

# *Your Child's Personal Learning Process*

How To Educate Your Child During the COVID19 Pandemic



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# Turbo-charge Your Child's Education With a Personal Learning Process

## *The Blatant Bribe*

Let me motivate you to read this document all the way to the end with a blatant bribe: At the end of this document, I will show you a free technique you can start using today to turbo-charge your child's (or your) learning.

What is the point of this document? There is a problem which has been aggravated by the COVID19 pandemic – students don't learn too well on their own, and parents are not exactly situated to help them. If you have spent the last few months homeschooling your child – and not too successfully – you know exactly what I mean. I offer a solution. Interested? Read on.

## *The New Normal*

Many years ago, there was a public service message for parents which went “It's 10 pm. Do you know where your kids are?” It was used on American television from the late 1960s through the late 1980s. I grew up in India, but I remember hearing these and making fun of them with our own versions of the message. For example, we had one for forgetful people “It's 10 pm. Do you know where you are?” And another one for any stereotype of less intelligence –say for Big Moose from the Archie comic books – “It's 10 pm. Do you know what time it is?”

Levity aside, let us imagine I am looking into a crystal ball and see the future. Let us say that I see the fall of 2020 and I ask you a question: It's 10 am. Do you know where your kids are?” You may like to say, “At school” - indeed, you may WANT to say, “At school”. Before this COVID19 lockdown, people used to say that you never truly appreciate teachers until it rains all day Saturday and now, thanks to the pandemic, every parent is at home every day with their kids and see what teachers do day in and day out. They genuinely appreciate teachers.

Back to my question. As much as you would like to say, “At school” in answer to the question, “It’s 10 am: do you know where your kids are”, will it be so?

How will students go back to school? Schools have been upended across the country. The CDC has released a guide that gives options for staggered schedules, ongoing distance learning and models that combine both. School this year will be unlike any other.

With the novel coronavirus disease pandemic, and the long road to recovery ahead, some things will get back to some semblance of normalcy soon while others will take more time.

Let me start off with a bold prediction: **Education will not be the same again for the near future.**

I know. It is very easy to make a generic statement like this. So, let me get to specifics.

Whether or not we have a new wave of COVID19 cases in the fall, whether or not there’s a vaccine to prevent infection and whether or not there’s a drug to treat the infected people, schools, colleges and universities have to move cautiously for some time. No one wants to play Russian roulette with children’s lives. Until last year, schools were more concerned with imparting knowledge, and making money but that is a different issue. Now, schools must also consider not only the health of the students but also whether they would be carrying the virus back home to more susceptible adults. And some of the teachers would also fall into the category of susceptible adults, so they would need to be protected, too.

Whether schools opt for distance learning or smaller class sizes or spaced out desks or alternate days for different batches of students, one thing is clear: students will have to step up.

What does this mean?

## *Stepping Up To The Plate*

Students will have to take a more active role in education. They must reach out and take what the teachers are offering rather than merely wait for the teacher to hand it to them on a silver platter. These are difficult times for teachers, too: They are also working through systemic changes and don't have the bandwidth to focus on individual students.

So now students must learn to take a larger responsibility for their own education. That is a problem in and of itself. For every one person who wants to teach, there are thirty students who would do anything but learn. On top of this, you are now asking students to take on a bigger role in education? Doesn't seem possible does it?

Oh, by the way, the biggest problem is that many students do not know how to learn optimally.

They learn all right. If humans didn't learn, we wouldn't be where we are today with technology and creature comforts. What I'm talking about is that most students – indeed, most people – have not been formally taught to learn optimally. At best, they have been given generic processes to acquire information. And that's not enough.

## *Personalized Learning*

Each student has a unique brain, thinks differently and, therefore, learns differently. One size does not fit all. And without a formal optimal learning process, students just pick up bits and pieces in an inconsistent and haphazard manner. Some pick up bits and pieces better than others, but the problem remains.

## *Change is Inevitable*

And why change? What's wrong with status quo?

Until last year, status quo would have only left the students where they were. Now, status quo will actually push them backwards. It's not that they would physically move backwards in a moon dance, but if all their peers move forwards, they will be left behind. Far behind. And those who adopt new methodologies will have the early adopter's advantage. By the time the next wave adopts, early adopters are often way ahead of the game. Very simply, if students don't change or take positive action, it will show up in the results – in grades, in college acceptance, and in job placement. Success depends on their ability to change.

Eric Hoffer said, "In times of change, learners inherit the earth; while the learned find themselves beautifully equipped to deal with a world that no longer exists." The present time is definitely a time of change. Everyone needs to be a learner even to survive.

## *A Game Played Seriously*

So here is the secret: The purpose of education is to prepare the next generation for life. Life is what we make of it. When students are prepared for life, they should be given knowledge and skills they will need for the rest of their lives. Are they?

In the extended version of "Enter the Dragon", Bruce Lee explains his philosophy of fighting. He said, "A good fight should be like a good play but played seriously." The best way to balance things in life is to treat it as a game but play it seriously.

When I worked at Instinet about 20 years ago, I was sent to a team building activity called “Gold of the Desert Kings.” This was a themed experiential activity where about 20 of us were split into 5 teams and given the task of going across a vast and perilous desert, digging as much gold as we could and getting back to safety – all simulated, of course. You couldn’t pay me to do this in real life. This activity was supposed to help us improve our teamwork, planning, preparing and executing. Some of the teams played just to survive but one team played to win. Here’s where I discovered how people play games. When we play to have fun, we learn the rules of the game and play according to the rules. When we play to win, we learn nuances, tricks, winning strategies and tactics, and create a playbook for winning. We read the situation, pick the play and play what we pick.

Life is like that if you treat it as a game but play it seriously. Some people learn the rules, play by the rules and live a safe life. But others treat Life as a constant competition. Students compete against each other to get good grades, score high in standardized tests, get into great colleges and land the best jobs. Colleagues compete to land the best opportunities and climb the corporate ladder. We look for advantages. I have seen parents put their children into all possible classes and courses so that they can check a box in their college application and give them an edge.

We’re always looking for an edge.

If everyone does the same thing, it becomes a tight competition. For example, at the 2008 Olympics, Michael Phelps won the Men’s 100m butterfly event by  $1/100^{\text{th}}$  of a second. At the 2012 Olympics in London, Nathan Adrian won the Men’s 100m event by the same  $1/100^{\text{th}}$  of a second. And at the 1984 Olympics, PT Usha of India missed out on a medal by  $1/100^{\text{th}}$  of a second.

My message is simple: To break out of a tight competition, you shouldn’t do what everyone else is doing. You should break out with a clear advantage and leave others behind. In the context of learning, the clear advantage is a formal learning system optimized for every individual.

## *Education, Learning and Learning to Learn*

Prior to the industrial revolution, formal education was limited to the elite. When industries recruited manual workers to work for them, the workers, previously artisans and farm laborers, didn't easily accept taking orders from a boss. Industries created "Factory Schools" to train future employees to be punctual, docile, sober, to sit in the same place for hours and to receive instruction from an authority figure.

At that time, teachers merely threw information at the students and expected them to catch it. Learning was achieved through rote memory, drills, tests, and punishment including humiliation (e.g. the Dunce Cap).

There were exceptions and pioneers, but it took a critical mass of innovators in the first half of the 20th century to make any significant changes to the education system.

Psychologists and educators such as Ivan Pavlov (modern behavior theory), B. F. Skinner (operant conditioning), Jerome Bruner (constructivism), Noam Chomsky (language acquisition), Lev Vygotsky (sociocultural cognition), and Benjamin Bloom (cognitivism) made significant strides in models and processes of acquisition and understanding of knowledge. They shifted the focus from teaching to learning.

While teachers today know how students learn and use that information to present their material such that many if not most students grasp the information, they do not identify individual learning skills and train the students in their use. At best, teachers give students many "generic" learning techniques that could improve the students' learning and study habits. Generic learning techniques do not work for all. One size does not fit everyone.

How a student learns depends on many factors, including (but not limited to):

- learning style
- dominant sense
- personality type
- strengths
- weaknesses
- fears
- issues
- interests
- hobbies
- habits
- aptitude
- attitude
- emotion/mood

And if your child is a teen (or even a tween), good luck! Hormones play a very significant role in learning.

Very few teachers have the bandwidth to identify and train each student in the best way for that student to learn.



## *The 5-Step Process*

So. Moving on to the bird's eye view.

What students need is a simple process that can be used consistently. The process I present below has 5 steps no matter what you are setting out to learn, whether it is a soft skill or hard skill, whether it is a fact or a concept, and however complex it is. This process was developed about 45 years ago. I have used it to learn many things and have also used it in all the courses I have taught. Indeed, it features in the first chapter of my book on time management, "Time Management for New Employees" (Packt Publishing, Birmingham, UK, 2015). The steps are:

### 1. Preparation.

Every boy scout knows that proper preparation prevents poor performance.

Preparation includes having the right purpose and right mindset, have all the materials you need at hand, being rested and relaxed, being motivated and mindful, setting the right ambiance and ergonomics. I love alliterations (they are very useful memory aids), so I use this alliteration for preparation – purpose, parts, peace, place and people (if you need to collaborate or get clarification).

Learning, in the short-term, is a chemical change in the brain. Thus, preparation also includes promoting the right chemicals in the brain in order to effect this change, including dietary such as proteins, probiotics, omega-3 fats, spices and chocolate (yes, chocolate), behavioral such as sleep, exercise, sunlight, meditation and music, and proper nutritional supplements such as Vitamin B12, Vitamin D, Zinc, Magnesium and Iron.

### 2. Participation.

This is the step when you take in all the information through your senses. The word implies an active role – I can't think of a situation where you can participate in a passive manner. It's as bad as saying "Let me play passive soccer with you. I'll just lie there and you play around me."

So, the active role in taking in information through your senses includes the difference between seeing and observing, between hearing and listening: paying attention and finding meaning. This is the core element of the 5-step process. Different people take in the same sensory input but pick up different details. It depends on the dominant sense, the learning style, the personality and temperament, and strengths and weaknesses. It also depends on techniques such as chunking, spacing, interleaving, pomodoro technique, etc.

I have seen the following words in a poster on a teacher's wall:

Tell me and I will forget.  
Show me and I may remember.  
Involve me and I will understand.

What involves everyone? What captivates and captures attention such that learning is almost automatic? There are 4 general attention grabbers:

### a. Stories

Never underestimate the power of a story. Aesop's Fables have been used to instruct children in values and morals for millennia. Plato's Dialogues show that Socrates used this technique to teach philosophy. The Bible and other religious texts contain many stories that communicate certain truths about the religion gently and subtly. Bruce Barton, American marketing legend, set out all his marketing messages as parables. Shakespeare said that a picture is worth a thousand words. This is true of static pictures that only require words of static description. However, words that tell a story paint dynamic pictures in the mind. These require action words and dynamic descriptions. Such stories are often worth a thousand pictures.

### a. Games

How did you learn as a child and toddler? How do children in pre-school, kindergarten and Montessori schools learn? Games are an essential part of early learning but are largely ignored in later education.

## a. Challenges

The human cannot resist challenges, more so when some rewards are promised to the winner.

## a. Arguments

It is said that you learn best when you teach someone else or when you defend a position or point of view.

Other than use of these four attention grabbers, participation includes speed reading, memorization techniques, note taking using mind maps and fishbone diagrams, layering knowledge through levels of detail, and recall techniques supported with flash cards.

If participation is done well, everything else will follow smoothly.

## 3. Processing.

People who understand neuroscience and how the brain works will tell you that short-term memory is a chemical change, and long-term memory comes from structural and functional changes.

Merely absorbing the information leads to short-term memory or shallow learning. Processing creates the structural and functional changes needed for long-term memory or deep learning.

I think of processing as aligning the information with your body, your head and your heart. You need passion and emotion to bring everything together. You align what you're thinking and feeling with what you're doing. This causes the structural changes in the brain that makes the knowledge permanent.

Benjamin Bloom is a very prominent figure in modern education theory. His Taxonomy of Cognitive Learning was written in 1956 but is still used in schools today. He worked on three domains of human development – affective (emotional), psychomotor (physical) and cognitive (mental). The Taxonomy defines six stages of understanding:

- Remembering, wherein the student merely memorizes the concepts without really understanding.
- Paraphrasing, wherein by stating the concept in his/her own words, the student begins to understand the concept.
- Applying, wherein the student puts the concept to practical use and relates it to real world context.
- Analysis, wherein the student breaks down the concept into constituent parts, makes inferences and finds generalizations.
- Evaluation, wherein the student judges the value of the materials, critiques, supports and reframes the knowledge.
- Synthesis, wherein the student combines the concept with prior knowledge and skills to rearrange, adapt, formulate and create extensions to the concept.

The first two (or three) stages come under participation (acquisition of knowledge). The latter stages come under processing (transformation of knowledge) to make the knowledge permanent.

#### 4. Padding.

We all have different experiences, and relate differently to the same information. A friend of mine stated it very succinctly, “We don’t see things as they are; we see things as we are.” Therefore, even with the foregoing steps and learning, students will have gaps in their understanding according to their experiences. Prerequisite knowledge forms the basis or platform of understanding upon which new concepts can be built.

After the presentation phase, it is useful to explore how well a student has understood the concept, to identify gaps in understanding, and pad the gaps to complete the picture. Padding is the process where the gaps in understanding are closed.

#### 5. Propping.

When a young tree is transplanted, stakes are driven into the ground next to the tree and lines are securely tied from the stakes to the tree. These stakes remain in place until the tree takes root and can stand on its own. Similarly, new concepts are anchored to existing concepts with links such that the power of association holds the new concept in place until it takes root.

Association is an immensely powerful way to learn new concepts. Mind maps can be used to form associations and anchor the new information to a bedrock of existing knowledge.

### *Customizing the 5-Step Process*

The basic 5-Step Process above is not tied to any particular learning style, personality type or any of the other factors that make up an individual's learning skills. However, the process above can be extended to include individual traits. For example, step 1 (Preparation) includes gathering the people the student needs. This may be for collaboration for individuals whose learning style includes social or whose personality type includes extrovert but not for individuals whose dominant learning style is solitary or whose personality type includes introvert. Likewise, step 2 (Participation) can be customized to acquire knowledge through the student's dominant sense (visual, auditory, kinesthetic) or use the student's abilities to a) write a poem or song about the concept being learnt, b) draw an image that represents the concept, c) create a group activity that reinforces the concept, etc.

I believe that students coached in learning techniques can perform at a level 2 sigma above their baseline. What this means is that students would either be two letter grades above where they used to be or be at the same level with less effort (for the already high achieving students).

## *Easy Techniques*

I promised to show you a full technique that you can start using today. I'll give you more than one. I'll give you a couple of generic techniques that do not depend on your individual learning style or personality trait or strengths. One of these techniques is commonly used, and the other is not so common but very powerful.

The first technique is called the Pomodoro technique. Many students sit down for a long study session. They sit for hours. Research shows that the human attention span has now dropped to about 8 minutes. Only 8 minutes! And research also shows us that we only remember what happened in the first 8-10 minutes of a study session and the last 8-10 minutes. So, when students sit for hours, they are only effective for about 20 minutes. The best use of time, then, is to take advantage of this research.

If one studies for about 25 minutes at one sitting, spends 5 minutes in a “brain dump” activity to recollect and put down on paper what was absorbed in the effective time, and spends another 5 minutes stretching, walking about and maybe a bio break, the time is most efficiently spent. This 35 minute cycle could be repeated several times.

So, if your child sat down for 3 hours to study, he/she would only use 20 minutes or so of that time effectively. But with the pomodoro technique, the same 3 hours could be broken up into 5 35-minute cycles which would yield 100 minutes of effective learning. 5 times the efficacy.

The second technique is humor. Edward deBono showed that lateral thinking, creativity, insight restructuring, and humor are related. They all involve parallel tracks of thought that converge. The mind is a pattern making and pattern matching system. The brain uses lateral thinking to create patterns, and the habit of creating patterns promotes creativity. Humor exercises lateral thinking because what we laugh at is incongruity and surprise. Laughter also promotes endorphins release, a useful brain chemical for promoting learning. Laughter is also a good context backdrop for context-driven recall, one of the many memorization and recall techniques.

Laughter also helps the student feel comfortable, ease tension and be open to learning. It promotes positive feelings such as optimism and enthusiasm and creates a “can do” attitude. Brain scans show high levels of activity in multiple areas of the brain. Humor activates the brain’s dopamine reward system stimulating goal-oriented motivation and long-term memory. It is difficult to tune out when one is having fun, so humor grabs and sustains attention. Humor also develops divergent thinking, a process that explores multiple solutions in order to find the most suitable one. And, finally, humor makes the matter memorable. So, it shouldn’t come as a surprise especially to those who know me well that I enthusiastically promote humor as an effective tool for learning. There’s no dearth of education related jokes. Here a few:

- Did you know George W. Bush is supposed to have accused mathematicians and computer scientists of misusing classroom authority to promote Democratic agenda because, he said, they all teach “Al Gore”-ithms but no one teaches “George Bush”-ithms?
- Another mathematical joke – the teacher asks Johnny what’s 3 minus 5? Johnny says “minus 17”. Teacher says “no, Johnny, it is minus 2” and Johnny says, “I’m right too, because you cannot prove a negative.”

Plato said, “Do not train children by force and harshness, but direct them to it by what amuses their minds, so that you may be better able to discover with accuracy the peculiar bent of the genius of each.” Humor, however lame, is far better than even the hint of harshness and force. How about a limerick to remember a concept?

There once was a star so immense  
It became incredibly dense  
Then collapsed at a great rate  
To a terrible fate  
And has been a black hole ever sense

## *The Turbolearner Advantage*

Having described the situation, stated the problem and explained what could be done to help children learn during this COVID19 pandemic, allow me to showcase Turbolearner's Learn to Learn system.

I can identify your child's learning factors, build a unique learning process by customizing the 5-Step Process, enhance it by pulling together relevant techniques from my repertoire of over 100 learning techniques, coach your child in this personal learning process, add accelerators and boost your child's learning skills.

To be fair, mine is not the only solution in town. There are many “Learn to Learn” courses available in the market. Most of these courses just package generic techniques which work for some students but not for others. There are a few programs that are customized to individual students. My Learn to Learn program is not just customized: it is optimized for every student. I evaluate the student and try to understand all the factors that affect how the student learns. With this information, I put together a *Personal Learning Process* and coach the student in its use.

Also, there is a difference between a YouTube video, a self-study program, a course and a coaching program. The YouTube video does not provide feedback, nor does a self-study program. A course is a one-time delivery of information where the responsibility of the result lies solely in the student. A coaching program delivers knowledge and the responsibility of the result is shared between the coach and the student. My Learn to Learn program is a coaching program. I take my share of responsibility for the student's results.

With the internet, there is no dearth of information. There is no lack of theory. But there is a huge lack of implementation and a lack of results. Information is easy to put out there: Just slap a few passages together from an internet search and you're done. Knowledge is more difficult to put out there. Knowledge is predicated on understanding and experience. I offer knowledge and results.



And one more thing: I offer *transformation*, not mere information or knowledge. What every parent wants for their child is success. In the context of success, visions, dreams, goals, objectives, plans and strategies do not matter – only results matter. Results come from actions. I work with my mentees to influence their attitude, behavior, habits and actions. I do not guarantee results – you can take a horse to the water but you can't make it drink! I do promise that I will do my part in influencing the mentee. The rest is up to him/her.

In the rest of this document, I hope to give you a bird's eye view of my Learn to Learn coaching program, give you a full technique that you can use to learn TODAY, give examples of how different people learn and show why a fully customized learning system is valuable, and go over what I exactly I will do for your child.

### *History of Turbolearner*

I call it MY Learn to Learn program but it was actually created by my mother, Dr. Indira Seshagiri Rao, the founder and first principal of Sri Vidya School in Hyderabad. This methodology was the central theme in her PhD thesis and also won her the prestigious Commonwealth Association for Science, Technology and Mathematics Educators (CASTME) Award in 1984. And while she was working on the methodology, yours truly was the unwitting guinea pig. Later, as a teen, I was her scribe. She would write her papers and I would copy edit for her. I didn't quite understand the concepts then but knew how to apply the techniques. Now, almost 40 years later, I am quite an expert in her methodology. I applied her techniques through school, one bachelor's and two master's degrees, and several certifications.

A word about my mother's philosophy in developing the methodology. It is a metaphor she constantly used. Imagine a farmer standing in the middle of a field and scattering seeds. Some of the seeds would fall on good soil, some on rocks, some on barren land and some just borne away by the wind or water. Very few seeds would grow to good crop. On the other hand, if the farmer prepared the soil and planted the seeds in an orderly manner, most of the seeds would yield a good harvest. The farmer represents the teacher, the seeds the knowledge that the farmer is disseminating, and the soil the students.

Learning, she said, is best achieved as a partnership between the teacher and the student, and this can only happen if the student is prepared to learn just as the teacher is trained and prepared to teach.

From about 2005 through 2014, my mother stayed here in the US with me and we worked on upgrades to her methodology by bringing in elements from Neurolinguistic programming, accelerated learning, speed reading, and lateral thinking. Unfortunately, she fell ill in 2013 and passed away in 2017 before she could launch it. So I launched it in her honor towards the end of 2018, and here we are.

What is my role in this? Although my mother was the subject matter expert in education, I took her work and applied my engineering training to it. As you may know, the field of Neuro Linguistic Programming or NLP was the product of the collaboration between a Professor of linguistics trained in psychology and a student of mathematics and computer science. Similarly, the current incarnation of this Learn to Learn methodology is the result of the combined efforts of a Ph.D. in Education and a software engineer. The 5-step process that I will describe shortly is a rigorous process with the flexibility of data driven alternate paths using a concept known in object-oriented programming as polymorphism. This is what makes the process easy to customize to individual students' capabilities, limitations, strengths, personality and style. This is why this Learn to Learn system is unique and powerful.

### *The Turbolearner Process*

What specifically will I do to help your child learn?

First, I will understand what makes your child unique. This includes knowing your child's strengths and weaknesses, learning style and personality traits, and achievements that your child is proud about. It also includes interests, hobbies and sports. I will use this information to determine which of the nearly 100 learning techniques and strategies I have collected will best suit your child.

Next, I will work to motivate your child to learn. Dale Carnegie suggested that the best way to get someone to do something is to make it their idea. Motivating tweens and teens ranks with herding cats in difficulty. But motivation is key to sustainable, predictable and controllable action. I will identify your child's short-term and long-term goals. This sets the WIIFM factor, the "What's In It For Me?" that motivates your child to take action. The goals set the vision, and action based on the vision creates results. The action must be based on the vision. A friend of mine noted: Vision without action is only a dream but action without vision is a nightmare. Hyrum Smith, founder of Franklin Quest which later became the famous Franklin Covey organization, advocated aligning actions to goals. I will work with your child to align goals and objectives to actions and results.

The third step dives into the learning techniques identified in step 1 above. I will not thrust all of the identified techniques down your child's throat at once but dole them out a few at a time until your child is adept in them. We will then evaluate how effective the techniques are for learning new materials.

The fourth activity involves incorporating these techniques in the 5-step curriculum – Preparation, Participation, Processing, Padding and Propping – and coaching your child in this personal learning process.

The fifth module includes speed reading. An average person should be able to read 4 words per second or 240 words per minute. However, this can happen only if the person continuously scans the words in a sentence, paragraph or page. Most people go back and forth, skimming over a few words and then backtracking. This brings down effective reading speed for the average individual to about 100 words per minute. The first task is to avoid the back and forth to bring your child's reading speed to at least 240 words a minute. Then, with techniques like diagonal scanning, I can double or even triple your child's reading speed. If your child had been spending 10 hours a week reading textbooks and study materials, imagine the time saved if that came down to 4 hours. Or even 2 hours. Or an hour. The time saved is a bonus.

The sixth unit includes note taking using Mind Maps and Fishbone Diagrams. Both these diagrams offer a succinct, pictorial way of capturing information. In general, it is good to construct these diagrams while first studying the material so that you can use the diagrams for further revisions. Instead of wading through textbooks and study materials, you can read Mind Maps and get the entire revision done in minutes instead of hours.

The seventh step includes super memorization techniques. There are many techniques such as mnemonics, rhymes, alliterations, active recall, formulation and representation that ensures retention and recall. This is especially useful in exam taking. Mere memorization only puts stuff in the short-term memory (STM). Additional techniques can bring about the structural and functional changes in the brain that moves stuff from short-term memory to long-term memory. This is where the topic-web really rocks.

The eighth module covers discipline – study habits, time management, organization, planning, avoid distractions, managing interruptions and preventing procrastination. These activities must become second nature so that learning is just a matter of following processes.

### ***Benefits***

After all this introduction, the biggest question you may have is: What is the benefit of the Learn to Learn coaching program?

Your child's future. Your child's future will be built upon the foundation of a good education, and the ability to learn cements that foundation. Henry Adams, a famous descendent of John Adams and John Quincy Adams, said, "They know enough who know how to learn." The ability to learn is an empowerment. This is the biggest gift you can give your child. And by giving this gift, you will gain peace of mind.

## *What You Can Do Now*

With the information I have given in this document, you can:

1. Enroll your child (or yourself, if relevant) in Learn To Learn courses from Coursera or Udemy or any other source. This is, naturally, a course and not a coaching program. It would provide information but no feedback, and the onus is totally upon you and/or your child to get the desired results.
2. I have laid out exactly what I cover in my coaching program. There are resources on the internet to evaluate your child's learning style and personality traits. The other factors are found through interactions and a great deal of coaxing. Still, you could go through the process and find the factors that affect your child's learning skills and find techniques that will amplify or mitigate (as appropriate).
3. You could try a hybrid the above.
4. You could find other coaches to do similar things as I do. They are out there and do offer similar programs.
5. You could hire me to coach your child to get better grades with fewer tears. If you're interested, go to [www.turbolearner.com](http://www.turbolearner.com) and sign up for a free coaching session.



# Unlock your child's learning potential!

Every child is potential genius. Every child has the potential to learn anything easily, efficiently and rapidly. However, each child has a unique ideal learning method, and since very few teachers have the bandwidth to focus on individual students and identify the many factors that make up the child's learning mix, very few children know how to leverage their learning skills. All of that potential is locked up. Unused. Unusable, Wasted.

I can unlock your child's learning potential with a Personal Learning Process, accelerate and optimize how your child learn's and unleash the genius within.

Interested? Go to [www.turbolearner.com](http://www.turbolearner.com) and sign up for a free coaching session.