



NEWSLETTER

Learning Disabilities Association of Alberta
Edmonton Chapter

OCTOBER 2005

President's Message

After a very busy summer, we've started another school year with enthusiasm and new programs to increase awareness of Learning Disabilities and Attention Deficit Hyperactivity Disorder. Provincially there are proposed changes that would have the Edmonton Chapter serve parents and professionals in northern Alberta. More information will follow as decisions are made.

Our summer camp "Beyond Words" was an overwhelming success. In a first ever partnership, the Association worked with the Academy at King Edward School Parent Council to put this summer session on. Young teens with nonverbal learning disabilities were given an opportunity to develop their interactive skills and have fun at the same time! It is our plan to continue with this program next summer.

The Association staffed the ABS Casino on September 18 and 19. This is a major fundraiser that was supported by only a handful of our members. We filled our quota of works through the generosity of volunteers from other associations. Without this activity, the many programs and resources members benefit from would not happen. We hope to see more members participate in this major fundraiser next time it comes up and will be looking to the membership for suggestions. Please email or call our office to share any thoughts or ideas you may have for improving assistance with this event.

Edmonton continues to plan for the 2006 Provincial Conference with "*Extending our Vision*" being our focus. We've got a list of speakers that includes Edward Hallowell, an AD/HD adult and psychiatrist who specializes in helping children and adults, with learning and attention issues, meet their potential. Flyers are now beginning to circulate about the conference so be sure that you register early.



In addition to discussions for the 2006 provincial conference, we spent the summer arranging the first ever LDAA “road show”, sponsored by Janssen-Ortho, called “Striving and Thriving with Learning Disabilities and ADHD” for all parents, educators, professionals and students. This event that will be presented across the province in Fort McMurray, Grande Prairie, Red Deer, Calgary, Lethbridge, and Medicine Hat.

Two Board members recently attended the National Learning Disabilities Conference in Saskatoon. They obtained a wealth of knowledge and resources from speakers such as Dr. Russell Barkley (on ADHD types and definition); LDAC had a panel presenting research that put a face on LD in Canada, and Dr. Robert Brooks spoke on building resiliency in our children. Resources from this conference will be available in our library soon!

Last, but not least, Edmonton’s first Chocolate Festival in support of Learning Disabilities will take place on February 11, 2006 (the weekend before Valentine’s Day). There will be wine testing hosted by William Bincolletto, and a chocoholic buffet along with a silent auction. Look for details on our website as they become available.

To thrive as a productive association, we will need volunteers to support many of the events that are being planned. These events are major educational opportunities and/or fundraisers. One of the best ways to learn, as a member of this Association, is to volunteer and connect with other parents and professionals who help the Association.

I’m excited and optimistic about the directions the Association is taking and look forward to meeting more of you throughout the year!

***Laurie Wilson-Larson, B.P.E., M.Sc.
President***

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bEyOnD WoRdS

eDmOnToN - 2o05

When adolescents have difficulty making and keeping friends, or getting along with teachers, where can you turn to get help?

The LDAA - Edmonton Chapter and the Academy at King Edward School, along with the Academy at King Edward Parent Advisory Council, co-sponsored an opportunity for teens to learn new skills and to practice them in a safe learning environment. The day camp, entitled *bEyOnD WoRdS*, was previously only open to students at the Academy at King Edward School. Thanks to a visionary partnership between the three groups, adolescents from the community were able to participate in this unique opportunity for the first time.

The fifth annual social and recreational summer program for adolescents, has been successfully completed. Seventeen students registered for the day camp, that included eight days of social skills training and community based practice. Teens from as far away as Westlock and Sherwood Park joined together to learn skills such as:

“how to leave a telephone message on an answering machine”

and

“how to invite a friend to a movie”

- and every afternoon, the teens participated in community activities such as bowling, laser tag and golfing.

Both, parents and camp participants, raved about the camp. The most common comment from the teens was, “Why can't we have more days of camp?” As one parent put it, “Having this opportunity for my son is really *bEyOnD WoRdS!*”



ADULTS with Learning Disabilities

An **ADULT MEETING** will be held at
St. Gabriel's School, 5540 – 106 Avenue
(Entrance is via the daycare door on the east side of the building down
to the LDAA-EC Resource Centre in the basement)

October 22, 2005
From 9:30 am – 11:30 am

This meeting is planned to give LDAA – Edmonton Chapter the opportunity to hear from adults on the kinds of supports and networks they would like to see the association develop in the future. If you are an adult with a learning disability we strongly encourage you to attend to share any information or ideas you may have. There is no cost to attend this meeting and coffee and muffins will be served.

MARK YOUR CALENDARS ✓

The 2006 Conference will be held in Edmonton on November 16-18, 2005 at the Coast Terrace Hotel. The theme for the conference is "EXTENDING OUR VISIONS" and promises to be very informative, with a wide cross section of speakers addressing various topics and issues related to learning disabilities.

Visit our website regularly for upcoming information !
www.ldae-ec.ca

7th Annual Capital Region Fall Forum on FASD ****FROM THE SEED TO THE FLOWER ****

FASD Transition Planning – Welcome – FASD Transitions – Child Transitioning – Practical to Actual: Life Experience – Child to Adult (PDD, AISH, Trustee, Public Guardian)

Community Groundwork – Resource Fair/Networking, Panel Presentations

Topics include: *Education, Assessment *Mentorship *Justice/Corrections *Services for children *FASD Committees

Thursday – November 17, 2005

8:30 am until 4:00 pm

Ukrainian Youth Unity Complex

9615 – 153 Avenue

Cost: \$30 per person (includes continental breakfast & lunch)

Registration deadline: October 28, 2005

Payment **MUST** accompany registration – NO registration at the door.

Cheques **ONLY** payable to:

Catholic Social Services ATTN Lisa Rogozinsky

223 Abbottsfield Mall, 3210 – 118 Avenue, Edmonton AB T5W 4W1

Phone: (780) 477-1999 ext 234



INDIVIDUALIZED PROGRAM PLANNING (IPP)

For Parents - What You Need To Know!

INDIVIDUALIZED PROGRAM PLANNING (IPP) For Parents - What You Need To Know!		
Who needs an IPP?	Simply put...any student with identified special needs who requires changes to: <ul style="list-style-type: none"> • the regular curriculum • staffing • instructional and evaluation strategies • materials and resources • facilities/environment or equipment 	
The school and the parents determine when the modifications of the regular program require an IPP.		
An IPP is:	<ul style="list-style-type: none"> • a summary of the goals and objectives for a student's learning during a school year • a written plan prepared for those students who require modifications of the regular school program • a tool to help teachers monitor and communicate student growth • a plan developed, implemented and monitored by school staff • a document to communicate to parents, students and staff • a flexible, working document with meaning for all contributors • an ongoing record to ensure continuity in programming 	
From Programming for Students with Special Needs - Individualized Program Plans. 1995 Alberta Education, Special Education Branch		
An IPP is not...	<ul style="list-style-type: none"> • a description of everything that will be taught to one student • the goals and objectives of an educational program for all students • a means to monitor the effectiveness of teachers • a daily plan • a report card, however it may be used as such • a legal contract • written in stone 	
From Programming for Students with Special Needs - Individualized Program Plans. 1995 Alberta Education, Special Education Branch		
Essential Information	<ul style="list-style-type: none"> • assessed level of educational performance • strengths and areas of need • long-term goals and short-term objectives • assessment procedures for short-term objectives • special education and related services to be provided • review dates, results and recommendations • relevant medical information • required classroom accommodations (any changes to instructional strategies, assessment procedures, materials, resources, facilities/environment or equipment) • transition plans 	
How is an IPP Developed?	First they gather information from:	1) Student Records: From the student records the information is obtained about: <ul style="list-style-type: none"> - medical history, eligibility status, enrollment history - reports from consultant staff and outside agency personnel - summaries of tests and interpretive reports - medical information provided by the parents - previous IPPs - previous progress reports, anecdotal records stating concerns Relevant medical information should include information about a student's achievement and learning styles <ul style="list-style-type: none"> - if sufficient information to plan for programming no further assessment is necessary, if insufficient and assessment should be undertaken.



INDIVIDUALIZED PROGRAM PLANNING (IPP)		
How is an IPP Developed?	First they gather information from:	2) Consultation with: <ul style="list-style-type: none"> - parents to obtain their perspective about the child's personality, development and learning. - parents provide up to date medical information, help achieve continuity of programming over time, have information regarding likes, dislikes, skills and interests as seen at home and in the community - assist in developing goals and effective strategies and offer opportunities for practice, reinforcement, generalization and maintenance of skills in the home; - students - previous teachers -other professionals 3) Student observations 4) Reviewing students' current work 5) Assessments
	A Direction is Set	Establish an IPP Team: Many schools have student support teams to help teachers generate ideas and suggestions for program modifications. Team membership can and should vary depending upon students' individual needs. Teams should include: <ul style="list-style-type: none"> • The student • The parents • The teacher • The principal and any related service personnel (T.A/paraprofessional, special education teacher, if there is one available to the school, and consultants.) Consultants help determine learning strengths and needs, develop strategies for incorporating therapy needs into classroom routines, provide advice about materials and resources, train staff to implement strategies, provide technical assistance, act as a resource and support to families, maintain ongoing communication with the teacher/team, provide assessment as necessary.
	Then they Develop the IPP	<ul style="list-style-type: none"> • identify goals and objectives – this will be explained further on. • develop a monitoring plan – when will the IPP be reviewed and assessed for effectiveness?
	Goals and Objectives	<ul style="list-style-type: none"> • provide accountability • help to motivate students • facilitate team-parent communication • facilitate collaboration • focus learning activities
Long-term Goals (LTGs)	Based on prioritized needs of the student	Long-term Annual Goals: <ul style="list-style-type: none"> • describe what the student can be expected to accomplish within a specified period (one school year) • are the teachers' best PREDICTION of what the student MIGHT accomplish in a priority area by the end of the school year
	IPP Team	<ul style="list-style-type: none"> • determines manageable number of LTGs and specifies RESPONSIBILITY FOR GOALS IMPLEMENTATION
	Categories to Consider when setting LTGs	<ul style="list-style-type: none"> • the four core subjects • fine arts • vocational skills • gross or fine motor development • perceptual motor skills • social skills Emphasis is on areas requiring intervention/development. Goals may require modification as the student progresses where there may be extraordinary progress, or in some cases, regression over time.



INDIVIDUALIZED PROGRAM PLANNING (IPP)		
Long-term Goals (LTGs)	Examples of LTGs	<p>By the end of the year, the student will:</p> <ul style="list-style-type: none"> • develop comprehension skills at a third grade level • read 240 words on a standard sight word list • display appropriate on-task behaviour during independent work periods (appropriate on-task behaviour would need to be defined in the objectives) • increase awareness of the services in the community • demonstrate knowledge of and assume responsibility for self advocacy by requesting necessary adaptations necessary from regular education classroom teachers
Short-term Objectives (STOs)		<ul style="list-style-type: none"> • represent INTERMEDIATE STEPS BETWEEN THE CURRENT LEVEL OF PERFORMANCE AND PROJECTED LTG • written to cover approximately a six to eight week period or a STANDARD REPORTING PERIOD on the school calendar (FROM REPORT CARD TO REPORT CARD) • objectives are written in the order that they will be taught (ie, you need to recognize the alphabet before you can learn to recognize and read words) <p>Objectives are written behaviorally and include:</p> <p>1) achievement date 3) conditions 2) expected behavior 4) criteria for success</p>
	Achievement Date	Expected date of achievement.
	Conditions	<p>Under which the student will perform the task. This should include relevant environmental factors. For example:</p> <ul style="list-style-type: none"> • special lighting – use of FM system, during independent/quiet work time • should indicate reference material to be used • indicates time limitations • does student perform alone or with a group? • is performance oral, written or demonstrated? • is special equipment needed?
	EXAMPLES of Conditions	<p>When presented with six pictures of common objects, the student will...</p> <p>Given 20 color chips, four of each color, the student will...</p>
	Expected Behavior	<p>This is what the student will know or be able to do when the objective is achieved. Expected behaviors can be identified by listing learner expectations from the program of studies. They may also need to be described in more detail. For example, the student will identify the main characters in a story (from the program of studies); read and write numerals one to ten.</p>
	CRITERIA	<ul style="list-style-type: none"> • The standard of performance. • Precise criteria should be stated to provide data regarding achievement of an objective. <p>ASK YOURSELF, “How will I know and be able to show others that the student has achieved short-term objective?”</p> <p>If it's not measurable and you do not know how you will measure success the objective has failed to contain the four criteria for STOs</p>
	Example 1 of well written STO	<p>By February 15, when presented with six pictures of common objects, the student will be able to verbally identify each object as a first, second or third-class lever on four out of five trials.</p> <p>Achievement date: by February 15 Conditions: when presented with six pictures of common objects Expected behaviour: verbally identify each object as a first, second or third class lever Criterion: on four out of five trials.</p>



INDIVIDUALIZED PROGRAM PLANNING (IPP)		
<p>Short-term Objectives (STOs)</p>	<p>Example 2 of well written STO</p>	<p>By October 30, when presented with a sheet containing 30 double digit addition questions, the student will, using a calculator, correctly answer at least 28 questions on four days out of five. Achievement date: by October 30 Condition: when presented with a sheet containing 30 double digit addition questions, using a calculator Expected behaviour: write correct answer Criterion: correctly answer 28 questions out of 30 on four days out of five. Note: "using a calculator" is listed as a condition as it is an accommodation used with the student. It is part of what is needed to perform the task. If it were a skill being taught and evaluated then it would be listed under expected behaviour.</p>
<p>Determine a Monitoring Plan</p>	<ul style="list-style-type: none"> • monitoring is periodic • it includes all those involved in programming for the student • IPP should indicate who will be responsible for monitoring the implementation of the IPP and who will be involved • establish a process and timeline for monitoring • record IPP review dates on the IPP • record the results of the monitoring process • record any recommended changes • make adjustments as necessary on IPP and in the student's programming 	
<p>Implement the IPP</p>	<ul style="list-style-type: none"> • share the IPP • put the IPP into Practice • engage in Ongoing Evaluation of Student Progress • adjust Objectives 	
<p>Review the IPP (according to the Monitoring Plan)</p>	<p>Questions to ask yourself:</p> <ul style="list-style-type: none"> • is the IPP still an accurate reflection of the student's programming needs • how effective are the strategies and resources selected to support student learning? • how much progress has the student made toward achieving the goals and objectives? • is there any new information that suggests changes be made in the student's programming? • should new goals be selected and new objectives created to more accurately reflect the student's changing strengths, needs and interests 	
<p>Transition Planning</p>	<p>Transitions from:</p> <ul style="list-style-type: none"> • home to school • one grade or level of schooling to another • school to work <p>should be a coordinated plan, implemented WELL BEFORE the anticipated move to ensure students have supports in place to lessen apprehension about the move</p> <p>Should include:</p> <ul style="list-style-type: none"> • involvement of the student • specification of the student's needs • provision of options to the student and family with pros and cons indicated • determination of preferences of the student and family • arrangements for the student and family visits to the preferred option • assistance with the transfer/application to selected option • visits to the future site • goals for the student in the new setting • specifications of supports and services necessary <p>Transition Planning is often neglected in IPP Planning yet it is vital to continuity in a students program. All IPPs should include plans for transition and effort should be made to be sure those plans are actually implemented.</p>	
<p>The above information was modified from "Programming for Students with Special Needs - Book 3 Individualized Program Plans" a publication of Alberta Education Copyright 1995. Further information and copies can be obtained by contacting the Special Education Branch at 780 422-6326.</p>		



The Learning Disabilities Association of Alberta
Presents

Surviving and Thriving with Learning Disabilities and ADHD

Parents! Educators! Professionals! Students!



Join us for an evening of information sharing during Learning Disabilities Month in October

Admission is FREE!

The LDAA Chapters will be hosting a series of forums across the province to inform parents and professionals about learning disabilities (LD) and Attention Deficit Hyperactivity Disorder (ADHD) issues.

A panel of experts (a physician, an educator, and a parent) will be presenting and answering questions on the topics of LD and ADHD.

Forums will be held at these locations:

Edmonton

October 25, 2005
6:30 p.m.-9:00 p.m.
Alberta School for the Deaf
Heritage School (6240-113
Street)

Ft. McMurray

October 19, 2005
6:30 p.m.-9:00 p.m.
Peter Pond – Athabasca Room

Grande Prairie

October 28, 2005
6:30 p.m.-9:00 p.m.
Grande Prairie Regional College
Room D208

For more information,
contact the Edmonton Chapter
(780)466-1011

Red Deer

October 18, 2005
7:00 p.m.-9:00 p.m.
Notre Dame High School
Amphitheater

For more information,
contact the Red Deer Chapter
(403)340-3885

Sponsored By



Calgary

October 20, 2005
6:30 p.m.-9:00 p.m.
Blackfoot Inn

Lethbridge

October 18, 2005
6:30 p.m.-9:00 p.m.
University of Lethbridge
Turcott Hall, Room 290

Medicine Hat

October 17, 2005
6:30 p.m.-9:00 p.m.
Medicine Hat College Theatre.

For more information,
contact the Calgary Chapter
(403)283-6606

Call 1-866-408-5322 (LDAA) or email programs@LDAA.net
to register today!!



Reviews from the Library



Copy This! Paul Orfalea and Ann Marsh, Workman Publishing, New York

This delightful and informative book is written by the owner of Kinko's, the very successful copy center company that earns \$1.5 billion-a-year. Paul's inspiring story of how he struggled with dyslexia and ADHD throughout his schooling provides insights for people of all ages. He talks of how these trials became "learning opportunities" in developing the trait of resiliency that enabled him to face other obstacles in life. His co-author, Ann Marsh, describes Paul as a force of nature with the power to effect a lot of change in a lot of people over a lot of territory all at once, or, a hurricane as one of his partners suggest.

This is a book that should be read by all persons or families dealing with either dyslexia or ADHD. In fact, I would hope teachers would share this book with their adolescent and teenage students who face these same obstacles. This is a book that gives HOPE – to all of us.

It's So Much Work to Be Your Friend: Helping the Child with Learning Disabilities Find Social Success (A Touchstone Hardcover; 0-7432-5463-5; \$25.00; August 2, 2005)

Source: Review copied and adapted from LD Online, August 2005

This is the first book to address the direct connection between learning disorders and social incompetence and isolation. Rick Lavoie has devoted more than thirty years to highlighting that link. In his work as a teacher and administrator at residential special education facilities, Lavoie found that neurologically based problems with attention, memory, organization, language, and impulse control have a tremendous impact not only on academic achievement but also on social proficiency and acceptance. Making use of techniques he developed during his long career, Lavoie now gives the parents, teachers, coaches, and care-givers expert advice on teaching learning-disabled children how to interact successfully and happily in social situations, including proven strategies for:

- Joining groups of peers engaged in a team sport or other shared activity
- Establishing and maintaining friendships
- Resolving conflicts with classmates and siblings
- Tuning into social cues, including reading unwritten rules and conventions

A groundbreaking examination of a long-neglected problem, **It's So Much Work to Be Your Friend** presents solutions that will change the lives of millions of children.



CURRENT JOURNALS ARE HERE !

Council for Exceptional Children (Volume 72, Number 1, Fall 2005)

- Reading Instruction for Elementary-Age Students With Emotional and Behavioral Disorders: Academic and Behavioral Outcomes
- Effects of a Prereading Intervention on the Literacy and Social Skills of Children
- Intellectual, Academic, and Behavioral Functioning of Students With High-Incidence Disabilities: A Cross-Categorical Meta-Analysis
- Measuring the Quality of Family – Professional Partnerships in Special Education Services
- Mother and Soldier: Raising a Child With a Disability in a Low-Income Military Family
- A Content and Methodological Review of Self-Advocacy Intervention Studies

Learning Disabilities Research & Practice (Volume 20, No. 2, 2005)

- *Memory Profile of Children With Non-Verbal Learning Disability*
- *Kindergarten Predictors of Math Learning Disability*
- *Promoting Strategic Learning by Eight Grade Students Struggling in Mathematics: A Report of Three Case Studies*
- *Using the Expressive Writing Program to Improve the Writing Skills of High School Students with Learning Disabilities*
- *Expressive Writing: Cognitive Tools for Writing: Scaffolding the Performance of Students Through Technology*

Journal of Learning Disabilities (August 2005 - Special Edition: *Learning Disabilities in Mathematics*)

Teaching Exceptional Children (Volume 37, No. 5, May/June 2005)

- Pennywise and Pound Foolish Special Education Licensing
- Building a Teacher Support Program
- M²ECCA: A Framework for Inclusion in the Context of Standards-Based Reform
- Training Behavioral Aides With a Combination of Online and Face-to-Face Procedures
- “Be Careful What You Wish for...”: Five Reasons to Be Concerned About the Assignment of Individual Paraprofessionals
- Every Child: A Journey Toward Individualized Education for All
- Interdisciplinary Instruction in the Inclusion Classroom
- Communicating Without Harm: Strategies to Enhance Parent-Teacher Communication
- Promoting Literacy Development With Students Who Are Deaf, Hard-of-Hearing, and Hearing

Assessment for Effective Intervention (Summer 2005)

- Assessment of Individuals with Mental Retardation: Introduction to Special Issue
- A Review of Biobehavioral State Assessment of Individuals with Profound Disabilities
- Use of Portfolio Assessment with Students with Cognitive Disabilities/Mental Retardation
- Using Functional Behavioral Assessment with Individuals with Mental Retardation/Developmental Disabilities
- Using Portfolio Assessment to Develop Transition Programs for Students with Mental Retardation
- Quality-of-Life Assessment for Persons with Mental Retardation
- Adaptive Behavior Assessment System – 2nd Edition
- Behavioral Intervention Planning – Revised Edition
- Test of Early Mathematics Ability – 3rd Edition



CURRENT JOURNALS ARE HERE !

Teaching Exceptional Children (Volume 38, No. 1, Sept/Oct 2005)

- Meeting the Needs of Students Who Are Twice Exceptional
- The Eye of the Storm: Services and Programs for Twice-Exceptional Learners
- Addressing the Social and Emotional Needs of Twice-Exceptional Students
- Making a Difference: Motivating Gifted Students Who Are Not Achieving
- Academic Strategies That Work for Gifted Students With Learning Disabilities
- Big Ideas About Teaching Big Ideas
- Puzzles, Mysteries, and Picasso – A Summer Camp for Students Who Are Gifted and Learning Disabled
- What We Have Learned: Experiences in Providing Adaptations and Accommodations for Gifted and Talented Students With Learning Disabilities
- Resources on Twice-Exceptional Children

Dyslexia (Volume 11, No. 3, August 2005)

- Poor Frequency Discrimination is Related to Oral Language Disorder in Children: A Psychoacoustic Study
- The Cerebellar Deficit Hypothesis and Dyslexic Tendencies in a Non-clinical Sample
- Measurement Error: Implications for Diagnosis and Discrepancy Models of Developmental Dyslexia
- Identification, Assessment and Intervention – Implications of an Audit on Dyslexia Policy and Practice in Scotland
- Motor Coordination Difficulties in a Municipality Group and in a Clinical Sample of Poor Readers
- A Psychoacoustic Study

... If you know of any books or journals that would interest our members that we currently do not have available in our library please let us know ...



Annual Membership Costs

Individual/Family \$40.00
 Student/Senior (65+) \$20.00
 School \$75.00
 Corporation \$125.00

Your support is greatly appreciated!

If you would like to provide additional support for our programs, any donation (over \$10.00) is eligible for a tax receipt.

A portion of your membership fee goes to the Learning Disabilities Association of Canada for national membership. The LDA values the privacy of its members and will not release your personal information to other organizations. The LDA gathers information about its members in order to provide ideal programs and services.

Disclaimer

The Learning Disabilities Association of Edmonton does not endorse, or recommend any method, treatment, products, remedial centre, program or person for children and adults with learning disabilities. It does, however, endeavor to inform, in the belief that you have the right to know.

MEMBERSHIP APPLICATION FORM

Personal Information: New Member Renewing Member Gift

(Please provide the information of the person receiving the membership)

Name: _____

Address: _____

City: _____ Province: _____ Postal Code: _____ Phone: _____

Email: _____

Membership Cost: _____ + Donation (optional) _____ = Total: _____

Reason for Joining: Parent with Child with LD Adult with LD Student Professional Other

Please enclose this form and payment in an envelope and send it to the LDAA office or the Chapter nearest you. We greatly appreciate your support!

