



LD Connections Newsletter

May 2016



Happy Mother's Day!

As we enter into May it's clear that spring is on its way! Mother's day kicks off a string of special days and holidays that are soon to come. Take May 8th to spend time with those that are important to you whether that be your mother, aunt, grandmother or a special lady in your life. Make sure to check in with your local community groups to learn about what may be happening to celebrate this special day.

Early celebrations of Mother's Day originated from Canada's neighboring country, the United States. Carnations are a popular Mother's Day symbol in both Canada and the United States. Some people may choose to wear a carnation as a brooch on Mother's Day. However, other flowers are also given to mothers or mother figures to symbolize one's love and appreciation for them. Mother's Day is not a federal holiday but it is on a Sunday, when many organizations, schools, and government offices are closed. Public transit systems run to their normal Sunday schedules and restaurants may be busier than usual as some people take their mothers out for a treat.



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Brain waves study shows how different teaching methods affect reading development

A study at Stanford University found that beginning readers who focus on letter-sound relationships, or phonics, instead of trying to learn whole words, increase activity in the area of their brains “best wired for reading”. The study by Professor Bruce McCandliss of the Graduate School of Education and the Stanford Neuroscience Institute, and two colleagues, was released in May 2015 in the journal *Brain and Language*.

The researchers devised a new written language and contrasted whether words were taught using a letter-to-sound instruction method or a whole-word association method. After learning multiple words under both approaches, the newly learned words were presented in a reading test to the subjects while their brainwaves were monitored.



Words learned through the letter-sound instruction elicited neural activity biased toward the left side of the brain, which encompasses visual and language regions. In contrast, words learned via whole-word association showed activity biased toward right hemisphere processing.

The study's participants who were taught using a letter-to-sound instruction method were

subsequently able to read new ‘words’ they had never seen before, as long as they followed the same letter-sound patterns they were taught to focus on in the training. When the same participants memorized whole-word associations, the study found that they learned sufficiently to recognize those particular words on the reading test, but the underlying brain circuitry differed.

While this study used adult participants, the author saw implications for teaching children to read. “These contrasting teaching approaches are likely having such different impact on early brain responses because they encourage the learner to focus their attention in different ways,” McCandliss said. He noted that strong left hemisphere engagement during early word recognition is a hallmark of skilled readers, and is characteristically lacking in children and adults who are struggling with reading. “Ideally, that is the brain circuitry we are hoping to activate in beginner readers.”

Compiled from:

Reading: Brain waves study shows how different teaching methods affect reading development. *ScienceDaily*:www.sciencedaily.com/releases/2015/06/150601092204.htm

<http://news.stanford.edu/news/2015/may/reading-brain-phonics-052815.html>

Hemispheric specialization for visual words is shaped by attention to sublexical units during initial learning, Yuliya N. Yonchevaa, Jessica Wise, Bruce McCandliss, *Brain and Language*, Volumes 145–146, June–July 2015, Pages 23–33 <http://www.sciencedirect.com/science/article/pii/S0093934X15000772>

5 Common myths about Auditory Processing Disorder

By: The Understood Team

In recent years, researchers have made huge strides toward understanding auditory processing disorder (APD). More and more children are being diagnosed with APD and successfully treated. Yet many misconceptions about APD persist. Here are five common myths—and the truth about each

Myth #1: Auditory processing disorder is the same thing as being hard of hearing.

Fact: Most people with APD have no hearing loss. Speaking loudly to them won't help them understand what you've said. Scientists aren't exactly sure what causes APD. Typically, the brain processes sounds seamlessly and almost instantaneously, so people can interpret what they hear. But for people with APD, an issue in the central nervous system delays or scrambles the process. As a result, they frequently confuse sounds and words. To them, "Do you want to sit in the chair?" might sound like "Do you want to sit in the

Myth #2: Auditory processing disorder is extremely rare.

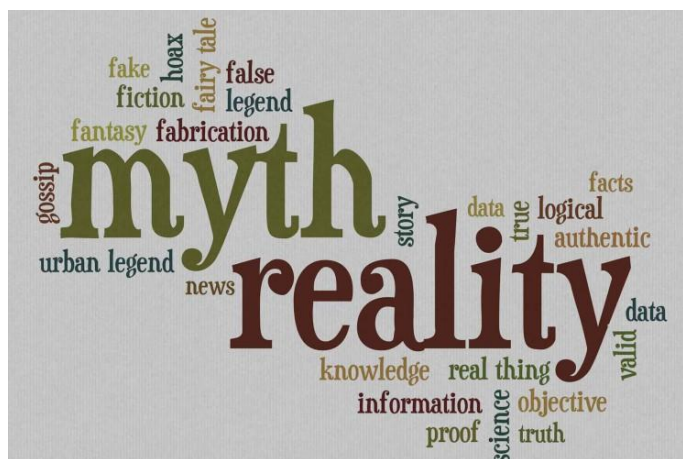
Fact: Although more research needs to be done to determine how common APD is, estimates range from as low as 2 percent of U.S. children to as high as 7 percent. Research also suggests that many kids with learning issues might have an undiagnosed auditory processing disorder. A 2009 study found that 43 percent of children with learning issues also had APD; 25 percent of those children also had dyslexia.

Myth #3: Kids with auditory processing disorder are less intelligent than their peers.

Fact: APD is not connected to a child's intelligence. In fact, most kids with learning and attention issues have average to above-average intelligence. It's true, though, that children with APD may score lower on verbal IQ tests than their peers do. They also can *appear* to be "slow"—taking longer to respond to questions and pick up new concepts. But this isn't because they're less intelligent. It's because they have difficulty processing and interpreting new sounds.

Myth #4: Auditory processing disorder isn't real; it's just a new name for ADHD.

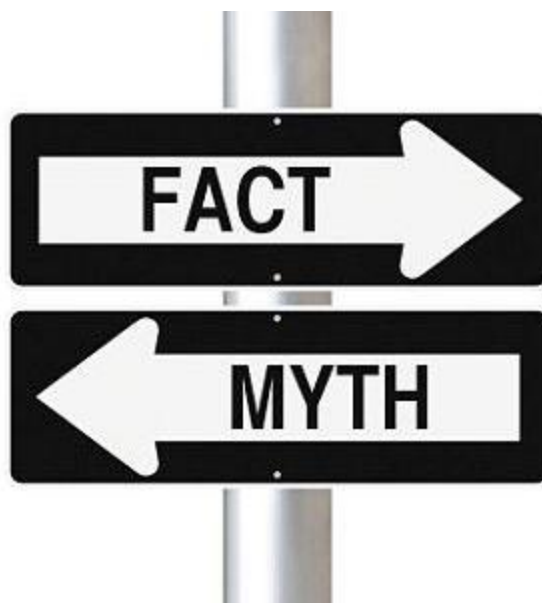
Fact: People with APD and ADHD often show similar symptoms, including being easily distracted and inattentive. There's believed to be a high rate of co-occurrence with ADHD, meaning many children identified with APD also are diagnosed with ADHD. But research shows that while kids with ADHD struggle with attention in all kinds of settings, children with APD are much more likely to have attention issues specifically in the auditory realm. They can have difficulty hearing when there's



background noise. They may struggle to follow oral instructions and have poor listening skills.

Myth #5: Children with auditory processing disorder are lazy and rude.

Fact: Kids with APD have trouble processing auditory information. Because of this, they might appear to be ignoring others. They might give incorrect or unrelated answers to questions they mishear. And they may have trouble completing projects or chores, especially if the tasks were assigned orally and required multiple steps. These behaviors might seem like laziness or rudeness, but they're most likely not.





PARENTS NEEDED FOR RESEARCH STUDY



The School of Kinesiology and Health Science at York University is conducting a study to understand the role of parents in supporting physical activity among children and youth with disabilities.

This study involves completing two online questionnaires and participants will receive a **\$10 gift card** as a token of appreciation.

Eligible participants must have a child (age 5-21 years) with a disability (e.g. physical, sensory, psychological, development disability)

To participate in this study, please visit:
http://fluidsurveys.com/s/TPB_baseline/
or scan the QR code:



If you have any questions, concerns or require further information, please contact:
rbglab@yorku.ca





Idawc • Learning Disabilities Association of Wellington County

The right to learn, the power to achieve

Upcoming Workshops in Wellington County, Hosted by LDA Wellington County!

Transitioning to Secondary School

We will be discussing the IEP process and the changes that occur when entering Secondary School and how to support the transition.

Where- Community Living Guelph ARC, 8 Royal Road

When- May 25th “ 7:00pm

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

Call 519-837-2050 or email info@ldawc.ca

Tutoring during Summer Break

Join us to learn about strategies and ways to best support your child during the summer break around tutoring and preparing for the return to school.

Where- Centre Wellington Sportsplex, 550 Belsyde Avenue East (Fergus)

When- June 15th “ 7:00pm

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

Call 519-837-2050 or email info@ldawc.ca

Useful Links

Canadian ADHD Resource Alliance

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

People for Education

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

Putting a Canadian Face on Learning Disabilities

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

Special Needs Ontario Window (SNOW)

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

Totally ADD

<http://totallyadd.com/>

The We All Learn Differently Organization

www.thewald.org

Learning Potentials

www.learningpotentials.com

Family Anatomy

www.familyanatomy.com

Contact us

Telephone: 519-837-2050

Mailing address: 233, 17A -218 Silvercreek Parkway N. Guelph N1H 8E8

Email address: info@ldawc.ca

Website: 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



Events

It's so much work to be your friend: Helping the child with LD's find social success-Burlington

Rick Lavoie is the author of the book *"It's So Much Work to Be Your Friend: Helping the Child with Learning Disabilities Find Social Success"* (Touchstone/ Simon and Schuster, 2005). The book addresses the direct link between learning disabilities and social skills issues that many children face. Rick provides specific strategies for parents, teachers and caregivers about how to assist the child in making and keeping friends. The Library Journal praised the book as "a breakthrough."

Date: Saturday May 6th 1:00pm-5:00pm

Time: 1:00-5:00pm

Location: 50 Fairwood PI West

Cost: \$100 non member \$80 LDA member

To Register: visit www.ldahalton.ca

Focus Group- LDA Wellington County

LDAWC is hosting a Focus Group so that we can learn how to better serve you and your family! Please join us and let's learn together about how to improve programs and services in our community.

Date: Wednesday May 18th, 2016

Time: 7:00pm

Location: Second Chance Employment Counselling, Stone Road Mall location



Superhero Run for KidsAbility

On Sunday, June 19, KidsAbility will be hosting its annual Superhero Run for KidsAbility at Exhibition Park in Guelph. Visit the Superhero Run for KidsAbility registration page for more information.

Date: Sunday June 19th

Visit www.kidsability.ca for more information

Join our membership

Learning Disabilities Association of Ontario

Membership Form

Name: _____ Address: _____

City: _____ Province: _____

Postal Code: _____ Tel: (H) _____ (W) _____

Email: _____

Annual Dues: Family/individual \$50; Student \$20; Professional \$75

I am interested in making a donation: _____

and/or volunteering: _____

Membership Advantages:

- Awareness and advocacy efforts on behalf of those with learning disabilities or ADHD at the local, provincial and national level,
- subscription to local and provincial newsletters,
- information on learning disabilities and ADHD
- use of local resources and support services.

Please mail this form and cheque to: Learning Disabilities Association of Ontario
 365 Evans Avenue, Suite 202, Toronto, ON M8Z 1K2
 Tel: (416) 929-4311 Toll free in Ontario only: 1-877-238-5322
 Fax: (416) 929-3905