

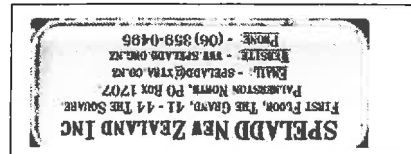
UNLOCKING LEARNING

The Quarterly Magazine of SPELADD NZ Inc

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Introduction to "ILLITERACY TO MILLIONAIRE"

This is the story of a man with severe learning difficulties who manages to build a successful two-million-dollar property portfolio for himself while working on low wages as a gardener. Michael Marquet was one of the 900 million in the world who could not read or write.

"ILLITERACY TO MILLIONAIRE" is a sequel to my previous two books "Michael's Challenge" and "Literacy My Prize". This book recaps on how I overcame the adversity of leaving school at the age of fifteen unable to spell my own name. Over the following decade, with sheer grit and determination, I succeeded in completing a horticultural apprenticeship, won a scholarship, and was awarded the prestigious UNESCO Literacy Award which I travelled to Paris to receive.

This new book describes how as a young man, I built up a small property portfolio on low gardener's wages.

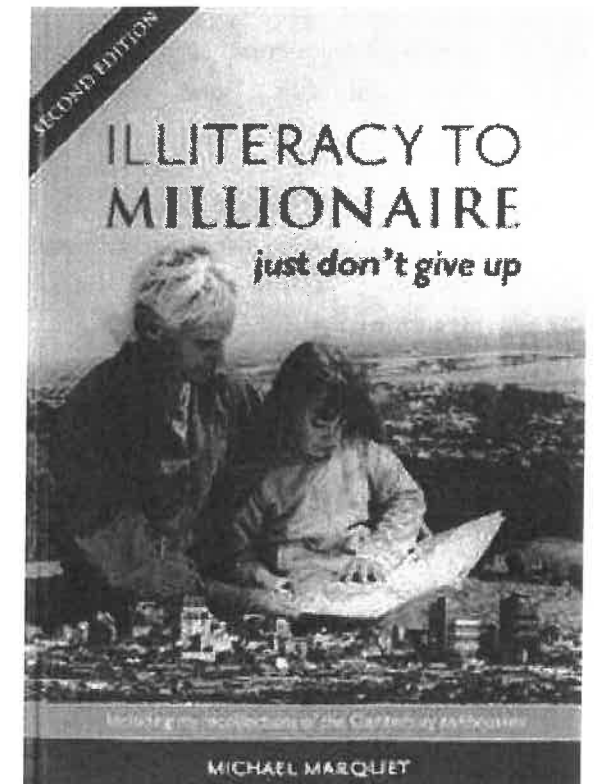
- This grew from my desire to help another illiterate schoolmate to solve his accommodation needs

The essence of the story is about perseverance with life struggles to achieve my goals and dreams, by telling a good yarn in my own quirky style, as I reminisce about the challenges I have overcome and the people who have touched me.

It is a book to inspire and encourage people with hope to follow their dreams in life. I believe it will appeal to readers young and old.

If I see a new book, I now feel confident enough to buy it and sit down and read it. Whereas before I couldn't read it, let alone pronounce the words. I now have a love and passion to discover new

words. The frustration level is still there, but I don't give up. Reading is the key knowledge to everything



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AGM

The annual general meeting for SPELADD New Zealand Incorporated will be held on Wednesday November 29 at 7pm.

Venue: first floor "The Grand"
41-44 The Square Palmerston North.

Supper provided.

Your presence is important.



The Magazine was designed & produced by: SPELADD Office Staff.

From the President

To unlock learning, there is an order in which things must be done, starting with babies.

Crawling is very helpful as is learning to pay attention to what you are doing; listening to sounds and learning to speak and understand speech, being able to understand what you see; learning to use your small muscles to eventually hold a pencil - correctly! and developing your big muscles so you can sit in a chair to learn to read and write, and become an All Black (or any other kind of "Black"), and dig your veggie garden to grow healthy food for your family.

If one area of learning is down, most people can cope reasonably well and often learn to compensate.

However, many children have a few things in different areas of learning that make it particularly difficult for them to cope in the school system. This is when parents come to SPELADD for help.

The physical areas of learning need help first. This is when we refer children to Lindsey at the Learning and Vision Clinic.

If their difficulties in these areas are minor often the SPELADD teacher (we call them tutors) can help, while also attending to the students other underpinning areas. The underpinnings or building blocks of learning need to be in place before a person can satisfactorily move to the higher levels of academic learning which is where the schools come in.

We all know of people who succeeded at school but not in later life. What are some of the important things that determine success in life?

- Something that is of great interest.
- Common sense.
- Determination to improve through work.
- Learning strategies to overcome problems.
- A mentor (often a parent or teacher) to be a support and show faith in a person.

Many years ago, when we had to do IQ tests, we had two young adult students whose IQ results were the opposite. One scored really well on most things. He couldn't even get himself out of bed on time for important appointments and relied heavily on his mother.

The other one scored in the low average range. He was flatting. He had no problems asking the right questions to get himself to appointments, even having to catch two buses to get there. It's not always what you have: it's have you learned (because someone taught you) how to use it.

Parents

SPELADD belongs to our clients. We need to see you at our AGM. Be assured you will not be pressured into going on the committee.

Regards

Elizabeth

Jess/Rachel name change

For those of us who have known Jess/Rachel as Rachel Bradley, she would like to make it known that her name is now officially Jess Lightbody.

Thank you to Jess for her research into, and preparation of "The Learning Unlocked Sensory Kit" which she presented on the 21st of July



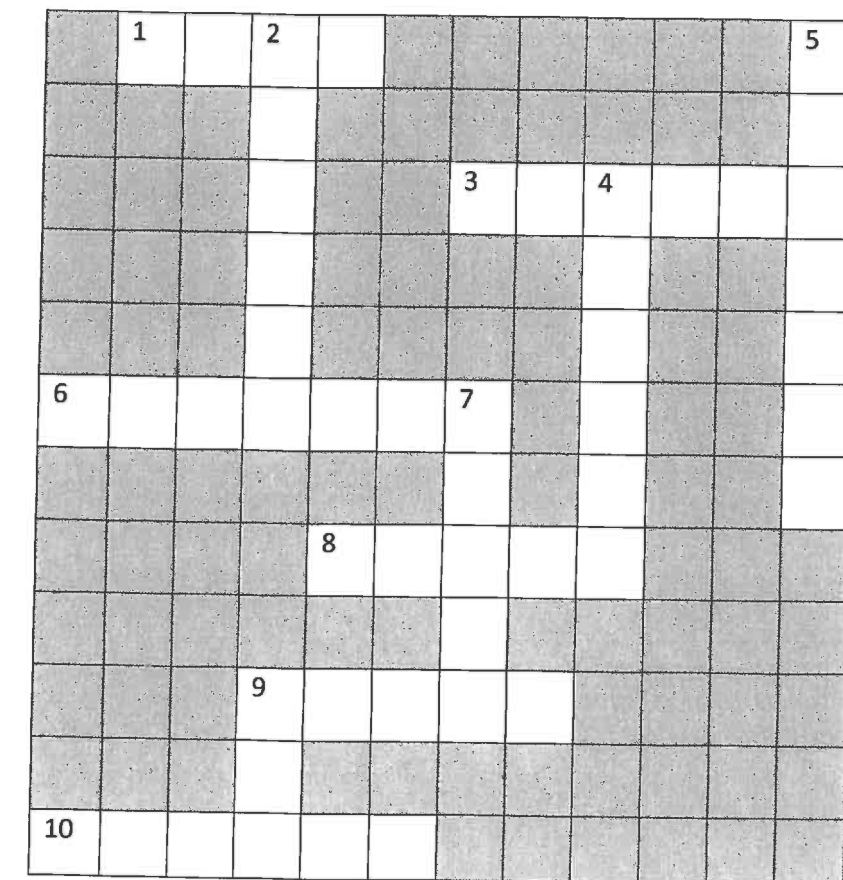
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ACTIVITY PAGE

The answers are in the story, so read the story first.

The tui bird comes and sings in our kowhai tree in late winter and early spring. It wants the yellow flowers to come so it can get the nectar from them.

Until this happens we put out sugar in water for it. Some days there are two birds in the tree. Once, a third tui arrived.



Across

- 1) Rhymes with plays.
- 2) The season when it's cold.
- 3) The kowhai has yellow ones.
- 4) We put it in water until the flowers come.
- 5) Rhymes with bird
- 6) The season after winter

Down

- 1) The colour of kowhai flowers.
- 2) What the birds get from the flowers.
- 3) The third tui _____.
- 4) The same as 8 across.
- 5) The bird which comes to our garden.

Extracts from:-

EFFECTS OF CONCUSSION

From Neurological Foundation of New Zealand "Headlines" national newsletter. Volume 115 Winter 2017.

The immediate effects of a concussive injury can be loss of brain function (loss of consciousness) or excessive activity in some parts of the brain stiffening of one or other or both arms lasting several seconds, twitching of the legs, or rarely, a convulsion.

Another immediate effect of a closed head injury may be a migrainous type of brain dysfunction.

THE SIGNS OF CONCUSSION

The easiest recognisable sign of concussion is loss of consciousness, but this occurs only in a minority of sports players shown to have been concussed. Other features observed on video clips are falling with no protective arm movement (like a rag doll), momentary stiffening and abnormal posturing of an arm or leg, slowness getting up from the ground, unsteadiness standing and walking, clumsiness of the hands, a blank or vacant look, clutching of the head and slurred speech. Questioning may reveal loss of recent memory, inattention or confusion.

Melbourne neurosurgeon Professor Gavin Davis indicated that only about 50% of concussions were seen on repeated viewing of video clips of traumatic events during AFL matches.

A standardised concussion assessment tool (SCAT) has been developed by an international panel over recent years. The fourth edition, SCAT 4 Protocol, should be published shortly. This protocol gives a list of questions to ask and examination to be performed after a potentially concussive injury. The education of sufficient persons to perform this side-line assessment accurately will be a major challenge. A referee could not be expected to observe even 50% of concussion-causing events, so it seems reasonable to educate players to recognise these events and initiate a side-line medical examination of their team mates. A 5-15-minute side-line observation period of the player by a trained person would be appropriate, with the possibility of then returning to the field of play and with a replacement player to be on the field while the assessment is performed. This is practicable at provincial and international level games, but it would be a counsel of perfection for such an assessment to be available at all rugby games. Having had immediate symptoms or signs of concussion, recovery is often rapid; in mild cases in a matter of a few hours. In more severe concussion, difficulty concentrating (for example in reading), drowsiness, fatigability or irritability may persist, but then resolve over several days. Professor Davis indicated that in the AFL players he studied, 90% of players who had a concussion recovered completely within a week.

Illiteracy to Millionaire

(Continued from page 1)

I feel my life story has a strong, powerful message to get across to people, not only with a learning disability, but also people:

- *Who lack: **Confidence** that makes you believe in your own ability.*
- *Who lack: **Determination** to make up your mind on an issue and stand by that decision.*
- *And people who lack: **motivation** in striving to succeed in what you hope to achieve.*

My message is from the soul of this book. I have written this book to help those people who struggle with speech and language difficulties, but most of all to inspire ALL people to reach out and follow their dreams and goals.

JUST DON'T GIVE UP.

I still have problems that I struggle with...

- *I still cannot memorise the alphabet.*
- *I struggle to write my manuscript without The Oxford Dictionary beside me.*
- *I still need to use a calculator to work out the basic mathematics and figures.*
- *My daughter sometimes corrects me with my pronunciation of language and words.*
- *My workmates make fun of me, the way I incorrectly pronounce the names of places and my general words.*
- *I don't own a computer, or a cell phone (at the time of writing this book), when technology dominates the world we live in.*

I can't text yet because I don't like the way society is heading down that track. One thing I do believe in is not to give up with your learning problems, and have a love and be inspired by your own determination, spirit and desire to succeed in whatever your dreams and goals may be.

One thing I do know is how to make a million dollars without learning to pronounce "millionaire", write or read about it in a book.

SOME MILESTONES

1972 Placed in a special class for backward pupils.

1977 At 12-years-old was the youngest competitor to ever complete a marathon in New Zealand.

1978 Achieved the record for the fastest marathon run by a 12-year-old in a time of 3.30:11. Won a trophy for the best performance in the under-20 age group. My time was 3.11:24 as a 13-year-old.

1980 Decided to give up running, I started a full-time job as a labourer at the Botanic Gardens with no school qualifications.

1981 I sought help to overcome my literacy problems, I started to enjoy learning to read and write after years of failure.

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