



Idawc • Learning Disabilities Association of Wellington County

The right to learn, the power to achieve

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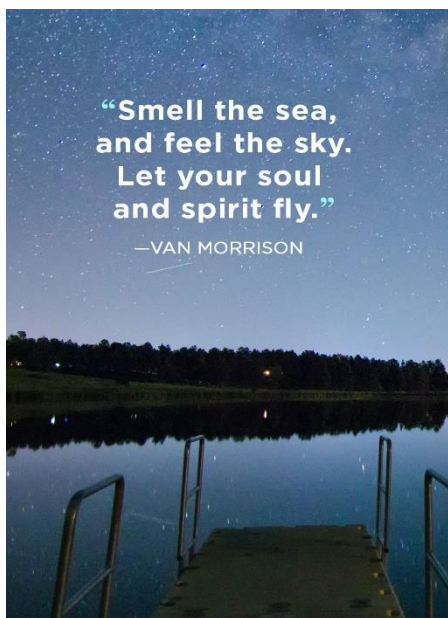
LDawc News

The staff and board of directors of LDawc hope that you and your family are taking time to relax and unwind. We know that for many, summer can be busy with camps, sports, and vacations, while others stay close to home. Whatever you are doing, we hope that you're feeling rejuvenated.

Summer is also a great time to get caught up on reading. We have 3 great articles for the summer. They will inspire you, help prepare for September, and may alleviate some of that summer down-time. The first article, from Elizabeth C. Hamblet shares practical tips for parents on how to help their children get organized. You might find these ideas especially helpful as you start to plan for September. The second article, by Dr. John McNamara is about the advantages of learning disabilities with some tangible and inspiring examples. Dr. McNamara is the lead creator of the Reading Rocks program and a professor at Brock University. Both articles align nicely with the Van Morrison quotation and the summer season. Summer can be a time to re-set, re-prioritize and enjoy all that we have. The last article highlights 6 board games specifically designed for the older child to help with critical thinking. The article's author, Amanda Morin writes for Understood.org and was a classroom teacher and her helpful reviews provide a nice alternative to screen time.

**"Smell the sea,
and feel the sky.
Let your soul
and spirit fly."**

—VAN MORRISON



The staff at LDAWC have been taking some much-needed time off as well but are also getting ready for our fall lineup of Reading Rocks, our workshop series, the Family Conference on Saturday, October 19 and the Peer Support Network. There may be other offerings on the horizon, so stay tuned!

Note: We are still looking for the 50/50 draw winner at the March 1/19 Guelph Storm game: ticket #U-342901.

If you're not already following us on social media, it's a great place to get updates, interesting articles

and ideas:  facebook.com/LDAWellingtonCounty and  twitter.com/lda_wellington

Articles – LDs and ADHD

8 Simple Ways Parents Can Teach Kids to Get Organized

By Elizabeth C. Hamblet

Kids with ADHD and other learning difficulties typically have trouble getting organized, managing their time and making the transition to living independently. They need specific training on how to manage those skills, which are crucial for college and beyond.

But, to varying degrees, nearly all young people have trouble with these issues.

As a specialist on prepping kids with learning disabilities for college, I often hear from parents that the strategies I teach really apply to all students.

So here are eight things all parents can do (or stop doing) to help their kids manage their time better, get organized and live without mom and dad doing everything.



Establish household routines. Choose a day of the week for household tasks like doing laundry, paying bills, and cleaning, and get your kids involved! If she knows that the clothes get washed on Thursday, your fashion plate can plan her ensembles accordingly. Engage your kids in setting the routine (it helps build their planning skills) and encourage them to follow yours or make their own when they get to college to keep chores manageable and stress low.

Help them learn how to use “free” time. Time management involves important skills - including planning, prioritizing and time estimation – which are crucial at college, where students’ only obligation is to be in class 12-15 hours a week. It’s counterintuitive, but having so much free time actually makes it hard for college students to use time well.

Have your kids create their own schedule for studying, chores and activities and try following it for a week. Then sit down together and review their results, being sure to discuss whether they over - or under-estimated how much time they needed for tasks (they need awareness of their time estimation abilities).

Adjust the schedule according to what they report, and try the new schedule for a week, with a check-in at the end. Do this each week until they have a schedule that works, then have them stick to it. If time management is a weakness for you, make your own schedule and, at those weekly sit-downs, let the kids help you evaluate how well you did.

Help them set interim deadlines for long-term papers or projects. Do you have that kid who constantly has to do an all-nighter because he started today on a paper due tomorrow, even though it was assigned three weeks ago? You’re not alone.

When your student is assigned a paper or project, sit down together and get the due date on the calendar. Then count backwards from the due date and pick a mid-point between now and the due date; this is the date for the rough draft to be completed. Then count a few days back from that point to pick a date to start any research that needs to be done, and a date to start the rough draft.

Does he want teacher feedback on the rough draft? Schedule that, too.

Teach them to use a wall calendar and an electronic calendar. Speaking of long-term projects and time management, the wall calendar is crucial for keeping upcoming deadlines visible so that they don’t pass unnoticed (and for counting days until they arrive – mark off days of the month as they pass).

The electronic calendar allows them to make appointments when they are out and about. Pick two or three nights a week to “synch” these by copying dates from one to the other, and vice versa (make this part of that routine you’re going to establish). You can enter weekly chores in there, too, to keep those from being forgotten.

Don’t wake them up for school....and don’t call them in late or drive them to school if they miss the bus. There are some interesting alarm clocks on the market that can move across the room, out of the reach of snooze button abusers. No one in the dorm is going to do this for your kids, and no matter what their friends currently at college tell them, professors know who makes it to class and who doesn’t. And they do care.

Put them in charge of adult functions. By senior year of high school, kids should be making their own appointments, arranging transportation, completing forms at to the doctor’s office, and so on, so that

they are aware of the steps involved. They will be doing these things on their own at college, so make sure they are comfortable doing them before they leave.

Don't run interference for your kids. At many colleges, professors don't take phone calls from parents, so help your kids develop their adult communication skills. If your kids have a problem with a teacher or a coach, teach them the right way to deal with authority figures. You can help them to compose an email, or practice what they want to say if they are going to speak directly to someone.

Cut tutoring unless you're using it exclusively to help students with a difficult subject. If your kid is really struggling with a particular class, some tutoring is appropriate to help her understand the content. But some well-intentioned parents have their kids tutored every day to help them earn the highest grades possible in service of getting into the most-selective schools.

This leaves kids no need to structure their own study time or decide what to focus on—skills they'll need at college. It also leaves them with no sense of what they can do without so much assistance, which at college may be limited to one tutoring session a week by another undergraduate. Make sure the tutor teaches your kids strategies they can use on their own, and then cut the tutoring.

And most importantly, kids know when they are getting too much help, which may indicate to them that you don't think that they "measure up" to your expectations, which can erode their self-confidence about their own abilities.

Remember—the more you give kids to do, the more they can do. The less you give them to do, the less than can do. More importantly, by having students hone their skills while they're still at home, you'll allow them to develop their confidence in their ability to cope at college and beyond.

Source: https://time.com/4208279/8-simple-ways-parents-can-teach-kids-to-get-organized/?utm_source=emailshare&utm_medium=email&utm_campaign=email-share-article&utm_content=20190622

Creative Problem Solving and Children with Learning Disabilities: A Hidden Potential

By John McNamara, Ph.D., Brock University

Recently, researchers and educators have explored an interesting idea – that **there may be distinct advantages to having learning disabilities**. Within the field of business, the arts, entrepreneurship, and many other areas, there are numerous examples of individuals with learning disabilities who have reached tremendous levels of success. For instance, Richard Branson, the founder of the Virgin Group of companies, considers his learning disability "his greatest strength." At an early age Branson learned

about the mechanics of his learning disability and adapted. He attributes his success in business to the skills he was forced to develop *because* of his learning disabilities.

“If anyone ever puts you down for having dyslexia, don’t believe them. Being dyslexic can actually be a big advantage, and it has certainly helped me.” – Sir Richard Branson

Branson describes his early school experiences as ones where he needed to fine tune “other skills” because he was so challenged with reading. Instead of focusing on reading he strengthened his skills in listening, keeping messages clear, and his leadership and delegation skills – all skills that helped him build his business empire.

David Bois, another example, is considered to be one of the prominent criminal lawyers in the United States. Bois was diagnosed with learning disabilities at a very early age and attributes his success as a legal negotiator to his early experience of having to rely on his listening and talking skills instead of his poor reading abilities. Individuals such as these are examples of individuals with learning disabilities who attribute their success to *having* learning disabilities. It is interesting to note that almost all of these individuals have succeeded in fields that rely on innovation, creativity, and ‘outside-the-box’ thinking. The success of these individuals is thought to be associated with the notion that they are using a type of neurological processing that may be unique to individuals with learning disabilities.

This idea above is based on important research evidence suggesting that **individuals with learning disabilities, a presumed left-side neurological processing problem, tend to process information with the right side of the brain** – even with tasks that should be processed with the left side (e.g. language). For decades it has been well understood that one of the primary areas of challenge for individuals with learning disabilities is phonological processing – a brain-based process associated with reading. From a neurological perspective, it has been hypothesized that phonological processing difficulties are associated with functional deficits in the left hemisphere of the central nervous system (Shaywitz, Lyon, & Shaywitz, 2006). In other words, when reading, children with reading-based learning disabilities have less active left-brain processing compared to children without learning disabilities.

However, what has also been understood through fMRI brain scan technology is that when reading, individuals with reading-based learning disabilities have overly active right-brain processing. That is, their right brain is more active when reading compared to individuals without learning disabilities. It may be that during a reading task, individuals with reading disabilities are unconsciously over-compensating with their right-brains. Their right brains may be active because of their left-brain under activation. This is problematic in that right hemispheric processing is not overly effective for reading tasks. However, there may be another way of looking at this.

Individuals with learning disabilities, because of this left-hemispheric processing problem, tend to overuse their right hemispheric processing during reading tasks. In fact, Shaywitz et al. (2006) noted that **the poorer the reader, the greater the activation in the right hemispheric region**. And

understanding that our brains work somewhat like muscles, in over-using their right hemisphere it may be that individuals with learning disabilities have strong well-developed right hemispheres. The finding around overcompensation in the right hemisphere in children with reading disabilities is not often attended to in either research or practice. However, more recently, the field has begun to ask important questions about this over activation (Eide & Eide, 2011). Specifically, researchers have begun to recognize the link between right hemispheric processing and creativity.

Research has begun to explore the neurophysiological underpinnings of creativity. Brain imaging studies have noted that the right regions of the central nervous system are consistently activated during tasks that require creative thinking (Beaty, 2015; Gonen-Yaacovi et al., 2013). Specifically, in tasks that engage creative thinking, the regions of the brain that are activated include the right inferior frontal gyrus, right posterior medial cortex, the right superior parietal lobule, the right dorsolateral frontal cortex, and the right frontopolar cortex (Abraham, et al., 2012; Binder, Desai, Graves, & Conant, 2009; Cappa, 2008; Fiebach, Friederici, Smith, & Swinney, 2007). Bridging these neurological findings with the field of learning disabilities, an important idea emerges. That is, individuals with reading disabilities, because of their neurological profile, might have access to creative problem-solving skills even more so than their typically achieving peers. This idea comes from two important concepts: first, that individuals with reading disabilities show a distinct right brain processing pattern when working with information, and second, that creative problem solving calls on right-hemispheric processing to be effective. The result of bringing together these two ideas is a notion that individuals with reading disabilities may have distinct advantages afforded to them around creativity by virtue of the overcompensation of their right-hemisphere while reading. In other words, **children with reading disabilities may be neurologically endowed to succeed with creative problem-solving tasks *because of their reading disability***. This is not simply a play-on-words. Rather, this way of thinking represents an important shift. If children with reading disabilities are primed for creativity, it is important that all concerned stakeholders consider the *strengths* associated with having a reading disability.

To explore this idea further, the current study begins to explore creative problem solving in a small sample of children at-risk for reading disabilities. This study explores these ideas and the possibility that children with reading disabilities may have specific strengths associated with creativity and creative thinking. This study adopted a cross-sectional design measuring phonological awareness and creativity in a sample of children with reading difficulties. Participating children were assessed in their phonological awareness and creative problem solving.

Measures used in the study

Reading-Based Measures

The Comprehensive Test of Phonological Processing (CTOPP) was developed by Wagner, Torgesen and Rashotte (1999) and provides assessment in phonological processing abilities in individuals 5 to 24 years of age. The CTOPP is an individually administered norm-referenced test designed to identify people who

would benefit from instructional support in phonological processing. This study focuses on the two phonological subtests that comprise the CTOPP Phonological Awareness composite: Elision and Blending Words.

Elision is a 20-item subtest where the examinee listens to an orally presented word, says the word, listens to an orally presented sound in that word, removes that sound from the word, and says the resulting word. For instance, The CTOPP Elision subtest involves deleting a sound from a word (e.g., “Say drive without the /r/” = dive).

Blending Words is a 20-item subtest assessing the ability to combine sounds to form words. The examinee listens to orally presented individual sounds in a word, combines those sounds, and says the resulting word. For example, Blending Words involves identifying a word from its parts (e.g., “What word do these sounds make: /t/ /a/ /n/?” = tan).

Torrence Test of Creative Thinking

Measuring *creative thinking* has proved to be elusive for research within psychological frameworks. In other words, research has asked whether it is possible to assess one’s ability to think in ways that result in products or ideas that are novel and effective. One of the most widely used assessments for creative problem-solving is the Torrance Test of Creative Thinking (TTCT) (Torrance 1974 as described in Fink, Benedek, Staudt & Neubauer, 2007). Specifically, the TTCT measures a set of narrowly defined creative thinking capacities. The TTCT creative thinking assessment calls for participants to solve ill-structured problems for which a variety of possible solutions can be found. In this study, the Figural subtest of the TTCT was administered to all participants. The TTCT-Figural consists of three activities: Picture construction, picture completion, and repeated figures of lines or circles. The tests were administered using the standard directions described by Torrance. Ten minutes of working time was provided for each subtest.

Results

Data from the TTCT assessments was scored at the Scholastic Testing Service (STS). This is a standard scoring process associated with the TTCT. For each of the five figural subtests of the TTCT the STS provides information on raw scores, standard scores, grade-related norms, age-related norms, national and local percentile rank scores (US), and a checklist of creative strengths. As a first step to understanding creativity and phonological processing, means and standard deviations were calculated and are presented in Table 1.

Measures	Mean	Standard Deviation
CTOPP PA Index	75.92	12.58

<i>Elision</i>	5.27	2.22
<i>Blending</i>	6.81	2.53
TTCT Average	91.19	13.75
<i>Fluency</i>	81.77	19.18
<i>Originality</i>	78.38	16.37
<i>Titles</i>	102.50	21.40
<i>Elaboration</i>	106.69	18.47
<i>Resistance</i>	86.27	15.66

Table 1. Means and Standard Deviations for the CTOPP and TTCT

In order to compare participants across age and grade, raw scores were computed as standard scores using the technical data from both the CTOPP and TTCT. The Elision and Blending raw scores were computed into a Phonological Awareness (PA) Index standard composite score. Comparisons were drawn using the PA Index composite score and the TTCT Average standard score along with all TTCT subtest standard scores. To visually demonstrate the differences between phonological awareness and creative thinking, Figure 1 illustrates children's CTOPP PA Index score (orange) against their TTCT Creativity Index score and the corresponding TTCT subtests scores (blue).

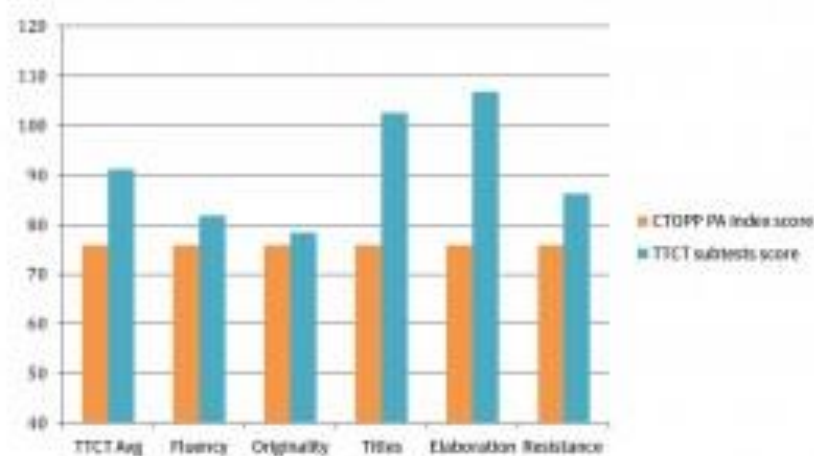


Figure 2: CTOPP average compared to all TTCT scores.

Figure 1: CTOPP average compared to all TTCT scores.

Individual Analyses

In addition to the general analyses, it was important to consider examples of individual children in their phonological awareness and creativity. Exploring individual examples of particularly creative children with learning disabilities speaks to the idea that children with learning disabilities may have creative strengths that are in advance of typically achieving children. This idea holds important implications for all stakeholders.

PARTICIPANT A

Within the study's sample, there were several children who had below average phonological awareness scores and creativity scores that were in average limits. For example, Participant A's phonological awareness and creativity profiles are illustrated in Figure 2. Participant A is an example of a child who demonstrated lower phonological awareness scores and average creativity scores.


Achievement Profile		TTCT Drawing
CTOPP PA Index	76	
<i>Elision (raw)</i>	8	
<i>Blending (raw)</i>	6	
TTCT Average	96	
<i>Fluency</i>	67	
<i>Originality</i>	82	
<i>Titles</i>	113	
<i>Elaboration</i>	128	
<i>Resistance</i>	88	

Figure 2. Participant A profile

Participant A’s CTOPP standard scores equated to percentile rank scores of 12 (PA Index), 16 (Elision) and 9 (Blending). Participant A’s creativity percentile rank scores were significantly different from the CTOPP scores and often well above average, 37 (Average), 5 (Fluency), 18 (Originality), 74 (Titles), 92 (Elaboration), and 27 (Resistance). Of particular note are Participant A’s exceptionally high scores in Titles and Elaboration.

However, in addition to participants with average creativity profiles, there were also children who had lower phonological profiles with creativity profiles that were above average. Two examples of such profiles are illustrated below.

PARTICIPANT B

Participant B is an example of a child with low phonological awareness and exceptionally high creativity. Participant B’s phonological awareness and creativity profiles are illustrated in Figure 3. Along with the profile is one of Participant B’s creativity drawings.


Achievement Profile	TTCT Drawing
<div>CTOPP PA Index76</div> <div>Elision (raw)5</div> <div>Blending (raw)13</div> <div>TTCT Average108</div> <div>Fluency95</div> <div>Originality91</div> <div>Titles126</div> <div>Elaboration133</div> <div>Resistance93</div>	

Figure 3. Participant B profile

Participant B's CTOPP standard scores equated to percentile rank scores of 5 (PA Index), 1 (Elision), and 25 (Blending). Participant B's creativity percentile rank scores were significantly discrepant from the CTOPP scores and often well above average, 70 (Average), 41 (Fluency), 32 (Originality), 90 (Titles), 95 (Elaboration), and 37 (Resistance). Of particular note are Participant B's exceptionally high scores in Titles and Elaboration.

PARTICIPANT C


Achievement Profile:		TTCT Drawing
<p>CTOPP PA Index 68</p> <p><i>Elision (raw)</i> 3</p> <p><i>Blending (raw)</i> 8</p> <p>TTCT Average 108</p> <p><i>Fluency</i> 103</p> <p><i>Originality</i> 110</p> <p><i>Titles</i> 115</p> <p><i>Elaboration</i> 111</p> <p><i>Resistance</i> 100</p>		

Figure 4. Participant C profile

Participant C's CTOPP standard scores equated to percentile rank scores of 8 (PA Index), 9 (Elision), and 16 (Blending). Participant C's creativity percentile rank scores were significantly discrepant from the

CTOPP scores and often well above average, 70 (Average), 46 (Fluency), 70 (Originality), 85 (Titles), 77 (Elaboration), and 49 (Resistance). Like Participant B, it is important to note the particularly high scores in Titles and Elaboration.

Growing up Creative: Implications for children with learning disabilities

The purpose of this study was to explore the creative thinking skills of children with learning disabilities. In general, the results support the idea that **many children with learning disabilities have creativity profiles that are discrepant from their phonological awareness profiles**. The sample of children in this study often demonstrated significantly below average phonological awareness skills and creativity skills that were within average limits. In several cases, participants had creativity skills that were well above average.

The individual analyses were meant to explore specific examples of children at-risk for reading disabilities in their creative thinking skills related to their phonological awareness skills. The examples provide important implications for all stakeholders concerned with supporting children at-risk for reading disabilities. Participant A demonstrated lower phonological awareness skills and commensurately was a struggling reader (noted anecdotally). However, Participant A demonstrated creative thinking skills that were within average limits. Participants B and C also demonstrated below average phonological awareness skills in the low range, but creative thinking skills that were in the high-average range. It is important to note that within the sample there were children whose creative thinking and phonological awareness profiles that were not as discrepant as Participants A, B or C, however in general this pattern was evident for most of the children in the sample.

The results of this study hold important implications. Children at-risk for reading disabilities tend to overuse their right hemispheric processing during reading tasks, holding to the theory of neural-sculpting, it follows that their right hemispheres should be well developed. As such, children at-risk for reading disabilities, with their distinct neurological profiles, may be particularly primed to engage effectively in creative problem-solving tasks. The results of this study lend support to the idea that children with learning disabilities may indeed be indicating academic profiles that align with their neurological tendencies of right hemispheric strength.

The results of studies like this lend support to the idea that **children with learning disabilities may have intellectual strengths that fall outside traditional pathways**. As indicated early in this article, Edie and Edie (2011) suggest that there may be distinct advantages to having learning disabilities. They cite numerous examples of individuals with dyslexia who have reached tremendous levels of success. The success of these individuals is thought to be associated with the notion that they are using a type of neurological processing that is not otherwise used in academic tasks. Individuals such as these are examples of individuals with learning disabilities who attribute their success to actually *having* learning disabilities.

Another important implication of this study centers on the idea that children today should be prepared to consider jobs and careers that extend beyond traditional learning pathways. “Sixty-five percent of today’s preschoolers will grow up to work in jobs or pursue careers that don’t yet exist” (Kielberger, 2017, Huffington Post). To meet the demands of jobs that do not yet exist, educational systems need to think forward. Traditionally, education curriculum models have traditionally been designed to teach basic skills focused around literacy, mathematics, science, and traditional arts and music and have not focused enough on promoting skills around creativity and creative problem solving. However, it may be hypothesized that our current educational models are becoming unaligned with current social and economic outlooks. Following this, in order to succeed in future job markets, children will require skills and techniques that extend beyond traditional learning pathways. This extension may include providing children with creative thinking skills. Children with learning disabilities, because of their distinct neurological profiles, may be primed to succeed in such environments. By allowing children, particularly those with learning disabilities, to develop and build their creative problem solving skills, we will be setting them up to succeed in a creative society. There are several specific and concrete tactics and strategies that can be incorporated into a classroom environment that promote creativity and creative problem solving. Although a thorough implementation strategy for these tactics is beyond the scope of this thesis, **it is important that educators continue to provide children with learning disabilities with creative thinking tactics, such as differentiated instruction, creative leadership, and outside-the-box thinking.** Growing up creative is an important idea and the results of this thesis lend support to the notion that children with learning disabilities may be particularly adept at creative thinking.

“Today educators consider it the highest expressions of learning. Psychologists consider it the highest form of self-actualization. Business executives consider it the most critical characteristics of leadership in the 21st Century. While creativity may once have been considered a pleasant novelty, today creative problem solving is a 21st century survival skill. As technology takes over routine jobs, our professional and personal success depends on it” (Mandate from the Buffalo State International Centre for Studies in Creativity).

As we move further into the twenty-first century, our society is becoming increasingly aware of the importance of creative thinking. Several new and innovative postsecondary programs such as Buffalo State’s program in creativity are acknowledging the critical importance of preparing students to succeed in a creative world. Policy around supporting and promoting creativity and creative thinking is beginning to emerge. Internationally, several countries have begun to develop provincial and national policy around supporting creativity and creative thinking in schools and the workplace. For instance, in the United Kingdom, the Department of Education partnered with the National Advisory Committee on Creative and Cultural Education to develop and publish a report called *All Our Futures: Creativity Culture and Education* (2006). The report emphasizes that all children and young people can benefit from developing their creative abilities and that curriculum around creativity should be seen as a general function of education. The report also recommends that creativity could be developed in all areas of the school curriculum. The results of the current study support these types of policy initiatives. Growing up

creative in today's society can be an important and useful skill. This study aimed to promote the idea that children with learning disabilities may be inherently advantaged in creativity and creative thinking. It is important that all stakeholders concerned about supporting children with learning disabilities work to recognize their inherent strengths and provide opportunities for these children to thrive.

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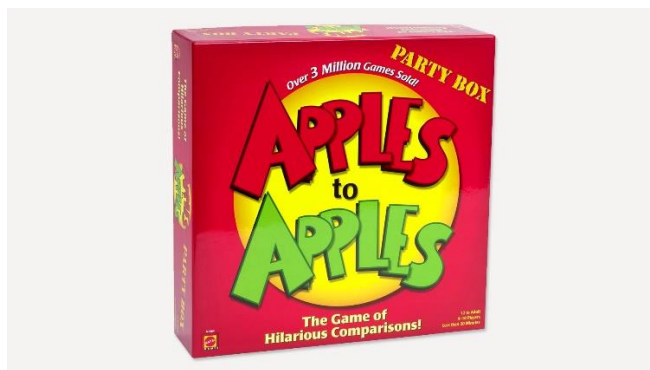
Source: <https://www.ldatschool.ca/creative-problem-solving-and-lds/>

6 Great Board Games to Boost Critical Thinking in Teens and Tweens

By Amanda Morin

Some tweens and teens may choose boredom over board games. But encourage them to keep an open mind. These games will capture your child's attention, sense of humour and imagination while boosting critical-thinking skills.

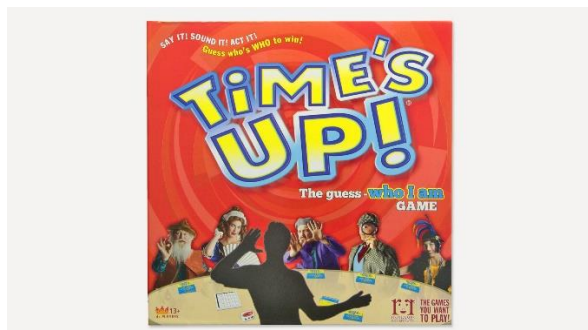
Apples to Apples



This card game helps kids predict their friends' preferences and build social skills and vocabularies. Each round, one person plays the judge. The other players each get seven cards. Each card has a red apple with a noun written on it.

The judge plays a green apple card with an adjective written on it. The other players choose one of their nouns to go with the adjective. The result can be serious or funny, but the goal is for players to read the judge and win the green adjective card. Players aren't allowed to tell which card belongs to whom. There's also a junior version of this game, which allows younger kids or teens with limited vocabulary to play.

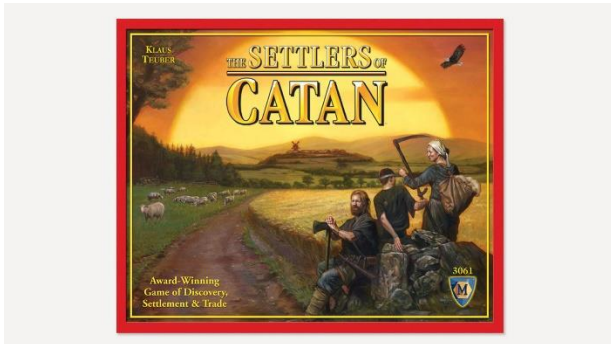
Time's Up



This game is played in teams of two and is similar to charades. Each team has a deck of 40 cards that name famous people. One player gives clues to get his teammate to guess the person on the card.

Here's where critical thinking comes in: In each round of play, there are increasingly tougher restrictions on the clues players can give. In Round 1, players can say anything. In Round 2, players are only allowed to use one word to describe each person. In Round 3, players can only act out clues.

The Settlers of Catan



This award-winning game teaches your child to plan and strategize. Players are settlers in a new land and need to build the most successful society. Each player begins with two roads and two settlements.

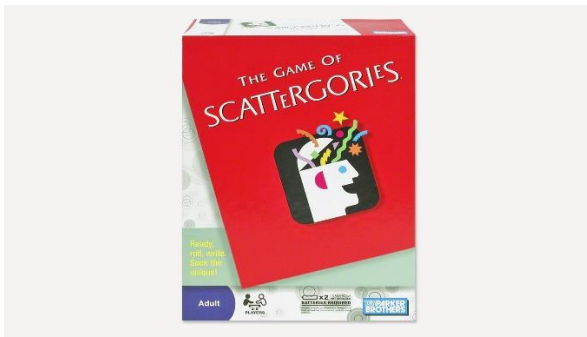
They roll dice to gain resources—including lumber, stone, wool and brick—that can be used to build roads and homes and other things needed for the settlement. Those resources can also be traded with other players. Kids have to keep track of their resources, settlements and what other players are doing.

Fact or Crap



You may not like the name, but this game is a great way for your child to learn how to figure out what's true and what's not. (If you want, you can always call it "Fact or Fiction.") Once the reader picks a card and reads the statement, each player has to decide as quickly as possible whether the answer is real or not. The questions open up discussion and provide ways to research new things.

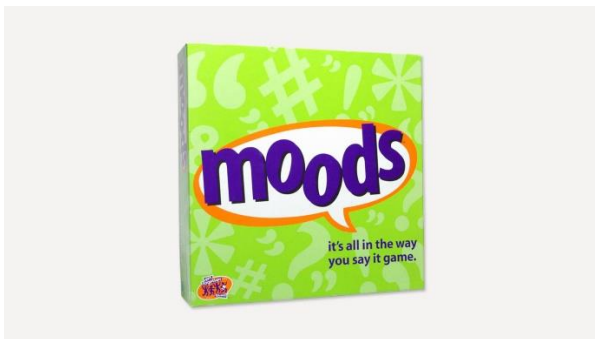
Scattergories



In this game, your child's team must come up with as many appropriate words as they can for a certain category. The catch is that the words have to start with the letter rolled on the die. There's also a time limit.

For example, your child picks the category "vegetables" and rolls a "S." His team now has to come up with as many appropriate words as possible before the timer runs out. Multi-word answers get more points. So "summer squash" is worth more than "spinach."

Moods



This is a great game for tweens and teens who aren't always confident in their ability to figure out tone of voice and emotions. On the surface, it's simple. Each player chooses a card with a phrase and then rolls a die to get a "mood."

Then the player has to say the phrase in that mood. (For example, "I love chips" in a bossy way.) Other players have to guess the mood. They aren't all easy to show and guess. The die includes tough emotions, such as "sneaky" and "dazed."

Source: <https://www.understood.org/en/school-learning/learning-at-home/games-skillbuilders/6-great-board-games-to-boost-critical-thinking-in-teens-and-tweens?view=slideview>

Resources

The Ontario Ministry of Education has published accessible resources for parents to help their children, such as the resource below, *A Parent's Guide to the Fundamentals of Math, Grades 1 to 8*. This resource includes benchmarks in certain areas of math for grades 3, 6 and 8, plus practical ways parents can help increase math literacy.

A more in depth guide, *Doing Mathematics with Your Child, Kindergarten to Grade 6*, is also available here: <http://www.edu.gov.on.ca/eng/literacynumeracy/parentGuideNumEn.pdf>

Source (for guide below): http://www.edu.gov.on.ca/eng/parents/parent_guide_math_en.pdf



A Parent's Guide to the Fundamentals of Math

Grades 1 to 8

Making sure that students have a strong understanding of the fundamentals of math is one of the best ways to prepare them for success, now and in the future. What students learn today will help best position them to solve everyday problems and to increase their employability in tomorrow's economy.

As students progress through elementary school, they will develop their ability to think mathematically, learn about different concepts and relationships, and to apply their knowledge. Key concepts include addition, subtraction, division, and multiplication, which will help to set the stage for more advanced skills, including algebra, and working with integers and decimals, among others.

By developing a strong understanding of numbers, students will be able to perform mathematical calculations quickly and accurately – whether they do so mentally, on paper, or by using a calculator. The ultimate goal is for them to be able to perform mathematical procedures with ease. This skill will also support students as they develop their skills in critical thinking and problem solving.

Ontario's publicly funded schools are focusing on the fundamentals of math. This is an overview of what Ontario students in Grades 1-8 are learning in math, and how you can support your children's math learning at home.



Fundamental math skills from Grades 1 to 8

Most students learn math facts gradually over a number of years as they build their knowledge and confidence in their own ability to do math. The chart below provides examples of some fundamental math concepts and skills that students are expected to learn in elementary school by the end of primary grades (1-3), junior grades (4-6), and intermediate grades (7-8).

By the end of Grade 3, students will:

- Show understanding of and the use of whole numbers to 1000, i.e., 0, 1, 2, 3... 1000,
- Count forwards and backwards from 1000
- Use coins and bills to count and make change up to \$10
- Add and subtract numbers to 1000
- Recall and use multiplication facts to 7×7 , and related division facts, e.g., $49 \div 7$
- Understand the relationship between 1 whole and parts of 1 whole as fractions

By the end of Grade 6, students will:

- Show understanding of and the use of whole numbers to 1 000 000 and decimal numbers to thousandths (e.g., 0.001)
- Count by tenths, hundredths, and fractional amounts
- Read money up to \$1000 and represent it using bills and coins



- Add and subtract whole numbers and decimal numbers to thousandths
- Use multiplication and division facts to multiply and divide:
 - ♦ 4-digit whole numbers by 2-digit whole numbers
 - ♦ decimal numbers to tenths by whole numbers
- Understand equivalent fractions (e.g., $\frac{2}{4} = \frac{1}{2} = \frac{9}{18}$)
- Understand the relationship between fractions, decimals and percents
- Use and apply ratios and unit rates (e.g., use a water to sugar ratio of 4:1 to make syrup)

By the end of Grade 8, students will:

- Show understanding of and the use of any whole number and decimal number
- Work with money as an application of decimals, fractions, percents, and rates. For example, calculating the total cost of an item, including tax
- Add, subtract, multiply and divide combinations of whole numbers, decimal numbers, and integers, using the order of operations (e.g., $(2 - 5)^2 - 0.8 \div 2 = 8.6$)
- Add, subtract, multiply and divide fractions
- Use equivalent forms of a number (decimals, fractions, percents) (e.g., $\frac{3}{4} = 0.75 = 75\%$)
- Solve problems involving ratios, and rates, e.g., calculate the most economical way to purchase 125 songs, if 25 songs cost \$7.99 and 50 songs cost \$10.45

Why math skills are important

We all use mathematical concepts in everyday activities, without even thinking about it. Every day, we are making correct change when shopping, estimating how many cans of paint are needed to paint a room, measuring ingredients when cooking, or calculating the tip on a restaurant bill. Fundamental math skills are also foundational to other aspects of the math curriculum, such as determining area, volume or rates. These are the skills we use when determining how much tile is needed for a new floor, or determining the more economical way to purchase music online – for instance, is it a better deal to buy 25 songs for \$7.99, or 50 songs for \$10.45?

How can you help?

Math is everywhere, and you can help your children make connections between what they are learning in school and everyday experiences at home and in the community, such as at the store, cooking at home, or managing money.

Here are some ideas about how math can be part of your regular day-to-day routine:

- **Math games** – Math puzzles and games can show that math is fun. They also require trial-and-error thinking, enhance numeracy and logical thinking, and promote discussion.
- **Math on TV** – Watch educational television programs. Many offer websites with activities to do together, including free games, apps, math crafts, and songs.
- **Math at the grocery store** – You can talk to your child about how to weigh fruit on a scale or how to estimate the total cost of items as you fill your cart.
- **Math with money** – Help your child manage money by creating a budget together or saving to make a special purchase. Or you could go shopping together and help with estimating the amount of a purchase, calculating the tax and checking the change.
- **Math in computer games** – If your child enjoys the computer, introduce them to fun and educational web-based games and activities.
- **Math in the kitchen** – Bake, cook and prepare food with your child. There are many great math opportunities in the kitchen, such as measuring ingredients.

By making math a priority and finding ways to help your child with math at home and in day-to-day life, you are helping to inspire a love of learning, and a better understanding of math.

Ontario is committed to working with parents, teachers and students to focus on the fundamental skills and concepts of math to help improve students' performance in math.

For more information and resources on how to help your child with math at home, please visit:
http://www.edu.gov.on.ca/eng/parents/min_math_strategy.html

Additional resources include:

- *Doing Mathematics with Your Child, Kindergarten to Grade 6 – A Parent Guide*
<http://www.edu.gov.on.ca/eng/literacynumeracy/parentGuideNumEn.pdf>

Upcoming LDAWC Events

SAVE THE DATE!

Looking for Tools & Strategies to support your Child's Learning?

JOIN US!

5th Annual Family Conference

Date: Saturday, October 19, 2019

Time: 8:30 am – 3:15 pm

Location: St. James Catholic High School, 57 Victoria Rd N, Guelph

Registration opening soon. No Charge to Attend.

Find out more: www.ldawc.ca

Facebook: <https://www.facebook.com/LDAWellingtonCounty/>



Who should attend: Parents/caregivers of children with learning disabilities and/or ADHD seeking tools & strategies to support increased learning at school and at home.

Keynote Speaker: Dean Huyck, former educator, has a wealth of experience working with children with learning disabilities. He will share learning strategies for home and educational settings and psychiatric day treatment programs. His unique ability to empathize and strategize with children helps to increase their learning potential.

Breakout Sessions include: Talking to your Kids about LD/ADHD; Parental Self Care & More!

FIND OUT MORE ABOUT LDAWC!



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Association of Wellington County



United Way
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Learning Disabilities Association of Ontario Membership Application

Membership:

- Member fee rates to LDAO programs and services, including some online workshops/courses
- Member fee rates to all chapter programs and services, where available
- Two issues of the LDAO digital magazine LD@Ontario, sent biannually through email
- Chapter newsletters (frequency varies from chapter to chapter)

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