Why Bad Grades Happen to Good Kids
What Parents Need to Know, What Parents Need to Do

Linda Bress Silbert, Ph.D.
Alvin J. Silbert, Ed.D.
WHY BAD GRADES HAPPEN TO GOOD KIDS

WHAT PARENTS NEED TO KNOW—WHAT PARENTS NEED TO DO

Linda Bress Silbert, Ph.D.
Alvin J. Silbert, Ed.D.

BEAUFORT BOOKS
New York
Why bad grades happen to good kids
by Linda Bress Silbert and Alvin J. Silbert

Published by Beaufort Books, New York
27 West 20th Street
New York, NY 10011

Copyright © 2007 Linda Bress Silbert, Alvin J. Silbert.


Library of Congress Control Number: 2007931244

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the written permission of the publisher. Printed in the United States of America.

Illustrations by Bob Berry

10 9 8 7 6 5 4 3 2
Also by the same authors

**Strong Learning® and Tiger Tuesday® Products**

- Tiger Tuesday Reading Program (Grades PK-3)
- Study Skills Workbooks (5 Titles - Grades 6-12)
- Creative Thinking Workbooks (7 Titles - Grades K-6)
- Beginning Reading Storybooks (8 Titles - Grades 1-4)
- Make My Own Book Kits (7 Titles - Grades PreK-1)
- Life Skills Program (6 Titles - Grades K-5)
- Phonics Card Games (20 Titles - Grades K-6)

For more information, please visit:  
www.stronglearning.com  
845-628-7910
Contents

Foreword ix
Acknowledgments xi

Introduction xiii
Why Do Bad Grades Happen To Good Kids? xiii

Chapter 1 - Developing S+T+R+O+N+G Kids 1
How to Educate Your Children Without Harming Them
or the Well-being of Your Family 2
Why Children Struggle in School 6
Be Patient 7

Chapter 2 - Building Self-esteem 9
Promoting Positive Self-esteem 10
The Seven Essential Factors of Self-esteem In Children 11
Supporting and Accepting Your Child for Who He Is 12
Use Language That Builds Self-esteem 14
Some Negative Statements to Avoid 15
Respect One Another 17
Respect Your Child 18
How to Show Your Child Respect 18
Be Sure Your Child Is Being Treated Respectfully
At School 21
Help Your Children Grow Their Own Way 23
Encourage Your Child’s Development 25
Be a Good Role Model 30
Self-esteem Grows When Kids Feel That They Are Part of a Family,
Belonging to the Family 32
Belonging to the School Community 34
Belonging to the Local Community 36
<table>
<thead>
<tr>
<th>Chapter 3 - Creating Trust</th>
<th>39</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being Trusting and Being Trustworthy</td>
<td>42</td>
</tr>
<tr>
<td>How to Promote Both Dimensions of Trust In Children</td>
<td>44</td>
</tr>
<tr>
<td>On Lying</td>
<td>46</td>
</tr>
<tr>
<td>Homework and Trust</td>
<td>48</td>
</tr>
<tr>
<td>The Real Causes Behind Homework Issues</td>
<td>50</td>
</tr>
<tr>
<td>Help For the Overworked Parent</td>
<td>57</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chapter 4 - Teaching Responsibility</th>
<th>61</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsibility is a Prerequisite for School Success</td>
<td>64</td>
</tr>
<tr>
<td>Ten Ways You Can Promote a Sense of Responsibility</td>
<td>67</td>
</tr>
<tr>
<td>Rules About Rules</td>
<td>73</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chapter 5 - Providing Options</th>
<th>81</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to Help Your Child to Develop Decision-Making Skills</td>
<td>86</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chapter 6 - Meeting Needs</th>
<th>91</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Need to Eat Well</td>
<td>92</td>
</tr>
<tr>
<td>The Need for Adequate Sleep</td>
<td>93</td>
</tr>
<tr>
<td>The Need for Adequate Physical Activity</td>
<td>94</td>
</tr>
<tr>
<td>The Need to Manage Stress Effectively</td>
<td>96</td>
</tr>
<tr>
<td>The Need to Learn Effective Study Skills</td>
<td>98</td>
</tr>
<tr>
<td>The Need for Safety</td>
<td>101</td>
</tr>
<tr>
<td>How Does the Need for Safety Affect Children’s Self-esteem?</td>
<td>103</td>
</tr>
<tr>
<td>Safety At Home</td>
<td>103</td>
</tr>
<tr>
<td>Safety At School</td>
<td>111</td>
</tr>
</tbody>
</table>
Get your copy of
Why Bad Grades Happen to Good Kids today.
Foreword
by Al Roker

I’m glad you picked up this book. Why? Because it means you care about education and the educational welfare of your own kids. Not everyone does. They may feel it’s the job of teachers, principals and the school board.

It’s your job. You are the parent. Like it or not, the time and effort you put into your child’s education impacts considerably what your child will get out of it.

I am addicted to these kinds of books. Guides, quiz books, and curriculum information books have become a huge part of my personal library. The problem with most of these books, however, is that they are based on thinking that goes back to Abe Lincoln writing his homework on the back of a shovel! (How the heck he got the shovel into the printer, I’ll never know.)

*Why Bad Grades Happen to Good Kids* by Drs. Linda and Al Silbert looks at how to help educate your child in a whole new way. I first became familiar with their work when a friend recommended them to me years ago. Their user-friendly approach to helping children was so good, I found that I could actually help my kids. My biggest fear was that as my children were getting older, I would have to go back to school in order to be able to help them with their homework.

If you’re my age you probably remember the “new math.” It gave my parents fits. They would help me with my homework and it would take hours, because I was using the “new math” while they were using the “old math.” I’d end up being more confused than ever. The only thing my folks and I could agree on was that 2+2=4. Anything more than that was up for grabs.
This book gives you an advantage my parents never had. I know at least a dozen parents whose kids were helped by going to the Strong Learning Centers run by Linda and Al. In fact, Linda and Al helped them as much as they helped their kids. What’s great about their philosophy is that it not only strengthens whatever academic weakness your child has, be it English, science or math, but it takes his or her learning and organizational skills to a new level.

It’s interesting that no matter how much we progress, we still remain the same. As a student, I always made the same vow at the beginning of the school year: I am going to be different this year. I would get my homework done on time, as soon as I got home. Projects would not be put off till the last minute, and studying for exams would not consist of cramming on the school bus ride the morning of the tests.

The first couple of weeks were always ideal. I turned in assignments on time; I had my loose-leaf binder with dividers for every subject and lots of clean paper with reinforcement rings on the holes. I was an educational ball of fire.

But as the work started piling on and getting harder, those vows would fall by the wayside, one by one, until around Christmas, when I started to look at next year as the year that would be the real turning point.

Why Bad Grades Happen to Good Kids will help your child avoid having the same frustrating experience I had. If you are still reading this while you’re in the bookstore, close the book, walk to the cash register and buy it. Unlike that computer you purchased to assist your kids with their homework, this will actually help. And, as a bonus, they can’t use Why Bad Grades Happen to Good Kids to play video games or chat with their friends online.
Introduction

Why Do Bad Grades Happen To Good Kids?

Wouldn’t it be nice if this were a multiple choice question? If that were the case, the solution would be easy. Choose an answer, follow the instructions, and voilá, the problem is resolved.

For the sake of family harmony, we wish it were this simple, but of course, it isn’t. The reasons for sub-par academic performance are numerous and often intertwined, which means they are often not obvious and, consequently, elusive for the most well-intentioned parent.

Within the pages of this short, easy-to-read book, we’ve taken a look at virtually all of the possible reasons. Since there is usually more than one reason at play, we’ve presented them in the form of case studies, so that you can more easily recognize the situations and symptoms and determine if they apply to you and your family.

Each chapter examines academic difficulty in terms of cause and effect. The reasons are the causes, and the bad grades (and the resulting family disharmony) are the effects.

Through this book, we offer our extended hand—the benefit of years of experience in helping families understand and solve this very common conundrum. Take it, read it and then read it again, and begin to explore why bad grades may be happening to your good kid. Or, if your child is not yet of school-age, learn what you can do to reduce the chances that the challenge of bad grades will cross your door…. It’s our hope that, in a short time, you’ll come to know what you need to know, and what you need to do.

Linda & Al Silbert
Chapter I

Developing S+T+R+O+N+G Kids

All her mom wanted was for Jessica to be happy.

Jessica — Age 12

The Wilsons had brought Jessica in for an educational evaluation. During our initial consultation, I found myself looking at three unhappy people. All Mom talked about were the piles of incomplete homework and projects, telephone calls, e-mails and notes from teachers, and the yelling and slamming of Jessica’s bedroom door. Dad jumped in to describe the fighting between Jessica and her mom. When it was her turn, Jessica revealed that what she hated most was the screaming, the long lectures about school, and the grounding when she did poorly on tests.

The barrage of questions from the Wilsons gave me some insight into the situation. “She used to do so well. What’s wrong with her? Does she have ADHD? Are there learning problems we’ve missed? Is she just lazy? Should we get the computer out of the house so she stops meeting her friends on-line?”

They both remarked that they didn’t remember school being like this when they were young. “When I was in seventh grade I came home and played after school. But Jessica has to do homework for hours,” Mom said. “I don’t remember anything that comes close to the scene in our home every night.”
Nightly dramas like Jessica’s play out everywhere there are schools and children. Install a video camera into a neighbor’s home and there’s a good chance you’ll see a different scene, but the same play.

Why? The answer is simple. Children need to be prepared to compete in an information-driven global economy, so we’ve raised the academic bar again and again and again.

In addition, not only do we expect our children to be good students—even great students—we also expect them to participate in after-school activities, do community service, babysit their younger siblings, be responsible for various household chores and then deal with piles of homework. The list goes on and on. And the number of hours in a day is still twenty-four. It’s enough to stress out any kid. And stressed-out kids sometimes get bad grades.

How to Educate Your Children Without Harming Them or the Well-being of Your Family

All parents dream of giving their children the best education possible so they can live successful and happy lives. But somewhere in the midst of all this schooling this goal is lost, as families become overloaded and anxious about school. It has been our life’s work to help such families.

Often, school success—not play, happiness, or family harmony—becomes the exclusive focus of childhood and teen years. This is not entirely bad. After all, our children need to be prepared to enter the workforce with enough skills to land them a good job. What is bad is if their childhood, their teen years, and their futures as young adults—in addition to the well-being of their families—are harmed in the process.

Yet all too often, this is exactly what is happening. As if you didn’t have enough to worry about, as a parent you
have to now be on your guard to protect your child from the academic frenzy that often results from the well-intentioned but sometimes misguided implementation of new educational standards. So, at this time, we are officially deputizing you. It’s now up to you to be vigilant to prevent the new, increased demands of education from driving an ever-widening wedge between you and your child.

As you probably know all too well, this is a difficult task. Parents often become consumed by the day-to-day dynamics of their children’s schoolwork and are unable to stand back far enough to retain their objectivity. Moreover, because school problems develop gradually, over a span of many years, and the intensity of the daily schooling experience tends to overshadow everything else, it is easy to lose sight of the big picture. Thus, our advice to all parents who find themselves in this scenario is, for starters, to keep schooling in perspective.

**Keep schooling in perspective.**

It’s your job to help your child get through school, or in some cases just to survive it. But, even more importantly, it’s to help your child become an emotionally, socially, and intellectually strong adult who is successful and independent—a good person, one who has a loving, caring relationship with you, with her family, and with her associates. A lofty goal, isn’t it? But isn’t that what parenting is all about?

You’re probably thinking, “Don’t we want to also stretch our children’s developing minds?” The answer is a resounding “YES!” Of course we do.
We are all laying the bricks for the new age. But in some cases we have forgotten what we are building—not robots, but children. And the sudden shift in curriculum and expanding volume of work for some children becomes overwhelming for them and their families. The piles of papers alone would make the average adult break out in hives! At school, many children feel frustrated, embarrassed, and insecure—and they are terrified of failing. After school, many are transported to day care or to a babysitter, or stay after school for extra help while others run off to some activity such as a Scouts meeting, twirling, soccer or hockey practice, music or karate lessons, religious instruction, therapy, or band rehearsal. Then they rush home to wolf down their dinner and, before the last morsel has been swallowed, they are ordered to tackle their homework. Kids simply cannot handle this kind of a schedule for any length of time without some sort of meltdown. For their own emotional, social, and developmental well being, they need free time to unwind, think, and relax.

**Walter—Age 17**

_Walter squeaked in for an 8:30 p.m. appointment. He couldn’t concentrate at all. He asked me if I had anything that could take away his headache. After a brief conversation, it was easy to see why he had a throbbing headache. He awoke at 5:00 A.M. to finish the homework from the day before. After school he had football practice. Then at 5:30 P.M. he rushed to work at the deli where he usually worked until about 9:00. When he got home he started his homework, but usually fell asleep before completing it._

After hearing his schedule, I had a headache! Upon completing the fourth or fifth day of a week’s schedule grid, the
cause of Walter’s school problems started to come into focus, even to him. With Walter’s full participation, this was an easy issue to resolve.

Our lifestyles today are very different from that of our parents. In many cases, Mom and Dad live at the same hectic pace as their children do. They don’t give themselves much time for their own nurturing activities and relaxation, so they certainly don’t encourage their children to do so.

What to do? While you might not be in a position to totally revamp your lifestyle, you need to be aware of these pressures, and institute some small changes so that your child has time to breathe.

Children—and teens—still need to play. Although children may be playing computer games now instead of hopscotch, and teens may be online instead of meeting at the corner soda shop, in reality, kids are basically the same today as they ever were. We all need to take an objective and general approach to our children’s development and keep
schooling in perspective. Their schooling is important, even critical, but we need to be careful not to let it destroy their precious years of growth.

**Why Children Struggle in School**

Children struggle in school for many reasons, but parents, teachers, and other adults tend to focus not on the causes, but on the effects. The result? The struggling student frequently comes across as being lazy, uncaring, and/or having an attitude problem. But when we focus on these issues, we are taking the easy way out, and not dealing with the actual causes.

Usually it takes some investigating to get to the real cause of school problems. But the effort is well worth it.

What are those causes? Invariably, they involve issues in one or more of the following general areas:

*Physical issues*: hearing loss or poor vision; health issues such as obesity, poor nutrition and sleep deprivation; learning issues associated with brain function such as dyslexia, dysgraphia, language processing, or Attention-Deficit/Hyperactivity Disorder (ADHD or the older term, ADD).

*Social issues*: peer pressure, poverty, divorce, family problems, school bullies, parental disinterest in education.

*Educational issues*: difficulty in particular subjects—especially reading, writing, and math on the elementary level, and individual subjects on the middle and high school levels; also poor study, organizational and/or time-management skills, and teacher-child and/or school-child mismatch.

*Psychological or emotional issues*: these have their own causes, or may be caused by not addressing the problem issues above.
The issues addressed here will be explored in detail in appropriate sections throughout the book. Chapters 2-7 are organized using S+T+R+O+N+G, an acronym for:

<table>
<thead>
<tr>
<th>S</th>
<th>T</th>
<th>R</th>
<th>O</th>
<th>N</th>
<th>G</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-esteem</td>
<td>Trust</td>
<td>Responsibility</td>
<td>Options</td>
<td>Needs</td>
<td>Goals</td>
</tr>
</tbody>
</table>

These are the six areas central to the development of socially and emotionally strong kids. We connect the letters to emphasize that all areas are significant as well as interrelated; thus, none can be left out. Issues of trust hinge on being given responsibility and options; when needs are met, trust develops; when goals are met, self-esteem improves. No one issue can be isolated from another. Many of the case studies here demonstrate that there are often several facets to the problem. But one thing is certain: if parents want their children to succeed in school and life, they need to accept them for who they are, offer support in areas where they can, and keep things in perspective.

**Be Patient**

Okay, so schools and the school experience are changing—in fact, the whole world is changing. What can you do? This book is teeming with ideas and strategies to help. But have patience! Little problems can be addressed in a short amount of time, but big problems need TIME. If your child is struggling in school—whether due to a deficiency in study skills, a physical disability, an emotional problem, or recent curriculum changes—remember that it will take time to address and correct his difficulties.
ADD/ADHD, 1, 6, 51, 62-63
bad grades, contributing factors, 6
belonging
  feeling part of a community, 36-38
  feeling part of a family, 32-34
  feeling part of a school, 34-36
bullying, 115
charts
  options, 83-84
  time management, 126
computer games, time spent, 75-76
death, parental, 116-117
decision-making skills, promoting development
  including in planning family activities, 86
  providing opportunities for deciding, 86
  using current events and movies, 87
divorce, effects of, 6, 10, 102, 104, 106-107
dysgraphia, 51
dyslexia, 21-22
forgetting, forgetfulness, 19, 53, 59, 124
goals, setting and achieving
  long-term, 121, 129-133
    (See long-term goals.)
  short-term, 121-129
    (See short-term goals.)
homework and trust, 48-57
homework, issues relating to
  amount overwhelming, 55
  boring, 52-53
  child feels isolated, 56
  child not motivated, 55
  confusing, 52
  difficulty, 50-52
  disorganization, 53
  distracting environment, 56
  intrusion on playtime, 53
  overinvolvement of parents, 54
Why Bad Grades Happen to Good Kids

individuality, promoting
be available to talk, 26
developing own opinions, 29
honoring physical traits, 25
offering opportunities for creative expression, 29
parental role-modeling, 30
providing recognition, 26
seeking professional help, 27
language processing difficulties, 24
learning disabilities and self-esteem, 32
learning disabilities, specific
Attention-Deficit/Hyperactivity Disorder (ADHD/ADD), 1, 6, 51, 62-63
dysgraphia (trouble with writing), 51
dyslexia (trouble with reading), 21-22
language processing difficulties, 24
long-term goals, definition, 121
long-term goals, setting and achieving
checklists for measuring progress, 131
discussing attributes of other family members, 131
examining community service roles, 130
exposing to varied careers, 130
using biographies of famous people, 130
lying, 46-48
needs, areas of focus
exercise, 94-95
food, 92
managing stress, 96-97
safety, 101-102
sleep, 93-94
study skills, 98-101
overworked parents and trust, 57-60
parental messages and childhood misperceptions, 12-16
parental self-esteem, importance of, 30-31
play, need for, 5
responsibility, promoting
allowing adequate time for training, 69
communicating logical cause and effect relationships, 70
doing work for children, 68
establishing rules that are fair, 71-72
helping with schedules, 67-68
offering encouragement, 70
parental role modeling, 67
providing structure, 67
setting believable standards, 69
soliciting help from your child, 68
responsibility and boundaries, 73
routines, establishing and maintaining
  advising of travel plans in advance, 109-110
  consistency of daily schedule, 105
  discussion of major life changes, 106-108
  visitors in the home, 106
rules, establishing
  “pulling rank,” 79
  examining why rules are broken, 77
  ensuring the logic of, 75
  making them understandable, 75-76
rules as boundaries, 73
S+T+R+O+N+G, definition of, 7
safety and home, 103-110
safety and self-esteem, 103
safety and working moms, 109-110
schedules, 4, 68, 124, 126
school
  increased demands, 2-3
  safety in, 111-118
self-esteem, genuine vs. inflated, 10-11
self-esteem, seven factors of, 11-12
short-term goals, definition, 121
short-term goals, setting and achieving
  identifying, 121-129
  organizing
    anticipating obstacles, 128-129
    bookbags, 127
    providing feedback, 128
    setting priorities, 127
  scheduling, 124
showing respect, keys to
  avoiding sarcasm, 19
  controlling anger, 20
  giving adult tasks, 20
  not berating, 18
stealing, 78
stress, 96-97
study skills, 98-101
trust, promoting
  being available to help, 47
  consistency, 45
  developing parent-child alliances, 44
  keeping promises, 45
  mutuality/reciprocal trust, 45
tutoring used as an excuse, 63-64
working moms, 109-111
# List of Case Studies

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jessica</td>
<td>12</td>
<td><em>Every Night’s A Disaster</em></td>
<td>1</td>
</tr>
<tr>
<td>Walter</td>
<td>17</td>
<td><em>Too Many Activities</em></td>
<td>4</td>
</tr>
<tr>
<td>Jared</td>
<td>14</td>
<td><em>Thinks He’s Stupid</em></td>
<td>9</td>
</tr>
<tr>
<td>Michelle</td>
<td>12</td>
<td><em>Lotta Cursing Going On</em></td>
<td>17</td>
</tr>
<tr>
<td>Maria</td>
<td>25</td>
<td><em>Retrospective on Disrespect at School</em></td>
<td>21</td>
</tr>
<tr>
<td>Lynette</td>
<td>9</td>
<td><em>Outside Activity Jumpstarts Success</em></td>
<td>24</td>
</tr>
<tr>
<td>Mary Beth</td>
<td>9</td>
<td><em>LD Kid with Extended Family Support</em></td>
<td>31</td>
</tr>
<tr>
<td>Paula</td>
<td>15</td>
<td><em>New School Blues</em></td>
<td>35</td>
</tr>
<tr>
<td>Eric</td>
<td>17</td>
<td><em>Volunteer Fireman Feels Good</em></td>
<td>37</td>
</tr>
<tr>
<td>Lucy</td>
<td>16</td>
<td><em>Doesn’t Trust Anybody</em></td>
<td>39</td>
</tr>
<tr>
<td>Amy</td>
<td>14</td>
<td><em>Smothered by Mom</em></td>
<td>48</td>
</tr>
<tr>
<td>Baldwin</td>
<td>11</td>
<td><em>Difficulty with Writing</em></td>
<td>51</td>
</tr>
<tr>
<td>Timothy</td>
<td>10</td>
<td><em>Too Many Chores</em></td>
<td>61</td>
</tr>
<tr>
<td>Elliott</td>
<td>14</td>
<td><em>Uses ADHD As An Excuse</em></td>
<td>62</td>
</tr>
<tr>
<td>DJ</td>
<td>14</td>
<td><em>Too “Cool” to Make Good Grades</em></td>
<td>65</td>
</tr>
<tr>
<td>Name</td>
<td>Age</td>
<td>Title</td>
<td>Page</td>
</tr>
<tr>
<td>-----------</td>
<td>-----</td>
<td>----------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Brett</td>
<td>16</td>
<td>Wheel-less Forever?</td>
<td>72</td>
</tr>
<tr>
<td>Sara</td>
<td>13</td>
<td>“Chained” to the Dining Room Table</td>
<td>74</td>
</tr>
<tr>
<td>Nathaniel</td>
<td>9</td>
<td>When to Do Homework?</td>
<td>76</td>
</tr>
<tr>
<td>Dennis</td>
<td>8</td>
<td>Stealing Candy to Make Friends</td>
<td>77</td>
</tr>
<tr>
<td>Angela</td>
<td>16</td>
<td>Helps Everyone But Herself</td>
<td>81</td>
</tr>
<tr>
<td>Anthony</td>
<td>16</td>
<td>Too Exhausted and Hungry</td>
<td>91</td>
</tr>
<tr>
<td>Lori</td>
<td>12</td>
<td>Doesn’t Know How to Study</td>
<td>99</td>
</tr>
<tr>
<td>Chuck</td>
<td>15</td>
<td>Dad Skips Out</td>
<td>107</td>
</tr>
<tr>
<td>Kevin</td>
<td>8</td>
<td>Safety on the Homefront</td>
<td>108</td>
</tr>
<tr>
<td>Danielle</td>
<td>7</td>
<td>Where’s Mom?</td>
<td>110</td>
</tr>
<tr>
<td>Amy</td>
<td>8</td>
<td>Ask Three, Then Me</td>
<td>114</td>
</tr>
<tr>
<td>Jeremy</td>
<td>8</td>
<td>When Parents Die</td>
<td>116</td>
</tr>
<tr>
<td>Emily</td>
<td>10</td>
<td>Surviving Family Tragedy</td>
<td>117</td>
</tr>
<tr>
<td>Frankie</td>
<td>12</td>
<td>Locking Horns with Teacher</td>
<td>119</td>
</tr>
<tr>
<td>Randy</td>
<td>13</td>
<td>Boulder Bookbag</td>
<td>124</td>
</tr>
</tbody>
</table>
About the Authors

Linda & Alvin Silbert have dedicated over 40 years to the growth and enhancement of children’s intellectual, emotional, and social development. They have written over 50 books for children from ages five to eighteen, which have sold over one million copies.

The Silberts lecture and lead workshops and have appeared on radio and television throughout the U.S. & Canada. They continue to collaborate as writers, educational therapists, and directors of Strong Learning Centers, based in New York.

For learning resources to use for tutoring or in your classroom, visit www.stronglearningteacherstore.com.

To contact us for presentations, workshops, or consultations, call 845-628-7910 or email us at info@stronglearning.com.
Get your copy of
Why Bad Grades Happen to Good Kids today.