



# Fall/Automne 2011 REFLEXIONS



**The right to learn, the power to achieve /  
Le droit d'apprendre, le possibilité de réussir**

## Idanb•taanb

Learning Disabilities Association of New Brunswick  
Troubles d'apprentissage—association du Nouveau-Brunswick

### **Early Screening Tools Proven Successful in Early Detection of Learning Disabilities**

An article in the Journal of Developmental and Behavioral Pediatrics this summer presented the results of a Canadian study by researchers from the University of B.C. and BC Children's Hospital. Questionnaires used by doctors were largely successful in identifying Learning Disabilities, speech difficulties, fine and gross motor skills as well as autism.

Screening tests for preschoolers should be used because of the brain's plasticity of the very young. "If you identify problems early, there is a good chance you can re-wire things. After age 6 it is not hopeless but it's a lot harder", according to co-researcher, Dr. David Joyce, a family doctor who also teaches medical students.

The screening tools used in the research, headed up by Dr Marjolaine Limbos, proved effective in pre screening children aged 1-5 for developmental issues.

Limbos, a child psychologist, says that around 15% of children have developmental delays in the area of speech, motor, social and emotional state but only approximately 30% are diagnosed before they begin school.

Research has also shown us repeatedly that early treatment can reduce education and health costs along with crime and unemployment rates.

Source: Vancouver Sun. August, 2011

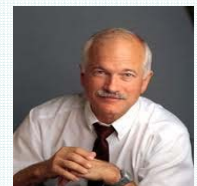
**OCTOBER IS LEARNING DISABILITIES  
AWARENESS MONTH /  
LE MOIS D'OCTOBRE EST LE MOIS DE LA  
SENSIBILISATION AUX TROUBLES D'APPRENTISSAGE**

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**LET'S TALK  
ABOUT IT .....**



**RIP  
Jack Layton**  
"an agonizingly  
slow reader whose  
struggles with print  
border

# LA STRATÉGIE UNIVERSELLE D'ENSEIGNEMENT

La stratégie universelle d'enseignement (SUE), venant des É-U, est née des besoins divers des élèves sur le plan de l'apprentissage et plus particulièrement de ceux et celles qui ont des troubles d'apprentissages et d'autres handicaps. Cette stratégie consiste en une obligation de partage de responsabilité du succès entre étudiants/étudiantes, formatrices/formateurs et du fait que ces étudiant(e)s ont le droit de recevoir un enseignement qui tien compte de leurs compétences et leur style d'apprentissage dans un milieu où l'on accepte la diversité et encourage le succès

Quoiqu'elle semble assez simple, la mise en oeuvre des principes de la stratégie universelle d'enseignement présente tout un défi. L'idée principale est d'identifier les principaux concepts et de les présenter de façon à ce qu'ils soient accessibles aux élèves ayant des troubles d'apprentissage auditifs et visuels, une faible capacité d'attention, une aptitude limitée à écouter et à prendre des notes ou un niveau d'anxiété élevé. Cette stratégie vise également autant à adapter l'enseignement aux élèves et aux étudiant(e)s que ces derniers à ce qu'on leur enseigne. Un autre but est de s'assurer que les élèves reçoivent le soutien adéquat, autant en ce qui a trait aux ressources

humaines qu'à la technologie et à l'aide reçue des camarades de classe. Il s'agit également d'apprentissage coopératif et d'interaction entre enseignant(e)s et élèves. Elle tient compte de la forme et du format tout en étant variée et flexible dans le cadre des paramètres d'apprentissage établis pour des cours individuels. La prémisse de cette approche est simple. Si nous concevons et présentons le programme d'études selon les principes de la stratégie universelle d'enseignement et de l'apprentissage des adultes, nous augmentons l'accessibilité du contenu pour tous les élèves, peu importe leur handicap ou leur style d'apprentissage. C'est bien logique et pourtant ça présente tout un défi.

La population d'élèves ayant des troubles d'apprentissage comprend la majorité des élèves handicapés. Cette population constitue le point de repère des approches de cette stratégie universelle. Certain(e)s auront besoin d'adaptations et de soutien additionnels. Le but est de diminuer ce besoin. Cela implique différentes façons de présenter l'information, de comprendre cette information et de démontrer cette compréhension.

*Adapté de Concepts de base: SUE*

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## Early Childhood Development Screening

Not even half of all paediatricians conduct regular developmental screening on their patients according to a recent survey published in the Journal of Pediatrics in June, 2011.

Only 47.7 % say they conduct the regular screenings on their patients who are under the age of three. It was nearly double the number that reported doing so in 2002.

Good news but not good enough according to one of the researchers, Nina Sand-Loud, a developmental and behavioural paediatrician

at the nationally recognized Dartmouth-Hitchcock Medical Center in New Hampshire, USA.



Without this regular screening over 70% of children with delays go unnoticed until they show up in significant ways later on.

In the 2002 survey, when paediatricians were asked why they did not screen more regularly, they cited, lack of time, low reimbursements and lack of knowledge of screening as barriers.

*Source: DisabilityScoop*

# UNIVERSAL ACCOMMODATIONS vs JUSTIFIED ACCOMMODATIONS

The following are the accommodations which are part of a document for teachers, *Provincial Assessment Program –Protocols for Accommodations and Exemptions* <http://www.gnb.ca/0000/publications/eval/AssessmentProtocols.pdf>.

Please consult the original document for addition information and clarifications. While the document is designed for provincial assessments, these accommodations will be made available in the classroom as part of the Universal Design for Learning (UDL).

The Justified Accommodations are deemed to be documented strategies & technology without which the student would not be able to demonstrate his/her knowledge.

Universal Accommodations	Justified Accommodations
Read direction out loud	Large print
Allow extra time	Coloured paper
Sign-interpret directions	Braille
Repeat/Re-read/Clarify	Extended time
Use a familiar examiner	Braille
Encourage the student	Speech/text device
Provide a page turner	Proctor or scribe
Provide a computer or word processor	Answers written in test booklet
Provide a communication device	Read questions aloud
Provide individual assessment	Centres of Excellence or medical setting
Assess in a small group	
Assess in a carrel	
Assess in a separate room	
Designate a seat location	
Minimize distractions	
Increase or decrease opportunity for movement	
Allow appropriate breaks	

**Conference**

**October 28, 2011** – NBASLPA Fall Conference in Moncton, NB'

Featured speaker: Dr Candice Bray, international educational and learning disabilities speaker from the State of Maine.

**October 29, 2011** – *“Help....My child is struggling in school”* Special session for parents with Dr Candice Bray on Saturday .

For further information contact the NBASLPA at 506-858-1788 or email [nbaslpa@nb.aibn.com](mailto:nbaslpa@nb.aibn.com)

# Another Successful LINKS

The Moncton Chapter Volunteers took on bringing the LINKS literacy intervention program to three rural schools in their area.

The results are once again outstanding and we will have more for you as soon as the data has been collected and we have the final report and statistics. This is especially exciting in that this LINKS had a control group.

Young people with reading disabilities working with trained personnel using a research based method were given the gift of reading. For every child who has the ability to read, the ability to succeed is that much greater.

Thank you to the volunteers of the Moncton LDANB chapter for their vision and hard work.



**Congratulations to our Winners of the Father's Day Lobster Draw**  
**30lbs—Jack Jackson**  
**20lbs—Galen Mitchell**  
**and thank you to our ticket sellers!**

**Learning Disabilities Association of New Brunswick Inc./  
Troubles d'apprentissage-association Nouveau-Brunswick Inc.**

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**YOU CAN FIND LDANB ON FACEBOOK AND TWITTER.**



## Thank you

To those who participated in the Saint John's by the Sea Marathon this summer behalf of LDANB /TAANB. Raising money as well as awareness of Learning Disabilities was the endeavour but the exercise was also a result . If anyone else would like to take on this as a project for the many marathon going on in the province, please contact Jenelle at 506-459-7852. **Let's get involved, and get fit !**

## On the Web

Smart Kids & Henry Winkler  
<http://www.smartkidswithld.org/ld-basics>

Mister Mayor has a LD  
<http://www.smartkidswithld.org/success-stories/profiles/dannel-p-malloy-mister-mayor>

## Sur le Web

Témoignages d'étudiants universitaires diplômés  
<http://www.youtube.com/watch?v=vli922DXdc4>

L'ordinateur en classe  
<http://www.youtube.com/watch?v=TTS2QYV8ikM&NR=1>