

Special LD Awareness Month Edition



Fall 2022

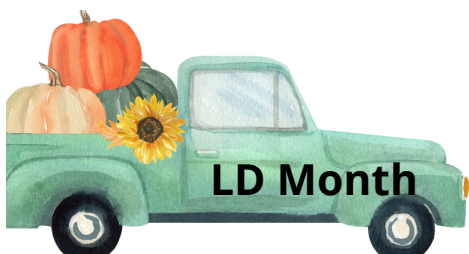
Learning Disabilities Association of Iowa

[Visit our Website](#)

Registration is open!
For More Information Click [HERE!](#)



OCTOBER



October is LD Awareness Month!

How many of these items can you check off your "to do" list to help advocate for those impacted by LD and related disorders?

☒ Like, Share and Follow LDA on Social Media

☒ Tell others why it is important to know and understand Learning Disabilities

☒ Learn something you didn't know about LD and share it

☒ Advocate for someone with a Learning Disability

☒ Other...

☒ [DONATE](#)

☒ [BECOME A MEMBER](#)



A Message from LDA-IA President, Patty Beyer

October is LD Awareness Month and as parents, we all do our best to get our children ready for a new school year. You have already taken care of the typical items on your back-to-school checklist, but what about SELF-ADVOCACY? Children need skills to be able to handle the inevitable confusion and frustration that accompanies learning. Self-advocacy skills belong at the top of the back-to-school list. And fortunately, it doesn't cost a penny!

Students' abilities to self-reflect and identify their learning needs and then ask for help meeting those needs is critical for classroom and lifelong success. Parents and educators can help students develop these important soft skills by reinforcing the idea that asking for and receiving help is a sign of strength and resilience, not one of weakness.

Students thrive when caring adults share in their learning experiences. Spend time with your child while they complete school related tasks and offer praise for their efforts versus their grades. "I see you worked really hard on this math problem and I'm proud of your efforts," or "I see you revised this paper several times and asked your teacher for help - great job!" Versus... "It's okay, you're just not a math person."

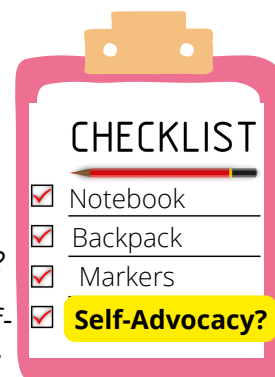
Let students know that just because something doesn't come easily at first doesn't mean they can't figure it out eventually. Encourage them that learning takes time and effort, and they will likely need to try a variety of learning strategies. Reassure them that learning is a process and while grades do matter, their mindset matters most. Students who cultivate this growth mindset - viewing struggle or failure as inevitable - are significantly better positioned to excel in the face of adversity.

These advocacy skills are equally important for parents. If you suspect your child may have learning difficulties, do not hesitate to contact their teacher(s) for support and guidance. Teachers are there for you and have the training and expertise to help you and your child navigate the myriad challenges inherent in the learning process.

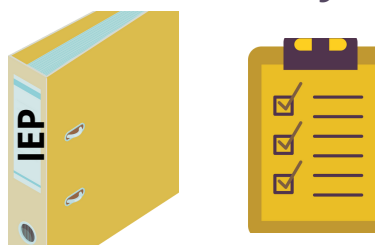
For more information on supporting your child's learning, check out the resources in this newsletter, on our website and on our social media. As always feel free to reach out to LDA-Iowa with any questions or concerns you may have. Our dedicated volunteers are happy to help!

Be healthy and keep learning.

Patty Beyer, LDA-Iowa President



Get Organized-- Create your own IEP Binder Today!!



Parents, start the new year off right! Understood.org provides FREE IEP Binder checklists and shows you how to set up the IEP binder. Put all your information in one place! Communication, IEP, Evaluation, Report Cards, Work Samples, School Handbook, Behavior Plans and more! Click [here](#).



Let's Talk About LDA's 2022-2023 Top Policy Priorities

**Reauthorization of IDEA
(Individuals with Disabilities
Education Act)**

**LD Evaluation and
Identification**

**Monitoring Proposed New
Dyslexia Legislation**

**Utilization of Section 504 for
Students with Learning
Disabilities**

To learn more about these priorities, contact LDA Iowa or read about it at <https://ldaamerica.org/legislation/lda-legislative-agenda/>

History and Purpose of LD Month

In 1985, President Nixon, issued a proclamation making October LD Awareness Month. This month, LDA will be participating in spreading awareness of Learning Disabilities and you can help! ***Here are some FACTS about Learning Disabilities that you can share with others!***



FACTS

- 1 in 5 kids have learning and attention issues. Chances are that you know someone.
- Learning and attention issues are brain-based difficulties in reading, writing, math, organization, focus, listening comprehension, social skills, motor skills or a combination of these. Dyslexia and ADHD are examples of common learning and attention issues. They often run in families.
- Having learning and attention issues doesn't mean a child isn't intelligent. In fact, kids with learning and attention issues can even be gifted.
- It's a myth that kids with learning and attention issues are "just being lazy." While learning and attention issues may not be as visible as other health issues, they're just as real.
- Some signs of learning and attention issues—like refusing to read aloud, having a consistently messy backpack or not wanting to go to school—can seem so commonplace that they're easy to overlook. If parents are concerned, talking to their child's teacher or doctor is a great first step.
- Kids learn in different ways and at different paces. It's important to teach to each student's individual strengths, skills, and needs. This is true for all kids—not just kids with learning and attention issues.
- With the right support from parents, educators and the community, kids with learning and attention issues can thrive academically, socially and emotionally. They have the same potential for success as their peers. By setting high expectations for kids with learning and attention issues, we can propel them to thrive in school and in life.

Searching for LD Resources?

Here are a **FEW** of our favorite resources for information about Learning Disabilities--Be sure to share your favorites with us!



Smart Kids with LD
National Center for LD (NCLD)
National Center for Improving Literacy
Center for Parent Information & Training Resources
Understood
Reading Rockets
Healthy Children Project
Iowa Compass
Ask Resource Center

Why Do We Need to Talk More About LD?

Don't We Already Know Everything There is to Know About LD?

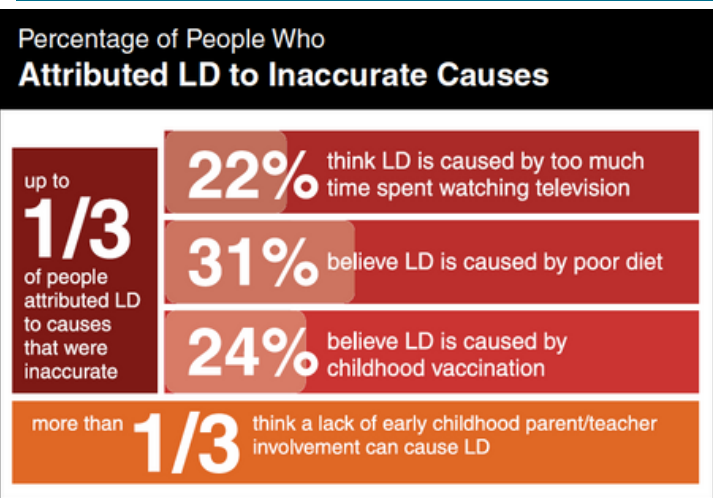
There continues to be misinformation/misunderstanding regarding what a Learning Disability is, what causes it, the types of Learning Disabilities and more. LDA is here to provide information, advocate and support those impacted by LD. You can help by sharing information about LD.

What is a Learning Disability? According to IDEA, it is "a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which disorder may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. Such term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Such term does not include a learning problem that is primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage."

What causes a Learning Disability? Oftentimes, the cause of a Learning Disability is unknown, but according to the Mayo Clinic, the following are possible causes: family history and genetics, prenatal and neonatal risks, psychological trauma that affects brain development, physical trauma such as head injury or neurological infections, and exposure to environmental toxins.

What are the different types of Learning Disabilities? First of all, it is important to note that many types of LD likely are accompanied by other types of LD or related disorders. The most prevalent type of LD is Dyslexia-affects reading and language based processing skills. Other types of LD include Dyscalculia-affects a person's ability to understand numbers and learn math; Dysgraphia-affects a person's handwriting and fine motor skills; Non-Verbal LD-affects ability to interpret non-verbal cues such as facial expressions or body language and may have poor coordination; Oral/Written Language Disorder and Specific Reading Comprehension Deficit-affects an individual's understanding of what they read or of spoken language/ the ability to express oneself with oral language may also be impacted.

What are other disorders related to Learning Disabilities? Other disorders that are related to or may co-exist with a Learning Disability may include, but not limited to the following: Dyspraxia-problems with movement, coordination, language and speech; ADHD-inattention, hyperactivity or combined; and Executive Functioning-difficulty with planning, organizing, strategizing, attention to details and managing time and space.



Source: 2012 Survey of Public Perceptions of LD, NCLD

Inaccurate Perceptions About the Causes of Learning Disabilities

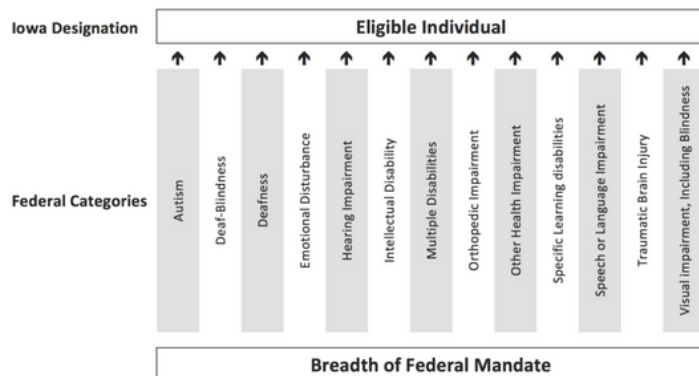
This graphic is from a survey conducted by the National Center for Learning Disabilities (NCLD). The survey was conducted in 2012, however, with Iowa being a "non-categorical" state in regard to schools identifying disabilities for special education, one might suspect that the results of this survey are reflective of current public perceptions. This is one more example of why we need your help in increasing awareness of LD! What can you do? Become a member! Donate! Volunteer! Share accurate information about learning disabilities with others!

See full State of LD Report [HERE](#)

Iowa's Disability Designation for Special Education : Eligible Individual

This model is commonly referred to as "non-categorical" meaning that Iowa does not identify a disability, such as LD, as most other states do when talking about eligibility for special education services. One of LDA's Core Principles addresses evaluation and identification of LD. Read more about it [here](#).

We'd like to hear from you! Do you believe your child's evaluation was appropriate? How do you feel about using the LD label/diagnosis?



Source: [Iowa IDEA Information](#)

Recognizing Early Signs/Symptoms of Learning Disabilities

One in five individuals presents with a learning disability. These learning disabilities, although present since birth, often go undetected until a child reaches school age and academic tasks are asked of them. Check out these resources to learn more about signs and symptoms of a learning disability: [Early Warning Signs of LD](#), [LD: An Overview](#), and [More Early Warning Signs of LD](#).



Why Early Intervention Matters

The transition from 3rd grade marks the transition from learning to read to reading to learn. If a student is not proficient in reading by the end of 3rd grade:

75% never reach reading proficiency in future grades

54% are less likely to attend college compared to more proficient peers

93 million adults today are at or below basic reading levels even though most living-wage jobs require reading proficiency

LDA's Position on Inconsistency in Evaluation and Identification: A Follow-up to the US Government Accountability Office (GAO)

LDA addresses concerns such as "why is my child identified with a Learning Disability in one state but not in another?"

Since IDEA assigns Child Find responsibilities to the state level, there is no uniformity in how students are identified besides minimum criteria outlined by IDEA. As of 2016, the percentage of children aged 6 through 21, state by state, that were provided special education ranged from 6.4 percent to 15.1 percent throughout (GAO, 2019).

Concerns about identification and evaluation are frequently noted by advocates and at times. As an organization advocating for the rights of all individuals with learning disabilities, the Learning Disabilities Association of America (LDA) often assists parents who are finding their requests for evaluation of their child going unanswered. LDA is aware that both over and under-identification of minority students for special education is problematic across the nation.

Read this and other reports [here](#).

"UNLESS SOMEONE LIKE YOU CARES A WHOLE AWFUL LOT, NOTHING IS GOING TO GET BETTER. IT'S NOT."

Did you know? LDA Iowa was incorporated as a non-profit organization in **1968** thanks to parents and others who were passionate about advocating for the rights of those with LD. We cannot be passive--we need someone like **YOU** to care!



Avoid a Lemon

For Families



You and the school can share literacy resources to help your child and others get evidence-based literacy instruction. Learn to spot questionable or ineffective practices.

c + a + t

Decoding Words

What is it?

The ability to figure out unknown words correctly.

If you are given:

Strategies that encourage your child to look away from letters to read words (looking at the pictures, using context clues, saying the first sound and guessing).

Ask for:

Ways to help your child use knowledge of letter-sound relationships* to read words.

Why?

Kids who can't decode often don't become strong readers. Reading words correctly require knowing how letters and groups of letters link to sounds to form letter-sound relationships.



Learning Sight Words (like high-frequency words)

What is it?

The ability to know a word instantly and easily, including ones spelled regularly or irregularly.

If you are given:

Strategies, tips, or activities focusing your child on memorizing whole words to learn sight words.

Ask for:

Strategies, tips, or activities focusing your child on saying and using letter-sound relationships* and letter order to learn sight words (irregular word parts and advanced letter-sound relationships are taught to be remembered).

Why?

Sight word learning is not based on visual memory. It requires knowing speech sounds, letter-sound relationships, and letter order. There are too many words to learn by memory alone.



Spelling Words

What is it?

The ability to write words correctly.

If you are given:

Strategies, tips, or activities focusing your child on memorizing letters or letter shapes to spell words (word searches, tracing words, rainbow writing).

Ask for:

Strategies, tips, or activities focusing your child on saying and using letter-sound relationships* and the right letter order to spell words.

Why?

Spelling is not based on visual memory. It requires knowing speech sounds, letter-sound relationships, and letter order.

*Based on skills appropriate for your child's grade-level and literacy needs



The research reported here is funded by a grant to the National Center on Improving Literacy from the Office of Elementary and Secondary Education, in partnership with the Office of Special Education Programs (Award # 528301500002). The opinions or policies represented are those of the authors and do not represent views of OSEP, OSEP or the U.S. Department of Education. You should not assume endorsement by the Federal government. Copyright © 2019 National Center on Improving Literacy

NCILiteracy@gmail.com



https://improvingliteracy.org



improvingliteracy



improvingliteracy



LDA Iowa Contact Information

LDA Iowa, 5665 Greendale Road, Suite D, Johnston, IA 50131



Phone: 515-209-2290

Website: <https://www.l daiowa.org>

Facebook: <https://www.facebook.com/LDA.Iowa/>

Email: LearningDisabilitiesofIowa@gmail.com

Twitter: <https://twitter.com/Ldaofiowa>

Instagram: <https://instagram.com/Ldaofiowa>