



Visit our website



## A Message from President Paula Hamp



Greetings,

I hope that all of you have survived the winter months of snow and brutal cold temperatures. As we spring forward out of the doldrums of winter, we move into the delightfulness of springtime. With spring, students and teachers become anxious for end of the school year. We all need help to make it through the last days, so I offer you a few tips to finish the school year strong.

1. As the weather gets warmer and it stays light longer, we often times just want to be outside, but stick with a routine. Stick with the regular homework time, dinnertime, and bedtime. Sticking with the routine all week will leave the weekends open for outdoor activities. If it gets to be a real struggle, consider setting a goal. If the school year is finished strong, then we will take a trip once school gets out. Follow through with the old, "If you do this, then you can do that."
2. Lead by example. If you as a parent constantly speak negatively then your child will also speak negatively. If you are negative about school, your child will be negative about school. If you complain about their homework, then they will complain about their homework. Keep a positive mindset; this will help your child to finish strong through the end of the school year.

Lastly, over the past few months I have discovered a few apps that can be easily downloaded to the computer to help with learning.

- **Snap and Read**- An assistive technology software program that puts a floating toolbar over any application on your computer. The one-button interface reads any text aloud from any Internet browser, Microsoft Word, PDF files or other documents and programs.
- **Read Aloud**- A very powerful text-to-speech app, which can read aloud web pages, news, documents, e-books or your own custom contents. Read Aloud can help with your busy life by reading aloud your articles while you work on other tasks. This app can be of great help to students with their reading assignments and improve their reading speed. For visually impaired people this app can be of great assistance.
- **Epic!** Epic! is the leading digital library for kids, with access to over 25,000 resources, including e-books, audio books, learning videos, and quizzes. Designed for ages 12 and under, Epic! provides a fun way to engage in reading. Free for both iPhone and iPad, children can explore and learn in a completely new way.
- **ABC Reading Magic Series**- Five apps that build off each other to improve reading skills. The three core skills that these apps focus on are blending, segmenting, and reading. These apps also expand your child's vocabulary so that he/she can recognize and pronounce words that are not normally found in the everyday vocabulary of young learners.
- **CanPlan**- A task management app that breaks tasks down into easy-to-follow steps in the form of photo sequences. It is designed for people with cognitive challenges, and while your child may not have these challenges, they may like the straightforward approach to managing tasks. (Apple devices only)

I hope this greeting finds you well and motivated to finish out the school year strong. ~ Paula

## A Parent's Perspective

*As a parent, do you think a recommendation for an IEP and Special Education is a good thing or something to be dreaded? Read this parent's perspective about ADHD, Dyslexia and Special Education services.*



*"I still remember the day we were told our son had ADHD & Dyslexia. The tears I cried were out of relief and sadness. We finally had something to blame for his struggles in school. As a result, he was put on an Individualized Education Program (IEP). My husband and I have made our share of questionable decisions, but THIS was not one of them. Yes, along with this IEP came the Special Education stigma. Oddly, it didn't occur to me to mind. Our son DID require special education; a special plan tailored to him for the sole purpose of helping him succeed.*

*Six years later this kid is KILLING it. He's crushing goals, tossing out accommodations he no longer needs and, if I'm being honest, pulling in grades I never expected to see from him. I can't take credit for his success and I won't. This kid works hard and our kids have amazing teachers!"*

Learning that your child has a disability and is in need of special education can be very difficult to process. Parents respond differently. Some are relieved (as in the example above), while others are resistive. Here is a real example of two parents discussing this issue:

*"The school had recommended her child be on an IEP, and I was struck and saddened at how against it she was. "My kid is not stupid! She doesn't need special education!" She was afraid her child would be made fun of. It really got me thinking about how many other parents feel the same way. Some parents feel that their child being in "special education" reflects bad upon them."*

Both of these reactions are very typical of what we hear from other parents. We all respond differently in different situations, but it helps to know there are others out there who have had or are having similar experiences. If you feel comfortable sharing your story, please [email us](#).

## 2019 LDA-IA Board of Directors

### OFFICERS

#### President

- Paula Hamp

#### 1st Vice-President

- Patty Beyer

#### 2nd Vice-President

- Gayle Slattery

#### Secretary

- Theresa Stensland

#### Treasurer

- Shirley Sinnott

#### Past President

- Vicki Goshon

### DIRECTORS

- Helen Beneke
- Betty Bollard
- Michael Each
- Amy Eaton
- David Hoyer
- Kim Miller
- Dr. Richard Owens
- Verlee Owens
- Joe Rosener
- Linda Steele
- Barbara Van Sickle
- Karen Vander Horst



## Adults with Learning Disabilities and Related Disorders

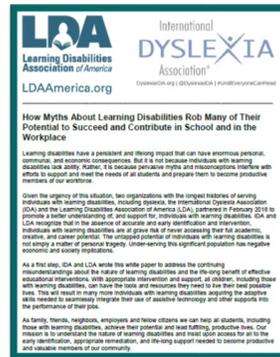
The impact of learning disabilities is lifelong. The issues that made schoolwork so challenging as a child crop up again in the workplace, in social situations, and in our homes. Paperwork and reports at work, keeping up with bills, and helping our children with their homework can be a struggle.

Are you or someone you know struggling in the workplace due to learning disabilities or other related disorders such as ADHD?

LDA can help. Both [LDA-IA](#) and [LDA America](#) have sections on their websites about adult issues. You can also contact us by [email](#) or message us on [Facebook](#).

## LDA/IDA White Paper: Leading Organizations in the Field Challenge Myths about Learning Disabilities and Dyslexia

Myths about learning disabilities rob many of their potential to succeed and contribute in school and in the workplace, according to a white paper released during Learning Disabilities and Dyslexia Month in October by the International Dyslexia Association (IDA) and the



IDA and LDA recognize that in the absence of accurate and early identification and intervention, individuals with learning disabilities are at a grave risk of never accessing their full academic, creative, and career potential. The untapped potential of individuals with learning disabilities is not simply a matter of personal tragedy. Under-serving this significant population has negative economic and society implications.

[Read the full report](#)

## Membership



Did you know that by joining LDA Iowa, you are also a member of LDA America and have access to member-only status from each? Consider joining today! Why? We believe that every person with learning disabilities can succeed in school, at work, in relationships, and within the community -when provided the right supports and the right opportunities.

If you agree, you should look at the benefits of membership and help us to advocate for those impacted by learning disabilities and related disorders.

### Why LDA?

- LDA is the voice for individuals with learning disabilities of all ages and their families.
- LDA is the leading advocate for laws and policies that create opportunities for individuals with learning disabilities.
- LDA is the only national organization to promote opportunities to meet others in the same situation through state affiliate membership.
- LDA is a leading source for information on learning disabilities, practical solutions, and a comprehensive network of resources at the national, state and local level.
- LDA is a support to individuals with learning disabilities, their families, educators and other professionals who serve the learning disability community.



### Benefits of Membership:

- A **Support System** through local and state affiliate representatives who are parents, educators, and professionals and understand the needs of the learning disabilities community.
- A **Community Forum** available only to members to ask questions and get answers from experts and other individuals who may have had the same experiences.
- A **Policy Director** who advocates in the best interest of LDA's members.
- An Advocacy program that provides legislative updates, advocacy training materials and LDA's position on many LD related topics that affect our members.
- A **Resource** and wealth of information on our website for parents, educators, adults and professionals to help navigate through the LD maze.
- A **Guide** for those "New to LD," a source of information on diagnosis, assessment, and evaluation, and how to navigate the school system.
- Our exclusive, downloadable e-book for parents - "**What Every Parent Needs to Know about Learning Disabilities.**"
- **LDA Today** - A bi-monthly electronic newsletter for members-only with up-to-date information on learning disabilities and topics of interest, including advocacy efforts.
- **News briefings** of the week's top stories on learning disabilities and related topics via **THE LD SOURCE**, a free, opt-in (weekly) e-mail resource.
- **News from Washington**- monthly reports on legislative issues via **LDA Legislative News**
- A **Discount** at state and national conferences that feature leading-edge speakers as well as experienced, knowledgeable and thought-provoking presenters to conference attendees as well as an exhibit hall with vendors dedicated to serving the learning disabilities community.
- A **Discount Subscription** to *Learning Disabilities: A Multidisciplinary Journal*, a peer-reviewed journal published quarterly. Please visit [Sagamore Publishing](#) to subscribe or for more details.
- A members-only **Access to Professional Liability, General Liability and Abuse and Molestation defense coverage**, at a reduced rate for members in private practice.
- A **Direct Information** line via a toll-free call-in line, (888) 300-6710.

- Submit manuscripts in LDA's nationally-recognized and research-based peer-reviewed journal, *Learning Disabilities: A Multidisciplinary Journal*
- Possible professional opportunities include being considered to serve on editorial board for *Learning Disabilities: A Multidisciplinary Journal* or nominated to serve on LDA's Professional Advisory Board that serves as a resource and counsel on issues affecting individuals with LD.

[JOIN NOW](#)

### Why is Membership Important?

As an advocacy organization, membership is what keeps LDA thriving and allows our voices and those of the children and families whom we serve to be heard. The support we receive through membership in LDA enables us to:

- Unite individuals, families and professionals who have a shared commitment to individuals with learning disabilities.
- Raise awareness about learning disabilities among policymakers and the public at large.
- Advocate to preserve, enhance and expand access to services for children and adults with learning disabilities.
- Represent the needs and interests of children and adults with learning disabilities to regulatory and policy-making entities.
- Create and distribute policy and position statements and public testimony on various aspects of policies that impact the lives of children and adults with learning disabilities.
- Develop Action Alerts on crucial national legislation.
- Collaborate with professional and advocacy organizations on public policy at the national level.

**LDA never shares or sells membership information!**

[JOIN NOW](#)

## Specific Learning Disabilities Questions & Answers



### What are Specific Learning Disabilities?

The Individuals with Disabilities Education Act (IDEA) provides that "specific learning disability" means "a disorder in 1 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 intellectual disabilities, of emotional disturbance, or of environmental, cultural, or economic disadvantage." 20 U.S.C Section 1401 (30).

### What are the Different Types of Specific Learning Disabilities?

- *Auditory Processing Disorder: Affects how sound that travels unimpeded through the ear is processed & interpreted by the brain.*
- *Dysgraphia: A specific learning disability that affects a person's handwriting ability and fine motor skills.*
- *Language Processing Disorder: A specific type of (APD) that affects attaching meaning to sound groups that form words, sentences and stories.*
- *Visual Perceptual / Visual Motor Deficit: A disorder that affects the understanding of information that a person sees, or the ability to draw or copy.*
- *Dyscalculia: A specific learning disability that affects a person's ability to understand numbers and learn math facts.*
- *Dyslexia: A specific learning disability that affects reading and related languagebased processing skills.*
- *Non-Verbal Learning Disabilities: Has trouble interpreting nonverbal cues like facial expressions or body language and may have poor coordination.*

### What about ADHD, Executive Functioning, Memory, and Dyspraxia?

- *These are considered to be "Related Disorders" and often co-exist with a Specific Learning Disability.*

### What are some of the common warning signs of a Specific Learning Disability in preschoolers?

- *pronunciation problems?*
- *difficulty finding the right word?*
- *difficulty making rhymes?*
- *trouble learning numbers, alphabet, days of the week, colors, or shapes?*
- *trouble concentrating?*
- *trouble interacting with peers?*
- *difficulty following directions or learning routines?*
- *difficulty controlling pencil, crayons, scissors?*
- *difficulty with buttoning, zipping, typing skills?*

### What are some of the "red flags" should I look for when my child is in kindergarten through the fourth grades?

- *have trouble learning the connection between letters and sounds?*
- *confuse basic words? (run, eat, want)*
- *make consistent reading and spelling errors including letter reversals (b/d, inversions (m/w), transpositions (felt/left), and substitutions (house/home)?*
- *experience difficulty learning basic math concepts?*
- *have trouble learning about time?*
- *take a long time to learn new skills?*
- *have trouble remembering facts?*

### What are the common signs of Specific Learning Disabilities in grades five through eight?

- *with reading comprehension or math skills?*
- *with letter sequences? (soiled for solid, left for felt)*
- *with prefixes, suffixes, root words and other spelling strategies?*
- *organizing his/her bedroom, notebook, papers, and desk?*
- *keeping up with papers or assignments?*
- *with handwriting?*
- *with time management?*
- *understanding oral discussions and expressing thoughts aloud?*

### What common characteristics of Specific Learning Disabilities are commonly observed in high school and adulthood?

- *spelling the same word differently in a single document.*
- *taking on reading or writing tasks.*
- *with open-ended questions on tests.*
- *with memory skills.*
- *adapting skills from one setting to another.*
- *with a slow work pace.*
- *grasping abstract concepts.*
- *focusing on details.*
- *misreading information.*

Source: <https://ldaamerica.org/support/new-to-ld/>

For more information, please check out the information on our [website](#) or [contact us](#)

## A Seven Minute Review: A Summary of the High Social and Financial Costs of Prisons

I don't know if anyone reading this has had an encounter with someone lately who thinks teachers are overpaid and that there are too many services provided to special education students. What many of these individuals fail to understand is why more resources are needed than what most schools can afford to purchase. Simply put, the more effective the schools are with all students and especially the student who needs special services, the lower the cost will be for taxpayers in the future.

If you have had conversation with such a person you need ammunition to not just walk the walk to but also to talk the talk. Here is a brief summary of data that will assist you to talk the talk. Please pick up your favorite drink and find a comfortable spot so you can enjoy seven minutes of involvement with the exciting world of research and statistics.

First, let's review what you already know about struggling readers:

1. 66% of the students who can't read proficiently at the end of the 4th grade will end up in prison or on welfare.
2. 60% or more of all prison inmates are functionally illiterate.

3. 85% of juveniles that are involved with the juvenile court system have severe reading deficits.
4. 75% of food stamp recipients have severe reading deficits.

Here are some more statistics that provide data that perhaps is new to you.

*Take a few minutes and get up and move around. Done? Fine go back to that comfortable chair as you read more about what you have always wanted to learn. ENJOY!*

---

### **WHAT ARE THE REAL COSTS AND WHO PAYS THIS COST OF PRISONS?\***

First, here are some statistics that research indicates have a direct impact on costs in the US. The ones that seemed extremely important to the writer are:

- We have about 2.2 million prisoners at the present time. When we compare our rate of incarceration with other Western countries, we see major differences:
  - **US = 670 per 100,000 persons VS. 60-200 per 100,000 persons in other Western countries. This amounts to costs of \$72.5 billion annually.**

### **WHO PAYS THESE COSTS? Families-Children- All of us-Yes -YOU & I.**

- But there are additional costs: **Every \$1.00 spent on prisons causes \$10.00 in social expenditures.**
- 

Please meet Erin. She is April's daughter. Erin got addicted to drugs. The treatment rendered was INCARCERATION. The talk around that time consisted of: "Finally, let's get her off the streets!" "Prison time will teach her a lesson!"

Question: What were the social costs for Erin's time in PRISON?

1. Eight years in prison - projected loss of potential wages was \$264,000.
2. Impact on lifetime jobs after leaving prison may be as much 10-40%.
3. Childcare provided by two grandmothers for her child would have cost \$120,000 plus food, clothing, and school expenses for eight years.
4. Estimated cost if grandparents hadn't been available: (welfare -\$278.208).

Follow up after Erin was released from prison shows the following:

- Recidivism: Without treatment, she went back to using drugs. She ended up back in prison.
- *"Children of incarcerated persons receive less education."*\* Two of her three sons were expelled from school.
- *"Children of incarcerated persons are five times more likely to go to prison."*\* All three of her sons *"have served time in juvenile facilities, one son's term extending into an adult facility."*\*
- 66% of incarcerated persons and family members report *"detrimental mental health effects."*\*

### **CLOSING:**

Reading of statistics may not be enjoyable. But those of us working in special education must know the data and understand the information gained from research. Part of our professional responsibility is to be able to share creditable research findings. We talk the talk. But it is a rare school that builds their educational system based on research. Two examples: What does creditable research indicate for class sizes for grades K-3? And are we matching specialized reading programs to the true learning needs of the struggling reader?

Thanks for reading.

*\*Julie Bender, "Who Pays for Prison?" Sojourners, November, 2018*

## **Professional Development Survey from LDA-IA**

LDA-IA has been exploring future directions in providing professional development. An e-mail survey was distributed to the special education teachers in Iowa to elicit their views and needs. As of this date, 93 respondents have returned the survey. Thank you to these teachers for taking their time to reflectively complete the survey.

**If you are an educator interested in students with learning disabilities and have not yet completed our survey, we welcome your feedback!**

[Participate in the survey](#)

Click [here](#) to review the survey results.

---

