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LDA
Conference in
Baltimore

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LDA Member,
Emily Hurd,
Instructional
Facilitator,
Psychological
Services,
Howard
County Public
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The 2010 General Meeting
of the Learning Disabilities Association of Maryland
will be held on
Saturday - June 5, 2010
from **11:30 am – 2:30 pm**
at the **Norbel School**,
6135 Old Washington Road, Elkridge, Maryland 21075

Agenda Items:

- Maryland's own Anne Fogel, National Sam Kirk Educator of the Year, will be honored
- Elections for seats on the State Board of Directors will be held
- Report from the LDA National Conference, information on starting a LDA chapter in your county and information on committees.
- Free lunch from California Tortilla will be served – **RSVP is a must!**
- Guided tours of the Norbel School – **RSVP is a must!**

For directions: <http://www.norbelschool.org/directions.php>

RSVP by May 28th to Donna Bowling,
Vice President and Membership Chair,
LDA-MD at Idamd@ldamd.org

Please include:

1. Name (s) of member (s)
2. Do you require a vegetarian lunch: Yes or No
3. Tour of the Norbel School: Yes or No

**The nominations for the
2010-2012 LDA-MD Officers are:**

President: Simone Martinez
1st Vice President: Peggy Dendsford
2nd Vice President: Roger Lerner
Secretary: Kathy Ryan
Treasurer: Donna Bowling
Nominations will also be accepted from the floor at the meeting.



Join us at the LDA-MD Annual Meeting to honor, Anne Fogel, Special Education Teacher in St. Mary's County who was the recipient of the Sam Kirk LDA National Teacher of the Year award

Chairman of the St. Mary's County Board of Education Bill Mattingly on the far left, Superintendent Dr. Michael Martirano, center, and Anne Fogel "LDA's National Sam Kirk Teacher of the Year"!



Conference in Baltimore in February was a huge Success!

Parents, Professionals, Advocates , discovered the latest in LD research from leading experts in the LD field with over with over 200 sessions covering the following topics: Environmental/Medical, Mental Health, Parents/ Families, Research, Technology, Urban Education, Early Childhood, Assessment Evaluations, Cultural diversity, Evidence Based Practice, Adult/Transition, Post

secondary, Advocacy/ Public Policy Legal//Criminal Justice, and Professional Preparation.

Couldn't attend or missed a session you wanted to attend? Order any or all of the available CD's from the conference at: <http://www.intelliquestmedia.com/store/search.php?a=E&c=201004>

A very special thank you to our LDA members who graciously volunteered their time at the 47th Annual LDA Conference in Baltimore.



Crystal Adegbola
Missy Alexander
Carrie Allston

Joanne Bethara
Dawn Bornheimer
Katharina Boser
Donna Bowling

Betty Caldwell
Diane Chesley
Sharon Coulson

Peggy Densford

Priscilla Eddy
Erin Futrowsky
Susan Healy

Abigail Holmes
Mary Hepple
Nesa Herring
Kathyrn Hollister

Emily Hurd

Marina Katrompas
Terry Koogle

Nick Krayger
Judy Lantz

Heike Lasoski
Simone Martinez
Victor Martinez
Bonnie Massimino
Maureen McCarren

Sandra Medlin

Nancy Mendoza

Barb Mielcarek
Ellen O'Neill
Betty Pike

Linda Roggero
Nanette Schweitzer

Joan Webb Scornaienchi
Jonathan Simon

Ann Snider
Elsa Van Wersch

Robin Winternitz
Debbie Zagwodzki

LDA-MD is very grateful to our volunteer coordinator, Simone Martinez, who did an outstanding job!

Siobhan Ponder
Elizabeth Powell



Special thanks to LDA member. Emily Hurd, Instructional Facilitator, Psychological Services, Howard County Public School System for sharing her conference notes from the conference sessions she attended.

We would like to keep this going for next year newsletters - if you have notes to share for an upcoming newsletter, please email ldamd@ldamd.org.

Assessment /Evaluation

Psychological and Neuropsychological Assessment: Nuts and Bolts

John T. Beetar, Ph.D. Johns Hopkins University and Kennedy Krieger Institute

Dr. Beetar explained the differences between psychological & neuropsychological testing, appropriate referral questions and expectations for the student, teacher and parent.

1. Very important to obtain a history, family, developmental, school, prior testing.
2. An assessment is like a funnel; put all the information into the funnel and come up with a thumbnail sketch... **answer the diagnostic questions.**
3. The importance of a neuropsychological is not the test itself but the way it is interpreted and the ability of the examiner to make those inferences with regard to brain function.
4. Psychological is a study of behavior/function and a neuropsychological is a study of behavior/function and its relationship to the brain.
5. Expectation of the report is that all parties need to understand what it means, bottom line, it needs to be clear in the impression section and needs to be in "plain English".
6. Recent development in the area of pediatric neuropsychology, they are not "little adults".
7. "A neuropsychologist should be able to assess a patient on a desert island with just a stick and the sand"-Edith Kaplan, Ph.D. (Clock test)
8. When talking about executive functions the question to be asked is "how do we act as executives?" How do we plan, initiate, organize etc...
9. Consider when not to do a neuropsychological evaluation: again what is the referral (diagnostic) question, behavior may require a psychiatric

evaluation instead, cost (anywhere from \$2,500-\$3,500), time out of classroom and ethics.

10. RTI: need to understand the individual. Make sure the process of diagnosis from one tier is not dependent on each other.

Instruction

Understanding and Developing Executive Functioning: Preschool through High School

Nancy Enders, HCPSS School Psychologist, Jennifer Lage, HCPPSS School Psychologist, Cynthia West, HCPPS School Psychologist

The presenters acknowledged that students with LD NAD/or ADHD are typically weak in executive functions, yet the school curriculum requires these skills at a young age. Strategies were offered for building these skills in students with educational disabilities.

1. Executive functions skills are developed from external behaviors requiring structured routines and schedules to internal thoughts and self-monitoring (meta-cognition).
2. EF Skills are important in school because standards testing focuses on skill application, strong reading speed & comprehension are needed for standards testing, advanced test-taking skills are more frequently utilized.
3. EF skills are important to assist with: demands of curriculum, complex schedules, pace of work output, assignments require stronger meta-cognition.
4. Specific strategies for the classroom teacher were given for each developmental level, refer to handout.

Instruction

Universal Design for Learning for Meaningful Access to the Curriculum

Ricki Sabia, National Down Syndrome Society
Mryna Mandiawitz, LDA Washington Consultant

The presenters provided an overview of UDL and the efforts of national organizations to promote UDL implementation.

1. UDL benefits include recognizing classroom diversity, principles for accessible curriculum design and providing physical & cognitive

access to curriculum, minimizes retrofitting by teacher, and supports access o general education curriculum and inclusion in general education classroom.

2. Curriculum must be designed from the beginning to be flexible, provide both challenge and supports for many levels of abilities & learning styles, use of digital text & low tech options.
3. Three areas of UDL and the Learning Brain include: Recognition Network (multiple means of representation), Strategic Network (multiple means of action and expression and the Affective Network (multiple means of engagement)
4. UDL in practice ensures that all three brain networks are engaged at the same time to optimize learning and accurate assessment.
5. 5.UDL in practice applies he three principles to the four pillars of curriculum.
 - a. Instructional Goals: means for attaining goals can be individualized
 - b. Instructional Materials: use a variety of printed text, digital, video, audio materials
 - c. Teaching Methods: avoid limiting presentation style, frequent questions, clarification & interactivity, heterogeneous working groups & providing adapted materials for notetaking.
 - d. Assessments: ensure test objectives match instructional objectives, consider alternative means of delivery, modification of assessment content, different question format.
6. National UDL Task Force: coalition of 38 national general education & disability groups are promoting implementation of UDL through policy/legislation & dissemination of information to stakeholders through the Higher Ed Opportunity Act, Literacy Bills and use of Recovery Act funds.
7. UDL Bill in MD: www.udl4Maryland.com implications could be curriculum, instructional materials, teaching methods, assessments for ALL children, minimum standards for district policies, funding through existing grants, & evaluation of implementation & effect on student outcomes

Research

Why Can't They See IT? The Life Experiences of Adults with Dyslexia

Blace A. Nalavany, Ph.D, LCSW, East Carolina University School of Social Work, College of Human Ecology, Lena Carawan, PhD

The presenters shared their research findings from one of the first participant-driven, mixed methodological approaches to exploring dyslexia as seen through the eyes of adults with dyslexia. The research is intended to increase public perception and assist professionals in understanding and validating dyslexia as well as demystifying the experience of adults whose lives are affected by dyslexia.

1. Research used an innovative methodology called concept mapping, which is a mixed method participatory approach, designed for the management and interpretation of a specific type of qualitative data. It uses statistics combined with participant's voices.
2. Steps in concept mapping include: planning, (focus question), brainstorming qualitative statements, sorting and rating statements, analyzing results using Concept Mapping software, utilizing the maps to guide strategic planning/implications.
3. Participants used an Art Collage as well as Photography to describe their experiences. Ideas were generated and then sorted and rated.
4. Clusters (using Concept Mapping) that were identified were: Organizational skills for success, finding success, having a good support system, being overwhelmed, emotional downside, why can't they (public) see it, pain, hurt, embarrassment from past to present, fear of disclosure & moving on.
5. Implications: Dyslexia does not go away in adulthood, recognition of personal strengths, societal perceptions of adults with dyslexia
6. Current phase of project: www.successwithdyslexia.com

Mental Health:

STRESS! What Parents and Teachers need to KNOW and DO

Jerome Schultz, Ph. D. LDA Professional Advisory Board, Harvard Medical School

The presenter shared the impact of stress on learning and life.

1. He defined stress as a psychological & emotional reaction to events. Stress is a protective mechanism, flight or fight. Can be

- consistent, exaggerated & overwhelming.
Can harm brain and body.
2. Not all stress is bad: good stress; get ready, get set, bad stress; get out of here
 3. He shared symptoms of stress: bedwetting, bathroom trips, thumb sucking, nail biting, sleeping disorders, eating disorders, changes in behavior, low self-esteem etc.
 4. Need to be able to read the symptoms, cautioned use of meds for AD/HD (masking the stress)
 5. Asset profile: what environments do these conditions become worse?
 6. Shared why kids are under more stress: faster paced lives, children with special needs, increased conflict & divorce in the home, lives a too full, too much emphasis on performance, "Excellence is the new average", more environmental stressors (war, news coverage, politics, stock market), influences of media, competitive environments, high stake tests, hard to find "oasis of tranquility" (5 minutes of sitting and doing nothing)
 7. Hard to help kids with LD deal with stress: can't recognize or label this feeling, they don't see a relationship between behavior and feelings & stressful thoughts (need to build bridges of competence)...so teachers, parents fail to see behaviors as maladaptive reactions to stress.
 8. How stress impacts learning: worry, being overwhelmed, serve a rigger for a panic or anxiety attack that freezes the condition, early repeated stress can cause brain to build abnormal cell networks.
 9. Success kids cope with stressful events by: Ignoring or minimizing the problem, changing the subject, do something else, prepare for all contingencies, use competence anchors (what is this like? something I did before).
 10. LD students are more vulnerable:
 - a. cumulative consequences of poor academic performance reduces tolerance for difficulty and frustration,
 - b. too much attention to student's weaknesses,
 - c. stress may cause a negative reframing of identity
 - d. need to help kids understand their disability
 - e. adults frequently have unrealistic expectations
 - f. overdependence on specialist may lead to lack of confidence
 - g. student may feel trapped and no way out of stressful situation
 - h. student may not persist because of fear of the negative
 - i. may be too much emphasis on product and not on process
 - j. devalue
 - k. cooperative learning is not good for all LD kids
 - l. poorly chosen after school activities may exasperate stress by accentuating their weaknesses
11. Stress may magnify LD (NVLD): unrecognized LD can leave child without context, teachers can misread behaviors, stress related behavior may mask LD, learned hopelessness can be a coping mechanism to ward off stress.

Executive Officers

Nanette Schweitzer, **President**
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Donna Bowling, **Vice President**
Calvert County
CalvertLDA@aol.com

Judy Lantz, **Secretary**
Montgomery County
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Simone Martinez, **Treasurer (Interim)**
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St. Mary's County
Peggy Densford, President
densford@earthlink.net



LDA's Healthy Children Project

The LDA's Healthy Children Project is dedicated to reducing the effects of environmental contaminants on brain development, especially in children. A growing body of research indicates that many learning and behavior problems are linked to toxic chemicals which are widespread in the environment and products, and to which we are exposed on a daily basis.

The Learning Disabilities Association created the Healthy Children Project to:

- Raise awareness of environmental factors, particularly toxic chemicals, that can harm brain development, contributing to learning disabilities and behavior disorders,
- Prevent toxic chemical exposures, especially among pregnant women and children,
- Build a nationwide network of LDA members working to protect children's health and reduce the incidence of learning disabilities in future generations.

Children More At Risk From Toxic Chemicals

Children are not "little adults" - their developing brains and bodies, their metabolism and behaviors make them uniquely vulnerable to harm from toxic chemicals.

- Exposure begins in the womb through the mother's exposures to toxic chemicals. Infants ingest chemicals through breast milk, formula and contact with their environment.
- Rapid brain development in the fetus, infants and young children make them more susceptible to harm from chemicals that may impair brain function and development.
- For their weight, children eat, drink and breathe more than adults - so pound for pound they take in a greater quantity of toxic contaminants. A small exposure translates into a big dose.

- Children put things in their mouths and spend a lot of time on the floor and ground, so they may ingest chemicals from toys, containers, dirt and dust on a regular basis.

Do you know...

- As many as 1 out of every 5 people in the United States has a learning disability.
- Almost 3 million children (ages 3 through 21) have some form of a learning disability and receive special education in school.
- In fact, over half of all children who receive special education have a learning disability (*Twenty-sixth Annual Report to Congress*, U.S. Department of Education, 2006).
<http://www.nichcy.org/Disabilities/Specific/Pages/LD.aspx>
- 9.11 % percent of the school age children in Maryland have ADHD according to Center for Disease Control
(<http://www.cdc.gov/ncbddd/adhd/prevalence.html>)
- 1 in 5 children has a diagnosable mental health issue with 1 in 20 being serious according to the Johns Hopkins Pediatrician Newsletter (http://www.hopkinschildrens.org/uploadedFiles/News_Room/Publications/Hopkins_Children's_Publications/Pediatrician/2004/Pediatrician%2004-F.pdf)



Information to support the Healthy Children Project Brochure:

http://www.healthandenvironment.org/working_group/s/learning/r/consensus

(This is the website for the Learning & Developmental Disabilities Initiative "Scientific Consensus Statement" on chemicals that can harm brain development.)

Have your children have fun while being engaged in learning this summer !



Visit - <http://clickschooling.com/>

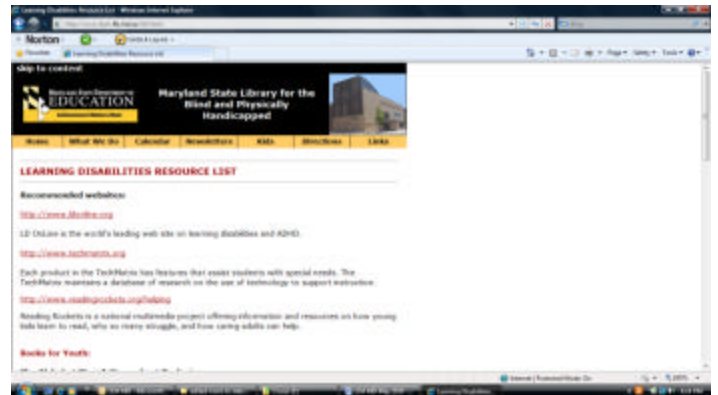
A FREE SERVICE!! Once you subscribe to **ClickSchooling**, each day of the week you'll receive a recommendation for a web-based learning idea themed around a particular subject as follows:



Visit the ClickSchooling archives to select subjects by month and year.

Other Valuable Summer Resources

Reading Resources: <http://www.lbph.lib.md.us/ldrl.html>



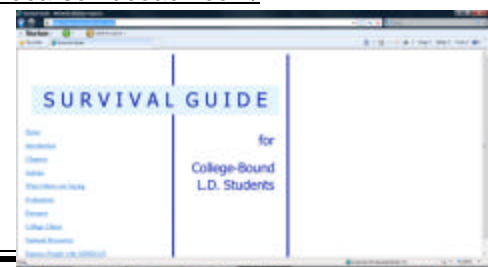
Math: www.mathtutordvd.com



College: www.college.gov



LD Survival Guide for the College Bound student
<http://www.dcarsonldcoach.com/>






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Turn Service Requested

<p style="text-align: center;">LDA Member Benefits</p> <ul style="list-style-type: none"> • Parents, children and adults with learning and other disabilities learn to understand disabilities • Parents, children and adults with learning and other disabilities learn advocacy skills • Parents, children and adults with learning and other disabilities meet others with similar interests and concerns (network, support, and information groups) • Access to latest information related to disabilities and current research • Subscription to Newsbriefs, a publication distributed six times a year to all LDA members • Workshops, Training Sessions, and Special Events • State and Local Affiliate newsletters • Reduced conference fees 	<p style="text-align: center;">LDA-MD Membership Application</p> <p>YES! I want to become a member of LDA of Maryland. Enclosed is my \$40.00 membership fee. Make checks payable to LDA of Maryland.</p> <p>Name: _____</p> <p>Address: _____</p> <p>Phone: _____</p> <p>Fax: _____</p> <p>Email: _____</p> <p>Please check all that apply:</p> <p><input type="checkbox"/> Parent</p> <p><input type="checkbox"/> Educator</p> <p><input type="checkbox"/> Professional</p> <p><input type="checkbox"/> LD Adult</p> <p><input type="checkbox"/> Other</p>	<p>Contributions to LDA of Maryland are tax deductible.</p> <p>I would like to make an additional contribution to help support LDA efforts to promote awareness and provide support to maximize the quality of life for individuals and families affected by learning and other disabilities.</p> <p>Enclosed is my \$ _____ donation to LDA-MD.</p> <p>LDA is a non-profit organization. It's financial support comes from membership dues, publication sales, conference proceeds, grants and donations. Basically a volunteer effort on all levels, LDA policies are determined by elected officers and a Board of Directors comprised primarily of parents and educators. Please visit our websites at www.ldaamerica.org and www.ldamaryland.org.</p> <p style="text-align: center;"> Mail checks to: LDA-MD PO Box 744 Dunkirk, Maryland 20754</p>
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