

LIFE LEARNING TECHNIQUES AS AN EDUCATIONAL VEHICLE AND ENRICHED LEARNING ENVIRONMENT

Below is a comparison between the percentage of **at-risk 3–5 year olds** who ended up in **either** the *Advanced or Intermediate* learning category by the end of the year in the academic areas of Language and Literacy and Early Math. The F.A.M.E. trained children are compared to a national cross section of 3–5 year olds, all of whom are being tracked with the statistically valid assessment tool, known as Galileo.

	Early Math by 5/15/02	Language/Literacy by 5/15/02
F.A.M.E. trained children	94%	76%
National Cross-Section	66%	70%

Below is a **statistically valid** comparison between 3 – 5 year old children trained with our techniques versus a national cross section of 3 – 5 year old children not trained with our techniques. Larger percentages of F.A.M.E. children ended up in the *advanced* learning category.

	Early Math		Social/Emotional		Language/Literac	
	As of 11/30/01	As of 5/15/02	As of 11/30/01	As of 5/15/02	As of 11/30/01	As of 5/15/02
FAME Children	4%	42%	4%	45%	5%	30%
INCREASE for FAME	+ 38%		+ 41%		+ 25%	
National Cross Section of Children	7%	20%	24%	43%	12%	32%
INCREASE - National Cross Section	+ 13%		+ 19%		+ 20%	

STATISTICAL BACKGROUND

- a) The F.A.M.E. trained category consists of 430 3 – 5 yr. olds.
- b) The National Cross-Section category consists of 3,355 3 – 5 yr. olds for Language and Literacy, 3,352 3 – 5 yr. olds for Early Math, and 2,852 3 – 5 yr. olds for Social/Emotional Development.

c) Each category lists the percentage of 3 – 5 year olds that were in the *Advanced* category as of 11/30/01 and as of 5/15/02. The *plus* figure shows the growth in the percentage of children reaching that level.

d) The Advanced category is reached when over two thirds of the individual capabilities are mastered. The Intermediate category is reached when between one third and two thirds of the individual capabilities are mastered. The Beginning category is reached when under one third of the individual capabilities are mastered.

e) There are 73 individual capabilities for Language and Literacy, 64 for Early Math, and 71 for Social and Emotional Development.

d) The assessment tool used by the F.A.M.E. trained teachers and the national cross section of non-F.A.M.E. trained teachers is Galileo, created by Dr. Jack Bergen, the CEO of Assessment Technology, Inc. The national cross section figures may be cross checked at www.ati-online.com. This early childhood assessment tool is statistically validated, and is the only tool of its kind to have been mandated by a State Department of Education (Ohio Department of Education).

ELEMENTARY URBAN EXAMPLE

The Eakin Elementary School in Nashville, Tennessee uses the Arts as a constant learning environment. Documented increases exist in reading, language, math, science, and social studies. This is how they compare to the 1999 national norms in 1999:

	Below Average	Average	Above Average
EAKIN:	6.4%	48.8%	44.8%
Typical Bell Curve	23%	54%	23%

AT-RISK URBAN HIGH SCHOOL EXAMPLE

Location: Tucson, Arizona

School: PPEP TEC Charter School on Benson Highway

Class: English Learning Class for non-English speaking students

The below outcomes are a summary of the pilot outcomes between March 4 and May 16, of 2002. Significant increases occurred during the pilot period due to the use of **F.A.M.E.'s Life Learning Techniques**. Scores improved while the difficulty increased.

The vocabulary tests were a combination of multiple choice and fill in the blank. There were between 35 and 50 test items per test.

Vocabulary Component

% of students scoring over 90%		% of students scoring under 80%	
March 4 th	May 16th	March 4 th	May 16th
50%	75%	12.5%	0%

The comprehension tests consisted of short stories the students had to read. After reading the stories, the students had to answer complex questions regarding the details of the story.

Comprehension Component

% of students scoring 100%		% of students scoring under 70%	
March 4 th	May 16th	March 4 th	May 16th
12.5%	42%	12.5%	0%

End of Year Grades versus Typical Bell Curve

	<u>0% - 70%</u>	<u>70% - 90%</u>	<u>90% - 100%</u>
FAME Students	6%	56%	38%
Typical Bell Curve	23%	54%	23%

AT-RISK RURAL HIGH SCHOOL EXAMPLE

Location: San Luis, Arizona (**top 5 poorest regions in the U.S.**)

School: PPEP TEC Charter School

Class: English Learning Class for non-English speaking students

The below outcomes are a summary of the pilot outcomes between March 4 and May 16, of 2002. Significant increases occurred during the pilot period due to the use of **F.A.M.E.'s Life Learning Techniques**. Scores improved while the difficulty increased.

The vocabulary tests were a combination of multiple choice and fill in the blank. There were between 35 and 50 test items per test.

Vocabulary Component

% of students scoring over 80%		% of students scoring under 70%	
March 19 th	May 21st	March 19 th	May 21st
27%	54%	40%	12%

The comprehension tests consisted of short stories the students had to read. After reading the stories, the students had to answer complex questions regarding the details of the story.

Comprehension Component

% of students scoring over 80%		% of students scoring under 60%	
April 9 th	May 7 th	April 9 th	May 7 th
29%	37%	71%	31%

UNIVERSITY EXAMPLE

Iowa State University has shown the following increases with the addition of slow Baroque music as the only variable:

Increased Learning Speeds 24%

Increased Memory Retention 26%

AT-RISK 3 – 5 YEAR OLD EXAMPLES

F.A.M.E. TRAINED HEAD START TEACHERS

Patti Anderson

“After attending my first F.A.M.E. training I decided to jump right in. The children were sitting on the carpet doing what they usually do. Four or five of them were sitting with their hands folded in their laps watching me. The others were spinning on their heads, rolling on the floor, etc. **I pushed the play button on the C.D. player and started to read as the music played.** As I read the **story with the music**, the children’s eyes grew and shrank with the music. Not a sound was made. As I finished the book, each child just sat there. Another book was within reach. I grabbed it and made it through that book. It worked! **The children and I really look forward to our story times now.**”

Pat Harding

“Breathing has become a daily part of our classroom. Our children always hear the classical music and know we are going to do our “breathing.” It has helped all of us relax and start our day with calm hearts and happy faces! It has been a joy learning these calming techniques. These are life long skills I will treasure!”

Donna Swartz

“The first time I read with the music, one little boy who had never listened to a story sat mesmerized. After the story, he remembered every detail of the story! He was even observed re-telling or re-reading the story. As I progressed at “surfing the words,” the children seemed

to grasp more and more. Each morning, the employees began to do a relaxation breathing session. After doing this for several months, we have noticed our day goes much better. “

Tina Leonard

“I can now stay calmer. I use the classical music all day and I have a calmer classroom. I also use the breathing techniques to get them to become more focused. I look at my activities in a different way and how they can learn more things in different ways.”

Kathy Redwine (Educational Coordinator)

“Our teachers who attended are more positive in their interactions with children. They are also more enthusiastic when reading to children and incorporate dramatic delivery into their activities. Preliminary data assessment for observation period 2, indicates outcomes exceeded last years.”

Sharon King

“This (F.A.M.E. training) has helped me adjust to the stress in my life. It also gives me new ways to introduce activities in the classroom. I received many new ideas to use with my class. The children have realized that they can be champions regardless of their background. They enjoy many ways of reading stories and experience many kinds of music.”

Crystal Smith

“I do the Rhythmic Breathing, Affirmation and Visualizations, and Dramatic Delivery everyday with my afternoon class. Recently, I have also been doing this with the morning class as well. I have seen a 180 degree turnaround in the morning class! There is hardly any difference in the two classes now. This is something I will always do with both classes from now on.”

Jody Hart

“I would like to express my thanks for the chance to train with Enrique and Debbie of the F.A.M.E. Foundation. As a teacher, I work with children who come from a variety of backgrounds. Giving the children the confidence in themselves, that they are champions, and very special individuals. The mother of one child said, “Brandon came home today and said, ‘mommy, did you know I have a brain.’” I have several children that I had to remind throughout the day to breath and relax (as we’ve been trained to do), to calm them down. I see these same children doing it by themselves now.”

Tammy Prado

We breath every morning before the children come in. I really feel this calms us and helps us get through the day. We do the breathing with the children before circle time and when we are getting ready for nap time. The children really like deep breathing. We even hang things

from the ceiling so children can have something to blow. My self-esteem has boomed!.”

Connie Jackson

“The whole ‘Kissing The Brain’...the children love it. And every time they do something great I’m telling them they’re so smart and that they are champions. The kids love it! The smile is so big and everyone is trying to do something great so they can hear me say ‘Kiss Your brain.’”

Anonymous Teacher

“The trainings have really helped me pull things out of stories I’m reading. Also, reminding the children about what we just read by asking them questions has helped the children see in their minds what they just saw.”

Anonymous Teacher

“One child in particular, did not like being called a champion, and would say that she hated school at the beginning of this program. Now she joins in the activities, **says that she likes to learn new things** and even **reminds other children to sit like champions** during group time. She enjoys the rhythmic delivery that we use with our weekly nursery rhymes.”

PARENT COMMENTS

Teacher and child **training filters into families** and creates a significant indirect impact. **Children begin to lead other children.** Here is a quote from one of the parents of a child who is trained with F.A.M.E.s’ Life Learning techniques.

Parent Ginny Reeves

“I just wanted to let you know how well the F.A.M.E. program is working with **my 4 year old son Jack**. The other day his 2-year old sister Abby asked Jack to read her a story. **“OK” Jack said, “you sit beside of me... now breath in, breath out.”** Then looking down at the book he made up a name for the book and said “this is the title page and the author is...well I don’t know but somebody wrote it.” One other time Abby was trying to put together a train track and was getting very upset because it wouldn’t work. **Jack said, “Abby, do this...breath in...breath out and then you can do it.”**

Parent Chris Mossor

“My daughter Natasha was having a hard time recognizing her letters and sitting still while being read to. Her Head Start teachers started using the F.A.M.E. techniques in the classroom with her and I was using them at home with her as well. It was not very long before she

was sitting still while being read to. Not long after that she started pointing to letters in the book that were in her name and saying ‘That’s in my name, it’s the letter N’. She would tell me what the letter was. As a teacher and parent I have seen children who could not sit still for a story to sit and be interested in the story being read.”

Parent Jody Hart

“I always leave my F.A.M.E. trainings refreshed and with wonderful ideas. In my personal life, a single mother of three, I find myself using the techniques to calm myself, and to help relieve stress. I even have my son Jethro breathing and relaxing and learning to take a minute to think before he reacts. My daughter Brandee is very athletic and I am attempting to teach her to relax and breath before her games, and to visualize her role as a team member. Thanks again for giving me the opportunity to train with the F.A.M.E. Foundation, and to improve myself both professionally and personally.”

Crystal Smith

“Ever since I have been in F.A.M.E., I have noticed a big difference in my life and in the way I teach children. There have been some changes in our teaching staff and without the breathing techniques I don’t think I could’ve dealt with everything. I catch myself breathing a lot. I am a lot more relaxed than I used to be. Thank you so much for helping me change some things in my life.”

2nd and 3rd GRADE EXAMPLE

“A study in the [March 1999 issue of *Neurological Research*](#) showed that [after learning eighth, quarter, half and whole notes](#), second and third-graders [scored 100 percent higher](#) than peers who were taught fractions using traditional methods. Because of this research, we know there is a direct connection between making music and intelligence in children,”

10th GRADE EXAMPLE

An analysis of the [Department of Education’s National Educational Longitudinal Survey database of 25,000 students](#) demonstrates that students with high levels of arts participation outperform “arts-poor” students by virtually every measure, (1999 study).

Here are two examples of data from this study completed in 1999:

% of high scores in each group	High-Arts Group	Low-Arts
Group Self-Expression	37%	
9%		
Risk-Taking	37%	11%
Imagination	41%	14%
Academic Self-Concept	41%	18%
General School Self-Concept	36%	19%
Reading Self-Concept	40%	20%
Math Self-Concept	30%	15%

6th GRADE EXAMPLE - MATH

The Chicago Arts Partnership in Education (CAPE) was founded in 1992. This partnership created teacher-artist partnerships and the integrated instruction of arts education with academic studies. A total of 37 schools were involved. The information below shows the percentage of **6th grade children** in CAPE and all Chicago Public Schools (CPS) performing at or above grade level in **mathematics**:

% of children <u>at or above grade level</u>	CAPE	CPS
1996	45%	32%
1997	54%	38%
1998	58%	38%

6th GRADE EXAMPLE - READING

The information below shows a comparison of **6th grade children** in CAPE and 29 selected Chicago Public Schools matched on a variety of items such as family income and academic performance. The comparison shows the % of children at or above their **reading level**:

% of children <u>at or above level</u>	CAPE	CPS
1996	42%	33%

1997

46%

32%

1998

50%

36%