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EDITOR'S NOTE on the FOLLOWING ARTICLE

In the past year, Peggy has written more than 13,000 words on the subject of increasing the intelligence of babies and children who are ages zero to six years of age. Since she says she is not as interested in selling books as she is in getting the word out, she's submitted some of her ideas to "Genius Mind Builders" for Mensa De Puerto Rico, which has already aired one other HMM submission, and plans to use at least the first of Peggy's techniques in an upcoming show.

In the spirit of "you read it here first," Peggy has included several of the more important sections of her book, in condensed form, in this series. These techniques involve teaching language, vocabulary and reading to the youngest of babies, which she and others believe is one of the best ways to increase their intelligence early on, and in a permanent way that will serve your baby always.

Peggy has used these techniques, and some others, on her son, Christian, since he was three-and-one-half months old. Last spring, he tested *seven* years ahead in reading and spelling, and *three* years ahead in math. He was evaluated, at Denver's Gifted Children's Center, as being "highly gifted". I've talked, played games, and worked puzzles with Christian on several occasions and would tend to agree.

Peggy hopes that all who hear of these techniques on the radio and all who read about them here will keep an open mind and try these methods. She guarantees they will be pleasantly surprised, or, as she claims she was — frequently shocked!

March 1997, Dennis Lenahan, editor HMMmm (High Mountain Mensa's newsletter).

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## INCREASING YOUR BABY'S INTELLIGENCE

By Peggy Madsen, HMM Gifted Children's Coordinator

These are successful techniques for intelligence enhancement in babies age zero and up.

### Technique #1:

Speak properly to enhance language development. How to speak to your baby: never use "baby talk". Your baby needs to hear language in its most proper form. Always speak to your baby in a loud, clear voice. Always be enthusiastic in your tone. (Enthusiasm is of the utmost importance!) Speak in a manner that has inherent redundancies: in other words, use the same words over in the same sentence in a way that helps the listener (your baby) with the definitions of the word or words you are teaching. An example of the "inherent redundancy" method follows:

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Daddy is waiting with his son at the living room window, waiting for Mom to arrive at home. Never one to miss out on teaching vocabulary and language skills, Dad, who knows Mommy is just around the corner, begins a quick lesson, in an animated tone:

Daddy: "I wonder when Mommy is coming home? Where's Mommy? Do you see Mommy coming home yet? Where's Mommy's car? Mommy will be coming home in her car soon. Is Mommy's car on our street? Where's Mommy's car outside? Do you see Mommy's car? A car is a vehicle. Where's Mommy's vehicle?"

Please take the time now with your baby, to use these techniques. There is much more I would like to tell you about early learning — but for now, please remember that it is of the utmost importance to take charge now and use these methods to enhance your baby's development at this most important, early time.

Technique #2:

Do the "vocabulary throughout the house", verbal version. The "vocabulary throughout the house" method is one of the methods we have developed that has its basis in the Glenn Doman flashcard method. If you have not yet read the Glen Doman books, we strongly suggest you do so, remembering that not all parents will want to do everything Mr. Doman suggests, but that any parent who simply reads the book will inevitably change the way he or she treats the baby in a way that is helpful for the baby.

Do not be afraid to use this "vocabulary throughout the house" method on the youngest of babies. (We began it when my son was just three months old, because I was not able to carry him long enough before that time.) What you need to know is that the baby is able to focus on the objects sufficiently.

If you see baby reacting to objects a foot or so away from him, you should be able to begin and soon get good results from this.

Our "vocabulary throughout the house" method consists of doing the following: decide for yourself, in advance, the words you wish to teach your baby in each room of your house. Think of ten or more nouns in each room of the house. These nouns should be items you and the baby see every day, and they should be easy to point at with your finger. Write the words down for yourself, so that you can refer to them, because you will need to teach them in a very regimented way.

On the first day you use this method, take ten nouns from one room. Be sure that your baby is in a receptive state: well rested and not wanting for anything. Begin teaching the ten words in the following manner: while holding your baby so that he can see the items, go to the first object, be sure that the baby is looking at it, and, for one second (or less) point at the object AND say, "This is a..." and say the object's name. Point and talk at the same time.

It is essential that when you do this, you look not at the object (a common mistake!), but at your baby's face. You need to see that your baby is looking at the object while he hears what you

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are saying. Be certain that you are using an enthusiastic tone. An enthusiastic tone, coming from a person with whom the baby is well involved, is a brilliant attention-getting tool.

Go on to the next item at once, without more than a half-second's delay. (See why you want these nouns to be in the same room?) Take the closest noun next, and again use the same introductory words: "This is a..." and say the second item's name.

Go through all ten items in the room this way, never pausing more than a half-second, keeping your tone enthusiastic, and watching your baby's face, until you have gone through all ten items in about 15 seconds. Always use the words "This is a..." in your presentation of the item.

Wait at least 30 minutes. Go back to the room and repeat the process of showing and saying the items, but this time, present them in a different order than you did the first time. (Again, of course, use "This is a...", in your best enthusiastic baby-attention-getting tone.)

Wait at least 30 minutes again. Go back to the room and repeat the presentation of the ten words again. Again, use a different order than you used during the earlier two presentations that day. Again, preface each word with "This is a..." and use the enthusiastic tone.

The next day, present the same ten words three times again, always varying the order in which you present them. Do the same ten words for a total of ten days, using the same point-and-say technique while remembering always to do it with a well-rested, content baby, and remembering always to watch your baby's face, and to keep your tone happy. Again, always use "This is a..." as your introduction for each noun.

After ten days of the same ten nouns, it's time to replace one of the words with a new noun from the same room. Keep this new noun for ten days before you replace it with another. Each day (after the initial ten days) will bring a new noun — which replaces a ten-day-old noun you retire.

This whole process is easy if you work from a master list of nouns that you have written down before ever proceeding with the presentations.

As each item is retired, check it off. Keep this list — it will be used for your reviews, for your reading words and it also is a valuable record of what was taught. If you date each checked-off item, you'll also know when it was taught — it's good to know this later!

Are you discouraged already? Do you think you would feel silly trying to point out words, day in and day out, to a baby who doesn't even "babble" yet, much less talk? Is it really necessary? Is it worth the trouble, or is it a waste of your time? How can a baby ever hope to understand what you are saying?

Well, where does the knowledge of language come from if not, apparently, from thin air? Babies have an incredible aptitude for language, and, like a ream of the finest writing paper, you may either choose to take a fine calligraphy pen and write Shakespeare's sonnets on it, or you may choose to write nothing, or something in between.

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I felt silly repeating words to a baby, too, until I proved to myself it was working. You need to try this, and give it a chance. Your baby will learn - I promise you!

At the end of two weeks, try this: take your baby into the room where you taught the ten-plus words for the first two weeks. Be sure your baby is in the well-cared-for receptive state. Choose one word. Hold your baby so that it is easy for him to see the object, but not so close that it is the only object he sees. **WATCH YOUR BABY'S EYES, AND KEEP WATCHING THEM, AS YOU SAY ONLY THE NAME OF THE OBJECT.**

It may take a few seconds, but your baby will look at the noun you have said. (Are you in shock? I sure was, the first time I tried this little non-pressuring "test" on my tiny three-and-one-half month old. My son looked right at the "clock" without as much as a half-second's delay!) Did your child look? This is the first solid proof that you are teaching real vocabulary to an infant who cannot yet speak, and real proof that he is, indeed, "getting it". Incredible!

Technique #3:

Do the "vocabulary throughout the house," reading version. What else can you do to teach vocabulary? Our verbal "words around the house" method is directly based on the Glenn Doman method of teaching reading words by flashcards. This method is expertly described by Mr. Doman in the books, "How To Teach Your Baby To Read" and "How To Multiply Your Baby's Intelligence," but we will restate it here.

The reading words are taught by essentially the same method, except that, instead of (necessarily) pointing to the items, you will hold up special flashcards with the reading words on them. We say "special" flashcards because they are prepared in a special way that enables the baby or child to read them more easily. When we started to teach the reading words at age three-and-one-half months, we used the recommended size of very large red letters (we made ours about a foot high) on a white background. Although the Glenn Doman book recommends white posterboard for the cards, we found it was easier to use plain white oak tag, cut into large cards. We used a very thick red magic marker to write the words, being very careful to form the letters with wide lines in all their curves. Regarding type style, we were certain that, once we chose one kind of "a", for example, that we stayed with it through all three hundred words.

If you are not good at writing letters on oak tag, you can use a computer, but you must make sure that you use red lettering for the first words, and that the size of the letters is very large. Print them out with a color inkjet on your preferred paper, and glue them to the oak tag. It gets easier once you gradually progress to smaller print, as your baby is able to read it.

We used the same nouns as we had used in the verbal vocabulary list. We used the same presentation method we had used in the verbal presentations — perhaps a bit quicker, because it is easier to flip the cards quickly than it is to point to actual items in the house. The entire flashcard process is described in the Glenn Doman books.

Vocabulary is not the only thing we used flashcards for — we also taught all the presidents of the United States, all the individual states' names, and other facts — all before the age of two!! Even if this information is not reviewed and remembered later, it still enhances intelligence for

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the future — the same way that a muscle is made strong with exercise, although its user may not remember every sport or specific exercise that was done to make that muscle strong.

Please take the time now with your baby, to use these techniques. There is much more I would like to tell you about early learning — but for now, please remember that it is of the utmost importance to take charge now and use these methods to enhance your baby's development at this most important, early time.

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