



Nebraska Newsbriefs

Learning Disabilities Association of Nebraska

Fall 2008

Finding Friends and Persuading People: Teaching the Skills of Social Interaction

By: Dale S. Brown (1987)

John, who had recently graduated from school in computer operations, was interviewed for a number of jobs. Despite his credentials in a high-demand field, he was repeatedly rejected.

He told me he was frequently late to interviews. And so we began to work on strategies for being on time-someone to remind him when he needed to leave the house, knowing the route to the interview ahead of time, and getting there early.

After one crucial interview, I called him and asked how it went. "It went well!" he exclaimed. "I was on time! But you won't believe what happened. The boss was late. And I told him, 'Hey, you are always supposed to be on time for a job interview!'"

Needless to say, John did not get that job. He had made a great effort to be on time and, under the circumstances, perhaps his anger was understandable. However, he shouldn't have expressed it. And he wouldn't have been upset had I remembered to teach him that the applicant must be on time, but the interviewer is frequently late.

John's consistent rejection in the job market paralleled his experiences with dating and making friends. Without the vital skills of social interaction, John's life was destined to be lonely and unemployed.

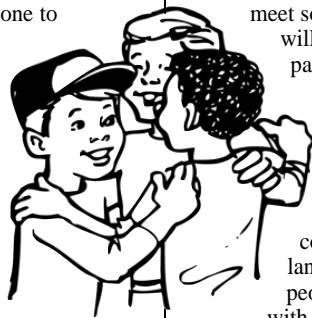
Many parents with learning disabled children identify with John's story and realize the importance of teaching social skills. Yet today it is harder than ever to do so. First of all, the economy often makes it necessary for both parents to spend long hours working to maintain their standard of living. Unfortunately, that means less time for family activities.

Also, social rules are changing swiftly. Rudeness seems to be rampant. Dating is so confusing that one tends to dread the moment the waitress brings the check, and a decision must be reached as to who pays. Today's ambiguity, which started in the permissive sixties, is confusing to everyone and is particularly difficult for people with learning disabilities.

Given this situation, how can parents help? How can ACLD chapters help their member families? Here are some ideas that may be

helpful although they are more easily said than done:

1. Develop a strong family social network and try to expose your child to as many people as possible. The more people your child encounters, the more likely it is that he will meet someone who will like him and be willing to accept him and his particular problems.
2. Treat your child with respect and insist that others do so, too. Individuals frequently speak to people with handicaps in a loud tone of voice, with a high pitch, and with condescending, paternalistic body language. Some learning disabled people imitate these speaking patterns with disastrous results. If your child is treated with respect, he will act towards others with respect.
3. Encourage observation. Being able to accurately observe the environment is a prerequisite to receiving non-verbal signals. And people with perceptual problems can have trouble with observation. Many find their inner world more stable and prefer to day-dream instead of staying aware of their surroundings. Ways of encouraging observation include:
 - Calling the LD person's attention to something when he appears to be "lost in space." e.g., "Look at that tree!" "Can you hear the birds?"
 - Encouraging reactions to the environment. e.g., "Do you like this flower? Which flower do you like best?" "Look at the men building that house. What are they doing? Do you think their job is dangerous? Would you like to do it? What do you think he's mixing in that bin?"
 - Asking your child what he saw. Ask, "What was the most interesting thing you saw on the bus ride?" "What did you notice when you walked to school today?" "Have they completed the construction of the shopping center?"
4. Encourage observation of non-verbal behavior. Playact a certain mood and ask the youngster to guess what it is. Ask him to guess the mood of a family member. Turn



the television volume down and discuss the body language of the characters.

5. Roleplay difficult social situations. Have your child practice asking the teacher for an extension of time for a paper or talking to an employer on a job interview. You can play the teacher or future employer and give your child feedback.
6. Encourage mature, topic-centered conversations. Many students who have been labeled learning disabled through the school system are used to question/answer type conversations such as:
 - "How was work today?"
 - "Fine."
 - "And what did you do?"
 - "I made hamburgers."
 - "Did you do anything else?"
 - "The cash register."

In this type of conversation, the questioner does all of the work. Sometimes this is because the person with a learning disability doesn't want to talk or has a language disability, but for many LD people, it is the only kind of conversation they know how to have. Parents and professionals should consciously change their conversational patterns to topic-centered conversations by:

- Talking about your experiences and activities and expecting your child to listen and respond.
 - Responding with a statement rather than a question. e.g., "It's different to make hamburgers for fifty people than for a family."
 - Stating your point of view, when you and your child disagree, and encouraging your child to appropriately defend his point of view.
7. Encourage your child to join group conversations. Many LD children are ignored by the family or allowed to

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dominate the conversation. Teach him the hidden rules of conversation-that you look at a person in a group, and they look back before you talk. If your child tends to be quiet, ask his opinion and help him to enter the conversation appropriately when he has something to say. If he dominates the group, explain that people often feel angry at those who talk too much. He may not have noticed

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From the President...

My name is Deb Carlson and I was elected the new president of the Nebraska LDA Association at our annual conference on October 18, 2008. This year the conference was again held at the ESU #3 in Omaha, Nebraska. Our speaker this year was Chris Dendy, who is quite knowledgeable about reaching and teaching students with ADHD. It was an informative conference and those that attended left with a wealth of information. She addressed several questions that parents and educators brought up during her question and answer sessions. Several of her books were on sale in our bookstore with resources and ideas. These are also available for check out or sale through the Nebraska LDA office.

The break out sessions received rave reviews. Scott Scholz and David Oertli from the Nebraska Library Commission were there to talk about the Library of Congress Talking Books that are now downloadable 24/7. Michael Elsken from Nebraska Advocacy Services did a presentation on the legal aspects of the Special Education process and Parent's Rights. Many questions were answered at this session concerning parent's legal rights when it comes to their child's education process. Jeanne Smay from Omaha Public Schools did a presentation on Styles and Strategies for Success in teaching students with ADHD. Many practical suggestions and ideas were given at this session. Finally, Mitzi Ritzman from UNO talked to attendees about Reading and Language Disabilities. During the lunch break, Stephanie Cain, Sue Schuele and I did a presentation on materials available through the LDA office for helping in improving reading. This is in conjunction with a grant we received from the National LDA Association earmarked for improving reading skills and comprehension. We look forward to sharing more of this information in 2009.

Deb Carlson; President, LDA of Nebraska

Points to Ponder ??????

Why isn't phonetic spelled the way it sounds?
Why are there interstate highways in Hawaii?
Why do they put Braille dots on the keypad of the drive-up ATM?
Why do we drive on parkways and park on driveways?
Why is it that when you transport something by car, it's called a shipment, but when you transport something by ship, it's called cargo?
Why is it that when you're driving and looking for an address, you turn down the volume on the radio?

Have you ever imagined a world with no hypothetical situations?
If 7-11 is open 24 hours a day, 365 days a year, why are there locks on the door?
If buttered toast always lands butter side down and a cat always lands on its feet, what would happen if you tied a piece of buttered toast to the back of a cat and dropped it?
You know that little indestructible black box that is used on planes, why can't they make the whole plane out of the same substance?
What's another word for Thesaurus?

Five Guidelines for Learning to Spell: A Handout for Students

by Susan Jones, M.Ed.

1. **Practice makes permanent.** Did somebody tell you practice made perfect? That's only if you're practicing it right. Each time you spell a word wrong, you're "practicing" the wrong spelling. So, if you're not sure how to spell the word, find out, then practice that spelling. Keep an ongoing notebook of words, so you've got your own personal dictionary and you can see your progress. Start small, though!
2. **Don't try to learn all the words at once.** Even if you learn them all in one sitting, practice them a few at a time. Find out what works best for you - it may be one or two words or as many as three or four. Then, add another word to your list, or start on different ones. Each time you learn another word, go back and practice the ones you learned before it, because, after all, practice makes permanent.
3. **Review the words you know.** If you already know some of the words on your list, practice them once or twice each before you start tackling the ones you don't know yet. It's a good confidence booster (and besides, practice makes permanent!).
4. **Practice spelling as if you expect to spell those words right when you're writing.** There's more to learning to spell than passing a spelling test. There are lots of ways to get from guessing to knowing what to write down on a test, and spelling words right when you're writing sentences and paragraphs. You want to train your hands to write the correct letters in the right order when you think a certain word.
5. **Use the words you've practiced.** That's the point to learning them, anyway. Have a list of words you're learning handy in a notebook, and you can look them up to make sure you're spelling them right. Besides, using them is practicing them, and practice...

Learning Disabilities in Adulthood - The Struggle Continues

By: Dr. Sheldon H. Horowitz, Director of Professional Services, NCLD

We live in a world where "early" is thought to be "better", and in many ways, this mindset serves us well, especially as it applies to learning. With increasing success, we are able to focus well-deserved attention on early recognition and response to struggling preschoolers, early intervention services for young children with identified special education needs, early and well-targeted instruction to school-age students who are falling behind in skills development, and early identification of learning disabilities (LD). In an ideal world, students who struggle are able to overcome their challenges and grow to become adults who enjoy personal satisfaction, high self-esteem, self-sufficiency, and productive relationships within their families and in the general community. If only this was the case.

Don't Expect to Outgrow LD

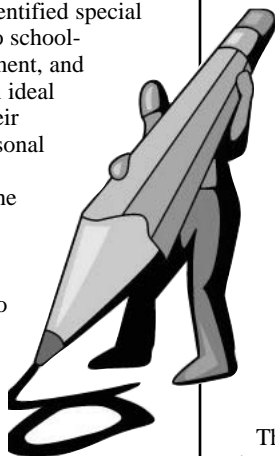
No matter how many times it's been said, it needs to be repeated again and again: learning disabilities do not go away, and LD is a problem with lifelong implications. Addressing features of LD during the early years can indeed help to circumvent and minimize struggles later in life, but we know that problems with listening, speaking, reading, writing, reasoning, math and sometimes social skills can persist, even after years of special education instruction and support.

Adults with Learning Disabilities: A Call to Action

In a 1985 paper titled "Adults with Learning Disabilities: A Call to Action," the National Joint Committee on Learning Disabilities articulated the following concerns about the issues faced by adults with LD, all of which unfortunately still hold true today:

1. Learning disabilities are both persistent and pervasive throughout an individual's life. The manifestations of the learning disability can be expected to change throughout the life span of the individual.
2. At present there is a paucity of appropriate diagnostic procedures for assessing and determining the status and needs of adults with learning disabilities. This situation has resulted in the misuse and misinterpretation of tests that have been designed for and standardized on younger people.
3. Older adolescents and adults with learning disabilities frequently are denied access to appropriate academic instruction, prevocational preparation, and career counseling necessary for the development of adult abilities and skills.
4. Few professionals have been prepared adequately to work with adults who demonstrate learning disabilities.
5. Employers frequently do not have the awareness, knowledge of, or sensitivity to the needs of adults with learning disabilities. Corporate as well as public and private agencies have been unaware and therefore have failed to accept their responsibility to develop and implement programs for adults with learning disabilities.
6. Adults with learning disabilities may experience personal, social, and emotional difficulties that may affect their adaptation to life tasks. These difficulties may be an integral aspect of the learning disability or may have resulted from past experiences with others who were unable or unwilling to accept, understand, or cope with the persons' disabilities.
7. Advocacy efforts on behalf of adults with learning disabilities currently are inadequate.
8. Federal, state, and private funding agencies concerned with learning disabilities have not supported program development initiatives for adults with learning disabilities.

While much progress has been made in many of these areas, coordinating services and supports for adults with LD and finding ways to support this population with essential information and effective resources remains an enormous challenge.



High School and Beyond

As mentioned in my February 2005 Research Roundup on Adolescents and Young Adults with LD --[Transition and More](#)-- students with LD who graduate from high school have a myriad of post-secondary options available to them including 2-year, 4-year and community colleges, apprenticeships and vocational training programs. The expectations placed on graduating high school students today, especially given the highly technical and increasingly specialized nature of the workforce (and a society that values traditional college completion) have never been higher. The challenges faced by students with learning disabilities in high school and beyond are, in a word, enormous. And current data about post-secondary outcomes is less than encouraging:

- 39% of students with LD drop out of high school without a general diploma.
- Only 13% of student with LD (compared to 53% of non-disabled students in the general population) attend a 4-year post-secondary program within 2 years of leaving high school.

These data are more than just reports about high school students. They are reflections of the population of adults who struggle with LD every day of their lives.

What We Don't Know Can Hurt Us

The 25th Annual Report to Congress on the [Implementation of the Individuals with Disabilities Education Act](#) (published in April 2005) indicates that of the 6.4 million children ages 3-to-21 who are provided with special education services under the IDEA, almost 2.9 million are children classified as having specific learning disabilities. The U.S. Department of Education collects and publishes an array of data (i.e. languages spoken, racial background, date of initial entry into special education) on these children and young adults as a way to track progress and identify areas where schools need to enhance instruction and general support. Once these students leave formal schooling, the data trail unfortunately disappears, making it virtually impossible to gather reliable data on this older community of citizens.

We know from a number of well-respected research and survey projects that adults with LD continue to struggle with such issues as low literacy, underemployment, job security, organizational difficulties, and social and emotional challenges such as feelings of loneliness, inadequacy, anxiety and self-doubt. Without reliable data, we are left to rely upon our good intentions and creative imaginations to answer questions like:

- How many adults with LD are there in the general population? (How many are already identified as having LD? How many are unaware of their LD, and in what specific areas are they experiencing the greatest challenges?)
- How many have disclosed their LD to family members and employers, and what reasons do others offer as rationale for choosing to withhold information about their LD?
- What is the relationship between LD and other factors such as poor reading or math ability, socio-economic status, and co-occurring medical and behavioral disorders (i.e. language or attention) in adults with LD?
- What kinds of services and supports do adults with LD need most to succeed, and to what extent are they available for these individuals in academic, work, and community settings?
- What factors (or resources) would help adults with LD take better control of their lives, improve employment opportunities, and increase their ability enjoy independence and success in different aspects of their lives?

This article first appeared in the March 2006 edition of LD News.

Ed Extras

Helpful information about learning brought to you by Reading Rockets, Colorín Colorado, LD OnLine and LDA of NE

Handwriting

Good handwriting is an important skill for young children. Handwriting is a basic tool that children use in the classroom for expressing their ideas, creating stories, and test-taking. Handwriting, reading, and spelling skills reinforce each other. If your child is able to write letters easily and clearly, he can spend more time focusing on his message and forming interesting sentences.

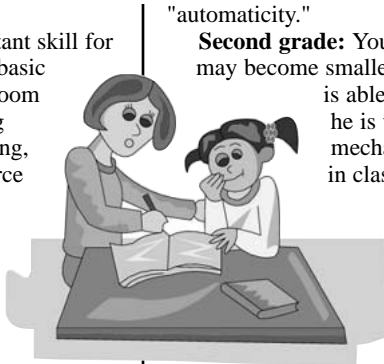
Is my child's handwriting "normal?"

Here are some developmental milestones in writing:

Preschool: Writing first appears as scribbles drawn in a large circular motion. As your child attempts to write her own name, shapes that resemble letters begin to appear.

Pre-K and kindergarten: Your child may enjoy drawing and labeling objects, using invented spelling with no vowels ("bed" becomes "BD"). He will write in upper case letters - most of them correctly formed - and begin to string separate words together to express more complex thoughts

First grade: Fine motor skills are stronger and your child gains better control in writing her letterforms. She is learning the difference between upper case and lowercase letters. Invented spelling is still common. Writing is fun as your child gains confidence and



"automaticity."

Second grade: Your child's handwriting may become smaller and neater. Your child is able to focus more on what he is writing than on the mechanics. Journal writing in class provides lots of practice for strengthening handwriting skills.

Third grade: Your child will begin to learn to write in cursive. Writing

speed will slow down, and close attention to letter formation will increase. Some class assignments will be in cursive, providing practice with this new skill.

Poor handwriting and learning disabilities

Children who struggle with handwriting may be exhibiting signs of a learning disability called dysgraphia. Dysgraphia affects a child's ability to write with a pen, pencil, or crayon. It also affects other tasks that require fine motor skills, such as using scissors or buttoning a shirt. Dysgraphia often overlaps with other learning disabilities such as dyslexia and ADHD, but not always. If you suspect that your child has dysgraphia, consult with your school's special education staff to have your child tested.

Some common signs of dysgraphia:

- Awkward pencil grip and body position

- Illegible handwriting, letters of different sizes
- Unfinished words or sentences
- Inability to write for very long
- Avoidance of writing or drawing activities
- Difficulty organizing ideas on paper

If your child continues to struggle with handwriting through the later grades, consult with your child's teacher about the possibility of being tested for special education services.

For more information on handwriting and dysgraphia, visit:
www.ReadingRockets.org/article/c37

Reading Rockets, Colorín Colorado, and LD OnLine are services of public television station WETA, Washington, D.C. Reading Rockets is funded by the U.S. Department of Education, Office of Special Education Programs. Colorín Colorado, a web service to help English language learners become better readers, receives major funding from the American Federation of Teachers. Additional funding is provided by the National Institute for Literacy and the U.S. Department of Education, Office of Special Education Programs. LD OnLine is the world's leading website on learning disabilities and ADHD, with major funding from Lindamood-Bell Learning Processes.

Joel Kudym Memorial College/Vocational Grant

Nebraska LDA Members are invited to apply for this scholarship

\$1,500 SCHOLARSHIP AWARDED TO THE TOP APPLICANT

Deadline March 31, 2009

Scholarship Background:

Our family belonged to the Learning Disabilities Association of Nebraska in the late 1980's and early 1990's because our son, Joel, had a learning disability. We still remember the support that all of us received by being a part of LDA. School was not easy for Joel but he had a strong desire to succeed and applied himself. He graduated from Central in 1996. Joel's life tragically ended June 18, 1997. The Kudym family started a scholarship fund in 2002 with the First Annual Joel Kudym Memorial Golf Outing. Each year, family and friends celebrate Joel's life and raise money to help deserving students pursue their dreams of higher education.

Scholarship Criteria:

Each year the scholarship committee ranks applications based on a variety of factors. Some of those factors include financial need, a strong will to succeed, community service and a good attendance record. The committee focuses on students who clearly communicate their passion to pursue a specific career and show interest in that career path either through good grades in related classes, an experience in a part-time job (or volunteer work) or from a mentor. In the spirit of remembering Joel's efforts, hard-working students with average grades will be considered before students with high grade point averages.

We invite Nebraska LDA high school seniors to apply for this scholarship and wish you the best in your future goals. (The money can go toward college or a vocational school.) For a digital version of the scholarship application visit <http://www.kudym.com/joel> and go to the Memorial Scholarship page.

Fred & Judy Kudym and family

ADHD: Same Label, Different Settings

By Dale Borman Fink, Ph.D. (2004)

My overall approach in solving behavioral problems is crystallized in the title of a small book I wrote for School-Age Notes in 1995, *Discipline in School-Age Care: Control the Climate, Not the Children*. In it, I asked providers to think about an essential question: Do the behavior problems we see "live" within certain children and will they inevitably act out these unacceptable behaviors once they enter our space? Or do they "come alive" in our environments? In other words, do we generate a great many of the problems we observe by the decisions we ourselves make? I claimed that we could increase or decrease behavior problems by our activity choices, our room arrangements, our rules, and the ways we choose to convey our expectations and reward appropriate behavior.



I had a rare opportunity to witness the validity of this insight when I observed a boy I'll call David, aged 12 and diagnosed with ADHD (Attention Deficit Hyperactivity Disorder), in two different Boy Scout troops. He was brought to my attention by one of his Boy Scout leaders as a very difficult troop member whose presence exasperated both the leaders and his peers. The leader viewed him as typical case of why it is so hard to have kids with ADD (Attention Deficit Disorder) or ADHD included in mainstream activities. I interviewed David and his mom together in the trailer park where they lived, and got permission from both his scout leaders and his family to attend his meetings.

David soon dropped out of this troop, but not out of the Boy Scouts. He rejoined a troop in a nearby town where he had been a member before the family moved. I was able to observe his participation and interview his leaders in both troops.

The first troop met in a big, lofty barn and comprised about 14 boys. David's physical appearance was bulky, pudgy, and awkward. Every meeting started informally with 15 to 20 minutes of hard-driving basketball. David had told me that he did not enjoy this at all and I saw that he participated in it without enthusiasm and without much skill. There was no coaching or instruction during this activity; the leaders occupied themselves with greeting parents and preparing for the meeting and viewed this as something the boys did on their own.

The balance of the meeting were run in a straight-laced, no-nonsense manner. David frequently engaged in off-task behaviors. When everyone was supposed to practicing tying different knots, he was wandering to another part of the barn, hanging upside down, or playing with the ropes in an unapproved manner. His personality came across as goofy and a bit contrary, and the leaders called his name only to give him negative feedback. The other boys ignored him. I never saw him in a physical altercation, but I could easily see how his

personality, his physical awkwardness and size, as well as a chip-on-the-shoulder attitude he projected would lead him to shove or knock into someone (or worse) without much caring about the consequences.

When David with his other troop, he was considerably more engaging and likable-although still definitely a handful. A barded Vietnam veteran named J. R. led a much smaller troop (only 6-8 boys), and clearly knew how to humor David. If David said something gross at the first troop and a leader heard it, he was reprimanded. J. K.'s response was to come back with something equally gross-and then get David back on task. He saw beyond David's imagination; he's in his own world sometimes. (His mom had told me that in spite of his ADHD, he could concentrate on Nintendo for hours.) J. R. described a problem he had had and how he resolved it. David had been boasting and threatening other troop members with kicks and thrusts, based on some martial arts lessons he had taken. J. R. challenged him to a fight. David then tried to get out of it, according to J.

R., saying that "We don't do that in the Boy Scouts". But I got permission from his mom, "to fight him." The duel was never consummated. But -- attention-deficit or no attention deficit -- J. R. had gotten the boy's attention. He had done it in a way that asserted his own authority and still produced a good relationship with David. David clearly thought very highly of him, and was much more eager to go to Boy Scouts activities after he switched back to J. R.'s troop.

What insights can we draw from this brief piece of research? David brought the same baggage (his personality, his ADHD) with him into both environments. However, his more serious problem behaviors were produced in inter-action with one environment, and not the other.

Not all of the key environmental elements were under the control of the leaders: the smaller number of boys and the more confined space of the second troop definitely made it easier to keep David focused and positively engaged. But other elements were under their control. In starting off each meeting with basketball, where David felt like an incompetent, oversized loser, the leaders of the first troop were perpetuating his inability to succeed with his peer group. In taking his goofy comments and behaviors seriously, they put him farther on the defensive and increased his sense of social isolation. Their reprimands only made the chip on his shoulder get larger and increased the likely hood of his acting out in an anti-social manner. J. R. knew that underneath all that beef and bluster was just a 12-year-old who wanted to be part of a peer group -- even if he had never been very good at it. His decisions led David in a very different Direction.

It's something for us all to think about.

Dale Fink, a former SAC director, is a writer and researcher. He is available for consultations, workshops and writing projects related to quality in school-age care and the inclusion of youth with disabilities. Reprinted from LD Online



Thoendel Learning Center

Helping adults & children struggling with dyslexia, reading, ADD / ADHD & more!

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LDA of Nebraska is a non-profit nationally affiliated volunteer organization of parents and professionals dedicated to helping children and adults with learning disabilities. LDA does not endorse or recommend any institution, school, treatment or person. We provide support, information and advocacy for our members. Letters to the Editor may be sent to:

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Helping with Homework

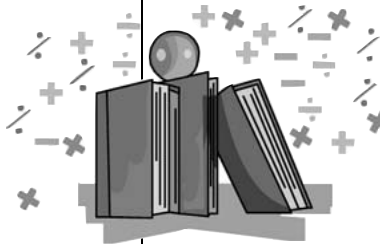
Source: U.S. Department of Education, Educational Partnerships and Family Involvement Unit, *Questions Parents Ask About Schools*

As a parent or caregiver, you play an important role in your child's academic achievement. By taking steps to get involved in your child's education, you can bridge the gap between home and school to ensure your child's success in learning and in life.

Below you'll find both practical guidance and valuable information about how you can help your children with homework.

How much homework should my child have?

- The right amount of homework depends on the age and skills of the child. National organizations of parents and teachers suggest that children in kindergarten through second grade can benefit from 10 to 20 minutes of homework each school day. In third through sixth grades, children can benefit from 30 to 60 minutes a school day.
- Because reading at home is especially important for children, reading assignments can increase the amount of time spent on homework beyond the suggested amounts.
- Notice how long it takes your child to complete assignments. Observe how he is spending his time-working hard,



daydreaming, and getting up and down? This will help you prepare for a talk with the teacher.

- If you are concerned that your child has either too much or too little homework, talk with his teacher and learn about homework policies and what is expected.
- ### How should I help my child with homework?
- Talk with your child's teacher about homework policies. Make sure you know the purpose of the homework assignments, how long they should take, and how the teacher wants you to be involved in helping your child complete them.
 - Agree with your child on a set time to do homework every day.
 - Make sure that your child has a consistent, well-lit, fairly quiet place to study and do homework. Encourage your child to study at a desk or table rather than on the floor or in an easy chair. Discourage distractions such as TV or calls from friends.
 - Make sure the materials needed to do assignments-papers, books, pencils, a dictionary, encyclopedia, computer-are available. Show your child how to use reference books or computer programs and appropriate Web sites. Ask your

child to let you know if special materials are needed and have them ready in advance.

- Talk with your child about assignments to see that she understands them.
- When your child asks for help, provide guidance, not answers. Doing assignments for your child won't help him understand and use information or help him become confident in his own abilities.
- If you are unable to help your child with a subject, ask for help from a relative. Also see if the school, library or a community or religious organization can provide tutoring or homework help.
- Check to see that your child has done all the work assigned. Sign the homework if your child's school requires this.
- Watch for signs of frustration or failure. Let your child take a short break if she is having trouble keeping her mind on an assignment.
- Reward progress. If your child has been successful in completing an assignment and is working hard, celebrate with a special event-reading a favorite story or playing a game together-to reinforce the positive effort.
- Read the teacher's comments on assignments that are returned. If a problem comes up, arrange to meet with the teacher and work out a plan and a schedule to solve it.

Finding Friends and Persuading

(Continued From Page 1)

the subtle angry glances or the attempts to ignore him. Then teach coping strategies such as:

- Watching people's faces as you speak.
 - Counting the number of times you speak and limiting it.
 - Learning the signals people make when they want to interrupt you.
8. Children with language disabilities need to learn specific social skills such as:
- Appearing to listen.
 - Looking puzzled if they don't understand so the talker spontaneously repeats himself.
 - Maintaining eye contact as they speak and developing body language so that they can keep the floor and not allow interruptions-such as a person who tries to finish their sentences.
 - Memorizing scripts that inform people about themselves. e.g., "I work at McDonalds as a cashier. I enjoy it and have been there for three months. Most of the customers are nice, but I am looking for another job with better pay." The person with a learning disability says this in response to "What do you do?" This memorized script helps begin the conversation. Several memorized statements, along with a few memorized anecdotes, will significantly help small talk.
9. All children, particularly those with language disabilities, need hobbies and interests so they have something to talk about. One learning disabled young man who talks very little relates well to other people in his stamp club. Quite a number of people with learning disabilities have taken on leadership roles in computer-user groups.

Dale S. Brown September-October, 1987 ACLD Newsbriefs

Ask Dr Silver:

Q: My daughter has been diagnosed as having Central Auditory Processing Disorder. She has been diagnosed by the speech and language teacher at her school. Emily is 7 years old. The neurologist has ruled out any attention problems. I have a two-part question: What help should I be seeking for her at this point and in what way does the Americans with Disabilities Act affect her?

A: It is rare for a child to have only a central auditory processing disorder. Thus, testing for this problem in isolation is not very helpful. Children with this disorder could have a receptive and/or expressive language disability. Or, they might have a language-based learning disability. The language disability refers to difficulty processing what is heard and difficulty organizing one's thoughts and finding the right words when speaking. The learning disability refers to problems with reading, organization, and written language (spelling, grammar, punctuation). If the problems are in the language area, help from a speech-language therapist will be of help. If the problems are in the learning area, special education services will help. So, step one is to decide with the person who did the testing if a more comprehensive language evaluation or educational evaluation is needed. The type of help will depend on what is found. If she has either of these problems, she might be eligible for services under education law, Individuals with Disabilities Education Act (IDEA). Here, she will get remedial services as well as accommodations. The Americans with Disabilities Act (ADA) is a civil law. It requires individuals with a disability to receive the appropriate accommodations (not necessarily services). In public schools, the ADA leads to a "504 Plan." Here, accommodations are provided. Whereas with IDEA an "Individual Education Program" or IEP is developed and services plus accommodations are provided.

by Dr. Larry Silver

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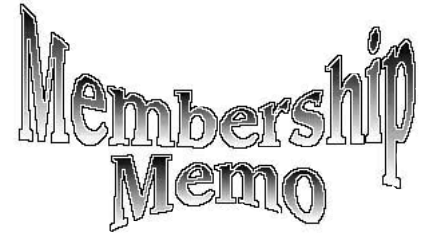
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Thank you from LDA Nebraska

The Learning Disabilities Association of Nebraska is blessed to have so much support from so many people. We would like to take a few lines to acknowledge and thank all those who have given so much to help us reach out to those whose lives are touched by learning disabilities.

To all of our members who have kept us going since 1969 - pretty good for an all volunteer organization - almost 40 years!

The LDA of Nebraska Board of Directors

For giving their time to promote the mission of LDA.

To Stephanie Cain, past president of Nebraska LDA. Thank you for your leadership and commitment over the years.

Thank you to the board members who stepped down this year, Wendy Coenen and Kathy Rayburn. Your efforts will not be forgotten.

To the LDA Support group and all that gave of time and expertise to share with others.

To Sharon Bloechle, the backbone of the organization who keeps the office and everything else running!

Donations this year

Stephanie Cain, Omaha
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Ellen Karsk, Omaha

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Donna White, Omaha

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Chris Dendy
2 books and a video on dyslexia
from Elaine Thoendel

Conference

ESU #3 for use of the facility
ESU #3's Vicki & Jim Brink for
all their help
Nebraska Department of
Education for their support and
monetary assistance

The conference speakers who
share their experience and
knowledge

The many speakers who donate
their time to organize and
conduct break out sessions

Carol Fricke who typesets and
folds our Newsbriefs. Her
efforts are tireless and amazing!
Maureen Penton - our
Newsbriefs Editor who searches
the globe for great articles.



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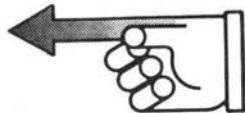
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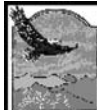
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