

OUR PROGRAMS

SOCIAL COGNITION

EXECUTIVE FUNCTION MANAGEMENT

**LANGUAGE COMPREHENSION BY
VISUALIZATION**

**SIMULTANEOUS MULTISENSORY
INSTRUCTION FOR LANGUAGE**

**SIMULTANEOUS MULTISENSORY
INSTRUCTION FOR MATH**

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SOCIAL COGNITION

Social Thinking is a term that represents a coordinated teaching framework of curriculum, vocabulary, tools and strategies for individuals ages preschool to adults. This Social Cognition intervention involves helping students with challenges in initiation of communication, observance of cues, inferring from language, understanding perspective, getting the big picture and humor. This intervention can be applied to persons with ADHD, ASD and related disabilities as well as those in mainstream classrooms and adults in vocational and professional settings.

Basis: Social Thinking® by Michelle Winner



SIMULTANEOUS MULTISENSORY INSTRUCTION FOR LANGUAGE

Does your child avoid reading, have lots of spelling mistakes or have poor handwriting? The Simultaneous Multisensory approach is a supportive program that helps children with reading, writing and spelling. Direct, one-on-one teaching is done through involving the visual, auditory and kinesthetic-motor modalities. By linking these senses, children with Specific Language Disability (SLD) learn more effectively.

The instruction starts with the sound, sight and feel of single letters. Students are then taught to associate the sounds with the visuals for blending to spell words. Then they add prefixes and suffixes, write phrases, sentences, paragraphs and themes. Phonetic rules and language mechanics are also taught. In addition to reading strategies, students are aided to gain comprehension by using phrases to introduce vocabulary and concepts.

This approach encourages academic competence, effective work habits and self-discipline. Its philosophy is that prevention of mistakes, not correction, leads to academic success.

Basis: Slingerland Simultaneous Multisensory Instruction



EXECUTIVE FUNCTION MANAGEMENT

Is your obviously intelligent child underachieving in school? Are they the athletic student that struggles with academics or are they the very articulate speaker who squeezes by with their grades? All students learn best in a program that nurtures their strengths and provides strategies for working on areas of difficulty. Using comprehensive checklists and work analysis, trained Ed Link specialists gather and analyze data to develop a management plan of strategies for these students.

The Executive Function Profile process is a systematic way of determining the student's brain-based (neurodevelopmental) strengths and weaknesses that affect academic performance. During the process, key areas of brain functions such as attention, memory, language, neuromotor, social cognition, temporal-sequential ordering, spatial ordering and higher order cognition may be analyzed. Once strengths and weaknesses have been identified, a management plan of strategies and interventions is provided for parents, therapists or tutors, and teachers to implement.

Executive Function Profile can be applied to students with Management Difficulties, often noticed in students with Attention Deficit/Hyperactivity Disorder (ADHD) and other Learning Disabilities. It benefits any student whose parents or teachers have noticed as having significant difficulty with some aspects of learning. This program provides students with borders around their problems, power to use their strengths and more overall control of their academic performance.

Basis: All Kinds of Minds/Schools Attuned by Dr. Mel Levine



LANGUAGE COMPREHENSION BY VISUALIZATION

Does your child read well and yet does not seem to understand what they are reading? Comprehension is different from decoding. Some children can read but can't seem to read between the lines, answer questions about what they read or sequence events. Difficulties seeing the whole or the big picture, hinder them from understanding what they read. Many times this is noticed in children with Attention Deficit / Hyperactivity Disorder (ADHD), Autism Spectrum Disorder, Specific Language Disability (SLD) or other difficulties.

Our Language Comprehension program uses structured methods that encourage visualization for active reading. Verbalization of what they visualized shows their comprehension. Other comprehension exercises and simulation of school tests are integrated. This program improves comprehension, critical thinking, and expressive language skills.

Basis: Lindamood Bell Visualizing and Verbalizing



SIMULTANEOUS MULTISENSORY INSTRUCTION FOR MATH

The Orton-Gillingham Multisensory Math program understands that math is actively constructed by each learner. It provides experience with manipulatives, time for exploration and discussion. It teaches that the "right answer" is not always the goal. Tools such as graphic organizers and problem solving grids are introduced.

It is a one-on-one direct teaching program. The therapist models then leads the student through the steps. The use of verbalization can lead to self-correction which in turn builds confidence. The students are given many opportunities to succeed and gain mastery through repetition.

The goals are understanding, confidence and competence. Manipulatives are not the be-all to end-all in teaching mathematics. Since concept development cannot replace learning algorithms for computation, learners must have a strong command of computation to apply the concepts. By providing more opportunities for successful practice, the students have greater chances to develop specific skill mastery.

Basis: Orton Gillingham Math with Manipulatives

PARTNERING WITH YOU TO MANAGE LEARNING DIFFERENCES