

NEWS FROM LDA OF MAINE



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LDA of Maine Mission Statement

The Learning Disabilities Association of Maine is committed to assisting individuals with learning and attention disabilities through advocacy, support and education.

Vision Statement

LDA is dedicated to a world in which

- All individuals with learning & attention disabilities are empowered to thrive and participate fully in society;
- The incidence of learning and attention disabilities is reduced; and
- Learning and attention disabilities are universally understood and effectively addressed.

This newsletter funded in part by the ME Dept. of Education

Dr. Donald Deshler, Ph.D. Will Deliver Keynote at 2005 Conference

Donald D. Deshler, Ph.D., is Professor in the Department of Special Education and Director of the Center for Research on Learning (CRL) at the University of Kansas. He teaches graduate courses on instructional methodologies for teachers of adolescents and young populations with learning disabilities, and seminars on current issues in research procedures for populations with learning disabilities. As Director of the Center for Research on Learning, he has created an international training and dissemination network of over 900 trainers who have been certified by the Center to provide staff development work with schools on educational procedures validated through CRL research. Dr. Deshler and his staff have developed the Strategies Intervention

Model and the Learning Strategies Curriculum as mechanisms for improving the learning effectiveness of students with learning disabilities and the instructional effectiveness of teachers. He is the author of the textbook *Teaching Adolescents with Learning Disabilities: Strategies and Methods*. Dr. Deshler was the original editor of the Councils for Learning Disabilities' journal, *The Learning Disability Quarterly*, and is currently on the editorial boards of several other journals in learning disabilities and special education. He is the recipient of the Louise Byrd Outstanding Graduate Educator of the Year Award and the Higuchi Research Achievement Award at the University of Kansas. www.ku-crl.org.

What Are Nonverbal Learning Disabilities?

By Patti Brace

Nonverbal learning disabilities (NLD) are less well known than language-based learning disabilities such as dyslexia.

Nonverbal learning disabilities often go undiagnosed because reading ability tends to be regarded as the chief indicator of academic well-being by most public school systems. Because it has a pronounced effect on social interaction, as well as academic performance, nonverbal learning disabilities present a unique challenge to parents, teachers, and adult consumers.

When people with nonverbal learning disabilities are assessed, typically their performance IQ is significantly

lower than their verbal IQ, because of visual spatial weaknesses.

Young Children

Young NLD children tend to stray from home or groups and get lost easily. They often spill things at mealtime because of problems with motor coordination and have trouble dressing themselves for the same reason. Problems with spatial skills appear in a weak understanding of nonverbal information (e.g. pictures, cartoons, passage of time) and nonverbal tasks like puzzles.

Many children with NLD use words in an adult fashion and learn to read before school age because of their

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LDA Elects New Officers, Board Members at Annual Meeting

Cathy Lashin, LDAME Board President, welcomed all attendees to our Annual Meeting on October 13, 2004. Board member Donna Verhoeven from Brunswick, representing the nominating committee recommended the following as new board members: Janet Dyroff from Phippsburg, Anne Uecker from Oakland, Sandy Gauvin from Mapleton, Kate McLinn from Gardner, and Colleen Nohert from Casco and new Advisory member Bruce Cort from South Windham. A vote was taken which unanimously accepted these new members and they were welcomed to our board. Donna also presented the following slate of officers: Cathy Lashin for President, Kim LeClair for Vice President, Susan Holinger for Secretary and Anne Uecker for Treasurer—again the vote unanimous.

Executive Director Brenda Bennett presented the Annual Report. This report outlined some of the highpoints of practice over the last year. Over 3000 individuals plus over 2000 individuals from different organizations such as schools, parent organizations, disability groups, civic groups, and the business community including 250 attendees at our April conference contacted LDAME in 2004 for technical assistance. Technical assistance is provided by phone, e-mail, or in-person, or through workshop and educational forums. These individuals were presented with "hands on" workshops complete with instructional materials providing them with information about learning and attention disabilities, teaching strategies, social and emotional challenges and how everyone (families, schools & community) in Maine is affected and how everyone in Maine needs to be concerned.

Brenda took a moment to thank the members of the board, and supporters of LDA of Maine including David Stockford, Director of Special Education, Dick O'Meara, Phyllis

Fischer, Harry and Janet Sylvester, Ingrid Grierson and Danabeth Wells-Goodwin. LDAME is grateful to those individuals who assisted us with funding our current projects. Our commitment to continue to be a resource for those needing information, professional development, support and advocacy about learning and attention disabilities is in large measure dependent upon further contributions from individuals, The Learning Disabilities Association of America, the Maine Department of Education, the John Merck Fund, businesses and agencies who share our vision. This support is needed, encouraged, and appreciated.

Sandy Cort presented information regarding our initiatives regarding children's environmental health accomplishments under our Alliance for Clean and Healthy Maine Partnerships grant and our Maine Healthy Children's Project. LDAME participated in strategy and advocacy for three priority bills (LD 1892 recycling electronic waste, LD 1709 brominated flame retardants, & LD 1901 mercury containing thermostats) in the Maine Legislature during 2004. We also conducted significant outreach to disability, education, and health groups seeking to build public awareness of the hazards of chemical exposures to children.

General discussion from members regarding issues that are of concern included eligibility criteria for learning disabilities, Maine graduation requirements (diploma s. certificate of attendance), board support of political issues, professional development of teachers especially in the primary grades and the increase of children with specific learning and attention disabilities in our schools. LDAME members reaffirmed their dedication to assisting individuals with learning and attention disabilities through education, support, advocacy, and collaborative efforts.

LEARNING DISABILITIES ASSOCIATION OF MAINE

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This newsletter serves to publish responsible information and opinions. Publication of any article does not imply endorsement or recommendation of the Learning Disabilities Association of Maine. LDA of Maine cannot thoroughly investigate and approve all of the programs and texts included in this newsletter; we encourage readers to do that for themselves. Nothing in this newsletter constitutes legal advice. If you have a legal problem, you should contact an attorney. LDA of Maine reserves the right to reject any material which seems inappropriate for LDA members or newsletter readers.

Special Populations in the Correctional System

Picture the following situations:

- You are impulsive and have difficulty with focusing and maintaining attention. You go to the store and find a CD that you like. Without thinking, you accidentally put the CD in your pocket and try to leave the store. You are immediately stopped for shoplifting.
- You have trouble with reading and with time management. You receive a subpoena, but because of your disabilities, you don't show up for court and end up facing additional charges.
- You have trouble with spatial skills. You drive through an intersection without automatically recognizing a road sign, and hit another car.
- You find yourself in trouble with the law and, when asked to tell your story, you do so in different ways to different people because of poor memory skills. That's perceived by law enforcement personnel as lying.
- You are in court. A lawyer asks you a question that doesn't make any sense to you. You incorrectly answer "yes" when pressured because you don't understand what's being asked.
- You have difficulty with memory and sequencing and are incarcerated. The prison guard gives you a four-step set of directions that you must do in order and in a timely manner.

These are all very real, very scary, scenarios. But, because people with Learning Disabilities, Mental Illness, or Mental Retardation have difficulty understanding what has happened, the consequences are often extreme.

Did you know that:

- 16% of the population in correctional settings, compared to only 3% of the general population, has severe mental illness?
- Compared with this national average, 25% of Maine's prison

inmates, and 35% of Maine's jail inmates, have mental illness?

- Correctional facilities now house 8 times more people with mental illness than state psychiatric facilities?
- 2% of the prison population has mental retardation?
- Current estimates indicate that 50% - 70% of the prison population has a learning disability?
- In Maine, 12% of the prison population has a diagnosed learning disability, almost 4 times as high as in the general population?

Let's put that in perspective. Out of 100 people in a correctional facility, chances are that 16 of those people will have a severe mental illness, 2 people will have mental retardation, and at least 50 people will have a learning disability. That means that at least 68 out of those 100 people, slightly more than 2/3, or 67%, of the prison population will have some form of mental or learning disability.

Why are these statistics so incredibly high?

One reason is a lack of resources and programs for people with disabilities, often leading to arrest and incarceration. With the "deinstitutionalization" of people with mental illness that began in the 1960's, thousands of these people were released from state institutions. For the most part, they have not been able to receive proper care and services since their release. Left untreated and unstable, mentally ill people break the law, resulting in incarceration.

When learning disabilities are not addressed, behavioral problems begin to mask the initial disability and, in many cases, the unacceptable behavior escalates into a criminal problem. 50-78% of incarcerated young people incarcerated have one or more learning disabilities. Often, students with learning disabilities who have not received appropriate services self-medicate with alcohol

and drugs. 60% of people recovering from addictions have some form of learning disability. Often these people are incarcerated through connection with their addiction.

Mastering basic academic skills predicts success in school, employment, and society. Mental retardation, mental illness, and learning disabilities interfere with this mastery. Do people with mental illness, mental retardation, or learning disabilities understand what is happening when they commit crimes? According to Harry Sylvester, retired businessman and past president of the Learning Disabilities Association of America, "Statistically, the correction and the substance abuse populations are running over 50% learning disabled. Most of the adults don't understand that they HAVE a learning disability. They have been such school failures that the only conclusion they can reach is that they are dumb."

Why should we care? Here's why:

- Suicide in the general prison population is 1 success every 17 minutes out of 1,500 attempts. 90% of those attempts are by people with mental illness.
- 31% of students with learning disabilities are arrested within 3 to 5 years of leaving high school.
- Dropouts with learning disabilities have a 56.4% rate of arrest within the 3-5 year marker.
- Illiterate adults account for 75% of the unemployed, 33% of mothers receiving TANF, 60% of prison inmates. Society is paying for their support.
- People with mental illness who are incarcerated will have much longer incarcerations than other inmates.
- The facilities and environments in most jails and prisons often aggravate the very illness that has led to bizarre and antisocial behavior.
- 12,000 children are in juvenile detention facilities nationwide

continued on page 4

LDA & ASM Join in Partnership

I am excited to announce that Learning Disabilities Association (LDA) and the Autism Society of Maine (ASM) have written a successful grant to the Department of Education. This grant will help enable both of our agencies to continue advocacy and information to individuals, families and professionals who are diagnosed with a disorder, live with or love a person with a disorder, or work with someone affected by learning and attention disabilities and/or autism spectrum disorders.

The experience of writing this grant was one of the most satisfying professional experiences that I have had to date. Both agencies have similar goals yet they have constituents with unique needs. Both agencies are small, statewide, and tirelessly committed to helping individuals, families, and professionals. Because of this successful precedent, I am convinced that LDA and ASM will long continue the partnerships. An idea that has been discussed for a possible future collaboration is the hope that LDA and ASM can support each other and create pilot offices in Washington and Aroostook Counties. Although we serve separate populations, perhaps we can find a way to cut the costs of a new office while increasing our availability to the individuals we serve.

I appreciate LDA's willingness to work with ASM and look forward to our future endeavors.

Sincerely,
Nancy Intrieri
Executive Director
Autism Society of Maine

*Memorial contributions
in memory of
Anna King Bidwell
have been received from
Charles E. Cross, A. Miller,
B. Knudsen, E. Good,
and Richard & Marilyn Cross.*

Special Populations in the Correctional System.....cont'd. fr. p. 3

because their parents cannot access mental health services. Often, law enforcement and correctional system personnel are forced to deal with the incarceration, care, and rehabilitation of people with MI, MR, and LD. Law enforcement officers are in on initial confrontation and possible arrest, and are charged with their care if they are jailed. Correctional system personnel must oversee the care and rehabilitation of these people while they are part of the correctional system.

According to Sylvester, "It is our [the Learning Disabilities Association] intention to teach not only the population that has learning disabilities to understand their disabilities and what has happened to them, but it is crucial that service providers, such as law enforcement personnel, understand these populations and what their needs are."

On Friday, April 8, 2005, Harry Sylvester, a man with a learning disability himself, along with Carrie Horne, the Assistant Director for The Alliance for the Mentally Ill of Maine, will present a workshop entitled "Special Populations in the Correctional System (Mental Illness, Specific Learning and Attention Disabilities, Mental Retardation)". This daylong workshop has been designed especially for those working in the criminal justice system.

The person is in court. A lawyer asks him a question that doesn't make any sense to him. He incorrectly answers "yes" when pressured because he didn't understand what's being asked.

As a law enforcement or corrections officer, you put your life on the line every day. The way you deal with a perpetrator can make all the difference in your life as well as theirs.

On Friday, April 8, 2005, the Learning Disabilities Association of Maine, in conjunction with the Alliance for the Mentally Ill of Maine, will present a daylong workshop entitled "Special Populations in the Correctional System (Mental Illness, Specific Learning and Attention Disabilities, Mental Retardation)" as part of their annual conference. Harry Sylvester, a retired businessman, past president of the Learning Disabilities Association of America, and person with a learning disability, and Carrie Horne, the Assistant Director for The Alliance for the Mentally Ill of Maine, will be the presenters for this workshop. They will cover issues such as:

- Why Care About Special Populations?
- Why Should This Affect Corrections?
- How to Respond to a Person With Development Disabilities
- How to Recognize Persons with Developmental Disabilities, Learning Disabilities, and Mental Illness
- The Vulnerability of These Populations in Correctional Settings

You can sign up for this workshop by filling out the Registration Form found in the Conference insert.

Announcing...

...the release of a new publication for parents, *Making the No Child Left Behind Act Work for Children Who Struggle to Learn: A Parent's Guide*. This free 22-page guide has been co-produced by NCLD and Schwab Learning and is available for download at www.LD.org/NCLB.

As states across the country release the results of their NCLB required assessments for the 2003-2004 school year, parents are looking for ways to use the school Report Cards and other key provisions to benefit their students with learning disabilities. That is exactly what this guide is designed to help them do.

Tutoring Offered

The Masonic Learning Center in Portland is now accepting applications for students K-12, who have a language-based learning disability, into their tutoring program. Students are tutored twice a week, using the Orton-Gillingham approach. This service is offered free of charge to those students who qualify.

The Center is also offering training in the Orton-Gillingham approach for qualified individuals interested in working with students with dyslexia. Training, which will begin in June 2005, will combine course work with a supervised practicum to be completed during the 2005-2006 academic school year. College graduate credit will be given for this training.

To obtain further information regarding these programs, please call the Portland Masonic Learning Center at (207) 773-4949 Monday-Thursday 12:30 to 5:30.

Thank You

Learning Disabilities of Maine would like to extend a sincere "THANK-YOU" to each of the Donors and Volunteers that so graciously donated time or contributions to our Organization in 2004.

Constant Albertson, Mary Andrews, Rachel Robb Avery, Joanne Babcock, Bev Baker, Barbara Baum-Freethy, Charles & Deirdra Bass, Michael Belliveau, Gary A. Bennett, Paul Beauchesne, Tonya Bertof, Debbie Black, Linda Blouin, Bookland-Coopers Mills, Dr. Candice Bray, Susan Brendel, Chuck Cohen, Sandra & Bruce Cort, Janet Charney, Common Sense Computing, Louann Cormier, Helen Corriveau, Charles Cross, Richard & Marilyn Cross, Dee Dee's Copy Center, Margaret Degon, Margaret Dawson, Brian J. Delaney, Brenda Dicient, Linda Dowling, Janet Dyroff, Rob Ellis, Heather Ernst, Beth Fahay, Sandra Faunce, Eddita Felt, BJ Fifield, Phyllis Fischer, Walda Fitton, Norma Fortin, Leticia & John Foss, Carolyn Foster, Gary & Marcia French, French Family Farm, Rita Furlow, Sandy & Ray Gauvin, Janet Genest, Leo & Sue Giguere, Care & Comfort, Debbie Gilmer, E. Good, Dr. Richard Guare, Ingrid Grierson, Tena Hanks, Jimmy Hanna, Phyllis Hayes, Mary Herman, Susan Holinger, Kathy Horne, Geanne & Damon Ivey, Diane Jackson, Caroline Janover, Judith Jones, Leola Keene, Cindy Kerrigan, B. Knudsen, KJ, Gene Kucinkas, Cathy Lashin, Kim LeClair, Roxanne Leino, Christina

Professional Development: You Need It Now!

Your school is worried about No Child Left Behind and we are worried about YOU being left behind. More than ever we need to replenish our energies in special education. Standards are placing increased demands on our students but also on educators and other professionals. How can you get your energy back? Recharge yourself at the 2005 Learning Disabilities Association's Annual Conference!

What is professional development? Professional development is furthering your knowledge to enhance understanding of a topic related to your profession or interest. Too often we think of conferences as listening to a presenter. Let us expand that perception. Did you realize that 25% of your professional development can come from your peers before a session starts, during

breaks, at the lunch table, and with exhibitors? If you have attended in the past, you know that the discussions are plentiful at every spare moment. Teachers love to talk about new materials and ideas, strategies and technology, and we know you love to say, "I've got a kid who..." Well, this is the time, the place, and we'll share our energy with you.

Thought for the day: You EARNED this conference! You have been perky at early morning hours and stayed long hours after school to have PETs. You have spent weekends and vacations working on materials or completing forms. You have listened on the phone for over an hour to a parent in need. April 8th and 9th are set aside for you—we have some extra energy to spare. Want to recharge your batteries? Join us!

Web Sites To Help Your Child

According to the United States Department of Education, currently 2.9 million students are receiving special education services for learning disabilities. But parents' and students' embarrassment, teachers' confusion and lack of diagnoses keep countless more from receiving the help they need.

Two web sites, launched by Schwab Learning, are available to help these students. Each site is packed with information about learning disabilities, dyslexia, and attention deficit disorder.

- www.schwablearning.org is designed to help parents identify and manage their children with LD as well as to connect with other parents and access additional information.
- www.sparktop.org is designed to boost the confidence of 8 to 12 year olds with learning disabilities. In Studio 24/7, three virtual teens answer questions based on their own LD experiences. The goal of the site is to help users realize that they are kids first and kids with LD second.

Manikas, Armand Mathieu, Kathleen McClanskey, Kate McLinn, Kimberly McGrath, Barbara Melnick, Dorothy Metten, Nancy Miles, A. Miller, Donald & Adrah Moore, Kimberly Morgan, Betsy Morrison, Virginia Mott, April Mulherin, Brad & Jeannie Nelson, Carl Nickerson, WS Nickerson Inc., Colleen Nobert, Ann Nunery, Richard O'Meara, Oxtion House Publishers, Heath D. Peare, Kathleen Powers, Prints Charming Printers, John Purcel, Bonnie Redman, Brenda Reynolds, Eloise Rhyne, Jeremy Robbins, Andrew Roberts, Pam

Rosen DOE, Rose & Scott Ross, Dr. Stephen Rothenberg, Sheraton South Portland, Sheridan Corp., Skillins Greenhouse, Kathleen Savoie, Louise Sidelinger, Blue Smith, Roberta Sprague, Cheryl Staples, Suzanne Stevens, David Stockford DOE, Nancy Stockford, Harry & Janet Sylvester, Carol Tiernan, Sarah Tiernan, Carol Thomas, Anne Uecker, Donna VerHoeven, Danabeth Wells-Goodwin, Marilyn Welch, Rona Werner, Rupert White, Michelle Williams, Susan Willey, Vicki Wood, Faith York. *Many thanks again to all of you.*

auditory strengths. Thus, they often try to gain information about the world around them by asking endless questions of adults rather than by exploring on their own. The inaccuracy of their visual perception, physical awkwardness and difficulty integrating information in space and time make it harder for them to make sense of the physical world. This compensation can compound the problem, however, for the less the child engages in physical exploration, the less she/he learns about relationships between objects in space.

Academic Issues

Students with NLD generally appear to possess above-average cognitive skills because of their verbal strengths, but often show academic difficulties as they reach secondary levels.

MEMBERSHIP OPPORTUNITY

LDA is extremely proud to announce its first online course, a 4-hour distance learning Advocacy Training Program on IDEA for parents of students with learning disabilities. The content is built around IDEA 1997 but references the new law and annotates changes in the law, with links to narrative summaries of the changes. The project was funded by the Lowenstein Foundation and by the Office of Special Education Programs, U.S. Department of Education. The program's featured instructor is parent volunteer Jane Straws of the LDA of Calvert County, Maryland, in video with Power Point alongside. You can come in and out of the program at will, starting up where you left off. The training course is **free to LDA members**, \$55 to non-members. To access the program for free, go to www.ldaamerica.org, enter through the blue button on the left column of the website's front page, "LDA Members Enter Here." If you have any questions about accessing the training course, call Layette at 412-341-1515 ext. 209.

Spatial and coordination problems make printing and writing, learning math, telling time, reading and coloring maps and keeping one's place on the pages difficult from early grades. By secondary school more complex verbal language is based on nonverbal processes like spatial relationships (in science, for example), logical ordering, and sequencing (both skills necessary for writing essays). This can cause problems in subject areas other than math. For example, students often experience difficulties with sense of time, arranging written material on a page, making change, and sewing and typing, all of which demand good spatial awareness.

Throughout the school years, children with NLD are often inattentive and poorly organized because they have trouble integrating and interpreting incoming information. They tend to pay attention to each detail as it comes in, rather than combining them into more meaningful wholes. The effort quickly leads to information overload, with which these students will often cope by clinging to familiar habits and routines that help them to structure their world. Sometimes this means of coping appears as "misbehavior."

In later secondary and postsecondary education, information is frequently presented in lecture form. For students with NLD, problems arise because they have to integrate information they hear with the act of writing, already difficult because writing is often awkward and slow. In addition, students who attend equally to individual details as they appear have enormous difficulty separating important from unimportant information. Teachers can support students with NLD by outlining material to be covered, using overheads containing central points while lecturing, providing clear schedules of the day's events, breaking down complex tasks into smaller, sequenced pieces, using

discussion rather than lectures to develop and integrate ideas, and using students' strengths in rote learning to help them develop habits and routines to organize themselves and their work.

Social & Emotional Issues

Possibly the biggest area of concern for children and adults with NLD is social skills. One result of having trouble processing nonverbal and spatial information is missing or misinterpreting subtle social cues like facial expressions, gestures, and tones of voice. For example, a phrase like "nice going" means something different when you've dropped a ball or tripped over a skip rope (again) than when you've gotten a perfect score on a spelling test. Confusing the two can spell disaster on the playground.

Unlike a student who has difficulty reading but does well with social and sports activities, students with NLD are affected in all areas. This can lead to social isolation that children will sometimes try to alleviate by interacting only with adults who are more appreciative of their verbal strengths and less concerned about physical awkwardness or violations of social conventions. However, because children with NLD are highly verbal, parents and teachers tend to attribute their academic and social failure to laziness or poor character. This can lead to emotional problems like depression and anxiety that may be expressed in physical ways (e.g. nail and cuticle biting, headaches, stomach problems, phobias.)

Parents and teachers can help children with NLD learn more effective social skills by talking about social rules and playing games in which children guess the feelings that go with facial expressions and tones of voice, and figure out appropriate responses. Friends and spouses of adults with NLD can help by pointing out social rules and articulating the information often carried by a look or gesture.

Special Conference Interests to Parents

FRIDAY, APRIL 8th, 1-4

School Involvement is Key to Your Child's School Success: Changes Recommended by the Department of Education Task Force on Eligibility Criteria May Affect Your Child.

Sue Henri-McKenzie, Southern Maine Parent Awareness

This workshop is designed to inform parents about the proposed changes suggested by the ME DOE Eligibility Steering Committee and their discussions concerning General Education Interventions, Learning Disabilities Definition, Evaluations, Rapid Automatic Naming (RAN) Identification, Adverse Effect, Criteria for Dismissal. There will be time for interactive activities and opportunities for participants to provide feedback that will be taken to the Steering Committee.

SATURDAY, APRIL 9th, 10:45-4

How to Tell Your Story & How the Law Affects Your Child; and Understanding Law and Its Implications.

Justine Maloney, LDAA's Washington Repreh.

Parents, advocates and others interested in services for individuals with learning disabilities are often frustrated by what they see as the differences between what is promised by laws and what happens at the local level. This is because they often fail to realize that legislators and policy makers, whether federal, state, or local, base their decisions on what they hear from those affected by their actions. Effective ways of letting legislators and policy makers know how their actions affect individuals with learning disabilities and those who serve them will be described. Emphasis will be on the newly authorized IDEA. Attendees will be given guidelines on responding to the U.S. Department of Education's request for recommendations for the regulations for the new law. The impact of IDEA on the state's special education law and regulations will also be discussed.

The impact of budget and appropriation decisions will be touched upon. Other legislation of concern, including the Reauthorization of the Workforce Investment Act, the Carl Perkins Vocational and Technical Education Act, and various environmental bills, will be described. Handouts will include guidelines on effective communications and a model of a meeting with a legislator.

Clip & Return...Two Ways to Stay in Touch with LDA of Maine

Would you like to remain on LDAME's Mailing List?

To save cost we are updating our data and mailing only to interested parties. **You must return this form if you want to remain on our mailing list.** Thank you for your prompt response. Please print clearly. Fill in "Home Address" only if that is where to send your mail.

CONTACT PERSON

Name _____
Home Address _____
City, State, Zip _____
County _____ Phone (_____) _____
E-mail _____

AGENCY/BUSINESS/SCHOOL

Name _____
Address _____
City, State, Zip _____
County _____ Phone (W) (_____) _____ Ext _____
E-mail _____

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or fax to 207-465-4877 or E-mail us at LDAME@LDAME.org

Please support the LDA of Maine! Paid members receive all mailings, discounts on conference fees, and other benefits. Send in this coupon with your check today.

Membership Categories

- Individual w/LD/ADD (\$35)
- Parent of LD/ADD child (\$35)
- General Educator (\$40) Special Educator (\$40)
- Administrator (\$40) State/Federal Personnel (\$40)
- Community Provider (\$40)
- Family (\$40)
- Other (\$40) _____
- Supporting Member (\$50)
- Sustaining Member (\$75)
- Contributing Member (\$100 or more)
- Donation \$ _____

Name _____
Address _____
City, State, Zip _____
Phone (H) (_____) _____ (W) (_____) _____
E-mail _____

Please make checks payable to the LDA-ME and send to:
PO Box 67, Oakland, ME 04963

Visit us on the Web at www.ldame.org

Dues and contributions are tax deductible. • LDA of Maine is a 501(c)3 nonprofit organization.



Calendar of Events

2005

March 2-5: LDA International Conference – Reno, Nevada

April 8th & 9th: LDAME Annual Conference – S. Portland

May TBA: LDA Leadership Training & Policy Seminar – Washington, D.C.

October 12th: Parents & Educator's Fair & Workshops – Oakland

October 15th: Deadline "Educator of the Year" Submissions

October 15th: Deadline Principal/Administrator Scholarship Applications

December 14th: Proud Projects Due

2005 Board of Directors Meetings

5:30 – 7:30

Feb. 9th

March 9th

May 11th

August 10th

Oct. 12th Annual Meeting

Dec.14th

2006 Board of Directors Meetings

5:30 – 7:30

Feb. 8th

March 8th

April 7th & 8th Annual Conference

May 10th

August 9th

Oct. 11th Annual Meeting

Dec.13th

* For more calendar events & more information, call 207-465-7700 or go to our web page at: www.ldame.org

Unique Scholarship Opportunity for Students of LDA Members

The Landmark School is accepting applications for their Spring Bridge Semester program. For information, go to www.landmark.edu/lda/bridge_app_lda.html.

Believe it or not, you CAN read it!

I cdnuolt blveiee taht I cluod aulacity uesdnatnrd waht I was rdanieg. The phaonmneal pweor of the hmuan mnid. Aoccdrnig to a rscheearch at Cmabrigde Uinervtisy, it deosn't mtttaer in waht oredr the lttteers; in a wrod are, the olny iprmoatnt tihng is taht the frist and Isat lttteer be in the rghit pclae. The rset can be a taotl mses and you can sitil raed it wouthit a porbelm. Tihs is bcuseae the huamn mnid deos not raed ervery ltteter by istlef, but the wrod as a wlohe. Arnzanig huh? Yaeh, and I awlyas thought slpeling was ipmorantt.

If you are not a member of LDAME, you are receiving this newsletter on a complimentary basis (see member status on your mailing label). If you wish to continue to receive our newsletter as well as take advantage of other services offered to our members, please sign up for membership. Thank you!

Association of Maine
Learning Disabilities
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