

LINGUAPHILE SKILLS HUB QUATERLY

*sun's out
fun's out*



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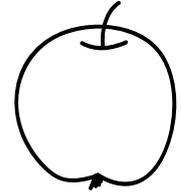


National
Autistic
Society



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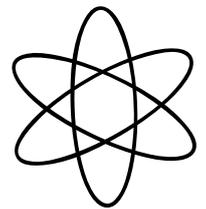
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Founder's Foreword

The year 2021 has been a year of hope where we have been looking for better things considering what our planet went through in the past year. It will also be a year when we try to challenge the status quo and search for post COVID-19 solutions, whether getting back to the workplace, international travel, reducing social distancing or getting back to school classes. Only time holds the key to answers while we still grapple with the new normal.

2021 is also a year of immense excitement at Linguaphile as we have been growing over the past year. We are delighted to announce the opening of our new entity in India, Linguaphile Skills Hub Pvt LTD which will soon start physical classes in metro cities once COVID -19 restrictions are reduced. We have been globally expanding, with our customer base growing in the Middle East where parents are looking for us to add tremendous value to the education of their children. Our Caring Hands programme has been an immense success as we keep providing targeted and value-added psychological testing and reporting to parents globally at very affordable prices.



And last, but not the least, as our curriculum grows, we are delighted to offer various subjects that can be matched to a student's strengths as well as the board examinations that they would sit for. And in the next version of the magazine, we plan to announce more exciting news on this.

With this , I would welcome you to go through the magazine and have a read of the wide variety of diverse value added articles that our team has spent significant time researching and writing for you that we hope will answer some of the key questions that every parent has for their child.

Happy Reading.

Best Regards,

Saurav

From the Chief Education Officer's Desk

by Papiya Banerjee



Sunny Side up!!

Greetings from Linguaphile Skills Hub!

Our journey into the academic year 2021 continues with new adventures and excitement for our learners as well as for the team.

As we delve deeper into the academic and emotional life of our learners, we are amazed with our findings: creativity, abstract thinking, pent up emotions, the strengths and struggles.

At linguaphile, we are always keen to support all learners with academic and non-academic interventions to help them overcome their challenges and explore their strength to the best of their abilities. Therefore, at every step we are there-from helping them to explore study options, to trying to enrich their social, emotional and life skills as well as strengthen their challenging areas: working memory, emotional issues, social skills, anxieties as well as relationship troubles.

In this new quarter, our key takeaways are the following:

1. Wider choice of Academics with IGCSE/GCSE and BTEC options
2. Internships for students who are 17years and above
3. Introduction to Psychotherapies (clinical counselling)
4. Cogmed Sessions[A research based software training] for enhancing the working memory- the biggest challenging area for children with any form of learning disabilities.
5. Introduction to skill based classes : music, yoga, cooking and art

6. Group Reading sessions
7. Speaking sessions with native teachers from the UK
8. One to one or group sessions based on the child's interests and intervention need
9. Parent counselling
10. International Teacher training with a short visit to study in the UK program [Certificate and Diploma courses]

Our "Wisdom Wednesdays" have created quite a ripple in the social media, helping our parents as well as a wider audience to differentiate between the myths and facts in the understanding of the learning disorders.

Similarly, our wonderful research and intern team is now working on publishing articles for would-be moms and new moms engage in a week by week guide to pregnancy and after birth guide to help overcome prenatal and postnatal questions to help them enjoy their pregnancy journey and enjoy the time with their little bundle of joy.

To sum up, I would like to quote one of the greatest physicists Albert Einstein, who impacted the world with his theories in science but was dyslexic

and disliked grammar and spellings, had once said "the measure of intelligence is the ability to change".

We at Linguaphile always strive to adapt and adopt with the needs of the child and thrive to bring new changes into the amazing world of special educational needs.

Happy Summer Holidays and Welcome to the new academic year beginning 16th August 2021!



BTEC : An alternative pathway for a practical based learning experience

by Ankita Narula

A BTEC, or 'Business and Technology Education Council'; is a practical based, vocational qualification which can be studied at school level transitioning to university. It provides hands-on experience in the field or subject. It is a viable alternative to the more theory focused standardized test. BTEC can be studied as an alternative to GCSEs, A-level and even degrees.

BTECs are assessed based on core, mandatory and optional assessments based as per the units selected from a wide range of units provided.

The assessments range from written assignments to fun projects like making a film, based upon the subject. For each unit, you receive either a Pass, a Merit or a Distinction (Distinction being the highest).

The teaching process involves teaching and learning of key concepts as they would at GCSE or A-Level; however the assessments to test this knowledge may be different. BTECs are assessed via regular course, internally and externally assessed.

BTEC provides a wide range of subjects with a practical approach.

The subjects are firmly rooted in theory and concepts. It ranges from Art, Digital media, nursing to Engineering. When applying to university, you'll need to demonstrate your passion for the field you wish to study. The benefit of BTECs is that you automatically gain the practical experience to show this, as part of your course.

A large number of universities across the world accept BTEC qualifications. A career counselor is advised to help you to plan your pathway from school to university in the given subjects that interest you and align with the strengths of the child for a successful future.

Burnout Among Parents

by Medha Dey

As a parent, one naturally focuses on the needs of their children. But many parents put so much of their time and energy into their children that they neglect their own needs. Parenting can be romanticized as overwhelmingly joyful and expectations are set where one should cherish every single moment of their child's early years. Families know, however, that life is more complex than that rosy view, and the non-joyful moments – the hourly night wakes, the temper tantrums etc can pile up and become too much. (Coping with parental burnout and stress, 2020)

When the daily stress of parenting becomes chronic, it can turn into **parental burnout**, an intense exhaustion that leads parents to feel detached from their children, lose pleasure from parenting and become unsure of their parenting abilities. (Association for Psychological Science, 2019) This type of burnout can have serious consequences for parent, child and spouse, increasing parental neglect, harm, and thoughts about escape.

Research data suggest that escape ideation, parental neglect, and parental violence are likely the causes of parental burnout. (Mikolajczak, 2019)

The problem with parental burnout is that most people think it is a normal part of parenting, and what makes it worse is that burnt-out parents feel ashamed or guilty for being tired. Hiding one's feelings and not doing anything about them can take a toll on their mental health.

Contrary to what one might think, parental burnout is not only for mothers. Among parents with parental burnout, epidemiological studies indicate that two thirds of them are women and one third are men. (Dads' mental health and family happiness, 2018)

Consequences of Parental Burnout:

Depending upon the level of parental burnout, its impact on one's mental health may include:

- Brain fog (a condition where one may feel confused, disorganized or find it hard to focus or put thoughts into words)

- Limited tolerance (shorter temper)
- Confusion
- Forgetfulness
- Increased stress levels
- Depression
- Feelings of isolation
- Suicidal thoughts
- Poor sleep
- Obsessive-compulsive tendencies

The mental health effects of parental burnout can affect overall health. As burnout progresses, one may develop hormonal imbalances, which can lead to a decreased sex drive and even increased alcohol consumption. If one has chronic poor sleep or higher stress levels, the risk of serious health conditions like heart disease and diabetes increases. (What to Know About Parental Burnout, 2021)

Parental burnout can also affect one's relationship with their partner. Its mental effects can lead to breakdowns in communication and increase in tension, which lead to miscommunications, arguments, and resentment.

Parental burnout can also affect one's relationship with their children. One may not feel connected with them and the emotional distance can impact the child's development, which can lead to problems later in life.

Prevention of Parental Burnout:

Most parents are likely to experience mild to moderate parental burnout, especially in their child's early years. If one is noticing symptoms of burnout, here are a few changes that they can make to reduce the risk and prevent it (What to Know About Parental Burnout, 2021) :

- Ask for help or hire a sitter
- Communicate your feelings with your partner or a trusted friend/ family member
- Practice self-care
- Seek professional help
- Get some exercise
- Eat nutrient rich food
- Set realistic expectations
- Give your child age-appropriate chores
- Go easy on yourself and do not feel guilty for focusing on your own needs from time to time

Single parents, parents of children with special needs, parents with past or current mental illness, parents with perfectionist tendencies and those who are socially isolated with little practical or emotional support are at particular risk. (Imms, 2019)

Parents with special needs children:

For parents with special needs children, caregiving impacts both mental and physical health. One of the issues is that caregiving is a long-term activity for families, and there are major gaps in services and supports, which pose tremendous stress. Rates of depression and anxiety are higher for these parents. The uncertainties of childcare, schooling and the pandemic has made the challenges even more overwhelming for them. (Lunsky, 2020)

If you are parenting a child with special needs and worried about burnout, here are some more ways to help reduce stress levels:

- Ask for non-caregiving help within your social circle or from volunteer groups
- Join a peer support group for parents and caregivers
- Check out new pandemic respite care possibilities
- Know the symptoms of caregiver burnout
- Relax your usual standards from time to time and be kind to yourself



Recreational therapies for children with special needs

by Sahaab Shafique

Medical, behavioural and cognitive therapies have promised efficacy and significantly enhance the wellbeing and progress of a child with special needs. But one kind of therapy that's an absolute game changer in the aspects of social, emotional, mental and overall health is Recreational Therapy.

Enrolling your child in activities that channel their critical assessment, give them an adrenaline rush, have them engage all their senses to perform and play have had pertinent positive effects on their growth, social life and emotional states. Here are some really enjoyable ones to consider.

The Miracle League; all across the USA, the league gets special children to learn and play baseball, participate in events and tournaments and meet up weekly for a good physical activity to end a monotonous week with. What's better than competing in a healthy environment or acquiring newer skills both of which can greatly influence the confidence levels of a child, release

their endorphins and make them more aware and quick with social cues and following rules.

Art Therapy; making art or appreciating art both give one a perspective into the nuances and ideas of life. To help a child explore the innate creativity they may already be blessed with, putting them up for art therapy or encouraging them to draw and paint will get them flowing their creative juices, help them be more socially and emotionally aware and will make them more attentive and understanding towards divergent ideas and concepts.



Music and Dance Therapy, an instant uplift could be listening or grooving to tunes, learning new instruments and vocals or dance forms enable a child to grasp newer skills and spend their time constructively.

Children with Motor or other sensory integration difficulties have been efficiently and effectively helped with dance therapy. Similarly, a lot of speech therapists after some interventions introduce singing and vocals so a child can develop matching rhythms, turn taking, visual or verbal clues and eye contact.

Adventure Programmes; these high energy and adrenaline activities set in the outdoors work on building the child's focus and strength. An interaction with nature in the form of games and activities such as camping, rock climbing, canoeing and horse riding will sharpen their physical skills and attention. It's also an incredible way to learn survival skills which are highly instrumental for any child's skill set.

While children are doing well at school with the help of medical interventions, it's time they enjoy life through these therapeutic recreational

therapies that will help engage their motor and mental skills, improve their emotional and social interactions, augment their focus and help them learn new skills for a happier and healthier life ahead.

Diary of a Lockdown kid (part 2)

by Swathi Udipi

September 1st 2020

Adi here again. I haven't written in my diary for many days. I am going to be more regular in writing now. Mummy said the virus is still there and we still are not able to go out. Everything is still closed. I have slowly gotten adjusted to my school. I am slowly now in a routine.

September 15th 2020

I love eating outside food. Today I wanted to eat a burger and fries from Burger King a lot but I couldn't go out. I love the crown they give. It makes me feel like a king. I was feeling very sad. I do miss going out and eating out but it's not safe outside.

September 16th 2020

Hooray !!! I am so happy today. Daddy ordered burgers for me from Burger King. I didn't get the crown with the burger and fries but still, I am very happy.

September 25th 2020

Today they said we have our half-yearly exams coming up soon. We have to prepare and that means after that we have holidays. I want to go out for vacation somewhere but mummy and daddy are telling me it's not safe.

October 5th 2020

My birthday is coming up. We still haven't gone shopping for my birthday dress nor for my birthday present. We haven't even planned my birthday party yet. I had a big party last year for my birthday. Hoping this year some magic happens.

October 8th 2020

Finally, mummy ordered my birthday dress online. It was a very different way of shopping where the clothes came home. I had to try and see if it fitted me. Some of them were returned. I only liked one which I decided to be my birthday dress.

October 15th 2020

Today is my birthday, daddy got my favourite chocolate truffle cake. It was delicious. It was an online birthday celebration this time. I cut the cake and all my friends wished me online. I couldn't go out anywhere. We ordered the food online. I wish that I can celebrate my birthday with my friends at least next year.

October 25th 2020

I finished my half-yearly exams today. This means I have holidays and I can have lots of fun. Playing with my toys, watching T.V and sleeping.

November 1st 2020

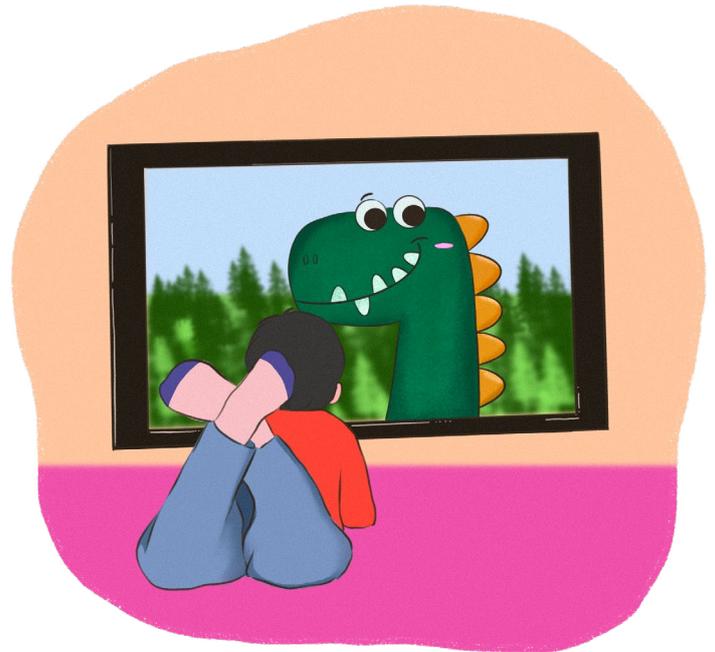
Today I heard mummy telling daddy that I am skipping lines while reading. I am not fast at copying from the computer. I am not writing between the lines. She was telling me that I have to attend something called vision therapy. She said that these classes will help me.

November 5th 2020

Today was my first class in vision therapy. It was fun. I have to look through colourful glasses, follow mazes and read words through flippers. It is a little confusing but I am trying my best.

November 10th 2020

Today I made a new best friend on my tab. Its name is "Khan Academy". It has a lot of information about different things. It is about animals, plants, English and numbers but my favourite is dinosaurs. I love the T- rex dinosaur. Mummy is happy that I am learning a lot from this. It is very colourful and it has a lot of pictures and videos.



November 14th 2020

It was a very quiet and dull Diwali this year. After many days I came to my grandma's place for the festival. I didn't get to burst crackers but was able to enjoy it with my cousin. Mummy said the virus is reducing but it's still not safe to go out. Schools are not yet open.

November 25th 2020

My parents got me puzzles for me to solve. I got three new puzzles which have 250 pieces in them. I started doing it and enjoying it. It took 1.5 hrs to complete one full puzzle. I am very happy.

December 11th 2020

Christmas is coming soon. Today my family and I decorated and arranged the Christmas tree. I was so excited that I didn't realise the time to go to bed. We were decorating till very late in the night.

December 25th 2020

Merry Christmas diary. Today is Christmas. Mummy got my favourite Plum cake. I ate a lot of cake today. If we had school we would have many Christmas day celebrations. Maybe next year at least we can all enjoy it again together.

January 10th 2021

Today we all went out for lunch after a year. Daddy said the virus has reduced and it is ok to go out but not completely safe. We still had to follow the rules. After one year we all went out. I enjoyed it a lot and ate a lot today.

January 20th 2021

Daddy said there is something called vaccination for the virus and everyone has to take it. It is an injection. It helps you to fight the virus. The vaccination is only for the parents and not for children. So we children have to be very careful.

February 9th 2021

My parents got vaccinated today. They said they can fight the virus better. I am hoping that everything gets better soon and everyone is safe. We are free to go out again and enjoy ourselves.

Importance of educating your child about their Neurodiverse peers

by Aastha Somani

Once upon a time, back in my school days, my friends and I were playing during recess in class. Suddenly, while playing, before I even realized it, my friends pulled a prank on me and I felt so embarrassed in front of everyone. I remember, it felt like they all had suddenly turned against me... The feeling was horrible and it just took them a minute to make me feel alone even when I was amongst so many people.

Today, this thought still hovers in my mind, that, if little things like a prank could make me feel so alone and horrible, how would those neurodiverse children feel amongst their peers when they are suddenly left out for something that is not even in their hands?

neurodiverse children, be it physical, behavioral, developmental, or cognitive, are also just like the other children. They too have the right to befriend others, and not just with those who are also neurodiverse, but with other children their age as well.

This is a teaching, very important, which we teachers/parents should engrave in our children. While growing up, friends and schools play a major role in shaping us the way we are. As teachers/parents, it is our responsibility to openly talk about this to children at school-going age, because if our behavior has a sense of awkwardness, then our children tend to feel the same. Thus, we must educate children to be sympathetic and behave appropriately with their neurodiverse peers.

Some of the ways how teachers and parents can teach their children about special needs are as follows:

- Educate the children about the basic idea of children with special needs. They could be taught the 'idea of having a difficulty' through books, videos, and other resources. It may be very overwhelming for the children, but eventually, they learn to accept it.

- Educate children that everybody is born 'different. Every human is unique. Thus, it is important to embrace people for who they are.

- Educate the children that one form of disability does not stop them from doing other things. A physical disability does not mean that the child is not good in studies or other activities, and similarly, the cognitive difficulty does not mean the child can't be a good athlete.

- Teach the children to have patience. Patience is the key to go a long way. For many children, understanding the concept of 'neurodiverse friends' could take a longer time. Thus, patience can help them build that understanding in a step-by-step process.

- Make the child understand, that as much as he/she wants to make friends, the neurodiverse child also feels the same. All children love to make friends, especially at school-going age. Friendship does not demand a completely functional body, brain or mind, it just needs love and acceptance.

- Educate the child on using the correct language and recognizing their boundaries. Many times, children

who are not educated about special needs may use inappropriate language and behaviour or may act improperly towards a neurodiverse child. Thus, it is a must that children learn to be gentle and consciously stop when they start to cross their limits because such things cannot be taken back and the impact they leave behind on the neurodiverse children can, at times, be more than what we think.

- Teach the children to not be afraid of talking to the neurodiverse child.

It is natural, that sometimes children are scared to pick up a conversation with other children who look or behave different. But, what they do not realise is that those neurodiverse children may be much more scared than them. So it is always good to start the conversation and remind them that you are there for them. It creates a sense of security.



Accept and Nurture

by Ankita Narula

My child is special! My Child is different! My Child is unique! These pillar statements require a very powerful mindset and a heart. Accompanied by numerous meltdowns when expectations do not equate to reality.

How does it feel, when you know that your child does not fit the mould? So, many questions are popping up: why did it happen to my child? Why us? How do I fix this? Anger and frustration are a part of common natural reactions by parents.

The process of accepting that your child is special or neurodiverse or an exception, happens over a period of time. It may require some needed counselling to get your vision around reality. Will it be worth it? The sooner you accept the truth, the better it will be for yourself, your family and most importantly for the child who needs you the most.

Everything can't be pictured perfectly. Mostly, we are burdened with societal pressure and showcasing that my child is way better than others, but, what are the consequences of this on the child?

Usually, we don't see that children are constantly battling to prove themselves worthy of their parent's words, love and acceptance.

Your actions set the course of life for children. Firstly, accept who they are, work on their strengths rather than dwelling on their weaknesses. "Feed the strength" is the ultimate motto to make life easier for the child. So, once the acceptance is done, your next step is to bring up your child to society instead of keeping them out of sight as a failure. Moreover, your child deserves respect in society and it is your utmost responsibility to ensure it. Also, filter out your social circle who discourages and demoralizes your child.

Lastly, ensure that you involve your child in daily routines, like shopping, taking them to banks, ATMs, that will help them to build basic life skills and always help them to correct their mistakes. This will help your child to be socially active and navigate through the normality of life.

Making them a part of the decision-making process will help in increasing their confidence and they will feel important.

Learning is beyond the textbook and is not rated on how well your child is doing academically.

You have to come out of the vicious circle of self-pity and perfection. It is the holistic development of the child that is important, therefore Accept, Embrace and Nurture your child.



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Successful Businesses Launched by Neurodiverse People

by Eshita Shah

A business is a challenge for anyone in this world, however the struggles can be different for neurodiverse people. This does not imply that they are not able to be successful or follow their dreams, in fact it's the opposite where multiple people have opened up their own businesses that are successful and also provide employment opportunities for others. Here are just a few of them:

Sputtering King Bakery

This bakery began with a mission to portray Matthew Cottle's love for baking and serve as an inspiration to the autistic community. In his senior year, Matthew's passion for culinary was formed however the traditional classes in culinary school and their teaching methods did not align with Matthew's learning methods as he has autism. Nevertheless, his family's unconditional love and support helped him achieve his dream as he graduated from Southwest Autism Research and Resource Center (SARRC) Vocational and Life Skills Academy CulinaryWorks®

program and took one on one classes for three years from Heather Netzloff, pastry chef and founder of Rumpelstiltskin Granola.

Matthew opened Stuttering King Bakery in 2012 where they started baking at their home kitchen and aim to build a brick and mortar bakery where he can employ and share his art of baking to others with autism as well.



Mathew Cottle, 2013

Virgin Group

Richard Branson was a highschool dropout at 16 years old and due to his dyslexia, he was “considered the dumbest person at school”. However, this was the time where he had launched his first business, Student Magazine, that had started out of his parents’ basement. Learning from his experiences with this magazine, Richard started a mail-order record business a few years later. This later became Virgin Records, which was expanded to the Virgin brand we know today and includes airlines, music label, and even space travel. Richard Branson’s dyslexia helped him gain a vivid imagination and creative capacity needed to run and grow a business.



Richard Branson, 2020

FUBU (For Us By Us)

Daymond John always excelled at math and science, but reading and spelling was another story. However, even after his diagnosis of dyslexia, his mother did not believe it and pushed him harder instead. John took this positively, tackled his weak areas and focused on his strong areas, which gave him the perfect balance of creativity and analytical skills.



Daymond John, 2019

grew into a global brand and Daymond John continued to grow successfully. His main key ingredient was hardwork and facing his challenges to overcome them. Only later he was diagnosed again and accepted his dyslexia, but never looked at it as something that brought him down.

Chia Network

Bram Cohen is known for developing BitTorrent and starting a blockchain and smart transaction platform called Chia Network. Although he was incredibly smart, Asperger's made things difficult for him such as random bursts of emotions or awkward social interactions. Bram developed BitTorrent in 2001, which quickly gained popularity for being able to share large files of video and music. Several years after that, Chia Network was founded in 2018 to provide software solutions and serve clients.



Bram Cohen, n.d

Cogmed Working Memory Training – Research Evidence for the Improvement of Working Memory and Attention

by Medha Dey

Cogmed Working Memory Training

(CWMT) is a research-based, systematic method for improving working memory (WM) through computerized training. It is a personalized, digital therapeutics, designed with the help of neuroscientists and psychologists to improve the brain systems responsible for attention and working memory (WM). But before that, we need to understand: What is Working Memory?

Working memory

(WM) is a key cognitive ability, necessary for control of attention and academic performance. WM is used to keep plans for what to do next, or to keep relevant information in mind when solving problems. One way to put it is that we use WM to remember what to focus on.

Working memory can be subdivided into two different types, verbal working memory and visual-spatial (nonverbal) working memory.

Verbal working memory

taps into the auditory system and holds speech-based information. Reciting this information can help keep it in the working memory.

Visual-spatial working memory

is responsible for holding information that can be held as a visual image. It involves the ability to recall shapes and colours as well as their locations and movements. These skills aid children in letter/number recognition, reading, writing, and math.

All individuals vary in their WM capacity. A low WM can be hereditary, linked to environmental effects such as stress, or caused by injury to the brain. Many diagnoses and clinical conditions are associated with low WM and attention deficits, including ADHD, ADD, traumatic brain injury, premature birth, stroke and cancer treatment.

The results of an impaired WM are similar, independent of the cause: an inability to remember plans and instructions, inability to pay attention task at hand in everyday life which is often perceived as the individual being distracted. This is especially pronounced during mentally demanding situations. In children, WM deficits are associated with academic problems in both reading and mathematics.

A summary of the claims and evidences of Cogmed's training will help understand how this can benefit in improving Working Memory and Attention in children.

Cogmed Improves Working Memory Capacity and Attention

Cogmed is based on research showing that WM capacity can be increased through training. The key finding is that WM capacity is improved not only for the tasks that are part of the training program, but also for tasks that are not part of it.

For example, 1) studies conducted at UK and Sweden show that CWMT improves the ability of children to remember and perform long and WM-demanding verbal instructions,

a task that is highly relevant in daily life (Holmes et al., 2009a; Bergman-Nutley and Klingberg, 2014).

2) Another example is transfer to a test battery (Automated WM Assessment) developed to specifically measure complex WM (Holmes et al., 2009b; Carlson-Green et al., 2017; Peers et al., 2020). 3) A third example is improved ability to keep in mind, update and add digits (The Paced Auditory Serial Addition Task), a task not part of the training (Westerberg et al., 2007; Lundqvist et al., 2010; Brehmer et al., 2012). Taken together, this means that CWMT training transfers to non-trained WM tasks and helps accomplish them. In particular, the clinical research undertaken by Cogmed has documented improvement of the key inattentive symptoms in:

• Children with ADHD

One of the largest studies done in Barcelona concluded that CWMT aims to improve attention in everyday life in children with ADHD.

• Children who have received cancer treatment

Children who have been treated with cytostatic and/or radiation therapy towards the brain suffer cognitive problems due to the effect of treatment on the growing brain.

Studies from the US evaluated CWMT and found significant, long-lasting improvements in WM and attention, including cognitive symptoms in everyday life, and learning. (Hardy et al., 2013; Conklin et al., 2015; Carlson-Green et al., 2017; Conklin et al., 2017)

• **Adults after stroke**

Stroke often results in cognitive problems, where impaired WM is a key component. Studies undertaken in Sweden indicated that computerized WM training can improve working memory, cognition and psychological health in stroke patients. (Akerlund et al., 2013)

Potential Relevance of CWMT for Academic Performance in Typically Developing Children

WM capacity is highly correlated with performance in mathematics and reading. But, in contrast to attention, these abilities are dependent on many other factors, including knowledge stored in long-term memory. It is therefore likely that more than attention, mathematics and reading are more difficult to improve through WM training.

Improvements in mathematics has been documented in several trials, but is larger in typically developing children than in children with WM impairments.

(Roberts et al., 2016) A plausible hypothesis is that improvements in mathematics after CWMT is smaller than that of the effect on inattention, which develops gradually and depends on the child's WM capacity, where the typical population gain more than children with low WM. Children with low WM will likely demand about twice as much training to have the same gains in mathematics as children with a typical WM capacity.

There are now more than 120 studies of CWMT, by independent research groups around the world, which makes it the most well-researched method of improving WM and attention.

Linguaphile Webinar

Finding the right career can be a tough challenge. Being a parent, we always want the best for our children and for them to succeed in whatever they would like to do. Things can be even more difficult for kids with special educational needs but limited support and guidance. Here at Linguaphile, we have teamed up with Education Revolution to discuss alternative exam routes for children with special educational needs. Shweta Saran, the founder of Education Revolution, covers upcoming changes and trends in the education space in India. In this webinar, Linguaphile Skills Hub, with Saurav Dutta and Papiya Banerjee, talks about some exciting qualifications, exams, universities and career progressions for children with special educational needs with Shweta Saran from Education Revolution. Apart from the Linguaphile team, Shweta Saran will also be in conversation with Ankita Narua (Edexcel Exam Coordinator for IGCSE and BTEC) and Paul Ansell from Rolls Royce, who will talk about how BTEC plays into industry expectations and opportunities. She also converses with a parent to get further insight on how students and parents can work on this and chart the way forward.

To watch this free webinar, you can click on the link below:

[*Alternative Exam Routes for Children With Special Educational Needs*](#)

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“It is not about smart children, it is about

HAPPY CHILDREN

who have the confidence and courage to learn and pursue things dear to their heart.

- Alexndra Eidens



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