Unit 115 Unit 116 Unit 117 Unit 118 Unit 119 Unit 120 Unit 121 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SCIENCE AND HEALTH
Understands concepts — S S S
Puts forth effort — S S S
Units studied — Health Weather Space Animals

FRENCH
Is attentive — S S S+
Responds with comprehension — S S+ S+
Fulfills written work — S S S
Exercises self-control — S S S

MUSIC
Participates consistently — S S S
Utilizes concepts — S S S
Exercises self-control — S S S

CREATIVE DRAMATICS
Communicates thoughts and feelings — S S S
Works well with others — S S S
Participates consistently — S S S

ART — FALL WINTER SPRING
Responds creatively — S S S
Utilizes concepts — S S S
Works with care — S S S
Uses time effectively — S S S
Exercises self-control — S S S

PHYSICAL EDUCATION
Utilizes skills presented — S S S
Displays sportsmanship — S S S

SOCIAL DEVELOPMENT
Attitude — S S S
Respects others' feelings — S S S
Contributes to group activities — S S S
Exercises verbal control — S S S
Exercises physical control — S S S
Respects property — S S S

WORK HABITS
Uses time wisely — S S S
Organizes personal materials — S S S
Works independently — S S S
Completes work — S S S
Works neatly — S S S
Seeks help when needed — S S S
Returns homework — S S S

Attendance: — FALL WINTER SPRING
Absent — 0 2 0
Tardy — 0 0 0

First-grade report card for Student A.

Student B

Here I will highlight another of our many fine students of the EQ Method program. Student B is also from a single-parent home. His mother enrolled him in the training program at age one. She was and is a working parent and chose the evening program, two evenings a week. He completed the early-childhood program and was enrolled in a fine academic parochial school. I urged and encouraged his mother to apply to the same college prep school as Student A.

Following are the results of Student B's admission testing, along with a sampling of Student B's grades and teachers' remarks.

Because Student B's mother's job transferred her to France, Student B encountered some new and unique experiences. Please note the comments of his teachers his very first year in his new school in another country.

He continues to perform extremely well as per written evaluations and reports. His mother returned to the States for the 2003-04 school year and Student B was accepted back into the college prep school.

Seven Hills Doherty School

Admission Testing

Student's Name: [redacted] Entering first grade

Testing Date: 1/31/98

Stanford Early School Achievement Test

	Stanine
Mathematics Part A	6
Mathematics: Parts A and B The understanding of number concepts, problem solving, geometry, measurement, addition and subtraction facts.	7
Sounds and Letters	8
Word Reading Word reading is the ability to recognize two words that are the same.	9

The purpose of giving the Stanford Early School Achievement Test is to provide information. It indicates areas of strength and weakness and is a measure of achievement in the area of readiness for first grade. This test is not intended to be an absolute predictor of success. It is a tool through which we can evaluate and develop our curriculum and, therefore, constantly improve our program. Your child's score is reported in stanines which range from a low of 1 to a high of 9 with 5 designating average performance. Stanines indicate the student's relative standing or performance within a national, standardized sample.

Kindergarten admission achievement test results for Student B.

Parent Information
272-5180

Student [redacted]
Subject Language Arts

Teacher Mary Schroder
Date Fall, 1999

[redacted] is a creative student who is liked by all. Other students seek out his opinion and ideas. Presently he is working in an early third grade book. He has good word attack skills, which assist him as he reads chapter books. [redacted]'s comprehension skills are also very good. He is better able to respond to comprehension questions by writing in complete sentences, and draws conclusions with supporting details.

[redacted] writes with simple sentences and he has worked at developing plots with rising action, a climax, and a conclusion. He is able to use a web as a pre-writing activity, and write his piece in sequential order. [redacted] often needs encouragement to develop his ideas, this can be frustrating for [redacted] as he tires to work quickly to completion. Using the computer may be helpful when [redacted] is asked to develop the events in his story.

I have enjoyed getting to know and work with [redacted]. He offers many wonderful leadership skills and shines when asked to serve in this way. [redacted] is a good independent thinker and at the same time seeks to please peers and adults. [redacted] will continue to be encouraged to "slow down and think" before responding so quickly to his undertakings. Keep up the good work [redacted]!

SEVEN HILLS DOHERTY SCHOOL
Parent Information
272-5180

Student [redacted]
Subject Math

Teacher Jeanrie Lewis
Date November 1999

[redacted]'s math group is industrious and enthusiastic. We have been working on quick recall of addition facts. In class we solve two and three step problems which require computation skills, understanding of concepts, and some good thinking. I demonstrate a variety of strategies which help when working with challenging problems. We've also worked on place value and subtraction.

[redacted] has been a wonderful addition to our class. He's always attentive, well-organized, and conscientious. His recall of the facts that we have worked on is excellent. He has enjoyed our more challenging word problems which we will continue to focus on during the remainder of the year.

Teacher's assessment of Student B.

Name [redacted] Unit 1

Teacher Mrs. Vinson 1998-99

EVALUATION:
O=Outstanding S=Satisfactory I=Improvement Needed

	FALL	WINTER	SPRING
READING			
Individual grade level compares your child with the average 1st grade [illegible] student.			
Grade Level	1Mid		
Applies phonetic skills	S		
Reads sight vocabulary	O		
Reads with comprehension orally	O		
Reads with comprehension silently	S		
Reads fluently with expression	S		
Comprehends vocabulary	S		
Follows directions	S		
Works independently	S		
Puts forth effort	O		
LANGUAGE/WRITING			
Applies writing process	S+		
Organizes ideas	O		
Communicates clearly	O		
Uses language skills	O		
Puts forth effort	O		
Uses Spelling	Good		
SPELLING			
Applies to daily work	O		
Weekly spelling test results	O		
Puts forth effort	O		
HANDWRITING			
Writes legibly	O		
Puts forth effort	O		

	FALL	WINTER	SPRING
COMMUNICATION SKILLS			
Listens to others	O		
Expresses ideas clearly	O		
Uses correct grammar	O		
Puts forth effort	O		
MATH			
Grade level	1Mid		
Applies concepts	S+		
Works accurately	S+		
Masters basic facts within subjection	O		
Puts forth effort	O		
Tracks	O		
Uses symbols	Mastered 2nd qtr.		
SOCIAL STUDIES			
Understands concepts	O		
Puts forth effort	O		
Uses maps	O		
SCIENCE AND HEALTH			
Understands concepts	S		
Puts forth effort	S		
Uses tools	S		
FRENCH			
Is creative	S		
Responds well	S		
Participates cooperatively	S		
Follows written work	S		
Exercises self-control	S		
MUSIC			
Participates cooperatively	S		
Utilizes concepts	S		
Balances self-control	S		
CREATIVE DRAMATICS	S+		
Participates cooperatively	S		
Works well with others	S		
Exercises self control	S		

	FALL	WINTER	SPRING
ART			
Applies concepts with creativity and craftsmanship	S		
Works with diligence	S		
Follows class procedures	S		
PHYSICAL EDUCATION			
Puts forth effort	S		
Exercises self-control	S		
Displays sportsmanship	S		
SOCIAL DEVELOPMENT			
Attitude	S+		
Respects others' feelings	S		
Contributes to group activities	S		
Exercises verbal control	S+		
Exercises physical control	S		
Respects property	S		
WORK HABITS			
Uses time wisely	S		
Organizes personal materials	O		
Works independently	S		
Completes work	S		
Works neatly	O		
Seeks help when needed	O		
Reviews homework	O		

Attendance:	Absent	1		
	Tardy	1		

First-grade report card for Student B.

December 2001

AMERICAN SCHOOL OF PARIS founded 1946

PROGRESS REPORT: GRADE 4

Absences: 5

[redacted]

Student's Name Grade 4

J.TRACANELLI

Homeroom Teacher

Marking Code:
C Commendable NI Needs improvement
S Satisfactory NA Not Applicable

ACADEMIC DEVELOPMENT	
LANGUAGE ARTS [redacted] is an excellent reader and a mature writer. His vocabulary is rich and varied and he applies new words appropriately. He understands how to organize a research report and can formulate a simple outline. His weekly dictations are well prepared and he comprehends multiple stages of vocabulary in Weekly Wire.	S+
MATH [redacted] has adapted well to his new schedule. Although he came into Mrs. Trudeau's 5th grade class two months into the year, he has managed to keep up with the pace and work load. The teacher has voiced some concern about a recent test, however. It does not seem to reflect [redacted]'s ability or class work. We will see how he does on the next chapter test before calling for a conference.	S+
SCIENCE [redacted] understands the six basic machines and was able to build working models. He knows how they function and their importance in the construction of the Pyramids of Giza. However has put little effort into his Trait Report observations. There have not been any new samples since September.	S+
SOCIAL STUDIES [redacted] has developed a keen interest in the study of Egypt. His report on the Valley of the Kings was written from a personal point of view rather than a factual account. Current events are interesting and ago appropriate. [redacted] listens to on the post discussions and does well on the listening quizzes.	C

WORK HABITS AND SKILLS		SOCIAL AND EMOTIONAL GROWTH	
Completes written work promptly	C	Exhibits self control	S
Is thorough in written work	C	Is courteous to adults and peers	S
Uses class time effectively	C	Respects rights of others	S
Follows oral directions	C	Respects property and materials	S
Works independently	C	Observes school rules	C
Is orderly	S	Co-operates	C
Participates in discussions	S	Displays responsibility	C
Is attentive	C	Appears self confident	S
Coordinates effectively as a group member	C		
Returns completed homework promptly	C		

[redacted] has made a good adjustment to our school and enjoys many new friendships. He is a mature member and has excellent work habits. I am especially proud of his efforts in the 5th grade math program. He is up against stiff competition and has to attempt a more demanding work load. Keep up the good work!

Teacher's assessment of Student B in a non-U.S. school.

Student C

My third example, Student C, is from a single-parent home, as were Students A and B. As of this writing, Student C is a senior at a different college prep school than Students A and B. Student C did not enter the college prep school until Grade 4 even though she had completed the early-childhood program prior to entering public school in the first grade.

Please note the admission testing report to the fourth grade and the school's first-year evaluation for Student C.

Student C is graduating from this college prep school in May 2003. She has had many beautiful challenges along the way. She has received many offers from some of the best schools in the country.

CINCINNATI COUNTRY DAY SCHOOL
CANDIDATE PROFILE SHEET
Admissions Testing Report
Grades 4 Applicants

Name [redacted] Date of birth 4-30-85

Date of Test 2-12-94

The results of your child's admissions testing is reported below in terms of both percentile ranks and stanines. A table has also been provided which illustrates the relationship of percentile ranks and stanines.

TEST SCORES:

OTIS-LENNON MENTAL ABILITY TEST (Level D)

(Designed primarily to assess a pupil's current readiness for school-oriented learning or to predict the likelihood for future success in dealing with the types of tasks encountered in an academic setting. The scores may be viewed in the context of the performance of a national sample of pupils in both your child's age and grade reference group.)

	Age Norms		Grade Norms	
	Percentile	Stanine	Percentile	Stanine
Verbal	87	7	92	8
Nonverbal	81	7	84	7
Total	86	7	91	8

STANFORD ACHIEVEMENT TEST (Primary 3)

(A series of comprehensive achievement tests designed to measure the outcomes of learning at different levels. Your child's scores are reported in terms of the performance of a national sample of pupils in both public and non-public schools.)

	Public School		Non Public School	
	%ile	Stanine	%ile	Stanine
Reading Comprehension	66	6		
Math Computation	93	8		
Math Applications	89	8		

CCDS TESTS

(These achievement tests are intended to measure the acquisition of specific skills that are appropriate to each grade level. The scores reported are simply the number of correct responses out of the total number of items in the test or a designation of the satisfactory completion of the test.)

CCDS Sentences	Good
Composition	----

ADDITIONAL COMMENTS:

RELATIONSHIP BETWEEN PERCENTILE RANKS AND STANINES

Performance Rating	Range of %ile Ranks	Stanine	% of Students in Each Stanine
High	96-99	9	4
	89-95	8	7
	77-88	7	12
Average	60-76	6	17
	40-59	5	20
	23-39	4	17
Low	11-22	3	12
	4-10	2	7
	1-3	1	4

Grade 4 admissions testing report for Student C.

Report of _____ 19 34 -- 35

ACADEMIC WORK

PERIOD ENDING

	Nov.	Jan.	Apr.	Jun.	Yr.
Mathematics	✓	✓	✓+	✓	✓
Reading	✓	✓	✓	✓	✓
English: Grammar	✓-	✓	✓	✓	✓
Written Expression	✓	✓	✓	✓	✓
Spelling: Dictation	✓	✓+	✓	✓	✓
Common Usage	✓	✓	✓	✓	✓
Vocabulary	✓	✓	✓	✓	✓
Social Studies	✓	✓	✓+	✓	✓
French/Spanish	4	4	4	4	4
Science	4	✓+4	✓+	✓+	✓+
Handwriting	✓	✓-	✓	✓	✓

CO-CURRICULAR ACTIVITIES

PERIOD ENDING

	Nov.	Jan.	Apr.	Jun.	Yr.
Art	4	4	4	4	4
Vocal Music	4	4	4	4	4
Instrumental Music	4	4	4	4	4
Drama		4		4	4
Phys. Ed.	4	4	4	4	4
Swimming		4	4	4	4
Health		4		4	4
Citizenship	3	4	4	3	3+
Mornings Late	4	0	1	0	5
Days Absent	0	0	0	1	1

Citizenship Marking System

This grade indicates the degree to which the student
- –exercises self-control
- –demonstrates consideration of others
- –cooperates with teachers

4 Excellent
3 Good
2 Fair
1 Unsatisfactory

WORK HABITS

PERIOD ENDING

	Nov.	Jan.	Apr.	Jun.	Yr.
Follows oral directions	✓	✓	✓+	✓+	✓+
Follows written directions	✓	✓	✓+	✓+	✓+
Listens attentively	✓+	✓+	✓+	✓+	✓+
Completes class work	✓+	✓+	✓+	✓+	✓+
Does careful work	✓	✓	✓	✓+	✓+
Is resourceful	✓	✓	✓	✓	✓
Cooperates in groups	✓	✓	✓	✓	✓
Participates in class	✓+	✓+	✓+	✓+	✓+
Shows enthusiasm for learning	✓+	✓+	✓+	✓+	✓+

Fourth-grade report card for Student C.

Please know that I have chronicled only a few examples of what happens when a given child enrolls and completes the entire program. The rationale for presenting accomplishments of students from single-parent homes is that those children are the ones who usually are perceived to present the most problems and are usually thought less likely to succeed. You should know that there are many, many more of our youngsters from all classifications of families—the disadvantaged, the dysfunctional, and the traditional—who are enrolled in other settings, public, parochial, and private. They all are doing very well wherever they are.

I can say without hesitation or reservation that every, yes, every child who enrolls and remains in this program to its completion will always do well in any and all academic settings.

Students Unprepared to Learn

As first a teacher and later an administrator in public schools, I observed a dramatic and disturbing trend among children in the classroom—students were cognitively and intrinsically unprepared to learn. I entered the teaching profession in the mid-1950s and within a few years encountered high school students who were neither thinkers nor readers, and who had no real interest in learning, or only a cursory one at best. I began pursuing the causes for the lack of skills and curiosity that I saw in older students and traced the deficit all the way to the point at which they entered school. At kindergarten and first grade, too many youngsters lacked motor skills, concentration skills, verbal skills, hand-eye coordination, etc.

I undertook to document the problem, and in the very early 1980s gathered data from many school districts across Ohio. What I found supported my earlier observations and findings. More than half of the districts indicated that incoming kindergartners required some kind of special remediation program. Soon, national research provided even stronger support for my position. It was at this point that I began in earnest to develop the approach now called the EQ Method.

Not IQ, but EQ

Why do I refer to EQ, not IQ? For many years, the standard by which we have judged academic ability has been the intelligence quotient (IQ). In the academic community and, to a significant degree the community at large, individual worth all too often has been

measured by how high a person's IQ is. No single concept has been more devastating to the school-age person or adult.

A number of questions to which there are no conclusive answers still surround the issue of IQ. Of just what does IQ really consist? What are its most influencing factors? How is it attained? Researchers, clinicians, and psychologists are not in complete agreement.

In spite of evidence that IQ is an inadequate tool, it continues to be a powerful consideration for judging education potential.

If the concept of IQ has been devastating to the community at large, consider for a moment what it has done to minorities, and blacks in particular. The fallout has been and continues to be tragic.

I propose a different and more accurate learning equation, one that I truly believe reflects all that we are and know. Unlike IQ, this equation integrates many factors without attempting to reduce intellectual potential to a single number.

That equation is:

GQ+EQ = DQ = IQ

Let's look at the first part of that equation. Genetic Quotient plus Exposure Quotient equals Desire Quotient. In other words, to describe intelligence capability, you begin with a person, a physical self (the Genetic Quotient, or GQ). From the time *in utero* on, that physical being is exposed to thousands of different experiences and environmental factors (the Exposure Quotient). Early child development should be looked upon as an ongoing process of interaction between the infant and his circumstances (environment). Those exposures early on begin to shape the person's motivations (the Desire Quotient).

If, for example, a person is born into a household that values knowledge and has the experience of those around him reading, discussing ideas, being curious about the world, and pursuing all intellectual avenues, that person will usually develop the desire (DQ) for similar or other quality achievements. A person born into a household that has a lack of appreciation for academic accomplishment and instead values physical achievement very likely will develop a strong desire to succeed in arenas such as sport or dance.

What's even more pertinent to our discussion here is that the effect works in both directions—*lack of* exposure very often equals *lack*

of desire. A very young child usually will not and cannot aspire to or be stimulated by something she has never experienced in any form. In other words, if the child never witnesses anyone in her immediate circle playing a musical instrument, she is far less likely to exhibit an interest in the violin.

Human nature (the genetic quotient) is extremely malleable. Cultural behaviors and environmental influences may easily diminish or even destroy altogether that genetic potential or composition. While positive behaviors and influences may improve the GQ, they can never create more or greater potential.

In terms of cognitive development in the very young child, exposure involves more than observing others in the home environment participating in intellectual pursuits. The exposure to which I refer is the child being actively engaged in a wide variety of stimulating activities necessary for the full development of that child's intellectual capacity. This can be expressed as follows:

Tell me, I'll forget.
Show me, I may remember.
Involve me, I'll remember and understand.

With interactive exposure, the child is involved, sparking his interest and desire to learn.

We post and highlight this concept, which I call "interactive exposure," in each of our rooms. When interactive exposure is present, the child's interest and desire as well as his capability for lifelong learning and development are literally unlimited. Thus, Genetic Quotient plus Exposure Quotient equals not only Desire Quotient but also Intelligence Quotient.

Innate Differences?

The equation GQ+EQ=DQ=IQ is the basis for my program, and will be discussed in more detail later. But first, let me elaborate on one of the above points.

When I speak of the Genetic Quotient, I am not suggesting that a person's cognitive abilities are defined by genetics. It is my belief that at conception virtually all healthy children have significant intellectual capabilities. I do not concur with Gesell's idea of predetermination. I am more a Piagetian student of extreme environmentalism. When the innate abilities are not stimulated and given the chance to develop, those capabilities diminish. As Dr. Timothy J. Teyler, professor of neurology, said, "It has been shown that brain process present at birth will degenerate [waste away and die], if the environmental stimulation necessary to activate them does not take place or is withheld."

The role that the Genetic Quotient alone plays in eventual intellectual achievement is impossible to determine. From the moment of conception, the baby is exposed to factors that influence and shape the innate abilities. I do believe in the prenatal stage of exposure; if nothing else, it is irrefutable that elements such as the mother's health and nutrition have enormous impact on the baby's growth and abilities.

Given that exposure starts immediately, and that measuring real or true intelligence in an infant is virtually impossible, we cannot determine to what degree a person's later capabilities were shaped by genetics and what role was played by exposure. There is much ongoing discussion in the professional arena even now. By the time a child is old enough for any quantitative measurement of intellect, exposure has shaped that child significantly, either negatively or positively.

If you will allow me to digress for a moment, this inability to determine to what degree IQ is innate counters all contentions that intellectual capacity is inherently different among races. It is my belief that what some observe as differences (traditional stereotypical thinking

that those from Eastern cultures are academically gifted or that blacks are academically less gifted) are the products of early exposure. Unless and until we can equalize exposure among different cultural groups, we cannot make any serious claims about what innate differences among them may exist, if any.

Likewise, the child's economic circumstance is a real factor, but not the major factor. That a child is from a low-income family does not mean in and of itself that the child is destined to be a slow learner or an educational underachiever, a nonreader, or even a school dropout. If that were true, how were so many top leaders able to overcome a childhood of poverty?

To hold either of these premises as true is to imply predestined failure. I cannot and will not buy that rationale. Early childhood stimulation can be effective irrespective of race, income, or any other factor.

Changing Ideas about Early Childhood Stimulation

I realize that this whole concept of exposure or environmental influence is by no means a new theory or idea. A fundamental debate shaped up in the eighteenth century between those who thought man came into the world gifted with innate ideas (predeterminism), and those who believed humans were born with minds that were absolutely blank and that everything they learned came from experiences (environmentalism). Some variation of that debate continues to persist in modern times.

By the early 1970s, most educational psychologists agreed that "the importance of home learning in the early years cannot be exaggerated." In his 1975 book, *The First Three Years of Life*, Burton White states, "To begin to look at a child's educational development when he/she is two years of age is already much too late." Masaru Ibuka writes in his 1977 book, *Kindergarten Is Too Late*, "Your child's potential for learning is greatest during the first two or three years of life."

In the years since I began battling early educational deficits and since these books were written, research showing the scope and impact of early deprivation has continued to accumulate. A landmark study by Carnegie Corporation in 1994 astounded many educators and child development experts when it reported that only half of infants and toddlers were routinely read to by their parents. Around the same time, neurobiologists began publicizing their findings that

experiences after birth determine the actual wiring of the brain. Neurologists such as Dr. Timothy T. Teyler and many others suggested that brain processes present at birth will degenerate if the environmental stimulation necessary to activate them does not take place or is withheld.

In 2001, Jeanne Shaneen, Chairwoman of The Education Commission of the States, summarized the findings of numerous studies. She said research had solidly established that "children who receive high-quality early education are less likely to drop out of school, less likely to repeat grades, less likely to need special education and less likely to get in trouble with the law."

As a result of findings like these, educators and policy makers across the country increasingly have focused on the need for better early childhood education, albeit very late, in my opinion.

In 1997, the importance of a child's early years was featured in a special edition of *Newsweek* magazine, an indication that concern was reaching even those outside the education establishment. It reported that simple stimulating activities "enhance cognitive, motor and language development—and, absent traumas, enhance them permanently."

Early in his administration, President George W. Bush and his "No Child Left Behind" initiative focused on early childhood education. "By calling for better preparation of young children for school, Bush is seeking a major reorientation of one of the country's central approaches to helping poor youngsters get off to a good start in life," the *Washington Post* reported.

The past few years have seen much discussion of these issues reach near-fever pitch, yet disappointingly few serious, effective programs have actually resulted.

Convergence of Factors

It is natural for educators, parents and policy makers to ask what factors are behind the disruption in our educational progress. I believe that two basic causes have come together to create this situation, and that they reach much farther into history than some might assume. Casual observers tend to lay blame on factors like television or video games, but the downward trend began as much as forty years ago, if not earlier.

First, our knowledge base and our need for knowledge have changed. As we moved from an agrarian society into the industrial, technical, and information ages, we came to need very specialized knowledge at each stage. Our earlier, agrarian culture didn't require strong academic learning, and thus the serious academic shortcomings weren't in evidence, at least early on. Modern society demands different skills, more skills, specialized skills—and the absence of these skills and the knowledge base behind them is not only readily apparent, but translates into an inability to succeed in our society.

A second trend has been the change in attitude at and composition of the home. The breakdown of the traditional home—along with the loss of solidarity and bonding that it entails—started in late 1940s as women entered the workforce. (This is not to be viewed as a negative commentary on the role of working mothers, but rather as an observation of change.) The net result of having fewer full-time parents was a serious neglect of teaching in the home. Soon, too many children were starting school without the intrinsic desire and foundation to learn.

At the same time, with the rise of more intrusive governmental social service programs, individuals began to turn over more authority for their lives to outside agencies. Many, unfortunately, adopted the attitude that schools, not parents, should have the prime responsibility for education. The belief was that professional educators were the only ones prepared to impart the specialized knowledge our children would need, and that schooling was best left to them. While at the time this belief may have been well founded as applied to older children, it cannot and must not be upheld for young children or in a society where formal education is not fully respected in some homes and is not properly funded and supported.

I view other forces such as television, computers, and video games as symptoms of our prevailing passivity and disinterest, rather than causes at the heart of educational breakdown. Activities that provide no mental stimulation dull the child and rob him of opportunities to grow and as such contribute to the problem; therefore, they are to be strongly discouraged.

Changes in the makeup of the family have made scenes like this one, with two parents together focused on the child, too uncommon.

Lost Opportunities

The consensus among early childhood researchers and neurobiologists studying brain development is virtually unanimous: cognitive capacity that is not used will be lost. This truth dramatically heightens the importance of early stimulation. It tells us that the window of opportunity is finite, and that no amount of remedial education can recover what is lost if that opportunity is squandered. All too often the child becomes too cognitively resistant. Many times there develops a stubborn resistance to change or even listen. Such children appear too comfortable with themselves or life as they perceive it.

Science has given us compelling evidence of what is at stake. As more and more precise mapping of brain function has become possible in recent years, researchers have found that early childhood experiences physically determine how the brain's neural circuits are wired. Highly sensitive imaging systems have shown that connections, or synapses, in the brain are discarded if they are not reinforced. Learning that the young brain could easily perform becomes more difficult, and in some cases is lost forever.

This phenomenon is evident in many ways. Consider that a young child can learn to speak any language easily, but soon loses the ability to make or distinguish sounds that are not part of his native language. We have come to accept this loss of ability in language as normal, but similar limitations can and do indeed occur in basic cognitive skills—with much more devastating consequences. Those are limitations we cannot and must not continue to permit.

While the new scientific findings serve as a wake-up call, the reverse is that they also present encouraging evidence that early childhood stimulation can and does have lifelong benefit. Rather than a baby's intellectual capacity being permanently established at birth, we know now—and have, in fact, known for a long time—that positive stimulation can permanently enhance a child's cognitive, motor, and language development.

This is why the EQ Method is so much more effective than programs that begin at age five or even age three. Early stimulation introduced at age one takes advantage of the period in a child's life when potential for learning is at its greatest. It prevents problems rather than attempts to correct them, and has a lasting effect.

Quality exposure must begin at an early age. Stimulation that begins at age one takes advantage of the period when learning potential is at its greatest.

Early Exposure

Quality exposure, then, clearly is the determining factor in the future success of our children and, indeed, of our society. Without well-rounded quality exposure to activities that stimulate cognitive growth, children are unable to develop the cognitive capacity and skills that will lead to educational competence.

With the EQ Method, everything has been well planned and thought out so that the practices and involvements within a certain time frame are on target for the desired results. In addition to the critical variables of the timing, nature, and quality of the exposures, we must add the depth and regularity of the exposures.

The objective of this method is to build a cognitive informational foundation, a base for all future exposures to assimilate and broaden. Jean Piaget, the psychologist who developed a comprehensive theory of the intellectual growth of children in the 1920s and 1930s, calls this process building structure. Either the foundation for such a cognitive basis in the child is formed within those first three years or the whole process of acquiring that needed academic base is all too often unnecessarily prolonged, lengthened, or in too many cases lost. The time frame for building such a foundation is long before the child has entered the traditional or formal educational setting.

When children attain a certain age and have no sense of ability or know-how they too often develop an unwillingness to risk change. Hence, they won't even try. They become afraid to disclose their state of cognitive variance. To pursue education in the conventional sense is even sometimes viewed as a radical attack on one's comfort zone.

The thrust of this writing is that we must begin to access more actively, and to carefully and aggressively control, the nature and quality of those very early exposures. That is, we now realize anew and are more certain than ever that those early years' experiences or lack thereof have profound implications upon the later total educational training and accomplishments of the child, hence the schools, the community, and all society.

CHAPTER 1

Advantages of the EQ Method

The problem, then, is clear. In far too many homes, academic or cognitive achievement is undervalued and in some cases seriously underappreciated. The natural exploration and growth of children is then stymied, and children are left to enter school with little or no academic background and no intrinsic desire to learn. They are too soon bored and frustrated; they do poorly, exhibit behavioral problems, and then very early become in-school drop-outs until they can officially drop out. Many are then caught up in the endless cycle of failure: unemployment, poverty, drug use, crime, and violence. When it is their turn to parent, no matter how caring and dedicated they may be, they cannot adequately support or invigorate their children's native intellect.

This solution, early cognitive exposure, does not and will not fail. The early lifestyle that one chooses is essential for educational and societal reversal. We cannot, we must not, continue to allow those known socially and culturally acquired negative cognitive impediments to destroy our children, our educational system—our country. Regretfully, we are well down that road.

If we are to implement such a drastic change in our society, the mindset of the populace must be changed. Education must truly become our nation's number one priority, not simply in words but in practice and behavior.

Why Schools Can't Do It

Early in his career, John B. Watson, a behavioral educational psychologist, made this statement: "Give me a dozen healthy infants, well

formed, and my own specified world to bring them up in and I'll guarantee to take any one at random and train him to become any type of specialist I may select—doctor, lawyer, artist, merchant-chief, and, yes, even beggar man and thief, regardless of his talents, penchants, tendencies, abilities, vocations, and the race of his ancestors."

Dr. Burton White says, "If a family does its job well, the professional... that is, your school teachers and others... can then provide more effective training." If not, he continues, "there may be little the professionals can do to save the child from mediocrity" and, I add, utter failure.

Both Watson and White were giving voice to the basic truth that the early exposures in a child's life shape the person that is to come.

In our system of public education, we have either forgotten or just not heeded the importance of training at the beginning of life. We have ignored the crucial time period of the first two to three years of a child's life, then expected our schoolteachers to be magicians. How can educators be expected to completely redo that which has been for the most part destroyed? At six or seven years of age, after the child's cognitive exposures have been nil and some brain processes have degenerated for lack of early stimulation, the schools cannot resolve the many serious problems the child faces.

Our teachers have too often been unjustly criticized for things over which they have no control—many are simply society's failings. Those early home years are the child's *major* educational foundation years. As long as schools are not involved in children's early lives and operate separately from the family, they cannot hope to adequately address the problem.

Why the EQ Method Works

Early childhood exposure is at the heart of the EQ Method and will always succeed where traditional schooling fails, for two simple reasons:

1. *It begins early.* The program involves children at the age of one and even younger, and is structured for their needs. Unlike preschools, Head Start, and kindergarten, EQ programs prevent learning disadvantages from developing.
2. *It demands the involvement of parents.* The program requires, not suggests, that parents participate in order to harness the

power of a parent's influence over a child. As a result, it alters the child's home environment to provide support for educational achievement. Even in the hands of gifted educators, early stimulation cannot succeed without active involvement by parents.

These tenets make all the difference. As proof of this contention, I offer the experience of more than fifteen years of operating the Early Childhood Stimulation and Parent Training Program. Though my emphasis has always been on the children, rather than building a case for this approach, we will share with you additional samples of supportive data from several youngsters who completed this program. They show students who regularly score well above average on standard proficiency tests after they enter the formal educational system.

The EQ approach requires that parents be involved in stimulating their children.

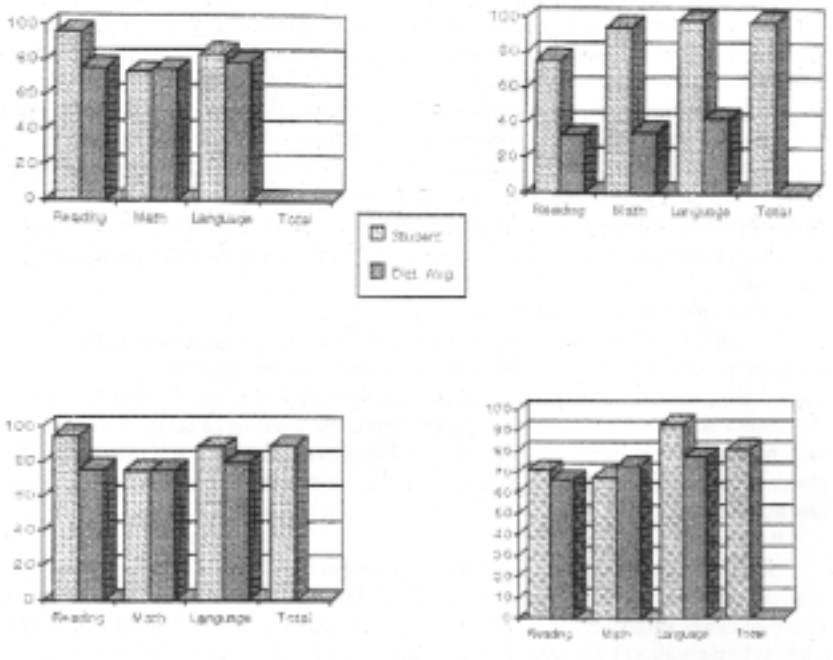
To my mind, the fact that the EQ Method works is argument enough. But it offers other advantages that policy makers and educators should keep in mind. It is:

- *Cost effective, especially in the long run.*
  Educating the nation's children should not be nearly as expensive, frustrating, or difficult as it has become in recent years. Some argue that the solution to the country's education crisis is to spend more money on schools. I disagree. In fact, the total education budget could be cut by one third or more within five to seven years. How? By implementing a program under which each and every child from one year of age would be cognitively stimulated before the formal entry into preschool or kindergarten.

  Such a program, if well thought out and consistent, would be the most profitable usage of our education funds. The expense for widespread early childhood stimulation would be far less than what we already pay for remedial programs and special needs programs, not to mention the cost of programs aimed at juvenile delinquency, drug use, and crime.

- *Designed for at-risk children.*
  The Early Childhood Stimulation and Parent Training Program was originally designed to serve the economically and educationally at-risk population of the community. This is the area that was believed to be where the need, and also the danger, is greatest, and as such was where I felt my approach could be of greatest service. It not only proved to work well in that population, but proved attractive and effective with all children from a variety of backgrounds. That means that this one approach can be used in any number of settings.

- *Easy to replicate.*
  The EQ Method has been carefully designed and field-tested. Its major thrusts, curriculum, and approaches have been clearly delineated and recorded. As a result, the program can be effectively replicated by other serious early childhood educators. After some relatively short but comprehensive training and with relatively little start-up investment, centers like mine could be established in virtually any area.



These are the results on standardized tests of four children from the Early Childhood Stimulation Program. These results, all from 1993, show performance well in excess of what could be expected without early stimulation and in most cases scores at or above the average for that child's school district.

CHAPTER 2

Understanding the EQ Method

At the heart of the Exposure Quotient Method is the simple yet vital premise that early exposure and stimulation are key to establishing a child's intellectual future. Translating that premise into practice in such a way as to change whole families' learning potential is a demanding but not difficult task. It rests on two cornerstones:

1. providing early and regular stimulation for the child.
2. training parents to stimulate and to be more involved with young children and to support educational development.

It is my belief that both these aspects must be in place in order for a program truly to succeed.

The Role of Parents

The argument for early childhood stimulation has been made in the previous pages of this book, and it is my hope that the importance and need for such stimulation will be a conviction shared by the reader by now. Some may continue to question the rationale behind the second of the EQ Method's basic requirements: involvement and training for parents or other caregivers. Yet it is inconceivable to me that a program for children at the ages of one to three and even four and five could succeed without direct parental involvement.

First among the reasons for that statement is the importance of the parent-child bonding. I first came to appreciate the role of this

bonding through the study of Dr. Burton White's ground-breaking work on the education of babies (and to a lesser degree the work of Jean Piaget in describing the development of intelligence in children). White writes in *The First Three Years of Life* that "parental care is uniquely important" to a child's development, noting, " a baby's parents are far more likely to meet her most important developmental needs than are *any* other people."

Evidence of this bond is abundant. Even an extremely young baby will respond to the sound of a parent's voice more readily than to other voices; within a few weeks a parent can elicit a smile more easily than anyone else. While this kind of relationship can develop with someone other than the parents—a grandparent or other caregiver who spends significant amounts of time with the child—it cannot exist with someone who is not primary in the child's life. The baby seeks to learn from, imitate, and please that parent first and foremost. The bond between parent and child is the child's greatest, most single influence in the first months of life.

(In recognition of the importance of other caregivers in many children's lives, I wish to make clear that I use the word "parent" throughout this work to refer to any person who has a primary connection to the child, whether or not that person is a biological parent.)

No one can be as effective in shaping a young child's desire to learn as a parent or other primary caregiver.

Using the power of the parent-child bond to influence the baby's development is the most effective way to engage and encourage the responses we seek. For that reason, if for no other, I incorporated parents into the stimulation program's process. When the child sees that the parent is interested and involved in the educational activities, the child will tend to be more interested. Nothing more need be done to engage the child in the work at hand.

A second important motivation is that far too many parents are ill prepared to properly stimulate their children. Parents, we all say, are the first teachers of the child and yet in all too many cases they don't know what to do. They have scant or no knowledge of which activities will most benefit their children or what stimulation is more appropriate at each age or stage. In some cases, parents have unrealistic expectations, attempting to teach a child to read before he or she has acquired the readiness skills needed to read. In order for the EQ Method to succeed, therefore, it's important that the parents also become totally knowledgeable and skilled at stimulating and reinforcing their children.

Practical reasons are behind this approach as well. The parent's presence ensures the child's safety and eliminates the possibility that a parent will fear, or in the worst-case scenario even allege, mistreatment of the child.

Parental involvement also makes it possible to provide a stimulation program without undue expense. If a center were to hire teachers in quantities sufficient to give children the individual attention they require, that center's tuition would definitely be out of the reach of most families.

A Contractual Commitment

To emphasize the importance of their involvement, I require that parents sign a statement promising they'll be present at all sessions and will do the work necessary to reinforce the activities at home. The purpose of the contract is to communicate to parents that their participation is a very serious matter.

At least one parent or caregiver must be with the child at each session, and I encourage all primary caregivers to participate. I have seen many instances in education where fathers don't get involved, but we let fathers know their presence is important to their children's development.

We have many sessions when the father gets involved—in fact, on one occasion we had all fathers at our session and it was not planned that way. This counteracts the tendency in many communities toward little involvement by fathers in the family life, and alters the home environment so that it provides support for educational achievement. A valuable by-product of this involvement is that it establishes a basis for the family to work and bond together, greatly increasing the chances that the family will remain intact.

Stimulation and Nurturing

Another important component of the EQ Method is the combination of stimulation and nurturing. These two activities go hand in hand. The stimulation, or exposure to learning experiences, is reinforced with nurturing.

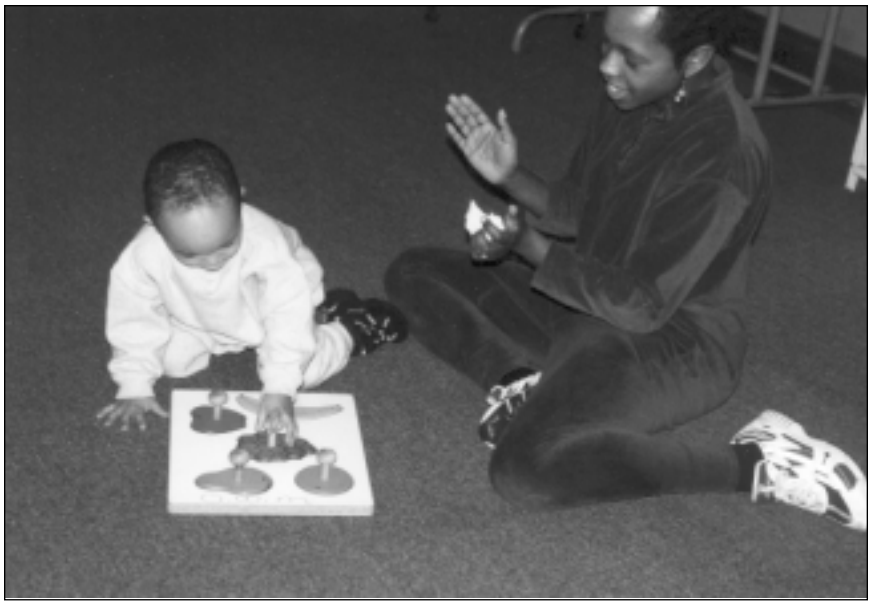
At our center, we encourage parents to constantly give children what I call "warm fuzzies" and provide them with examples of reinforcement that work well. Nurturing verbal responses, a smile, or a touch can help the child realize she has the attention of the parents without negative behavior.

To make sure parents and children are actively involved, we have parents sit with their children in their laps or put an arm around them. Developing good eye contact from the beginning is essential, so we instruct parents to look directly into the child's face.

Parents often need guidance in how to nurture the child verbally. We model using phrases such as: "I like that." "That's good." "Give me five." "Give me a hug." Teachers remind parents not to tell children they're wrong or what they've done is wrong, but instead to say, "Let's try it this way."

Instructors also provide positive reinforcement, providing a chorus of support for the children. This boosts the children's interest in learning, sense of accomplishment, and emotional security—all essential to their growth.

We direct parents and teachers never to show anger to the child, but rather to remain calm and in control even if they are feeling frustrated. Anger quickly destroys a nurturing, productive atmosphere.



A nurturing style, complete with positive reinforcement and "warm fuzzies," is practiced by teachers and parents.

The nurturing style is quickly adopted by our parents. For some, it comes naturally and all they require is some guidance in what works best. Others did not themselves experience a nurturing childhood environment and may be more hesitant or even slightly resistant. We try to honor the parents' own style and find reinforcement methods that work with that style—it is very important that nurturing should feel natural and become part of the parenting process.

Developmental Sequences

Every child develops in his or her own, unique way at his or her own pace. Yet all children develop in a similar, predictable way.

These two statements, at first seemingly contradictory, are embraced in the structure of the EQ Method. The fact that children's growth goes through some kind of predictable stages has been documented by Piaget, and expanded on by such thinkers as Burton White and J. McV. Hunt. Piaget described what he labeled the "sensorimotor period" as the first phase of intellectual development, the time when elementary operations of intelligence develop. White went on to outline seven distinct phases of

development in the first three years, each with its own interests and abilities.

Not only did these researchers identify developmental stages, but they and later studies established that tasks within these stages are sequential—for optimum development, they need to be completed at the appropriate time in the child's readiness and in the appropriate order.

That said, it is also clearly true that each child's growth is individual. Many unknown variables influence cognitive development, so the pace and ease with which different children pass through these stages fluctuates greatly. Two children of the same chronologic age and with similar backgrounds may well be in different stages of cognitive development.

The EQ Method is grounded in an understanding of the stages of cognitive development, yet tailored for individual children. The hands-on activities that are the heart of the stimulation are carefully structured, leading children through the development stages in an orderly progression. For example, a very young child may spend time with activities that foster fine motor skills while an older child develops sequencing or visual discrimination ability.

Throughout the program, the child is presented with activities appropriate for his or her cognitive stage so that the work neither frustrates the child by being too difficult nor bores the child because it is too easy.

The determination of which activities are appropriate for the child and when the child is ready to move on is made by the teacher after close observation of the child. We never match child to activity by age, but rather by the skill and readiness the child demonstrates.

With this structure, we are assured that children do not skip crucial developmental milestones, that they learn skills at the period best suited to their mental development, and that they remain challenged and engaged.

Key Components

In addition to the broad philosophical foundations on which the EQ Method is based, a number of well-thought-out strategies help define the program. These components are so basic to the approach that they have remained unchanged throughout our center's existence.

- *Regular, consistent exposure*. Stimulation has little effect on a child's growth if it is offered sporadically. Rather, the child must be exposed to stimulating activities often and regularly. Keeping this, and the practicalities of parent schedules, in mind, we have devised a routine whereby in the early childhood stimulation phase children and parents attend two-hour sessions three times a week. Two hours is sufficient to incorporate all four major areas of exposure, and three sessions weekly provides the regular stimulation that is optimum.

- *Small class size*. Educators in virtually every classroom situation agree that the ratio of teachers to students plays a crucial role in how effective those teachers can be. This is true even taking into account the presence of parents. Trained teachers must observe and coach the parent-child teams, and must have time and space to give each pair attention. Physical considerations also come into play, as children need room to spread out their work. Our center limits each class to twelve parent-child teams for each two instructors.

- In the formal classroom setting, the class size should be based on variables other than numbers alone. The greater the percentage of students in any setting who have had quality exposures in early childhood plus demonstrated self-discipline, the greater will be the academic success of that group, regardless of race, sex, ethnicity, or any other factors. Quality exposure plus self-discipline are always winners.

- *Availability for all families*. In keeping with the design and intent of our program we provide a structure that is open to people in a variety of economic situations. From the beginning, I sought to exclude no one simply because they could not pay. By keeping our settings and supplies modest and by seeking outside funding, we have been able to charge parents reasonable tuition based on a sliding scale in accordance with their ability to pay. We also schedule classes during both day and evening hours. This accommodates working families and single parents for whom scheduling can be difficult.

It is my strong conviction that every child will benefit from early exposure, so it is unthinkable to me that any child be denied that opportunity.

A safe, stimulating environment with structured exposure, repetition, and teachers who use a positive manner are all key to the EQ Method.

Teaching Strategies

Regardless of which classroom or teacher you observe at our center, you'll find some teaching approaches common to all. While these strategies may not be unique to the EQ Method, taken together they define our classroom approach.

- *Safe, stimulating environment*. Our classrooms are simple and clean, filled with posters, books, games, and puzzles. There is little or no furniture—just ample room for exploration. They are inviting environments, places where children feel welcome and protected. To establish the classroom, and learning itself, as something to be treated with respect, we ask parents to take children who are not ready to work into a different room.

- *Structured exposure*. Some observers have compared aspects of the EQ Method to Montessori classrooms. In that both are child-centered and respect developmental phases, there are some similarities. But unlike a Montessori classroom, where children often have the freedom to choose among activities, children in our classroom are assigned work to complete. The teacher selects an activity for the child, then provides another when the first is finished. This is necessary because the very young child may be drawn to activities that are not developmentally appropriate, or may avoid certain types of activities. Growth is occurring so rapidly at these ages that there is little room for oversight or delay in the progression of exposures.

- *Positive manner*. Our teachers speak to children in a distinct manner. We strive to always use clear pronunciation, correct grammar, and a cheerful and encouraging tone, and we ask the children to do the same. Teachers often ask children to speak more distinctly or to answer loudly enough for others to hear; they encourage children to use verbal skills rather than gestures or nodding. Developing good speaking habits and projecting self esteem are fundamental to developing a confident learner and person who functions well in society.

- *Repetition*. Repetition is vital to learning. It is through repetition that a child masters a skill. That's why repetition is integral to the EQ Method. During vocabulary exercises, a child listens as each other member of the class identifies the same objects. With each activity, the child completes the task twice before moving to another (and will repeat the activity multiple times before moving to the next level).

- *Sequencing and strategies*. A baby completes a puzzle with 2 pieces. A toddler finishes one with 20 pieces. An older child masters one with 64 or even 96 pieces. Yet all follow the same steps in the same order. This is an example of the sequencing and strategies that take place within our activities. Children are introduced to tasks with increasing complexity as they

grow, but as they do so they rely on the skills and strategies mastered earlier. This sequencing of activities not only involves repetition that strengthens skills they've obtained but also reinforces the idea that the same problem-solving strategies are often effective no matter how complex the problem. By teaching children strategies (turn the puzzle pieces right side up, look at the picture of the puzzle, begin with the corners) and demonstrating that strategies can be applied widely, we teach them it is not only necessary to finish the puzzle, but to *think* as they work through the process.

- *Variety.* Children learn in different ways. Not only is each child more receptive to some approaches than others—one child may respond to verbal instruction where another learns more readily by demonstration—but all children require variety in their experiences. The activities in our classroom incorporate all learning styles, providing visual, tactile, and auditory experiences. They are also redundant. A child may work with the pyramid of colors one day, a popup toy another, and busy beads a third, each time learning color identification in a new way.

A variety of activities presented with sufficient repetition is also vital.

CHAPTER 3

Curriculum Guide

With the principles of early childhood stimulation and parent training in mind, let us now turn to the basics of how to establish and operate a center using the EQ Method.

The idea behind the Early Childhood Stimulation and Parent Training Program as it was originally designed was to provide a variety of hands-on experiences on a regular basis for the child and the child's parent or primary care provider. These experiences would encompass the areas of motor, auditory, visual, and language development, in addition to visual motor integration.

From that basic philosophy, a unique curriculum has been built, the major component of which is a structured program of hands-on activities that address all the major developmental areas. Most of the child's time is spent with these activities, working one on one with a parent or caregiver.

The hands-on activities are supplemented by other types of stimulation, providing a rich and varied experience for the child. This guide will provide explanations and examples in every category.

Early Childhood Stimulation Phase

Children entering the program, regardless of age or skill level, begin in the early childhood stimulation, or prereading, phase. For children in this phase, sessions are divided into two distinct parts, each lasting about an hour. The first hour is devoted to story reading, vocabulary, and sensorimotor training, the second hour to hands-on activities.

Story Reading

Short, interesting stories are read to small groups of children and parents at each session to develop the children's listening and verbal skills. Emphasis is placed on the reader's voice inflection, tone quality, eye contact, and facial expression. Teachers use picture books, showing children the illustrations as they read.

During the story-reading time we stress the importance of follow-up questions. The parent and child are frequently asked questions relating to the story, "What is Harvey eating?" "How is he feeling?" "Why?" "Can you march like Harvey?" Responding to questions such as these is the real beginning of reading comprehension.

We also use the story reading in other interactive ways. Teachers explain what the author contributes to the book and what the illustrator does; they may ask children to anticipate what will happen next or to suggest solutions for a problem the character has encountered. These questions keep children active and involved with the story reading.

It is the object of story reading not only to encourage parents to read often to their children, but also to show them how to do so in ways that are most beneficial to the child. Starting each session with story reading also provides a compelling activity for children coming into the classroom, assisting their adjustment to the learning environment.

Vocabulary

The vocabulary phase of the program is distinctly designed to utilize posters with full-color photographs showing everyday objects, surroundings, and actions. Each photograph is clearly labeled.

Vocabulary training begins at home. Parents are required to purchase a book with photographs identical to those on the posters and are provided with a syllabus showing the order of vocabulary lessons. Parents are expected to begin acquainting the child with the objects and their names at home. (This book is the only instructional material the parents are asked to buy.)

Using Posters for vocabulary training.

During the session, each child is given the opportunity to come forward and identify items on the poster. Depending on the child's level, the teacher either points to each item and names it, asking the child to point and repeat the words after her, or asks the child to point to and name each object. Teachers also vary the stimulus, at times naming an object and asking the child to point it out. Children are encouraged to speak clearly and audibly.

Children receive positive reinforcement for their efforts. Teachers and parents tell the child "good" or applaud correct responses. When the response is incorrect, teachers encourage the child with "What is that?" or "Try again."

Vocabulary includes learning colors, shapes, and numbers, as well as the names of common items and actions. An excellent tool for teaching vocabulary we found is A. Wilkes's *My First Word Book*, published by Dorling Kindersley.

Sensorimotor Training

Our third phase of the day is sensorimotor training. All children, parents, and teachers are physically involved in the sensorimotor training. This part of the session is brief, usually lasting just ten minutes or less, but it is vital. "The acquisition of sensorimotor skills is essential to the

young child's understanding of and adjustment to the world of persons, things and ideas," according to Braley, Konicki, and Leedy, the authors of *Daily Sensorimotor Training Activities*, the source for many of our sensorimotor training activities.

I agree, and would add that developing coordination teaches young children that they are in control of their bodies. My thrust is to provide enough involvement that they'll appreciate their bodies and what each individual part does.

In addition, this phase provides special opportunities for:

1. Culturally disadvantaged children who have been or would be denied natural childhood experiences of this nature.
2. Children who may have their natural instinct toward pursuing their own development processes inhibited in one way or another.

Each session focuses on a specific sensorimotor skill. The program includes training in areas such as body image, space and direction, balance, basic body movement, eye-hand coordination, eye-foot coordination, form perception, and rhythm.

Sensorimotor training teaches children that they control their own bodies.

Hands-on Activities

Hands-on activities—where the child is actively involved with an object and the parent or caregiver provides direction and support—are the core of the early childhood stimulation phase. These activities, divided into three levels, are where children develop academic skills such as attention span, time on task, and creative thinking, as well as stimulate the major developmental areas mentioned above.

The activities involve toys, puzzles and other items that are inexpensive and readily available—items that often are or easily could be in many homes. The individual activities may be varied as appropriate materials become available. It is not the object itself that is important, but how it is used. (In one comprehensive study, Craig Ramey of the University of Alabama found that stimulation through activities such as blocks, beads, and peekaboo games was more effective than items such as flash cards.)

All of the "games" or activities used in the program must be both fun and therapeutic. Each must:

1. encourage positive cognitive development and growth, and
2. stimulate the neurological developmental process.

The hands-on activities are divided into three groups or levels based on the difficulty of the activity. The first level is designed to expose the child to basic concepts, create interest in learning, and stimulate cognitive growth. The second level builds on that interest and strengthens the learning process. The third level helps the child develop a longer attention span, time on task, and a deeper appreciation for the respective activities.

Usually a child requires a year for each level. However, that is not a firm requirement. The only requirement is that the child master the full range of individual activities in each level before going on to the next.

Age is not a criterion. All children entering the program begin at Level 1. An older child may be able to master the activities more quickly, but none of the activities should be omitted, in order to assure that every developmental area has been properly developed in sequence.

The activities phase is always at least one hour long. During this time the child is constantly interacting with objects. Each classroom

The activities phase involves interaction with objects.

is equipped with sufficient numbers and kinds of activities so that the child can change activities every two minutes. This allows the teacher to ensure that no child gets bored with a particular activity.

When the activity phase begins, the teacher gives each child-parent team one activity or puzzle, chosen for the child's developmental level. If the pair has not used the activity before, the teacher instructs the parent in the goals and methods for using it and helps them work with it.

This introduction is part of the child's initial auditory and visual experience. The teacher, and later the parent, speaks slowly and deliberately, looking directly into the child's face. This helps the child develop auditory memory—remembering verbal instructions—and visual and auditory discrimination.

The child completes each activity two times in a row before moving to a new activity.

There are many times when a child does not want to change his activity. We allow for that. However, after we've allowed additional time, the child must get a different activity. At other times, a child may want a different activity than she has been offered. We cannot allow the children to choose their own activities, as it is important that they do work that is appropriate for their growth stage. Teachers

explain to the child that other activities will be used at other times and ask the child to accept the selected activity.

Each level includes creative activities that allow the child to use his or her imagination. With a creative activity, the child is given a set of blocks or other building materials and allowed to construct anything she wishes. The only requirement is that the child use all the pieces of the items in the set. Parents are instructed not to ask what the child is building, as it is believed the need to explain the creation may restrict the imagination. The child may have no definite concept of what she is building, or may lack the vocabulary to describe it.

Level 1 Activities

A greater variety of activities is offered at Level 1 than at either of the next two levels, because the very young children naturally have shorter attention spans and because one of our goals for Level 1 is merely to establish a high degree of interest in the activities. It is not necessary for every child to master every activity per se; it is only necessary that all the appropriate cognitive areas be adequately stimulated.

Below are discussions of some activities in Level 1.

The pyramid of colors, a Level 1 activity.

Pyramid of Colors

Materials: Plastic rings in graduated sizes that fit on a tapered post

Primary learning goals: Fine motor skills, size discrimination, sequencing

This activity is appropriate for children entering the program. In its first uses, the initial focus may not be on color or size; rather, the goal is to build fine motor skills. Parents should begin by removing the rings and demonstrating the correct way to place them on the post. Moving and speaking slowly, tell the child, "See how I put this on. Watch how I'm building it up."

After returning all the rings to the post in the proper order, repeat the process, this time placing a ring out of order. "Look, it won't go down." Remove the ring and choose the proper one, showing the child how it fits. Then remove all the rings and ask the child to replace them. Respond to the child verbally. Say, "Yes, that is the biggest ring," or "Does that ring go next?"

In subsequent uses, parents may begin introducing color. As the child removes the rings from the post, provide the correct color. "Now take off the orange ring."

The activity has been mastered when the child can remove all the rings and replace them in the proper order without assistance or excessive time.

Pop-up colors, another Level 1 activity.

Pop-up Colors

Materials: Pop-up toy with five colored doors and coordinating buttons/switches

Primary learning goals: Cause and effect, colors and numbers, fine motor skills

Also for the very young child, the pop-up colors activity is an excellent way to teach cause and effect. Parents should first demonstrate each button or switch, letting the child observe that a familiar character pops up from the door when the action is completed. Then close all the doors and allow the child to operate the activity. The child's first learning will be that each button requires a different action—push, twist, toggle, etc. Some actions will be harder than others and should be demonstrated again.

Once the child can manipulate all the buttons, parents should add the concept of color. Ask the child to open the red door or push the blue button. When the child chooses a door, ask the child to name the color, prompting as needed.

Later, combine identifying numbers with colors. Ask, "What number is on the yellow door?" and "What color is door number four?"

This activity has been mastered when the child can easily manipulate all the buttons and doors and can respond correctly when directed to open doors by both color and number.

Alphabet Turn-a-Tile

Materials: Board with uppercase alphabet letters on tiles that flip (reverse sides show items that start with that letter)

Primary learning goals: Letter identification, fine motor skills

A mid-range Level 1 activity, the Turn-a-Tile is an excellent tool for teaching children letter names. Parents can begin by allowing the child to explore the board with little direction. When the child touches a picture, simply respond, "What is that? Apple." When the tile is flipped, name the letter. Letting the child explore usually will create a desire in the child that can then be channeled to teach letter names. The picture captures the child's attention, and that attention can then be drawn to the letter.

Parents initially—please note, *initially*—should not attempt to use the board in alphabetical order. The goal is not to teach the alphabet at this time, but to introduce the letter shapes and names. The activity has been mastered when the child can name each object and each letter *without* moving sequentially.

Egg Shapes

Materials: Plastic eggs that can be "cracked" to reveal shapes and colors

Primary learning goal: Visual discrimination

This activity begins with the child separating all the eggs—a tactile experience children enjoy. The child or parent then scrambles the halves, and the child must find the correct mate for each egg piece and put the pairs back together. The child should be encouraged to look for the correct mate rather than attempt pieces at random. Children may discriminate by color or the shape inside the egg. As a child becomes adept at choosing pieces by color, parents should ask the child to choose a specific shape.

Mastery of this activity means the child can easily combine pairs when requested to do so according to either shape or color.

Egg shapes—another Level 1 activity.

Big and Little Wood Puzzles

Materials: Wood puzzles, each containing pieces in the same shape but different sizes. Pieces have a handle that can be grasped by the child.
Primary learning goals: Hand-eye coordination, visual discrimination, listening skills

A series of wood puzzles is used for this activity. At Level 1 puzzles consist of two pieces, such as a large bear and a small bear. Children then advance to puzzles with four pieces, such as one with a large circle, a small circle, a large square and a small square. Even more advanced learning can be accomplished by using two puzzles together and asking the child to sort pieces that have been combined.

Parents should give the children specific instructions: "Take out the small square." When the puzzle is empty, the child should replace the pieces, manipulating each one so that it fits properly. Parents can provide the child with strategies for replacing the pieces by saying "Turn it around," but should not place the piece for the child.

Level 2 Activities

These activities build on the interest from Level 1 and strengthen the learning process.

Keys of Learning

Materials: Plastic box with removable pieces in complex shapes and a set of colored keys

Primary learning goals: Visual discrimination, sequencing, shapes and colors

This activity is utilized for several types of learning. The colored pieces are in somewhat more complex shapes than the basic circle, square and triangle—"L" or "+" shapes, for example. To fit the pieces into the correct spaces on the box and remove them again, the child must follow the correct sequence of steps. First, the child must remove all the colored keys extending from the sides of the box; then the child places the shapes in the appropriate places on the top of the box. To remove the pieces, the child must insert the key into the keyhole of the same color and turn. Parents should demonstrate these steps in the proper order, then allow the child to perform the task. Verbal prompts should be designed to help the child form a strategy for solving the problem: "What did Mommy do first?" or "What color key fits in the red slot?"

The activity is mastered when the child can follow all the steps without assistance.

Alphabet Board

Materials: Wooden puzzle-type boards with removable letters (separate puzzles with upper-and lower-case letters)

Primary learning goals: Letter recognition, eye-hand coordination, visual discrimination, colors.

The uppercase letter board is used first. Parents may begin by asking the child to select letters of a certain color and remove them from the board. "Take out all of the red letters." As each letter is removed, ask the child to name it and repeat the name. "Yes, that is the red *V*." Move through each color until the board is empty. Then allow the child to return the letters to the board in any order she wishes, but ask her to again name each letter as she does so. Working in this manner eliminates the impulse to proceed alphabetically, which can result in the child recognizing the letter only when it falls in sequence. (The alphabet floor puzzle in the third level teaches alphabetical order.)

When the child can identify all uppercase letters, the lowercase board can be added and used in a similar fashion until the child has mastered the lowercase letters as well. At that point, the two boards should be used in conjunction. The parent may ask the child to remove the lower case *r* from the board and place it on top of the upper case *R*. This helps the child understand the connection between the upper-and lowercase letters. Another use would be to empty both boards simultaneously and ask the child to replace all the letters, discriminating between the lower-and uppercase ones.

These activities have been mastered when the child can identify all upper-and lowercase letters.

The numeral board, a Level 2 activity.

Numeral Board

Materials: Wooden puzzle-type board with removable numbers

Primary learning goals: Number recognition, eye-hand coordination, visual discrimination, colors

This activity is similar to the alphabet board except that it uses numerals and should be used in the same manner.

Form Fitter

Materials: Cube with shape cutouts and blocks in the same shapes
Primary learning goals: Eye-hand coordination, visual discrimination
The child first removes all the shapes from the box and arranges them individually on the rug. The task is to match each block to the correct cutout shape to fit it back into the cube. Parents should encourage the child to look at the shape of the hole and the block to see if they match. Each block will only fit into the correct hole, so the parent should allow the child to try various holes. Parents may suggest that the child turn the block to fit or may provide the child with the names of simple shapes, but should not place the blocks for the child.

The form fitter, another Level 2 activity.

Level 3 Activities

All activities at the third level have been chosen to strengthen the major areas of time on task, attention span, creativity, thinking, and fine motor skills.

Lacing with frames, a Level 3 activity.

Lacing with Frames

Materials: Wooden frame that holds seven different boards with progressively smaller holes, long laces

Primary learning goals: Attention span, time on task, fine motor skills, creativity.

The board with the biggest holes is used first. The child is shown how to grasp the ends of the laces and push them through the first set of holes, then turn the board around and lace through another set. When the child has mastered the sequence and shows the coordination needed to manipulate the laces well, boards with more and smaller holes are used. The child should be encouraged to make his own design with the laces, threading the holes in any order he likes. As the child progresses, he may be asked to cross the laces or add a second string on the same board.

Creative Farm Blocks

Materials: Building blocks with pictures on them representing various elements of a farm scene

Primary learning goals: Visual discrimination, spatial discrimination, time on task

The child should first empty the container and arrange the blocks so that she can see the pictures, and place the box top nearby. The task

is to arrange the blocks as shown in the photograph on the box top. The parent may ask questions to help the child decide how to approach the task, such as "What part of the farm are you going to build first?" or "Do you see any blocks that are part of the barn?" As the child constructs the scene, she should be permitted to make errors in her choice of blocks without intervention—she will discover the errors when she is unable to complete the farm as shown. In the early uses, the parent may help identify the source of the problem by asking, "Is that part of the fence or part of the barn?"

This activity has been mastered when the child can correctly duplicate the scene without assistance.

Creative farm blocks, another Level 3 activity.

Progressive Activities

Puzzles

Materials: Wooden and jigsaw puzzles

Primary learning goals: Sequencing, strategies, visual discrimination, eye-hand coordination

Throughout the program, puzzles are used to teach a variety of learning goals. At the youngest ages, children learn to manipulate large wooden puzzle pieces and make simple distinctions between big and

small or types of fruit. As the child's skills develop, puzzles with more pieces are introduced. Eventually the child moves from the wooden inset-style puzzles to jigsaw puzzles.

With jigsaw puzzles, parents should teach children a strategy for completing puzzles. Children should be shown how to sort the pieces, looking first for corner pieces and then those with straight lines (edge pieces). Parents should also help children reference the illustration of the completed puzzle to determine where pieces might go.

Floor puzzle, another useful Level 3 activity.

Building Materials

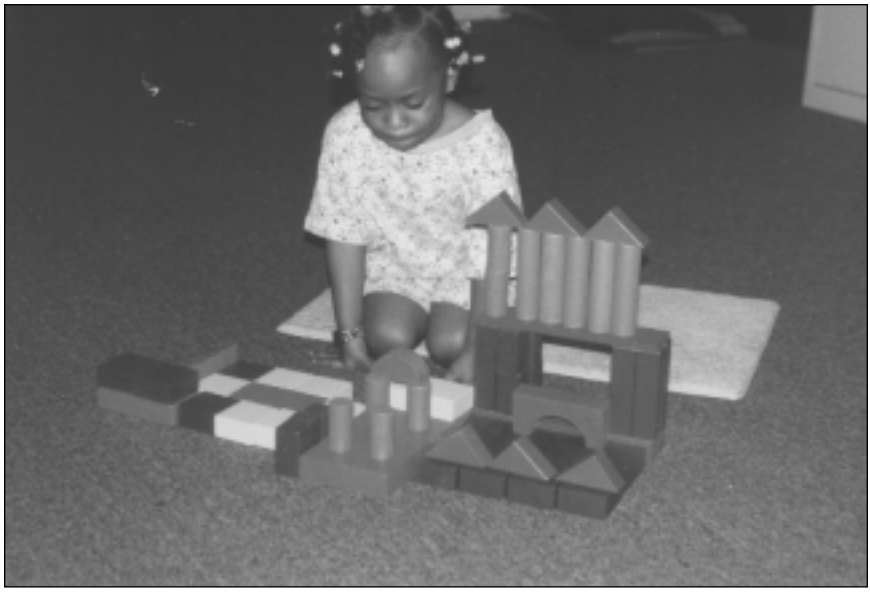
Materials: Legos, wood blocks, waffle blocks or bristle blocks

Primary learning goals: Time on task, creativity

As with the puzzles that increase in complexity as the child progresses through the program, the building materials also continue to challenge the growing child. With Legos, for instance, a child will be presented with a set of 25 pieces first, then move up to one with 50 pieces at Level 2 and 100 pieces at Level 3. With these activities, children are asked to build anything they like but are asked to use all the pieces of the set. Parents should remain involved through comments such as, "I like what you're doing" but should not ask the child what is being

constructed. To encourage creativity, the child must feel free to build anything he or she likes without needing to name or explain it.

At Level 3, the Legos are used on a table with a Lego top in four sections. Four children work on it simultaneously, each child at one section. This teaches the child the socialization skills of working independently without interfering with another child's work.



Building blocks, another Level 3 activity.

Activities Lists

Below is a more complete listing of the activities for each of the three levels.

Level 1

Wooden five-fruit puzzle
Pyramid of colors
Pop-up colors
Bristle blocks (12-piece, 25-piece)
Little Tike stacking blocks
See and Say (pull and release)
Snap beads
Egg shapes and colors

Legos (23-piece, 30- to 38-piece)
Body puzzle
Clown face
My ABC and *My Counting* books
Wooden puzzles: caterpillar, stegosaurus, three fish (transitional)
Wooden building blocks (28-piece)

Level 2
Form fitter (9-piece, 18-piece)
Keys of learning
Bristle blocks (43-piece), Krinkles (50-piece)
Waffle blocks (18-piece)
Wooden picture puzzles
Numeral board
Uppercase alphabet board
Threading beads
Legos (50-piece)
Frame tray puzzles (6-piece, 8-piece, 12-piece, 25-piece, etc.)
Box puzzles, including alphabet floor puzzle (20-piece, 24-piece, 25-piece)
Kindergarten wood blocks (30-piece)
Colored wood blocks (65-piece)
Wooden puzzle (25-piece)

Level 3
Puzzle (35-piece, 63-piece)
Lacing with frames
Bristle blocks (58-piece, 76-piece)
Waffle blocks (23-piece)
Wooden building blocks (92-piece)
Legos (100-piece)
Lego table
Discovery toys, wooden train
Alphabet floor puzzle, upper- and lowercase (26-piece)
Puzzles: Large (46-piece), wooden (48-piece, 100-piece)

CHAPTER 4

Curriculum Guide: The Reading Phase

When the child has mastered the third level of the program, that child usually is ready cognitively and psychologically to enter the beginning reading program. The beginning reading program builds on the skills developed through the early childhood stimulation phase, such as letter identification—but, more important, it makes use of the powers of concentration and the cognitive abilities the child has developed.

It is at this point that the child moves from a sensorimotor approach to exploring the world into true thinking skills and comprehension. As such, it is a crucial juncture in the child's educational development.

Reading is taught phonetically, and is structured so that children experience the excitement of being able to read entire words almost immediately. I will elaborate on the approach further, but first it is important to consider the issue of reading readiness.

Reading Readiness

Because early reading is perceived by many in our society as an indication of high intelligence, some parents request that a child enter the reading program prematurely, or expect a child to be placed in the reading program automatically at a certain age or after a certain length of time in the early childhood phase. Others ask that their child be placed directly in the reading program without completing the earlier training.

However, it is essential that the reading instructor objectively determine whether the child is ready before introducing reading

instruction. If a child attempts to read before he or she is ready, the result could very well be frustration and a sense of failure that will mar the child's relationship to the written word permanently.

Reading readiness involves all aspects of human development: cognitive, physical, social, and emotional growth. It is important to recognize that not all growth factors mature evenly or at the same time. Strength in one area does not necessarily result in full readiness. For example, a child may easily recognize and identify all lower- and uppercase letters, but not yet have the social skills needed to learn in the group setting of the program's reading instruction.

How does reading readiness develop? Like all learning, it comes about through multisensory experiences and exposures—learning experiences that provide for seeing, hearing, tasting, smelling, and body movement build language, reading understanding, and usage.

1. Reading readiness evolves when children have experiences in thinking verbally. Thinking skills develop when children are given the opportunities to solve problems, perceive relationships, classify, and extend concepts and understanding.
2. Reading readiness may begin at home and develops sequentially in an ongoing spiral.
3. Reading readiness as we provide it is a total experience, as compared to the demand to focus on isolated vowel and consonant names and sounds. However, an integral part of reading readiness is visual recognition of uppercase and lowercase letters.

Reading readiness is for the most part a cultivated trait. It neither just happens, nor can be forced into being. I strongly believe that reading readiness is necessary before formal reading can be effectively taught. Reading readiness experiences are structured upon the relationship between learning to talk and learning to read.

Teaching Reading

When I begin the reading program each fall, I once again experience the excitement and joy that accompany a child's first learning to read. I tell the children, we are about to open up the whole world to you, via the printed page. That is indeed what we are offering them—the

ability to learn any subject that interests them, the avenue to travel anywhere in the world. How powerful is the ability to read? Consider that in the days of slavery, masters allowed the slaves to do many things, to learn many skills, but always forbade them to learn to read!

Reading is the foundation of education and power. If you give children the ability and desire to read, everything else will fall in place. The child who reads is the child who leads.

Reading Program Structure

Reading instruction under the EQ Method is based on a simple concept, that the alphabet is a system of symbols and sounds. The symbols are the twenty-six letters of the alphabet, which the children already can identify. The sounds are the forty-four speech sounds that make up all of English. Reading simply consists of matching the sound to the symbol, or letter.

Thus, to teach children to read, the most effective approach is to systematically teach them to match letters to sounds. This approach is not a novel one, or one that is unique to this program. It is and should be at the heart of all phonics training.

The particular phonics system I employ is structured so that children experience success at reading quickly. Sounds are introduced on a schedule that allows children to read many simple words within the first four or five lessons. In fact, the vocabulary list consists of some twenty-five words by Lesson 5 and includes short sentences by Lesson 7. (An excellent source for teaching reading using this approach is *Alpha-Phonics: A Primer for Beginning Readers* by Samuel L. Blumenfeld, Paradigm Co., 1991.)

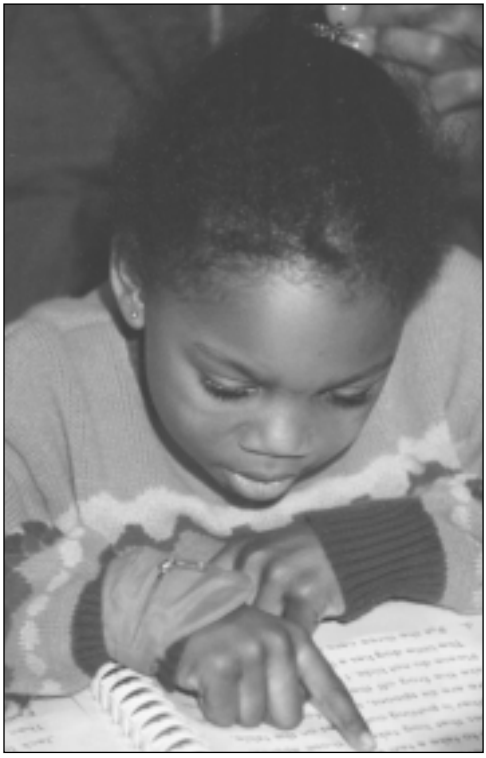
The almost-immediate ability to read excites the children and increases their desire to learn. It also helps them understand from the beginning that words are simply sounds working together.

Reading instruction takes place in a class setting, with up to twelve children in the room. To combine verbal and visual instruction, I project the work sheets on a large screen easily visible from all parts of the room. Projecting the letters and words with which we are working allows the children to keep their heads raised and focused on the instructor, rather than bent over their books.

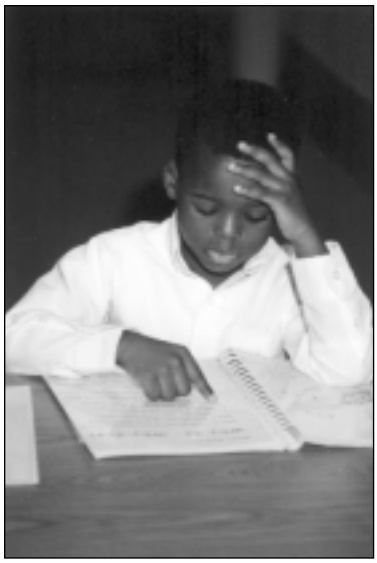
Parents must participate in reading instruction as they have throughout the program. In fact, I often direct questions to parents as

well as to the children so that they remain involved. Children enjoy nothing quite so much as seeing their parents stumped by the teacher!

The parents' presence not only continues the reinforcement that is so vital to the child, but also prepares the parent to assist the child's learning outside the classroom. Regardless of the parent's own reading skills, most are not trained to teach reading and do not know how to assist their child without some guidance. When the parent attends the reading instruction, the child does not receive contradictory instruction at home and the parent always is aware of what sounds the child has mastered and those still to come. (The parents usually refer to this class as Education 101.)



Opening the whole world to a child learning to read.



Reading instruction with the EQ Method really involves the children (left) and their parents too (right)!

Conclusion

We must remember that all exposures are always ongoing. Exposures may be negative or positive; either way, behaviors are reflected. In the arena of education, the outcome behavior determines success or failure. There are many behaviors that are not conducive to sound educational growth and development. The EQ Method seeks to make sure that these do not happen.

The most difficult problem confronting society and educators today is seeking the best possible way or ways for reversing nonprofitable learned behaviors. It is time we instead began preventing those behaviors.

Appendix: Interviews with Parents

The parents

Ms. A — Her granddaughter entered the program at eighteen months. Now fourteen years old, she attends one of Cincinnati's most prestigious private schools.

Ms. B — Two children completed the program. The older, who entered the reading program after starting kindergarten, is a sophomore at the University of Cincinnati studying psychology and criminology. The younger is completing high school and plans a career in journalism.

Mr. and Mrs. C — Three children, twins now eight and an older son who is now ten, completed the program nearly simultaneously.

Mr. and Ms. D — Three children, now ages seven, ten, and eleven. All three are in a public magnet school.

Their comments

What initially persuaded you to enter the Early Childhood Stimulation and Parent Training Program?

Ms. A: [My granddaughter] would do different things around the house. I could talk to her like I'm talking to you. She loved me reading to her. I could see that she could sit still for long periods of time. These were things I didn't see in other children. I thought after going

to listen to one of Dr. Williams's presentations that a teacher can't work with any more than you give to them. Being in the teaching profession, I knew this to be a fact. So I thought, what do I have to lose?

I made it a point of coming down just to talk with Dr. Williams and observe. I liked what I saw. His concepts were the same as mine as far as getting children started... So at eighteen months I enrolled her in his program. We drove from Hamilton [25 miles north of Cincinnati] every week, two times a week. We would get home nine-ish, sometimes nine-thirty, depending on the traffic and the weather. But I was not going to give up.

Ms. B: My son was in kindergarten. One day he came out and he wasn't his usual self. I asked him what was wrong and he said, "Just tell me the truth. I'm never going to read, am I?" He wasn't able to do the work that the other children were doing and I knew I had to get help for him. Dr. Williams made an exception for him and accepted him even though he hadn't done the early part of the program.

Mrs. C: My sister-in-law had children who went through this program. When she wanted me to bring my children, they were very small. [The twins] weren't even a year old and I thought, "That doesn't make sense. They're too young. That's just doing something to be doing something." I did come the next year. My mom came the first day just to see, because I think she thought the same way I did. She liked the program so much she stayed for two years and helped me with them.

Ms. D: I saw it on public-access television. I was at home at the time with my oldest, who was about seven months. I told my husband about the program but he didn't want to do it. When my daughter turned one and my son was two, I finally convinced him we should join the program. Now I realize my son probably would have benefited from starting a little bit earlier.

Mr. D: We both work full time and this program takes a lot of time. Up front, that's why I didn't want to do it. It's a huge time commitment—you suspend your life. You have no life outside of your kids during this program. Especially if you have more than one child. Why

we did it was that the public school system wanted to teach kids to read using whole-language. I don't believe in whole-language, I'm a phonics person. That's how I learned to read. I was really concerned about making sure my kids learned how to read and we wanted them to be prepared when they went to school.

What motivated you to remain in the program?

Ms. A: There were nights when I thought Dr. Williams wouldn't have class because the weather was so bad. I would say, "Can we please go back?" She'd be sitting just as calm. Her mind was on getting to Dr. Williams. "No, we have to go to Dr. Williams." When the program was ending for the evening, she'd be in tears. She didn't want to leave.

I saw at an early age what she was capable of doing and wanted that to continue. I don't have money. I don't have material things. But this I saw was the one thing I could give her and no one could take it away.

Ms. B: It's hard and it takes a lot, especially when you're a single parent. But every time I started to think it was too hard, I'd think about my son saying, "I'll never learn to read." That was enough to keep me going.

Mrs. C: They were learning so much! I thought I was doing well at home with them, but they learned so much more here. If you commit yourself here, you're going to do it. At home you may slack up a little bit. They learned a lot.

Mr. D: Their self-confidence, how they carry themselves, that was always the thing that was brought home to us. People would always tell us, "Your kids are different." We would have expectations of our kids in terms of how they'd behave when we'd take them out in public and people just couldn't believe that they would behave like that for how young they were.

Ms. D: We had friends who had kids the same ages as ours and you could tell the difference in how they interacted with each other, how they did certain things. So we could see the difference that showed up in certain settings.

What skills did your child(ren) learn?

Ms. A: Starting out, they're taught to be attentive and to sit for long periods of time... I was very supportive of everything Dr. Williams wanted to see kids go through. He had worked with enough students to see what was lacking....

Once an activity was completed, a normal child would jump up and say, "I'm done, I want another one." They were not permitted to do that. First of all, you had to line up at the cabinet. You stood in line, you waited your turn. You were given what Dr. Williams thought you needed to work with. Once you were finished with that, you raised you hand until he saw you. Then he came to you. Then, in a complete sentence, you'd say: "I would like another activity, please." So you're also being taught manners. You're also being taught to wait your turn. Have respect for other people, adults as well as children. You were taught respect in the sense that if some adult was talking, you'd just wait.

Dr. Williams knew in exactly what progression you should take each thing and that was what we did.

Ms. B: Organizational skills—Dr. Williams's program really instills organizational skills in the kids. They also learned that no question is too dumb to ask, that they should ask anything they want to know. And that they should never give up.

In the reading program, he made each child feel special. That was very conducive to learning.

Mrs. C: They learn to sit still. When you're at home, you might make them sit still sometimes. Sometimes you may just give up and let them go play, it's easier. But you didn't do that here. That was your commitment. You made them sit down.

They learned to pay attention. They learned respect, they learned to respect other kids, their activities. They got the chance to be around other kids, too.

Mr. C: It was more or less that the child was made aware of the expectation. You could not come in and act out. You're given a task and you're to complete it. You don't say I don't feel like doing it. It's not

about what you're feeling. It's about having a certain level of discipline in completing a task given to you.

Mr. D: Discipline, structure, and time on task—building the focus. Those were the main things.

How did the program change how you worked with your children at home?

Ms. A: My home looked very much like a classroom. I had index cards everywhere with the word written on it so she knew how to associate the word with the item itself.

I don't think I could have done it without looking at it from Dr. Williams's point of view. He tries to get parents to see, you don't have to have money to get these things done. When you drive—you're looking at big cars, little cars. You incorporate the colors of trucks. You look at the trees—those trees are budding, they will have leaves. Looking at the water, how the wind causes it to move. Little, simple things like that. Recognizing emergency vehicles. It was reinforcing what he was doing.

Even going to the program, we would count the speed bumps. We would point at different things in nature we could use as an educational tool. We would take turns at night reading to each other.

You are taught to carry on at home what they're doing in the program. That's what it's all about.

Ms. B: I didn't know how to work with my son. I'd try to help him with his reading, but he'd get frustrated and I'd get frustrated. I'd have him at the kitchen table while I was making dinner, walking around while he worked. Dr. Williams said no, you need to get down to his level and make eye contact. Standing over him like that was making him nervous. And he said to praise him for little things, for the progress he made.

He told us how when we went shopping I could give each child items from the list to get. That way they learned things like how to weigh the grapes, how to follow written instructions. I put signs with the names of things around the house so they would associate the word with the thing itself. All those ways you can teach a child every day.

Mrs. C: I worked with the children at home. But I learned how to do it better when I came. When I was at home, I looked at it as if they were toys, even though they were learning from the toys. But when I came to the program, they were no longer toys to me. They were activities. So we treated it differently. We didn't just put those toys in the toy box anymore. They went on the shelves. You had to go to the shelves to get an activity.

It wasn't so much the way he used the activities, but you took it so much more seriously.

Ms. D: As parents, part of it is acknowledging the fact that you really don't know what you're doing. This gives you an opportunity to kind of confess your sins and at the same time get camaraderie and support from other people as well. Hearing other people reinforce [what you were doing] really helped a lot. There were times that Dr. Williams would try to support you, too, give you little parenting lectures.

Being around people who were doing the same thing. Seeing other African-Americas really showing their love and commitment to their kids as well was pretty uplifting.

Mr. D: You learned to get on their level. You had to show enthusiasm, you had to praise them, you had to discipline them.

What lasting effects did the program have on your child(ren)?

Ms. A: She grasped everything so quickly and so well that once she had finished the first phase of the program it was the reading next. I had coworkers, neighbors, friends, that were telling me, "Why would you want to do that to such a small child?" I told them, "If she's capable of doing it, why not? We will see what happens." As a result she still loves books. I bought a third bookshelf for her books. She dearly loves school. She enjoys it.

She has always wanted to take an active role. If there's a program and they need someone to read this or that, her hand's always up. She has that self-confidence. She knows she can do it. She's very relaxed—that's another thing, to be relaxed in what you do. She enjoys doing it.

Her success I attribute to Dr. Williams and this program. He really made a positive impact on her life.

Ms. B: It was like a whole new world opened up for my son when he started to read. When he wanted to get a dog, he went to the library and read up on dogs. It affected his whole attitude about school, and getting an education.

My daughter started sitting in on the reading when she was very young because I had to bring her with us. Dr. Williams would say, "Pull a chair on over here with us" and bring her in on the lesson. She paid attention. One day he asked a question and nobody else in the whole group could answer it, but she knew. I don't think I would have realized she had that ability at such a young age. Now she wants to study journalism.

Mrs. C: They are now in third and fourth grades and they've always been on the honor roll. They respect their belongings, their activities.

Mr. C: At some point you have to establish the fact that children need some level of structure. Without that structure—sometimes structure is perceived as a negative thing, but children have to have that structure established early so they understand that when they do go to school, they're not going to be allowed to get up and run around as they would at home. That eases the transition to school and a structured classroom.

Mr. D: My daughter was reading when she was in prekindergarten. We took her to a Montessori program and she was reading to the kindergartners, which was an interesting phenomenon because she's a black child and it was a mixed program in terms of race and socioeconomic status. That's where we would get a lot of feedback from other parents and teachers about how advanced the kids' skills were.

I call it the Dr. Williams phenomenon. It's the same thing that happens when Dr. Williams's children go into other programs. People can see there's something different.

Would you recommend Dr. Williams' program for other children? Why?

Ms. A: Yes, and I have. Whenever I see kids, especially at school [who could benefit from the program], I introduce the parents to Dr. Williams's program.

I wish there was some way possible that every child, regardless of race, creed, or color, would have the opportunity to go through his program. I highly respect him and am very much supportive of his program. If it was up to me, I'd load up a sixteen-wheeler with kids and bring them to his program.

Ms. B: I think it would be good for any child. It's never too young to start. That's what I didn't realize. I thought if children went to kindergarten and knew their colors and letters, the teachers could start from there. But that wasn't enough.

Mr. C: Children coming from economically challenged backgrounds come here and don't have the same exposures, the same advantages, as children from a more affluent family do. However, Dr. Williams doesn't look at it that way. He goes to the child and establishes, "This is the goal. This is the expectation." He wants the child to be the best that child can be and helps the parent realize the parent has a role in this process, and a very important role. He helps the parent learn how to teach that child and how to understand his goal.

That focus and passion is something that Dr. Williams and this program bring to people that normally would not have them if this program did not exist.

We've known for years that children learn more in the first five years than in the rest of their lives. So my question is, Why would you wait?

We're trying to fix all these social problems, and all of them start at home, and homes are being impacted by this program. That's one of those unwritten things that are very, very important about this program.

Children are rewriting what their possible futures will be.

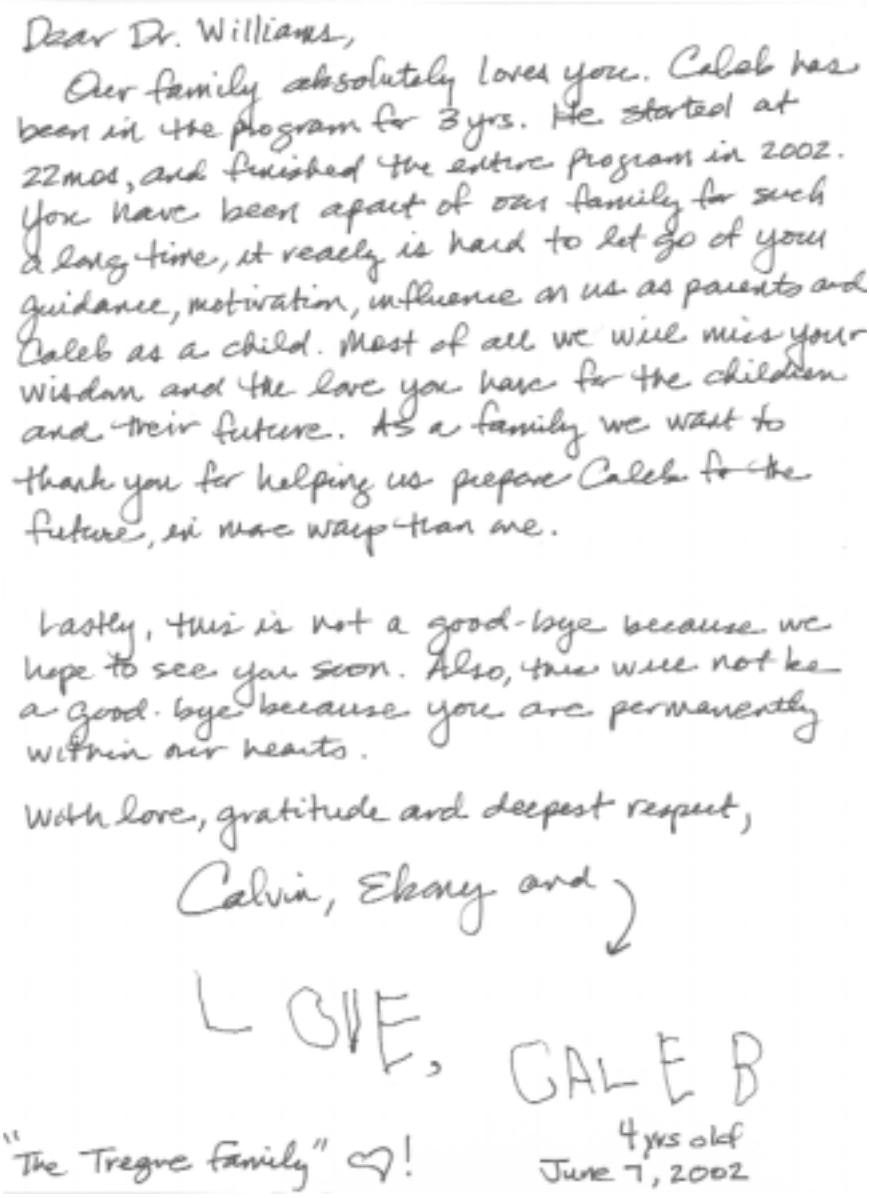
Mrs. C: The passion Dr. Williams has comes from knowing this is life-changing. It's an opportunity for a child who may not have grown up in a home with the economic advantages to rise above the situation in which he currently finds himself. That person may not become a doctor or lawyer but will have a set of basic core values that will help them in any endeavor they get into.

Dr. Williams shows tough love. Some children maybe never even got a hug at home, but when you were there you had to show that

child that you cared and that you were pleased. When that child did something, whether it was correct or perfect, as long as he tried, you had to hug that child—warm fuzzies, he called it—and show you cared. That helped the child's confidence and self-esteem. Some parents are just not touchy. They care but they don't know how to show it. You did there, though, you learned to.

Ms. D: There is so much to me in this program that could easily be spread elsewhere. The difference is the family involvement. It's not the child being brought and put into an environment alone. We were expected to reinforce the work at home.

Mr. D: Most of the other early childhood programs are more like play. They're not serious. The serious approach to the work and the family involvement, those aspects could be and should be taken into other programs.



Dear Dr. Williams,

Our family absolutely loves you. Caleb has been in the program for 3 yrs. He started at 22mos, and finished the entire program in 2002. You have been apart of our family for such a long time, it really is hard to let go of your guidance, motivation, influence on us as parents and Caleb as a child. Most of all we will miss your wisdom and the love you have for the children and their future. As a family we want to thank you for helping us prepare Caleb for the future, in more ways than one.

Lastly, this is not a good-bye because we hope to see you soon. Also, this will not be a good-bye because you are permanently within our hearts.

With love, gratitude and deepest respect,

Calvin, Ebony and

LOVE, CALEB

"The Tregre family" ♡!

4 yrs old
June 7, 2002

Feedback from just one family.

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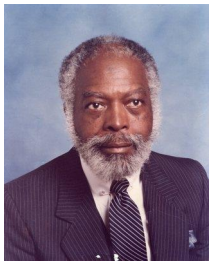
About the Author - Obadiah Williams



Obadiah Williams, age 90, passed away April 21, 2017. He is survived by his children, Broderick, Lawrence, Michael, Lyneise and Marsha Williams and Donna Martin; 5 grandchildren; 1 great grandchild and a host of other relatives and friends. Funeral Services will be held Saturday, April 29, 2017, 11:00 am, Allen Temple AME Church, 7080 Reading Road, Cincinnati, Ohio. 515-531-7593.

Dr. Williams was a great proponent of Samuel L. Blumenfeld's *Alpha-Phonics*. Here is his YouTube video. He had used *Alpha-Phonics* successfully for 22 years at the time of the August 27, 2010 video.

https://www.youtube.com/watch?v=RsScu37tKj0

Author and Product Information from Amazon

Early Childhood Stimulation and Parent Training for Early Education: The Exposure Quotient Method.
Paperback, Dorrance Publishing Company Inc. May 20, 2005.

ISBN-10: 0885967389
ISBN-13: 978-0805967388. 92 pages,

> In this book, small though it may be, Dr. Obadiah Williams presents an uncomplicated, inexpensive method for stimulating cognitive development in very young children. This simple method works – it produces children who are cognitively and intrinsically prepared to learn and to enjoy learning in the regular classroom when they enter school. Here the reader will find the foundations for the program, the tools for establishing such a program, an explanation of operating methods, and a curriculum guide.
>
> An Alabama native, Dr. Obadiah Williams has lived in Cincinnati, Ohio, for more than forty years. His educational program has been operational for eighteen years. He has earned bachelor's degrees in education and in theology from Anderson College, an M.Ed. from Xavier University, and a Ph.D. from Miami University of Ohio. Himself a father of six children, Dr. Williams has been a teacher, guidance counselor, and then an administrator in Ohio's public schools, where he witnessed firsthand the disturbing trends that led him to investigate ways to help young children develop the cognitive skills and motivation they need for success in school and in life.
>
> Dr. Obadiah Williams is the president and program director of O.W. Motivational, Inc.

Amazon Review from Hot Mom. This book changed my life. May 2, 2006.

> This book is filled with easy to understand information about the importance of teaching your child and taking an active role in their education. I am believer of preparing your child for school shapes and colors are not enough. This book gave me an insider look on HOW children learn and HOW parents should teach, a small book but a HUGE lesson I learn. I learn I don't have to spend a lot of money to teach my child at home. I bought most of the items that are in the book. My 4 year old daughter have improved greatly her Preschool teacher has noticed a change. She started school from the bottom and now she at the top and have the desire to read!

Here is a wonderful eulogy from a parent expressing her gratefulness for the impact of Dr. Williams' program on her family and the lives of many others.

> An "UnSung" Hero if you ask me.
>
> Dr. Williams method of training the parents on how to teach their children has made a profound impact and a wondrous difference in the lives of our children.
>
> We had the privilege to go through his program in the basement of Schiel Elementary School and Cincinnati Hills Christian Academy. He has left his legacy and impressionable footprint on the hearts of many; especially mine. He lives on in the accomplishments and success of all those babies that utilize the skills that they were taught before they could even walk now and forevermore.
>
> Dr. Obadiah Williams You are Love and You are Loved. Gone but never forgotten! Thank You for all that you are and all that you did (prayers hugs and kisses to his family).
>
> http://www.legacy.com/obituaries/name/obadiah-williams-obituary?pid=1000000185209727&view=guestbook

This free Online edition of Dr. Williams' *Early Childhood Stimulation and Parent Training for Early Education: The Exposure Quotient Method* is presented courtesy of the www.donpotter.net website. Our desire is to preserve Dr. William's brilliant legacy and make it available to the benefit of a wide audience. The paperback is currently out of print.