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Menopause, Andropause And Other Hormone Imbalances
Impair Healthy Healing In People Over The Age Of 30!

Making the Grade ... Learning to pass life's tests with ease

By Edward B. Toupin

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I abhorred tests in college. I always felt unprepared when I took them. However, when I got them back from my professors, I usually made an A. It was funny that I always felt like I lacked what it took to pass the test, yet I always had it. Much like life, it's not the task itself, but how you prepare for and undertake that task.

For those courses in which I listened and read, I passed the test whether I felt good about it or not. For those courses in which I slept, or put aside and never studied, I usually struggled. Those courses that I passed with ease, I found great interest. Those courses in which I struggled, I disliked and found no interest. This is where I began to realize that, I have to focus my efforts on things that mean something to me. I can't focus on unnecessary exercises simply to say, "I did it" and find that there is no satisfaction in the result. However, I can work just as hard toward an objective with meaning and the "struggle" would not only be worth the effort, but the lessons are priceless.

---- Preparing for the Test ----

Sometimes everyone feels as though they cannot possibly prepare for what life throws at them. In most circumstances, people are not ready for the various challenges. Instead, they decide to simply give up and exist without attempting to tap into their own vast resources. In this way, challenges are kept at bay. However, in the process, nothing else in life happens. However, the preparation is more of a way of learning how to incrementally handle yourself for when you reach your ultimate goal (i.e., take the test.) But, keep in mind that the only time that challenges occur is when you're doing something. If you choose to take

the easy way and simply sit it out, then of course, nothing happens to you because, nothing is happening.

Once you get moving, to prepare for any challenges that life hands out to you, learn to take them as a lesson as opposed to a curse. Consider life as the classroom and your ultimate vision as the completion of a semester with the final exam. To reach the end of the semester with high grades, you have to follow a lesson plan, which is your mission that you must execute to reach your vision. Each night of study and planning is the execution of your goals to fulfill your mission. As you can see, life can provide a positive outcome with hard work and a plan of attack to reach your vision.

If you plan your path carefully, you can take into account many of the challenges that will occur as you pursue your desires. Even though some challenges will occur out of the blue, they will not be as devastating since you raised the bar with regard to your understanding of the core challenges. You'll be ready for the final and, since you're studying life daily, and desensitizing your fears of the unknown, the pop-quizzes won't be as much of a shock.

--- Pass/Fail ---

Believe it or not, there is no real grade that anyone can attach to your endeavors. People will judge you because of your dreams and desires; however, they're making their judgments based on their own belief systems. They don't know what you believe or what your objectives are so they have no real way of critiquing your life. Determining a pass or fail on your life is entirely up to you. Once you're able to make a plan and establish a vision of where you want to be, you'll be able to define a metric that can be used to define your own success.

--- What's next? ---

Regardless of the path you take, whether it is something you love or something you hate, you will always encounter a challenge, or a test. The difference is that, if you are moving toward a vision that is not fulfilling, every challenge will seem monumental. If you are moving toward a fulfilling vision, you will take the challenges on as part of the class work. You will work hard to resolve the issues that are keeping you from moving forward toward your ultimate fulfillment. In this case, even with the multitude of challenges you face when you decide to get in motion, you will be in a situation such that you will never be given anything that you're not ready to handle.

In reality, you can't pass or fail in life. You can either live it, or not. It's not always what happens, but it's how you view and handle each and every challenge you encounter.

Edward B. Toupin is a writer and coach living in the "Entertainment Capital of the World." His inspirational and motivational works, for career and life fulfillment, help individuals realize their potential and establish the directions that will bring them the most fulfillment. His upcoming e-book, "Aligning Your Life," steps through a plan to help you organize your life to reach your vision. You can contact Edward at etoupin@toupin.com or <http://www.toupin.com>.

Alias: 'Aptitude'

By Sandy Gauvin

Alias: 'Aptitude' by Sandy Gauvin

Be aware. You may become totally overwhelmed when you get the results of the special education testing on your child. There is a lot of "stuff" on that report! And much of it sounds like a foreign language to many people.

You get one piece the results from the Intelligence part of the test. This is extremely important information, but know that it will most likely come in disguise.

One of its disguises, or aliases, might be "Broad Cognitive Ability". Another may be "Aptitude." But, basically, they are measures of the same thing – your child's ability to process and learn information. So, for the sake of keeping things simple, let's just call it "aptitude."

As I've stated many times, in order for a child to be considered learning disabled, he has to show an average "aptitude" for learning. He must have the same ability to learn as well as any other child of his age or grade. An average aptitude score would be about 100, with anything between 85 and 115 being in the average range.

There are many different tests that measure a child's aptitude. One of these tests is the WISC–III. The Performance, or Perceptual Organization, section is the part that measures aptitude. It is divided into subtests, or smaller tests, and they assess different things that make up a person's aptitude.

Another common test used to measure aptitude is the Woodcock–Johnson Psychoeducational Battery – Revised. The aptitude section of this test is called the Tests of Cognitive Ability, and the overall aptitude score is called "Broad Cognitive Ability". It also has smaller tests called subtests, to measure aptitude, but they measure aptitude in a little different way than the WISC does.

There are other tests to determine your child's aptitude that don't involve reading or writing. Sometimes these tests are given if there is a language problem that might interfere with getting a true picture of the child's ability.

The important things to remember are that 1) you will probably see a score from one of these tests on your child's report, and 2) that score should be within the range of 85 to 115, for the most part.

The information you get from these scores will also tell you what the child is having difficulty with. For example, perhaps he has difficulty remembering what he sees. Perhaps he can't remember more than 1 or 2 directions at a time. Perhaps he can't process new information as fast as other children. These are important clues to letting you and the teachers know what to work on with your child and how to best help him.

When you get this information, the next thing that will happen is that this "aptitude" score will be compared with the child's "achievement" score.

His achievement score is a measure of what he knows and what he has learned. These will be his scores in things like reading, written language, and math. In order for your child to show a learning disability, there has to be a large gap between his "aptitude" score (his ability to process information and learn) and what he has actually learned.

In other words, the report is showing that, although the child is able to learn as well as anyone else of his age or grade, something is causing this to not happen the way it should.

Why is that happening? When the pieces of the evaluation are put together, it should provide information about why your child is not learning the way the other children are. It will provide clues to you and his teachers about how to help him in the best way possible and how to help him help himself.

For more plain talk about learning disabilities, please visit us at www.ldperspectives.com.

Sandy Gauvin is a retired educator who has seen learning disabilities from many perspectives – as the parent of a daughter with learning disabilities, as the teacher of children with learning disabilities, and as an advocate for others who have diagnosed and unrecognized learning disabilities. Sandy shares her wisdom and her resources at www.LDPerspectives.com.



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