

LDA of Colorado

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Scholarship

Application @

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Scholarship Opportunities Exclusive for Members

In the year 2000 LDACO established a scholarship fund for individuals with Learning Disabilities when the late Adele Leonhardy, a pioneer in teaching mathematics and science, left a generous donation to the organization.

For the years the scholarship funds were available, LDACO provided an opportunity for members in good standing to apply for it based on need.

In keeping with the compassionate spirit of Adele Leonhardy and the recent generosity of **St. Mary's Energy Company**, we are pleased to announce that we are implementing our scholarship program once again.

Children and Adults with Learning Disabilities will need additional support at some time in their lives. Most support services are not covered by traditional health insurance, and there is little help available to those in need.

Our scholarship opportunities strive to provide the services that are needed in any

Scholarship provided by



phase of an individual's life. We do require the applicant to be a member of LDACO in good standing in order to be the recipient. Recipient will be chosen by the board of directors, and

scholarship will be paid directly to the service provider on behalf of the recipient.

Scholarship Possibilities:

- Learning Disability Evaluation
- Specialized Summer Camp
- Psychotherapy
- Remedial Reading Programs
- Speech therapy
- Special Education Advocacy
- Assistive Technology
- Social Skills Groups
- Tutoring

Assistive Technology (continued on page 3)

By NCLD Staff Published February 27, 2009

Learning disabilities can't be cured or fixed. But with the help of certain tools and techniques, a child with a learning disability can work around his or her difficulties in reading, writing, spelling, math, organization or memory. Many children, adoles-

cents and adults with disabilities can benefit from using tools (or technology aids) to assist with everyday activities. Complex, high-tech tools as well as common, more low-tech devices are all examples of assistive technology. The purpose of these teaching and

learning tools and assistive technology devices is to help people work around specific deficits rather than fixing them. They are intended to help people with learning disabilities of all ages to reach their full potential, giving them greater freedom and

Confusion over ADD,AD/HD and Learning Disabilities

By: NCLD Editorial Staff

Published March 6, 2009



“LD and AD/HD are different, and at the same time, they often share many characteristics. Using chemical and electrical systems, the brain receives, processes and responds to information in many complex ways; problems with learning, attention and behavior result when these systems are not working efficiently.”

People are often confused about attention deficit/hyperactivity disorder (ADD and AD/HD) and learning disabilities (LD), and not without cause.

Both LD and AD/HD are real, but there is no foolproof way to test for either of them. Both LD and AD/HD are the result of neurobiological disorders.

However LD and AD/HD are different, and at the same time, they often share many characteristics. Using chemical and electrical systems, the brain receives, processes and responds to information in many complex ways; problems with learning, attention and behavior result when these systems are not working efficiently.

In AD/HD, the levels of chemical messengers called neurotransmitters (like dopamine, norepinephrine, and serotonin) are not in balance, and medication is recommended to adjust these levels. Disorders of anxiety and depression also stem from chemical imbalances, which is why getting a careful and comprehensive medical assessment, as well as making careful note of patterns of behavior over time, is so important.

In LD, the specific systems in the brain that are deficient are much less understood. LD is a broad category that includes many different types of problems in areas such as listening, reading, writing, spelling and math. Processing information in each of these areas depends upon a brain that is wired for speed and efficiency. When the flow of information is misrouted or delayed, or when one area in the brain is not working at full capacity, the result is a breakdown in learning.

LD and AD/HD are distinctive neurologically-based disorders that are diagnosed and treated differently. That said, about one-third of individuals with LD will also have AD/HD, with weaknesses in organizational skills, low frustration tolerance, and trouble with social interactions. Medical treatment for AD/HD will not help LD, and educational and behavioral treatments for LD will not alone help AD/HD.

President’s note

Dear LDACO Members;

First and foremost, thank you for your continued membership. Your membership is our most important asset.

It is my sincere hope that in the past year you have found our new and improved website valuable.

LDACO is dedicated to providing resources and referrals,

to all our members, as well as those who are seeking information for the first time.

LDACO is humbled by the opportunity to provide scholarship opportunities to our members, as we understand the need for services is vast. We hope to continue to build our membership base, and provide assistance to those who need it most.

To those families with children in school, we wish your children a successful year, to our young adults on their way to college; we tip our hats to you for your perseverance, to our professional members, a word of thanks for all you do.

Warm Regards to you all;
Bobbi Neiss

Assistive Technology—continued

and independence along the way.

Tools for people with learning disabilities can be as simple as highlighters, color coding files or drawers, books on tape, tape recorders, calculators or a different paper color or background color on a computer screen. Complex or high-tech, assistive technology devices include:

- * computers with print-recognition software that "read" text aloud,
- * speech recognition systems that turn oral language into written text,
- * talking calculators that assist people with math difficulties,
- * software that predicts and edits words for people who are prone to spelling difficulties.

Assistive technology can:

- * minimize the extent to which individuals with LD need to ask for help (enabling them to be more independent learners)
- * improve the speed and accuracy of work
- * reinforce effective classroom instruction and strengthen skill development
- * help students to 'fit in' with classroom learning and routines
- * motivate students with LD to set high goals for themselves and to persevere



Assistive technology cannot:

- * compensate for ineffective teaching
- * make a learning disability go away
- * be expected to provide the same benefits to different users
- * automatically promote positive attitudes toward learning

It is critical to keep in mind that assistive technology is meant to "assist" and not replace intentional, well-designed and implemented instruction. It is often the case that students who use tools like screen readers and calculators show some improvement in their reading and math skills over time.



This may be in part due to their added exposure to and practice with the very skills that, without technological assistance, would cause them to fall behind. A sometimes overlooked benefit of assistive technology is that it can help to reduce the enormous stress that is often experienced by students with LD. Struggling to stay current with assignments, needing personal assistance from parents, teachers, and tutors, and the frustration of not being in control can (and often does) contribute to feelings of helplessness and threats to self-confidence and self-worth. Assistive technology can be very effective in bolstering students' positive self-image and helping to empower them to compensate for specific disability-related limitations.

Deciding which applications are best for you

Here are some great questions to guide your decision-making, adapted from a wonderful resource titled [Assistive Technology Guide](#), which is available at [GreatSchools.net](#).

- * What specific needs would you like to be addressed by this tool?
- * What are the student's strengths?
- * How interested (and motivated) is the student in using assistive technology?
- * Where will the tools be used? (home, school, social settings)
- * Will this tool be needed for use in more than one place?
- * How easy is this application to learn and to operate?
- * How reliable is it?
- * How well does it work in combination with other technologies?
- * What kind of technical support does the manufacturer offer?
- * What local support will you need to make sure things are working well?

Finding the right match between assistive technology tools and the needs of students with LD will take some work, but if done thoughtfully, can be invaluable in promoting successful learning and independence.

This article was, in part, adapted from a publication of the Coordinated Campaign for Learning Disabilities.



LDACO

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The Learning Disabilities Association of Colorado (LDACO) is a 501(c)(3) non-profit organization comprised of dedicated volunteers whose mission is to enhance the quality of life for individuals with learning disabilities and ADHD and their families by encouraging effective identification, interventions, and protecting their rights under the law. LDACO seeks to accomplish this through awareness, advocacy, empowerment, education, service, and collaborative efforts.

www.ldaco.org

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