



Self Programmed Control Center, Inc.

SPC Center, Inc. • SPC / *The Originals*™

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Dear Superintendent Pastorek,

First of all I want to tell you how pleasantly surprised I was with your exceptional presentation at the International Association of Truancy & Dropout Prevention conference. Quite frankly, I fully expected the typical speech presented by most people in the field of education: such as the ones calling for the need to get parents to do their job and properly prepare their children to do well in school; or ones calling for smaller classrooms; or getting rid of the poor teachers and paying the good ones more money; or doing a better job of preparing students to do well on tests; etc., etc.

Boy was I surprised with what you had to say. Two things you said immediately caught my attention. First of all you said that instead of putting the onus on the parents to properly prepare their children to be ready to do well in school, something obviously missing in students-at-risk, it was up to educators to fill this void. This is something I have been saying for years. To expect these parents to do this job is like asking the blind to lead the blind. Most of them have not completed school themselves so how can we expect them to know what it takes to be successful there?

The next thing you said that caught my attention was when you said we needed a systemic approach to solving the problem, that it was up to the educators to provide it, *and* that we were still looking for this systematic approach.

Well I would like to tell you that you need look no further. I have the systemic program you are looking for. And it is a statistically proven program. As you will see from reading my article "The SPC Program for Decreasing School Dropout & Substance Abuse" in the articles section of my website www.stresscards.com, I was able to reduce the dropout rate of students-at-risk from 56% to 16% and increase grade points (units completed multiplied by the GPA) an average of 9.25 points. The latter proved to be statistically significant at the .02 level.

The reason the program has proven to be so effective is that it systematically addresses the three main factors underlying student success in school: *Self-Efficacy*; *Emotional Intelligence*; and *Learning & Test Taking Skills*.

The most important factor addressed of course is the Self-Efficacy factor. If students have lost belief in their capabilities, nothing will be able to get through to them. And that's where most students-at-risk are at. They have failed so often that they no longer believe they can succeed in school and their negative belief then becomes a self-fulfilling prophecy. You were

absolutely right on when you said we needed to re-instill *hope* in these students as “hope” and “belief” are two closely related terms.

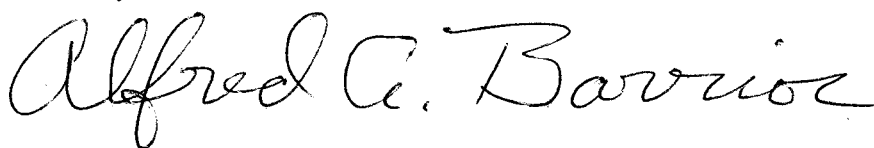
The reason why the program is so effective in producing a high level of self-efficacy is because all the techniques used in the program produce immediate feedback, immediate positive results. This is especially true of the mind-expansion (magic of the mind) techniques used where students are literally amazed to see the power of their minds demonstrated right before their very eyes. It is these techniques that open the door and the students are now receptive to the other two parts of the program resulting in a much higher level of emotional intelligence – no longer flunking exams because of high anxiety, and much better prepared for the exams in the first place because of their new-found studying and test-taking skills.

And the beauty of the program is that it is so easy to teach to teachers and it can in turn be easily taught to students from 2nd grade through high school (see pages 29-31 in my book *Towards Greater Freedom & Happiness*). All I need to get the teachers ready to teach the program is a two-hour workshop with them. You can get a good idea of what is covered in this workshop by looking through the Instructors Outline for teaching the program which I have attached. To give you an idea of how effective this two hour workshop is please read the letter (also attached) written by Norma Alarcon-Hamilton one of the teachers who took my workshop. You’ll be amazed at the results she has been able to achieve with her students. And what’s even more amazing these are students, as she points out, that have failed over and over again and have acquired a sense of hopelessness.

I want you to know that the best part of coming to the conference was in getting the opportunity to meet you. You are definitely unique, a person in education who definitely thinks outside the box. And what is really exciting is that you are in a position to really make things happen. I’ve always felt that the only way a unique approach like mine would ever get a chance is for someone in a high position to make sure the program is taught by the teachers and not just on a one shot basis but on the 6-9 week schedule called for to insure sufficient follow-through.

I look forward to hearing from you and having you invite me to come back to Louisiana and start your teachers teaching my program.

Sincerely,

A handwritten signature in cursive script that reads "Alfred A. Barrios". The signature is written in black ink and is positioned below the word "Sincerely,".

Alfred A. Barrios, Ph.D.

P.S. Another good thing about my program to keep in mind: You won’t have to worry about teachers unions opposing it. Instead of calling for firing all the bad teachers, as some do, it turns *all* teachers into good teachers.