



**ldawc** • Learning Disabilities  
Association of Wellington County

*The right to learn, the power to achieve*

# LD Connections Newsletter

## December 2016



### Happy Holidays from LDAWC!

As 2016 comes to an end all of us at LDAWC wish you a safe and happy holiday season followed by a happy New Year! We are truly thankful to all our families and partners for making 2016 one of our best years yet and we look forward to all the new and exciting things to come for us in 2017! Please continue to reach out to us with any questions or feedback you may have regarding our programs and services and we hope to see you all in the New Year!



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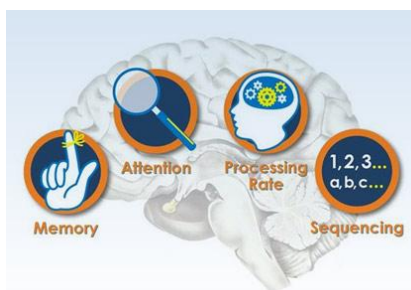
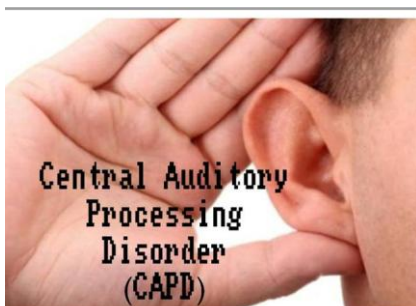
# Central Auditory Processing Disorder (CAPD)

[www.caddac.ca](http://www.caddac.ca)

## What is Central Auditory Processing Disorder?

Central Auditory Processing Disorder affects up to 5% of school-aged children. These students cannot process the information they hear and are usually characterized as "poor listeners". They have normal hearing ability, but there is a disconnect between what is heard and what is understood. These children's brains interpret sounds differently than those of others. For example, a teacher may say, "Tell me how a couch and a chair are alike". A child with CAPD may hear, "Tell me how a chair and a couch are alike." It can even be heard by the child with CAPD as, "Tell me how a cow and a hair are alike." These problems are more pronounced in a noisy room or when the student is listening to complex information. This can result in speech, language, and academic problems, especially in spelling, reading, writing, and speaking skills.

There is no one cause of CAP Disorder. We do know that it often coexists with other disabilities such as language disorders or delays, learning disabilities or dyslexia, autism or autism spectrum disorder, attention deficit disorders with (ADHD) or without (ADD) hyperactivity, pervasive developmental disorder or developmental delay, and social/emotional problems. CAPD is twice as prevalent in males as in females.



## Detecting CAPD

There are a variety of possible behavioural indicators that a child may have CAP Disorder. Many of these behaviours are also indications of other disabilities as listed above. A diagnosis can be made following testing by a specialized audiologist using specific tests. Some of the skills evaluated by the audiologist do not develop in the child until age eight or nine. Once diagnosed, CAPD students often work with a speech therapist.

CAPD is recognized as a learning disability and should therefore be recognized as qualifying a student for exceptional status. This means that once a diagnosis is made and recommendations are clearly stated, including a trial with an FM system (a headset the student wears to listen directly to the instructor via microphone), in the audiologists report, parents should request an IPRC meeting in writing from the principal. The student will be eligible for an FM system to be placed in the classroom (see accommodations below). The cost of these systems are most often covered by the Ministry of Education rather than your school board or school, so funding is not an issue when obtaining this device. The Ministry of Education often provides someone to train the child and teacher on how to use the device. A few month's trial with the system is usually initiated to assess the benefits. If several children in the classroom suffer from this disorder, a surround sound system can be installed in the classroom.

## Possible Signs and Symptoms

- Difficulty hearing in noisy environments
- Frequently misunderstands oral instructions/questions
- Says “huh” or “what” frequently
- Often needs directions or information repeated
- Difficulty remembering spoken information
- Difficulty with reading, comprehension, spelling, vocabulary, writing, or learning a foreign language
- Difficulty with phonics or distinguishing speech sounds
- Difficulty with organizational skills
- Difficulty following multi-step directions
- Difficulty maintaining focus on an activity if other sounds are present or child is easily distracted by other sounds in the environment
- Difficulty following long conversations
- Difficulty taking notes
- Difficulty with verbal (word) math problems

For a detailed list of the five types of major problem areas for kids with Auditory Processing Disorders, please visit the following link: [http://kidshealth.org/parent/medical/ears/central\\_auditory.html](http://kidshealth.org/parent/medical/ears/central_auditory.html)

## Management Strategies

### Parents

- Reduce background noise at home. Provide your child with a quiet study place (not the kitchen table).
- Have your child look at you when you speak.
- Use simple, expressive sentences.
- Speak at a slightly lower rate with a mildly increased volume.
- Ask your child to repeat the directions back to you and to keep repeating them aloud (to you or to himself) until the directions are completed.
- For directions to be completed later, teach your child to write himself notes, wear a watch, and maintain a household routine. General organization and scheduling are also beneficial.
- Build your child's self esteem.
- Keep in regular contact with school officials about your child's progress.

### Teachers

- Alter your seating plans to accommodate student(s) with CAPD.
- Provide visual aids to supplement auditory instruction.
- Speak clearly and rephrase information.
- Provide written instructions or a homework list.
- Provide additional aids for study like a tape recorder, photocopies of another student's notes, or assign the student a “homework buddy.”
- Consider acoustic modifications to the classroom (For example: carpeting, acoustic ceiling tiles, window treatments, lighting that doesn't “hum”)

## Accommodations

- FM system: Auditory trainers are electronic devices that enhance the teacher's voice and reduce background noise in the classroom. The teacher wears a microphone and the child wears a headset to receive the sound.
- Language building skills and phonological awareness training.
- Auditory memory enhancement which reduces detailed information to a more basic representation.

## More Information About CAPD

Remember that the symptoms and behaviours exhibited by children with CAP Disorder are NOT within the child's control. CAP Disorder is a real disability. By using the recommended coping strategies and techniques taught to them in speech therapy, these students can be very successful adults.

## References

Auditory Processing Disorder. (2007). Retrieved July 22, 2008, from KidsHealth. Web Site: [http://kidshealth.org/parent/medical/ears/central\\_auditory.html](http://kidshealth.org/parent/medical/ears/central_auditory.html)

Auditory Processing Disorder in Children. (2008). Retrieved July 22, 2008, from National Institute on Deafness and Other Communication Disorders.

Web Site: <http://www.nidcd.nih.gov/health/voice/auditory.asp>

CAPD. (2002). Retrieved July 22, 2008, from Learning Disabilities Resource Community.

Web Site: <http://www.ldrc.ca/contents/conditions/capd.php>

(Central) Auditory Processing Disorders. (2005). Retrieved July 22, 2008, from BC Children's Hospital and Health Centre.

Web Site: <http://www.bcchildrens.ca/Audiology-Site/Documents/BCCHCAPDBookletFinal.pdf>

Kelly, Doctor Dorothy A. (1995). Retrieved July 22, 2008, from Central Auditory Processing Disorders: An Overview for Parents, Teachers, and Clinicians.

Web Site: <http://www.masp.mb.ca/SouthEast/auditory.pdf>

Schminky, Mignon M. and Jane A. Baran. (1999). Retrieved July 22, 2008, from Central Auditory Processing Disorders: An Overview of Assessment and Management Practices.

Web Site: <http://www.tsbvi.edu/Outreach/seehear/spring00/centralauditory.htm>

## Resources

American Speech-Language-Hearing Association

<http://www.asha.org/public/hearing/Understanding-Auditory-Processing-Disorders-in-Children/>

CAPD Support

<http://www.capdsupport.org/Diagnosis/what-is-capd.html>

LDonline

<http://www.ldonline.org/article/5919/>

Understood for Learning and Attention Issues

<https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/auditory-processing-disorder/auditory-processing-disorder-what-youre-seeing>

Understood Classroom Accommodations for CAPD

<https://www.understood.org/en/school-learning/partnering-with-childs-school/instructional-strategies/classroom-accommodations-for-auditory-processing-disorder>

Teaching Community How to: Help Your Student with and Auditory Processing Disorder

<http://teaching.monster.com/benefits/articles/2324-how-to-help-your-student-with-an-auditory-processing-disorder->

Suggestions for Successful Management of Students for Central Auditory Processing Disorder (CAPD): Tips for the Teacher

<http://www.iag-online.org/resources/New-Items-2e/CAPD-TipsForTeachers.pdf>

LDAO looks forward to supporting the Ministry in implementing its goals and continuing to advocate for changes that will increase the supports and ultimately success of every student with learning disabilities in Ontario.



**Looking for a gift for your child's teacher, tutor or coach?**

**Consider making a donation on behalf of the special person in your child's life to the Learning Disabilities Association of Wellington County. The gift will be put to good use and help us continue to provide valuable programs.**

**HAPPY HOLIDAYS!**



**Idawc** • Learning Disabilities  
Association of Wellington County

**Are you looking to meet other parents and share  
your experiences?**



**When: Wednesday January 18<sup>th</sup> @ 7:00pm**

**Where: RLB Guelph, 197 Hanlon Creek Blvd Unit 103**

If you're interested, we would like to hear from you!

[info@ldawc.ca](mailto:info@ldawc.ca) or 519-837-2050

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# Children, Youth, and Depression

[www.cmhaww.ca](http://www.cmhaww.ca)

While we may think of low mood or other challenges as adult problems, they can affect people at any age. Children and teens can experience mental illnesses like depression. Sometimes it can be difficult for adults to understand how difficult children's problems can be because we look at their problems through adult eyes. But the pressures of growing up can be very hard for some children. It's important that we remind ourselves that while their problems may seem unimportant to us, they can feel overwhelming to young people. It's important to take depression in young people seriously.

## What is depression?

Depression is a type of mental illness called a mood disorder. Mood disorders affect the way you feel, which also affects the way you think and act. With depression, you may feel 'down,' hopeless, or find that you can't enjoy things you used to like. Many people who experience depression feel irritable or angry. And some people say that they feel 'numb' all the time.

Recognizing depression in young people can be more difficult than recognizing depression in adults because young people experience so many changes. You may wonder what is 'normal' and what might be a problem. Also, many children and teens may not want to talk about their feelings, or may have their own explanation for their experiences. However, you may still notice the following changes.



**Changes in feelings:** Your child may show signs of being unhappy, worried, guilty, angry, fearful, helpless, hopeless, lonely, or rejected.

**Changes in physical health:** Your child may start to complain of headaches or general aches and pains that you can't explain. They may feel tired all the time or have problems eating or sleeping. Your child may unexpectedly gain or lose weight.

**Changes in thinking:** Your child may say things that indicate low self-esteem, self-dislike or self-blame—for example, they may only talk about them self negatively. They may have a hard time concentrating. In some cases, they may show signs that they're thinking about suicide.

**Changes in behaviour:** Your child might withdraw from others, cry easily, or show less interest in sports, games, or other fun activities that they normally enjoy. They might over-react and have sudden outbursts of anger or tears over small incidents.

Some of these changes may be signs of mental health problems other than depression. It's important to look at the bigger picture: how intense the changes are, how they impact your child's life, and how long they last. It's particularly important to talk to your child if you've noticed several changes lasting more than two weeks.

### **Who does it affect?**

Depression often starts between the ages of 15 and 30, but it can affect anyone—even teens and younger children. While we don't know exactly what causes depression, many factors are likely at play. These include family history, personality, life events, and changes in your child's body. Certain medications and physical illnesses can also contribute to depression.

### **What can I do about it?**

Depression is very treatable. Children, teens, and adults can all recover from depression. For children and teens in particular, early treatment is important so they can get back to their education and other goals as quickly as possible.

Support for a young person who experiences depression may come from several different people and places. Your family doctor is often the first place you start, but you may also find support through people like psychiatrists, psychologists, counsellors, social workers, or peer support workers. Many communities offer programs that support healthy children and build social connections—these are also helpful in preventing depression.

Schools are also an important place for all children. Many schools offer programs that build skills, resiliency, and supports. If you're concerned about your child's health, teachers and school counsellors can describe changes they've seen or problems they've noticed during the school day. If your child is diagnosed with a mental illness, your child's school may make small changes to support your child's learning goals. Many schools offer counselling or referrals to community services.

### **Counselling and support**

Many children start with counselling like cognitive-behavioural therapy (or 'CBT'). CBT teaches people how their thoughts, feelings, and actions work together. It also teaches skills such as healthy thinking, problem solving, and stress management. CBT has been widely adapted for different groups and different situations, and it's also useful to prevent depression.



Self-care strategies to stay well are important for everyone. This includes eating well, exercising, spending time with others, and making time for fun activities. Ask your care team for ideas. They can also recommend programs or services in your community that support healthy living.

Support groups may also be helpful. Support groups are an opportunity to share experiences and learn from others. There are also groups specifically for caregivers and family members.

## Medication

Your child may also be prescribed an antidepressant if other options don't seem to help. This is a group of medications used to treat depression and other mental illnesses. The decision to use medication can be complicated, especially if your child is young. Medications can be helpful for some children, but there may be extra risks to consider. It's important to have an honest discussion with your doctor so you know what to expect. Most professionals will consider medication for children under the age of 18 as a second option to other approaches, like counselling.



## How can I help the entire family?

It is important to recognize your own feelings about your child's depression. Many people feel guilty or frustrated when a loved one is diagnosed with a mental illness, and this can affect family relationships. It can also be difficult to cope with your child's unhappy feelings.

Many of the strategies that help your child can help the entire family. Family counselling can give everyone an opportunity to share their experiences and help you develop strategies that take care of the entire family's well-being. Support groups can connect you with other caregivers who are supporting a loved one. And, of course, wellness strategies at home are helpful for everyone.

It's best to be honest with siblings and other family members about a child's illness. That way, your child has several sources of support and understanding.



## Do you need more help?



Contact a community organization like the Canadian Mental Health Association to learn more about support and resources in your area.

## Literacy Apps- Dyslexia and Learning Disabilities

For the full list of apps please visit [www.readingrockets.org](http://www.readingrockets.org)

The right app can help a child with dyslexia or other reading-based learning disabilities practice literacy and learning skills, while having fun. This collection of apps supports kids who struggle with phonics, pronunciation, spelling, vocabulary, comprehension, handwriting, word processing, and composition. We've also included text-to-speech apps, audiobook apps, and apps that help children with organization and goal-setting.

App	Price	Grade Level	Skill	Device	Description
 American Word Speller	\$1.99	3rd, 4th, 4th and above	Dyslexia and Learning Disabilities	iPad, iPhone, iPod Touch	Looking up a word in a dictionary isn't that simple if you have no idea how to spell it. This app removes that problem and helps to find the word by the way it sounds.
 Articulation Station	Free	K, 1st, 2nd	Dyslexia and Learning Disabilities, Phonics	iPad, iPhone, iPod Touch	Articulation Station provides speech professionals, teachers, and parents with ways to help kids improve pronunciation and articulation. Using very specific exercises, games, and stories that focus on just one letter sound for 22 English language sounds, this app can improve pronunciation and understanding of how letter sounds form words. With more than 1,000 target words, kids will likely not get bored with this app. Adults have easy ways to track kids' progress and can track up to six kids at once. Note: To get full use of this app, you have to purchase the Pro version or buy individual letters with an in-app purchase option

App	Price	Grade Level	Skill	Device	Description
 <p>Bob Books #2 - Reading Magic HD</p>	\$3.99	Pre-K, K, 1st, 2nd	Dyslexia and Learning Disabilities, Phonics, Spelling	Android, iPad, iPhone, iPod Touch	Bob Books is an interactive book app that uses spelling, repetition, and phonics to build beginning reading skills. Each 12-page book can be played at 4 different difficulty levels — beginning readers drag and drop letters to match words while the app sounds out the letters and reads the word aloud, more advanced readers select letters on their own. Children's efforts are rewarded when the black and white illustration fill with color and become animated.
 <p>Choiceworks Calendar</p>	\$3.99	: 3rd, 4th, 4th and above	Dyslexia and Learning Disabilities	iPad	Choiceworks Calendar provides a visual learning tool that helps kids better understand and organize their time. With an easy-to-use interface that provides 275 preloaded images and audio descriptions of activities that can be repeated from day to day, <i>Choiceworks Calendar</i> can count down days toward a special event or keep track of activities that should occur every day, like eating breakfast, brushing teeth, or going to school. It was created to help kids with a higher level of anxiety toward transition and may be especially useful for kids with executive function issues such as attention deficits or inflexible/rigid thinking.



## **Idawc • Learning Disabilities Association of Wellington County**

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### **ADHD and Mental Health**

We will be talking about and learning together about ADHD and Mental Health during this session. Matthew Goetz is a therapist at the ADHD and Asperger's Centre in Guelph and has many years experience in the area of mental health. Matthew is currently a counsellor and program manager for the seniors program and Serenity Renewal for Families; a counselling centre focused on helping people attain a healthy life post addiction.

Where- Guelph Community Living- 8 Royal Road

When- December 8<sup>th</sup> at 7:00pm

Cost- \$10 for members, \$15 for non-members

How- Call 519-837-2050

## Useful Links

Canadian ADHD Resource Alliance

<http://www.caddra.ca/>

People for Education

<http://www.peopleforeducation.ca/profile/child-advocacy-project-cap/>

LDA Ontario

<http://www.ldao.ca>

Special Needs Ontario Window (SNOW)

<http://www.pacfold.ca/>

Totally ADD

<http://totallyadd.com/>

The We All Learn Differently Organization

[www.thewald.org](http://www.thewald.org)

Learning Potentials

[www.learningpotentials.com](http://www.learningpotentials.com)

Family Anatomy

[www.familyanatomy.com](http://www.familyanatomy.com)

Telephone: 519-837-2050

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Parkway N. Guelph N1H 8E8

Email address: [info@ldawc.ca](mailto:info@ldawc.ca)

Website: [www.ldawc.ca](http://www.ldawc.ca)

*Don't forget to like us on facebook for the chance to learn about information and events happening in your communities!*

[www.facebook.com/LDAWellingtonCounty](http://www.facebook.com/LDAWellingtonCounty)



*You can also find us on Twitter!*

[@Ida\\_wellington](https://twitter.com/Ida_wellington)



## Contact us

## Events

### SkateABLE Skate-a-thon

Join SkateABLE for their 2017 Skate-A-Thon! Activities include skating, raffles, face painting, food, guest appearances, and lots of fun for all ages!

Proceeds from this event benefit children with physical and developmental disabilities fulfilling their dream of learning to skate through the SkateABLE program.

**When:** Saturday, February 25th (Register by January 14th)

**Time:** 6:15-8:15pm

**Location:** SportsWolrd Arena, Kitchener

All participants will receive a D-ring binder with a clear front for their child's picture, which will help parents keep their child's education resources organized in one location. This binder is to be brought to all school related meetings, and is a valuable resource that will have all of the necessary documents at parents' finger tips. In addition, the binder can be used at home for school planning purposes.

**When:** January 18<sup>th</sup>, 2017

**Time:** 6:30pm-8:30pm

**Cost:** Free

**Location:** Milton Seniors Activity Centre

**How:** [www.ldahalton.ca](http://www.ldahalton.ca)

### ADHD and Mental Health

We will be talking about and learning together about ADHD and Mental Health during this session. Matthew Goetz is a therapist at the ADHD and Asperger's Centre in Guelph and has many years experience in the area of mental health. Matthew is currently a counsellor and program manager for the seniors program and Serenity Renewal for Families; a counselling centre focused on helping people attain a healthy life post addiction.

**When:** December 8<sup>th</sup> @ 7:00pm

**Where:** Community Living Guelph, 8 Royal Road

**Cost:** \$10 for members, \$15 for non-members

**How:** Call 519-837-2050 or email [info@ldawc.ca](mailto:info@ldawc.ca)

### Parent Tool Kit Workshop: Understanding Learning Disabilities-The Waterfall Chart

The focus of this Parent tool kit lecture is the "Understanding Learning Disabilities- How Processing Affects Learning" Waterfall chart, an amazing resource developed by the York Region District School Board. This waterfall chart is designed to be used for starting points to think, plan, and support programming in response to a student's assessed areas of strength and/or need.

### LDAWC Peer Support Network

Come and join us as we learn and grow together. We will discuss common interests and support each other along our individual journeys.

**When:** January 18<sup>th</sup> @ 7:00pm

**Where:** RLB Guelph, 197 Hanlon Creek Blvd

**Cost:** FREE

**How:** Call 519-837-2050 or email [info@ldawc.ca](mailto:info@ldawc.ca)



LEARNING DISABILITIES ASSOCIATION OF ONTARIO  
MEMBERSHIP APPLICATION FORM



Mr. ☐ Mrs. ☐ Miss ☐ Dr. ☐

☐ New Membership

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ Province: \_\_\_\_\_ Postal Code: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Business Phone: \_\_\_\_\_

Chapter Affiliation: \_\_\_\_\_

☐ Please check this box if you agreed to receive your copies of Communiqué by email in the future

E-mail address: \_\_\_\_\_

**Type of Yearly Membership (please check one)**

Family/Individual	<input type="checkbox"/> \$50.00	Professional	<input type="checkbox"/> \$75.00
Institutional	<input type="checkbox"/> \$125.00	Student	<input type="checkbox"/> \$20.00 (ID # Required)

**Type of Payment**

☐ Cash (only if paying in person) ☐ Cheque (payable to LDAO) ☐ Money Order ☐ Visa ☐ Master Card  
Card # \_\_\_\_\_ Expiry Date: \_\_\_\_\_

Name as it appears on the Credit Card: \_\_\_\_\_ Signature: \_\_\_\_\_

**Benefits of Membership for all Members:**

- Discount to LDA Programs and services
- Communiqué (Provincial) newsletter – 2 times per year (5 copies each printing of Communiqué for Professional and 10 each for Institutional members)
- National newsletter – 1 time per year (5 copies each printing of National for Professional and 10 each for Institutional members)
- Chapter newsletters (frequency varies from Chapter to Chapter)

Please make all payments payable to LDAO and forward to:

LDAO Membership Coordinator

365 Bloor Street East, Box 39 Ste. 1004, Toronto, ON M4W 3L4

Phone: 416-929-4311, ext 21 Fax 416-929-3905

Website: [www.LDAO.ca](http://www.LDAO.ca)



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