

Workshop Synopsis



Foundational Issues

**LEARNING THEM
ENABLES US
TO TEACH THEM!**

Sharon Madsen

- **The foremost enabling *Foundational Issue* is *godliness*.** *Godliness* enables us to examine truth about each of the remaining five *Foundational Issues*, the next in importance being ***Method of Instruction***.
- There are only **two *Methods of Instruction***. ***Method of Instruction* decides who will learn by it.** Any “plan or program” is first a *Method of Instruction*.
- ***Our forefathers’ Method* was explicit and highly structured.** By it they attained God’s goal of instruction (I Timothy 1:5), established the historical definition of literacy, brought **all** thus-taught children into language arts proficiency, and prepared them for self-study ... as well as to teach another.
- ***The other Method***, the one called ***Evolutionary Phonics Philosophy Instruction*** (whose real name is “***Conditioned Response Instruction***”), was “sold” to Americans in the 1930s under the name “***Phonics***.” Since that time, this Method has been used almost exclusively in all arenas of American education—public, private, and home school. “***Phonics***” is a teaching and assessing Method that “selects” those with “***natural***” visual memory ability as “***fit***” and those without it as “***unfit***.” It is against God; therefore, it is against us.
- **The final enabling *Foundational Issue* is *personal knowledge of these four essential Integrated English Proficiencies*:** Speaking Correct English Sounds in Syllables, Words, and Sentences; Studying English Phonograms; Spelling English Syllables; and Saying and Writing English Sentences. **These English Proficiencies equip a child to be a well-spoken, well-written, well-read individual who independently can further his own learning, plus he can teach another!**

Sharon Madsen and her husband, Joe, have been married since 1969 and live in Clancy, MT. Their daughter, Quenby, is married to a firefighter – paramedic – police SWAT team member, Shane. Together they home school their three daughters—Kayla (10), Maggie (9), and Sydney (7)—in Great Falls, Montana, 90 miles from Clancy.

Sharon, though not a homemaker in her mother's tradition, is by the grace of God an example of her mother's love of Truth, patient endurance, compassionate spirit and practical wit.

Along with 5 siblings and 10 welfare children, she grew up in rural Tennessee. Her father, an itinerant preacher and truck driver, also was a "good" teacher. She recalls how for a time he taught an adult Sunday School class. Parishioners came to church for his class but left before the main service. Consequently, he was asked to discontinue teaching the class. She says: "I observed early on that God is right; humans have *Jeremiah hearts* [Jer. 9:11]. Following the Truth is not natural and one cannot do it in his own strength."

After receiving teacher certification in 1966, Sharon became a language arts/social studies teacher, then a special education teacher and diagnostician. She tells audiences about her twenty-two years of teaching failure: "To me, failure meant *my students did not become proficient as a result of my instruction*. Yes, I made sure everyone finished required assignments. Yes, I loved my students and they, me [twenty-six inner city students *arranged* to come to my wedding]. Yes, I had three degrees and corresponding certifications. But my students did not grab hold of the longed for 'I am an independently proficient student' scepter because *I did not know how to extend it to them*."

One thing Sharon *did right* was stay out of the popular pass-the-buck pit that placed blame for not learning on the student. But why weren't they learning? "My Dad advised me, 'No, you must not quit teaching! You are missing information. Keep looking!'"

She obeyed. In 1988, a home schooling mother of six girls came through Helena, Montana, teaching a spelling class. Again, by God's grace Sharon took the class and was taught life changing "how-to-teach" and "what-to-teach" information.

Sharon also tells how she had not been able to teach their 14 year-old daughter who had been in special reading classes through elementary school and now was failing ninth grade. She praises God, "This new information salvaged her; it salvaged me!"

"I turned my back on government education! I began tutoring as many students as I could sequester. Then, people began seeking my teaching services. Non-learners, in Montana and out-of-state, failures from government and home school settings—people called on me to challenge their dear children's diagnoses: dyslexic, non-speller, non-reader, retardation, autism, attention deficit, behavioral, emotional. As I taught, I wondered, 'Will I come across someone who can't learn as a result of this way of teaching?' I kept putting the way to the test; it did not fail me; it did not fail my students—not once!"

There is a "holy attraction" among persons who follow Truth. Sharon saw it work in her life. During the next nineteen years, over four hundred teachers [mostly home educators] united with her in historical research and language arts curriculum development. Through her leadership and the auspices of Line & Precept Education Foundation, they scripted their discoveries and used the "script" as a curriculum guide to teach their children [over two thousand students]. They *proved all could learn* no matter the class size, no matter the natural, untaught strengths or weaknesses of the child, and no matter the educational background of the teacher. They *disproved two widely accepted theories*: 1) learning styles and learning disabilities require us to teach each student by a different approach, and 2) one-on-one instruction and small class size result in significant improvements in student learning.

"We forsook the failed government educational model, a model used then and now by nearly all publishers of home school language arts material. It was a gutsy but sensible thing to do since we were hard pressed by our children's needs."

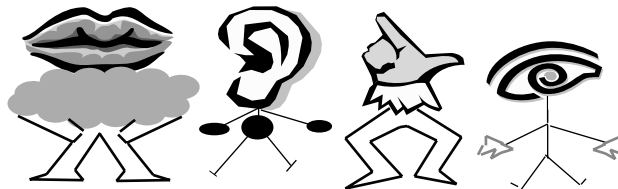
By invitation, Sharon has taught all over the country, one time living a month with a family while teaching their autistic daughter, another living a week with a family while teaching their emotionally crippled son. She often teaches groups of home school moms and their children, introducing all of them to the "script" at the same time.

Sharon's ministry at Home Educator Conventions is a "breath of fresh air" as she teaches about being *delivered through knowledge*. She addresses the cause of student language arts failure and declares her passion to honor God by following what is *good, sensible and pure*, and she encourages others to do the same. Her message is: "We do not believe, therefore practice, theories birthed in spiritual darkness. We believe Scripture and history's well-lit, knowledge-based path! Let's learn it and follow it together!"

Foundational Issues - Workshop Outline

URGENT FOUNDATIONAL QUESTIONS: Does anyone know what the “it” was our forefathers did so well? What was their goal of instruction? What “it” did they teach? How did they teach “it?” How long did “it” take? Did they have a curriculum guide for teaching “it?” Has anyone preserved this information for us? Can an *untaught* citizen duplicate our forefathers in godliness and literacy?

1. Beside godliness, the foremost Foundational Issue enabling us to teach successfully is **Method of Instruction**. What is the **Full-Spectrum Neurological Response Method of Instruction**? How does it prevent learning problems from showing their ugly faces in the first place, and how does it “fix” those that have?! (Together, examine the drawing below in a Full-Spectrum way.)



2. What is the **Fragmented Neurological Response Method of Instruction**? (Complete the **Pig Worksheet** together.)
 3. What **Integrated Skills** comprise the **Foundational Issues of English**? Can I learn them at the same time I teach them? (Sharon Madsen will guide you to experience these integrated skills.)
 - **Learning to Speak Correct English Sounds, first alone, then in Syllables, Words, and Sentences** (These skills equip the student’s Four-Member Neurological TEAM with Oral Language ... one of the Student’s Foundational Language Arts Proficiencies)
 - **SAYING & WRITING Explicit English Phonograms** (These skills hone in on the Purity of English Sounds as well as Beautiful Penmanship that portrays how these sounds look in print ... another of the Student’s Foundational Language Arts Proficiencies)
 - **Spelling English Syllables** (Now the student’s TEAM can apply Phonogram Study to Speaking and Spelling *Syllables* ... the Student’s first proof that he possesses the necessary Tools for independent Language Arts Proficiency)
 - **Writing English Sentences** (Now the student’s TEAM can apply Correct Speaking, Penmanship, Phonogram knowledge, and Spelling Experience to Writing Sentences from Dictation ... the Student’s next proof that he possesses the necessary Tools for independent Language Arts Proficiency)
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RESULTS: The student now is prepared for Self-Study and to Teach Another (Now the student can choose from the above proficiencies as he enters the ongoing Mastery Process. He is personally prepared for further learning ... and he is able to teach another!

Short Vowel Sounds: i

Write i in the blanks to make short i words. Read the sentences to a friend.



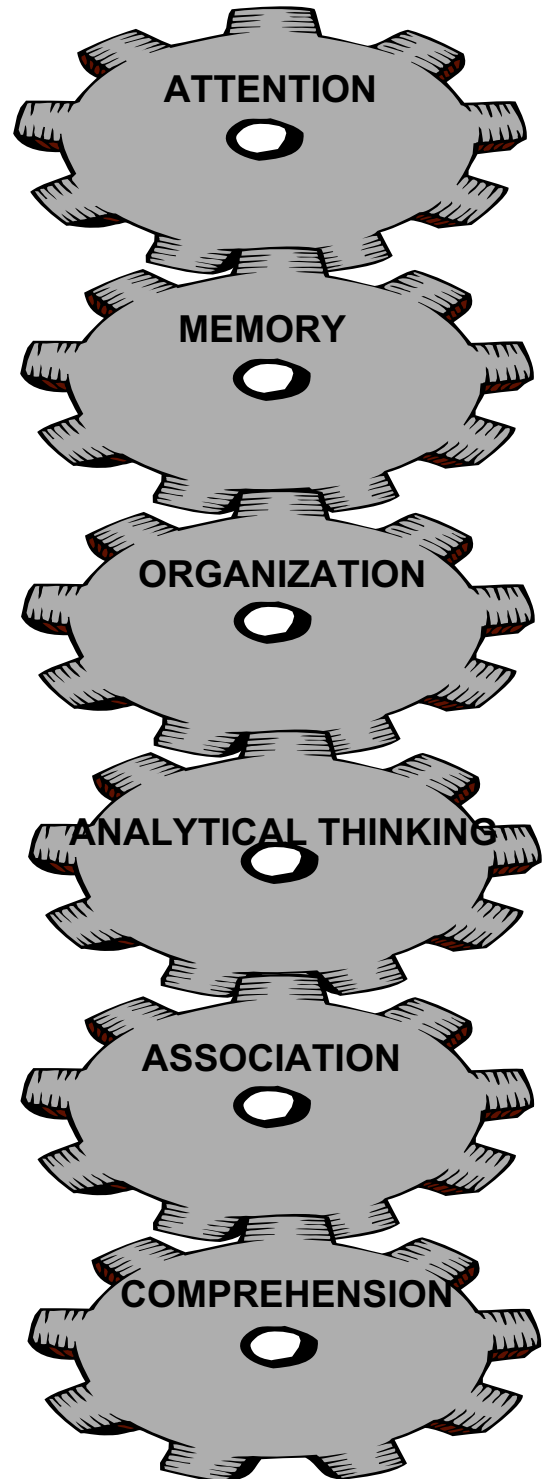
1. I h _ d the l _ d, I d _ d.
2. I w _ ll f _ ll the h _ ll with flowers.
3. I w _ sh the f _ sh was still in the d _ sh.
4. The b _ g p _ g ate a f _ g.

Add the beginning letter to make the short i words from the sentences.

- | | | | |
|--------|---------|---------|--------|
| 1. _id | 2. _ill | 3. _ish | 4. _ig |
| _id | _ill | _ish | _ig |
| _id | _ill | _ish | _ig |

Cognitive Engine

Neurological TEAM



The Truth about Intelligence Testing

“The whole area of intellectual functioning is one which we are not very good at understanding, let alone measuring. We cannot see or otherwise demonstrate the presence of a problem—all we can see is certain behaviors in the child which we assume to come from various sources, possibly chemical, possibly neurological, possibly emotional, but which neither medical science nor education is able to prove or even clearly define. These assumptions are conjectures—observing certain behaviors, we suggest a possible cause which would link them, but we cannot prove these conjectures and certainly have no really reliable tests of them.” Dr. Doris Johnson, Dr. Lyndel, Dr. Laura Jordan, Howard Atlas, and Dr Cindy Terry, *LD or Not?*, Illinois State Board of Education Pamphlet, July 1984.

Most Influential Data Used for Placement

“The single, most influential ‘data’ used for placing students in special education is the teacher’s off-hand evaluation. The gist of these evaluations comes after 60 plus years of brainwashing: we’ve been expected to believe convenient and fraudulent theories about intelligence, student behaviors, and student performance—as if there is a material, incontestable standard by which we may show deviances. Testing is a mere formality, as is screening, and parents’ opinions commonly receive little or no attention.” Lori Granger and Bill Granger, *The Magic Feather: The Truth About Special Education* (New York: Dell Publishing, 1986, 1989), 1-259.

Multi-Sensory Instruction

The true test of multi-sensory instruction is whether or not **all four language-learning avenues**—saying, hearing, writing, and seeing—**are used at the same time**. The curriculum must guide the teacher to guide the student to connect his four language-learning avenues. This is the historically tried and true definition of multi-sensory instruction. It also may be called **Full-Spectrum Neurological Response Instruction** or the **“Recite As You Write”** teaching method our forefathers used.

Partial Bibliography

Single starred references (*) help you educate yourself to consider the background of “**popularly promoted but erroneous definitions about teaching and teaching results.**” Double starred references (**) are “must” reading for any parent who home schools a supposed “non-learner” of any age, gender, or deficiency. A short description is included with each double-starred reference.

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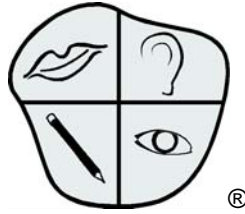
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Dear Home School Educator:

English For Life®—The Madsen Method® is a field-tested, non-consumable, use-it-with-all students, non-graded, integrated (language arts skills are never taught as “Subjects” and students of varying ages may be taught together), research-based, **complete**** English Language Arts course of study (Speech, Penmanship, Spelling, Grammar, Written Composition, Reading, Self-Study Preparatory). It is fully scripted (for teachers and students). No training is required. It’s underpinning is Phonemic Awareness (which is Explicit Phonetics or Phonogram Study).

**** Complete means that using our non-graded, non-age-specific, fully scripted study guide, you will teach all of English in 6 to 8 years, laying the foundation for self-study in the first 3 to 4 years, teaching yourself and all your children what other language arts programs (philosophies) do not, even cannot, teach in 12+ years!**

In a rather large "nut shell" that’s what it is!

Author/Master Teacher, Sharon Madsen, began teaching in 1966 but soon discovered she (and many others) could not teach all their students to become "independent" in correct speech, penmanship, spelling, reading, grammar, written composition, and reading ... let alone tasks that required self-study.

Hoping to learn how, she completed a K-12 Special Learning Disabilities Master of Arts Program (SLD). In 1970-72 she dispensed two federally funded SLD programs, but the programs’ "compensatory" standards were unacceptable; the intention to remediate students was missing. She refers to special education programs then and now as "handholding, ineffectual, *keep children in ignorance but keep teachers employed and schools afloat* education."

Wholly disappointed, she began examining “the history of how to teach a sound-symbol based language.” During the next 20 years, 72 teachers, mostly home educators, joined her (she joined them; both are true) in examining evidence about *how to teach* and *what to teach*. In 1990, Mrs. Madsen began incorporating their collective research into a scripted presentation so they could teach themselves and their children (children of many ages and many needs) English proficiency. At the same time, thirteen schools participated in field-testing their original scripts. ***The Madsen Method®*** is the *what to teach* and *how to teach* result. To date, 600 home school teachers have participated in the ongoing project.

Our program is a complete language arts curriculum. The program is both diagnostic and remedial; as the teacher guides students through its scripted pages, they (both teachers and students) identify all “holes” in their language arts shields—and fill them. It is the complete body of knowledge we call English language arts: there is nothing else to buy or teach.

The oldest test we could find was standardized for spelling in 1915. The test also is an indicator for speaking, spelling, written composition, and reading proficiency. This test is provided with the program.

Mrs. Madsen reassures parents and teachers: "What's in a student's file is not the most important part of the picture. What is most important is an evaluation of the instruction he has received!" She says: "If he can speak and hear and manage a pencil and see, I can teach him!" Without hesitation she adds, "So can you! **English for Life®—The Madsen Method®** is a proven tool; we offer it to you!"

What does history show? **Spelling is the “performance indicator” that reveals a student’s overall literacy level.** Therefore, **knowing how to spell facilitates acquisition of all language arts content and skills.** To become a good speller, a student needs to know the sound-symbol units words are made of. There are 88 of these phonogram units (**a, ay, eigh, th, pt, rh, sc, r, f, t,** etc.). A student should learn to say and write them early in the language arts instructional sequence. *Syllable eigh* is a two sound-symbol unit *frequently-used, English speaking/spelling pattern: eigh* and **t** (two sounds are represented by two symbol units).

If we don't teach these sound-symbol units as a basis for spelling, we are asking each student to remember hundreds (thousands) of *word configurations (alphabet letter arrangements)*, which is nearly impossible. The solution is to teach students to say and write the sound-symbol units all by themselves; then use them to spell the *frequently-used, English speaking/spelling patterns* through a seven-step, say and write, spelling process. The result is: **the student understands how words are spelled** and he only had to study and apply 88 sound-symbol units instead of memorizing as many as 80,000 word configurations. **88 vs. 80,000!** Sounds like a fairly good trade out to me. The equation illustrates why our forefathers could teach English so well, so fast!

Encoding (spelling) is the basis for decoding (reading). A student may do well in the first 3 grades (the statistical average) with “remembering how some words looks.” But in Grade Four, when word difficulty begins to accelerate, students quickly fall behind because visual memory cannot keep up with “new word acquisition” demands. How many words can a student simply “remember?” **Sight word memorization, writing alphabet letters in blanks, circling letters, drawing lines from words to pictures, copying words, and using alphabet letters to spell words neurologically puts all students at risk but also does not equip them for future language arts tasks.**

Phonics’ instructional demands requires that a fourth grade student should be spelling at least 2 grade levels above his current grade. How well is your child spelling? The test that measures his current level should be one that is generic, not one that measures only what his spelling program is teaching him. Choose an objective standardized spelling measurement tool. We use the *Morrison McCall Spelling Scale*, which was standardized in 1915 when literate spelling was valued, **literate spelling that is still the standard for English proficiency.**

The bottom line is: **All students can learn to read by learning to spell!** “*Good spellers are invariably good readers while the opposite is not true.*” **A good speller is a well-balanced, fully literate student because he can SPEAK, SPELL, WRITE, READ, engage SELF-STUDY, and TEACH ANOTHER!**

Research shows the test of a language arts program’s efficacy is who does not learn by it. All students participating in the field-testing of **The Madsen Method®** demonstrated proficiency! Why? The program is shaped on history’s objective, observable, verifiable facts—facts that show us *what works the fastest with the most students*—facts that show how all students attain fast and permanent language arts acquisition!

With our program, all parents—if they can read the script—can be “good teachers” without expensive training. And they can see that their students are developing proficiency in every language arts skill.

This program integrates **all language arts basic skills** in an optimal instructional order: individual speaking; handwriting (printing); spelling through phonogram study; vocabulary

development by verbally directing the learning of his four-member neurological TEAM; correct speech through phonogram study; in-unison choral rehearsal; independent reading; oral and written grammar; notebook development; chart making and chart interpretation; there is more. See [Program Descriptions](#).

This program integrates **all cognitive skills** in an optimal neurological order: attention, memory, organization, analytical thinking, association, and comprehension.

This program is a **complete Tool Kit**. The student will learn each tool's name and use. On his subsequent journey through the "language arts world," he will find he has the Tools to perform every English language arts task, plus he will perceive structural likenesses between English and other sound/symbol languages (like Latin, Spanish, Italian, French, German, Russian, Greek, etc.), making acquisition of these languages easier.

Let's go back to the most urgent question: "**Why is *The Madsen Method*® guaranteed to work with all students?**" The teacher appears to perform miracles. However, **credit goes to the method of instruction**. It gives each student a "**natural learning advantage**," using his **neurological strengths to repair and remediate his learning weaknesses, as he guides his TEAM to join together in learning his language!** It is the method used in early American colonies when literacy was nearly 100%. It did not have a name and was not written in a teaching manual but was passed on through practice and was described in fiction and nonfiction books, and essays and letters written during that time. See [Bibliography](#) (H.L. Menchen; *The American Language*, 1941 Edition)

Though nearly hidden in modern curricula, we have unveiled substantial historical information (and our teachers still are finding more evidence supporting our instructional choices). We have named the forefathers' method of instruction [Full-Spectrum Neurological Response Instruction \(NRI\)](#) to depict the historical way English was administered, integrated, applied, and mastered. Our scripted presentation brings this kind of teaching to light. All a teacher has to do to achieve excellent, even extraordinary, results is follow this program's explicit **say and do script!**

Sincerely,

Joe and Sharon Madsen: **Line & Precept Education Foundation**®

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We use our forefathers' method of instruction.

