Hello all. My name is Nancy Charron and I have the privilege of serving as President of the New Hampshire Learning Disabilities Association (NHLDA) this year. I would like to take this opportunity to share with you the many advantages of being a member of this organization.

First, I would like to draw your attention to our wonderful website. Our Home page gives you access to general information. You may also benefit from downloading and reading past newsletters here, using the link to our national website for more information, and/or to renewing your membership to NHLDA. When you join the Learning Disabilities Association of America (LDA) on our national website, you automatically become a member of NHLDA, your local affiliate.

Our About Us page, introduces you to our wonderful Board of Directors. We have a talented and diverse board put in place this year with the intent of meeting your needs. Please let us know how we can best assist you.

Our Events page, keeps you abreast of both LDA’s 2015 February conference and our yearly fall NHLDA conference. Our Resources page lists numerous links to websites to increase your understandings in the area of Learning Disabilities. There is a section devoted to Laws and Regulations, Parents, Professionals, Assessment/Evaluation, Links, Healthy Children Project, and our special Mind the Store project.

The LDA’s Healthy Children Project is dedicated to reducing the effects of environmental contaminants on brain development, especially in children. A growing body of research indicates that many learning and behavior problems are linked to toxic chemicals which are widespread in the environment and products, and to which we are exposed on a daily basis. The Mind the Store initiative allows you to learn more about what toxic chemicals are in our environment and how you can act to promote a safe environment for our unborn fetuses and young children! You can find more information on these important topics on the NHLDA Resources page, or you can contact Beverly Boggess as she is leading this initiative in New Hampshire.

Last fall’s conference addressed meeting the needs of students with emotional/behavioral disorders. Teresa Bolick, Ph.D., a licensed psychologist and board certified behavior analyst offered an effective presentation on meeting the needs of students with emotional/behavioral challenges. Our fall conference this year will be held on Friday, November 7th, and will address meeting the needs of students with executive functioning challenges. Our conference, Executive Functioning and the Common Core, will feature Richard Guare. Dr. Guare serves as a consultant to schools and agencies in programs for autism, learning, attention and behavior disorders and acquired brain injuries. He has presented and published research and clinical work involving attention, executive skills, and neurological disorders. Save the date, Friday, November 7th, and check the NHLDA website regularly for updates on our fall conference!

Last, but not least, you should have received a NHLDA Healthy Children Project
Announcing This Year’s Conference...

EXECUTIVE FUNCTIONING AND THE COMMON CORE!

KEYNOTE SPEAKER: Richard Guare, PH.D.

Save the date! On Friday, November 7th, 2014, Richard Guare will increase our understanding of executive functioning skills! Richard Guare, Ph.D., D-BCBA is a neuropsychologist and board-certified behavior analyst who serves as director of the Center for Learning and Attention Disorders at Seacoast Mental Health Center in Portsmouth, NH. He received his doctorate in school/child clinical psychology from the University of Virginia and completed a postdoctoral fellowship in neuropsychology at Harvard Medical School-Children’s Hospital Boston.

Dr. Guare serves as a consultant to schools and agencies in programs for autism, learning, attention and behavior disorders and acquired brain injuries. He has presented and published research and clinical work involving attention, executive skills, and neurological disorders. Dr. Guare is co-author with Dr. Margaret Dawson of the books, Executive Skills in Children and Adolescents, Smart but Scattered, and Coaching Students with Executive Skill Deficits. He is also co-author of the recently published book Smart But Scattered Teens, and the iPhone children’s application Randominder.

Don’t miss this wonderful opportunity to learn effective strategies to support individuals with executive functioning skills as well as better understand how executive functioning deficits affect mastery of the Common Core standards.
SAVE THE DATE!!!

NHLDA FALL 2014 CONFERENCE

“Executive Functioning and the Common Core”

Learn strategies to support individuals with executive functioning problems and how executive functioning challenges affect individuals successfully meeting the Common Core Standards.

Friday, November 7th, 2014
8:00am - 3:30pm
Southern New Hampshire University Dining Center
2500 N River Rd
Manchester, NH 03106

Literacy and the Common Core: No Need to Stress

Ron Pedro and Mary Westwater

In a time when educators are bombarded with a host of educational initiatives, the Common Core State Standards could be perceived as just another reason for parents to feel frustrated and overwhelmed. On the contrary, parents of children with disabilities should know that it is okay to embrace the Common Core as they provide a blueprint for their children’s systematic and consistent access to literacy skills. More than this, the Common Core prescribes to the belief that every child will be challenged to his or her own potential, providing teachers with a solid framework from which to build curriculum and instruction. Further, the Common Core State Standards are not a set of dictates, but instead, “those who developed the document invite individuals, such as teachers, curriculum developers, and states, to collaborate on localizing and personalizing the CCSS” (Scherff & Rush, 2013, p. 109-110).

By personalizing the Common Core, teachers are able to reach all learners, on their playing fields.

“To ensure all students are ready for success after high school, the Common Core State Standards establish clear, consistent guidelines for what every student should know and be able to do in math and English language arts from kindergarten through 12th grade” (www.corestandards.org). In terms of literacy, the CCSS should serve as a framework that supports local curriculum and helps teachers to build students’ depth of knowledge and skills in reading and writing, preparing them for their world beyond high school. In short, the CCSS are often referred to as a road map, one that will guide our students toward college and career readiness.

The Common Core Standards represent a continuum for teaching the six pillars of literacy - phonemic

(Continued on page 7)
Ever So Quietly
Sensational Children Living with Sensory Processing Disorder
Christine F. Beyrent, M.Ed.

It is 6:30 a.m. when you hear your eight year old son scream “Mom, I can’t wear these pants! They hurt my skin. I hate these pants!” Through his tears and frustration, he tries to explain to you why he cannot wear these pants and why he cannot go to school. You sit and talk in a calming, soothing voice all the while thinking about your responsibilities as a teacher to twenty students who will be arriving at school by bus in 30 minutes. You manage to escort your son onto the bus while he cries and complains of a headache. You slowly walk down the stairs of the bus with a heavy heart and tears in your eyes as you wave good-bye to your special boy. Today will be a struggle for both of you, just as it is for my son and me. The experience above is one that my son and I face daily.

The experience described above is a normal occurrence in the home of a child who struggles with Sensory Processing Disorder (SPD). SPD, sometimes referred to as “sensory integration” or SI, is the current name of a condition that affects at least one in twenty children (Kranowitz, 2005). Children with SPD experience taste, touch, sound, smell, movement and other sensations differently than other children. SPD is a condition that exists when sensory signals do not get organized into appropriate responses by the brain (Miller, 2006). Neuroscientist A. Jean Ayres, PhD, likened SPD to a “neurological traffic jam” that prevents specific parts of the brain from receiving the signals needed to interpret sensory information correctly. A child with SPD finds it difficult to interpret the bombardment of sensory information leading to challenges across a wide spectrum of everyday activities. If not treated effectively, SPD can cause behavioral problems, anxiety, depression, motor clumsiness, academic failure and social difficulties. As with many disorders, SPD symptoms
In classroom learning, executive functioning skills are needed to organize information, transition among activities, complete activities with multiple steps, and apply self-monitoring strategies to correct errors (Dettmer, Simpson, Myles, & Ganz, 2000; Swanson, 2005). Students that struggle with these skills often have difficulty figuring out where and how to begin a task, and integrating present information to prior experiences and knowledge (Attwood, 2008). This trouble can also be seen in the lack of flexible thinking. This lack of flexible thinking inhibits the generation and manipulation of ideas to fit into schemas of knowledge that the student already has. In other words, students have great difficulty expanding or altering previously formed concept schemas (Frith, 2003).

Processing complex information is very difficult for this population and hinders cognitive development (Orzonoff, 1997). That is why individuals with executive functioning deficits tend to learn best when information is presented in distinct parts, but then they often encounter difficulty trying to connect these distinct parts into a thematic whole (Frith, 2003). Most of the time individuals with executive functioning troubles place a larger focus on the smaller units of a text (specific words or phrases used in a text) rather than the overall larger meaning of the text, including situations and contexts (Carnahan & Williamson, 2010). This affects the individual’s ability to see the big picture, the main idea of the text (Frith, 2003; Wahlberg, 2001).

To help individuals who have difficulty with executive functioning skills these things need to be broken into discrete tasks and then chained together. One way to do this is to have students use a checklist that outlines the steps necessary to complete a task. Using a planner and set routines promotes organizing one’s schedule and are strategies to aide students that struggle with executive functioning. Explaining the rationale behind a task also aids students in understanding the global picture rather than isolated steps. Visuals, that help outline how to begin a task, are also highly useful to develop executive functioning skills. Mnemonic devices to remember important concepts and pairing auditory learning with kinesthetic movements are also strategies to promote academic knowledge for students who struggle with executive functioning.

**Resources:**


Middle School Social Skills: Why Are They so Important?
Trish Stansfield, M.Ed.

It can be an overwhelming task for students to navigate the initial transition from elementary school to the middle school environment. Changes in school setting and instructional format, along with an increase in workload, class size, and number of teachers are only a few examples of increased demands placed on middle school students who are already experiencing internal body changes due to the onset of puberty (Jacobson, Williford, & Pianta, 2011). In addition to this, students must manage a multitude of social situations that arise on a daily basis.

Children who lack effective social skills can have great difficulty interacting with others. This can result in an inability to successfully maneuver the school environment. Deficits in social functioning can also lead to cognitive and academic difficulties including a reduction in academic achievement and effort and an increase in social-emotional problems. This is especially true for adolescents with executive functioning difficulties (Jacobson., et al., 2011).

Fortunately, social skills can be taught. A report published in the journal Child Development showed that, according to a professional study, in comparison to students who received no social skills instruction, those who did receive training, experienced fewer emotional problems and conduct issues and had an increase in self-management skills. The study also pointed out those students who received formal social skills training and how they demonstrated improvement in standardized test scores by 11 percentile points (cited in Sparks, 2011).

Research studies vary as to whether simple teacher-led programs or more sophisticated systemic evidence-based programs are more effective when instructing students in social skills training. However, it is essential that all programs include a step-by-step sequential process with specific objectives taking into account

(Continued on page 7)

The Role of Executive Functioning in Developing Social Skills
Kristina Scott, Ed. D.

Executive functioning skills include: organizing information, tuning out unnecessary information, planning the use of information, carrying out specific tasks, flexibility in thinking, and using working memory (Carlson, 2005; Kenworthy, Yerys, Anthony, & Wallace, 2008). This can effect an individual’s social development.

Executive functioning skills surface in social development through a lack of flexibility to adapt to conversational cues. This typically means that the student may ask repetitive questions in every social situation and sometimes will appear to have somewhat scripted conversational skills. Scripted conversations can hinder the ability to relate to peers (Oznoff & Cathcart, 1998).

The difficulty in conversational flexibility is heightened because context often drives language development in the population. This may mean that individuals who struggle with executive functioning skills often learn a scripted conversation or way to act based on a social context. In other words, they learn how to act and what questions to ask in one situation and re-

(Continued on page 9)

With the proper intervention, middle school students can learn to appropriately interact with one another and gain the social skills necessary to function in life. An effective social skills program can increase students’ coping skills, enhance self-esteem, self-worth, and self-awareness, and improve attention, impulse control, behavioral competence, and, consequently, academic performance (Jacobson, et al., 2011).

Below is a list of some essential components of an effective social skills program:

- A step-by-step sequential program with explicit goals
- Individualized for each student’s need(s)
- Positive reinforcement
- Role-playing to demonstrate effective social skills
- Problem-solving for various social situations
- Continuous feedback
- Considers the environment – What can interfere with social skill acquisition?
- Establishes specific routines
- Structured lessons with practice in various settings
- Utilizes students’ formal assessments to target instruction
- Includes parents and guardians in program development
- Reinforcement activities to be completed at home
- Investigates and researches various strategies for individual needs
- Monitors progress to refine individual strategies
- Direct support for generalization of skills
- Provides visuals and clear descriptions
- Teaches skills in a variety of modalities

References


(“Literacy & the Common Core,” Continued from page 3)

awareness, phonics, vocabulary, fluency, comprehension and writing. The acquisition of literacy for all pillars at all levels is best taught through a balanced or integrated approach. The CCSS provides guidelines for teaching each discrete skill. For some of our students, the acquisition of literacy skills is more complex. The CCSS provides a sequence of skills that link assessment with specific evidence of learning. As parents and guardians of students with learning challenges you understand the importance of measuring achievement targets. As such, the CCSS are a link to the evidence you should be expecting.

As a convenience for you, add the CCSS app to your phone or computer and follow this continuum of skills’ acquisition.

To find out more about the state of New Hampshire Department of Education and the Common Core, visit: [http://www.corestandards.org/standards-in-your-state/](http://www.corestandards.org/standards-in-your-state/)

Reference

decal to put on your car window in the mail. This decal was designed by our current Vice President, Trish Stansfield. Please proudly display this decal on your car window in order to promote increased membership in NHLDA and understanding and support of the Healthy Children Project.

Thank you again for your support and I look forward to seeing you at our fall conference!

vary in their severity. While the well-regulated person may encounter the occasional difficulty processing external stimulation, the child or adult with SPD experiences chronic difficulties that disrupt everyday life.

SPD presents itself in different forms. The most common category of SPD and the one with which my son struggles, is termed Sensory Modulation Disorder. Sensory Modulation Disorder can be suspected whenever a child exhibits one or more symptoms with frequency and intensity. Children can experience sensations of touch, movement/balance, body position/muscle control, sights, sounds, smells and tastes. Children can be over-responsive (“Oh no!”) under-responsive (“Ho Hum”) or sensory-seeking (“More!”). Many children experience a wide variety of sensations. Some children experience extreme difficulties associated with loud sounds, bright lights and strong smells, but paradoxically, the same children can be found crashing into sofa cushions or chewing incessantly on their fingers or on chew sticks.

Fortunately there are research-based treatment programs that are evolving to help support children and their care givers. Occupational therapy is a fun, play-based intervention that takes place in sensory-rich environments. Many private clinics, practices and hospitals that provide therapy for ADHD and Autism also provide treatment for SPD. There are a number of different therapy based programs designed specifically to provide children with a rich sensory diet. Programs such as listening therapy (LT) may be recommended. In many cases, other professionals to include physical therapists, speech/language therapists, behavioral therapists, special education teachers or others who have advanced training in using a sensory integration approach, may play critical roles in treatment.

As the parent of a child who struggles with the effects of SPD on a daily basis, I often ask myself if I did anything to contribute to my child’s diagnosis of SPD. The truth is this: as with ADHD and many other neurodevelopmental disorders, SPD has not yet been fully identified. However, preliminary studies and research continue to bring about a better understanding of the root cause of these disorders. A summary of research being conducted into the causes and prevalence of SPD is contained in Sensational kids: Hope and help for children with sensory processing disorder (Kranowitz, 2006). Researchers found that children affected with SPD have “quantifiable differences in brain structure, confirming a biological basis for the disorder that sets it apart from other neurodevelopmental disorders such as ADHD and autism”.

Another resource accessible for parents is the SPD Foundation. This SPD Foundation began in 1979. This organization provides assistance and hope to individuals and families living with SPD. In addition to this foundation other resources are listed below.

Resources for parents:

Sensory Processing Disorder Foundation: http://www.spdfoundation.net/treatment.html


**Some Signs of Sensory Processing Disorder (SPD)**

late it only to that situation. The lack of flexibility often prevents conversational skills from being present across settings (Bellini, 2005). Students may memorize a script but until they are exposed to multiple contexts, in which to use this conversational starter, their general social skills will not improve. Most students with executive functioning deficits, in fact, will only learn and master social skills behavior through direct experience and multiple opportunities to practice (Bellini, 2005).

Social skills deficits, therefore, become more magnified when direct experiences and opportunities to practice are lacking. If the opposite occurs, however, and there is an increase in practice opportunities and experiences, the student with executive functioning deficits may be able to independently engage in successful conversations. Social practice opportunities should focus on how to organize and convey information, appropriate transitions in conversations, and identifying conversational cues that allow for flexibility in the social engagement (Swanson, 2005).

**Resources:**


Learning and Other Developmental Disabilities are Increasing

- 1 in 6 children under the age of 18 have a developmental disability, ranging from mild disabilities such as speech and language impairments to serious developmental disabilities, such as intellectual disabilities, cerebral palsy, and autism.
- 1 in 68 children in the U.S. have an autism spectrum disorder.
- 7% of children in the U.S. have a learning disability.
- Nationally, 11% of children 4-17 years of age (6.4 million) have been diagnosed with ADHD.
- According to the CDC, these disabilities are rising at an alarming rate: learning disabilities have risen by about 5%, developmental disabilities by about 17%, ADHD by 33%, and autism by about 290% (1997 to 2008).

Children More At Risk From Toxic Chemicals

Children are not "little adults" - their developing brains and bodies, their metabolism and behaviors make them uniquely vulnerable to harm from toxic chemicals.

- Exposure begins in the womb through mother's exposure to toxic chemicals.
- Children put things in their mouths and spend a lot of time on the floor and ground, so they may ingest chemicals from products and even household dust on a regular basis.
- For their weight, children eat, drink and breathe more than adults - so pound for pound they take in a greater quantity of toxic contaminants. A small exposure can translate into a big dose.
- Rapid brain development in the fetus, infant and young child make children more susceptible to harm from chemicals that may impair brain function and development.

How are our children exposed?

- Children today are exposed to thousands of newly developed synthetic chemicals.
- Approximately 80,000 chemicals are used in commerce today—about 2,000 more are newly released every year.
- Fewer than 10% are tested at all for their impact on human health; only 12 of those 80,000 chemicals have been fully tested for their affect on children's neurological development.
• More studies emerge each year pointing to connections between exposure to toxic chemicals and damage to the immune, neurological, or reproductive systems of developing fetuses and young children.
• Despite current regulations (often too little, too late), these toxic substances are still in products and the environment where they continue to damage the health of our children.

Please Join Us

LDA urges major retailers to tell suppliers to stop using toxic chemicals in the products their consumers buy and use every day. Retailers can help reduce the use of toxic chemicals in products and protect children's health and development.

To learn more, please contact

Maureen Swanson
Learning Disabilities Association of America’s
Healthy Children’s Project Director
www.healthychildrenproject.org
1-888-300-6710, x 208

Notes

i. National Academy of Sciences Committee on Developmental Toxicology, 2000: http://www.nap.edu/openbook.php?record_id=9871&page=R1
iv. CDC: http://www.cdc.gov/ncbddd/autism/data.html
v. CDC: http://www.cdc.gov/features/dsdev_disabilities/
vi. CDC: http://www.cdc.gov/ncbddd/adhd/data.html
vii. CDC: http://www.cdc.gov/features/dsdev_disabilities/

* The National Academy of Sciences estimates that toxic exposures are directly related to 3% of the incidences and play a part in at least another 25% of cases of these disabilities.
Meet the New Board Members!

Christine F. Beyrent, M. Ed.

Christine F. Beyrent has a Master’s Degree with dual certification in General Special Education and Specific Learning Disabilities from Franklin Pierce University. She received her Bachelor’s of Business and Law from Southern New Hampshire University and Hesser College. She is proud to be a board member of NHLDA and a member of Pi Lambda Theta, the most selective national honor society of educators. Christine looks forward to each day working with her students at the elementary level. She has a passion for teaching children with specific learning disabilities and emotional/behavioral disabilities. Christine believes that teaching a child to read is to light a fire, every syllable spelled out is a spark! Christine’s area of interests besides SLD’s are processing disorders, anxiety based disorders, attention deficit disorder, and autism. When not being a life-long learner, Christine enjoys spending time with her husband and two young boys. She was a college athlete and continues that drive through playing and coaching.

Brandi Bolduc M.Ed

Brandie has worked in a variety of education settings from coast to coast. She has experience in early intervention, classroom teaching, educational consulting and teaching at the university level. Brandie currently works as an adjunct faculty member at SNHU doing both teaching and internship supervision. Brandie has a Bachelor's of Arts in Liberal Studies, Multiple Subjects from Humboldt State University and a Master's in Early Childhood Education: Special Needs from the University of New Hampshire. Brandie is a UNH-Dartmouth MCH/LEND participant and has presented her interdisciplinary research at the Association of University Centers on Disabilities. She also holds a post-graduate certification in Leadership in Children's Health and Disability from UNH. Brandie values the role of family and community in supporting the development of all children, of all abilities. She has worked within the community as a leader on these issues and looks forward to the opportunity for continued service as NHLDA Board Member.

Marie M. Champion M.Ed.

Marie M. Champion is currently a Special Educator/Case Manager at the Pollard School in the Timberlane Regional School District. She is a certified local LETRS (Language Essentials for Teachers of Reading and Spelling) trainer. She has also served as an adjunct faculty member of Southern New Hampshire University. Marie’s teaching career began in Massachusetts as a classroom teacher, then a Learning Disabilities Specialist. Marie has held the positions of literacy coach and reading specialist. Marie graduated from Boston College with a Bachelor of Arts degree in Elementary Education and from Framingham State University with a Masters of Education in Special Education. She is a current member of the LDA, IDA and NA-SET and a former member of IRA and ASCD as well as Kappa Delta Pi. She is active

(Continued on page 13)
Meet the New Board Members!

(Continued from page 12)

in the professional community where she mentors student teachers, gives teacher workshops, and participates in RTI seminars and trainings. In her leisure time, Marie enjoys being with her family, traveling, gardening, and music. She welcomes the opportunity to serve on the NHLDA Board and hopes to promote a greater public awareness so that every child will meet his/her full potential.

Kimberley Russell, M.Ed

Kimberley Russell is currently a Special Educator/Case Manager at the Pollard School in the Timberlane Regional School District. She has a Master’s Degree in Early Childhood Special Education and General Special Education from the University of New Hampshire. She also has a Graduate Certificate in Assistive Technology. Kim is a certified Learning Disabilities Specialist and is currently working towards obtaining her certification in Emotional Disabilities. She has a duel Bachelors of Science degree in Family Studies and Psychology from the University of New Hampshire.

Kim believes strongly in the power of inclusion and promoting the effects that inclusion can have on children with disabilities. She believes that socialization is a very big part of a child's schooling experience. Inclusion allows children to participate on a day-to-day level with their peers in a classroom setting. Giving children the opportunity to socialize with other children of all abilities allows the children to learn from one another. Children in inclusive programs establish a sense of belonging, friendship and success.

In her leisure time, Kim enjoys being with her family, twirling baton, and playing with her dog. She welcomes the opportunity to serve on the NHLDA Board and hopes to promote a greater public awareness so that every child will be given the opportunity to reach their full potential.

Kristina Scott, Ed. D.

Dr. Kristina Scott came to SNHU in the fall of 2013 with experience teaching special education in grades P-8 in inclusion and substantially separate classrooms in urban districts. She has also done work for the Massachusetts Department of Elementary and Secondary Education as a training specialist for alternative portfolio assessments. Prior to this year, she supervised elementary and special education teachers and taught special education and language acquisition courses at UMass Lowell. Kristina received her Bachelor’s of Arts in English and Bachelor’s of Science in Exercise Physiology from the University of New Hampshire, her Master’s in Education in Moderate Special Needs from Worcester State University, and her Doctorate of Education in Educational Leadership from University of Massachusetts Lowell in August 2013. Some of her research interests are: autism programming in public schools, meeting the needs of today’s students, and teacher preparation.
Benefits Of Membership In LDA Of America

LDA is the voice for people with learning disabilities of all ages and their families; the leading advocate for laws and policies that create opportunities for people with learning disabilities; a leader in promoting research into the nature and causes of learning disabilities.

LDA offers cutting edge information on learning disabilities, practical solutions and a comprehensive network of resources to support people with learning disabilities, their families, teachers and other professionals.

LDA Membership offers:

1. Support through groups and workshops
2. Advocacy through assistance, training and information
3. Information via a toll-free call-in line 888-3000-6710
4. Resources on the LDA website (www.ldamerica.org) for parents, teachers, professionals, adults and those new to learning disabilities
5. Exclusive members area on our comprehensive website
6. News briefings of the week’s top stories on learning disabilities and related topics via THE LD SOURCE, a free, “opt-in” email resource
7. News from Washington monthly reports on legislative issues via News-in-Brief
8. Discounts on registration for state and national LDA conferences and workshops
9. Discount subscription to Learning Disabilities: A Multidisciplinary Journal, a peer-reviewed journal published three times a year
10. Access to Professional Liability, General Liability and other coverage at a reduced rate for members in private practice.

Together We Can Make a Difference. Become a part of Something Greater!

LDA:

1. Unites individuals, families and professionals who have a shared commitment to individuals with learning disabilities
2. Raises awareness about learning disabilities among policymakers and the public at large
3. Advocates to preserve, enhance and expand access to services for children and adults with learning disabilities
4. Represents the needs and interests of children and adults with learning disabilities to regulatory and policy-making entities
5. Creates and distributes policy and position statements and public testimony on various aspects of policies that impact the lives of children and adults with learning disabilities
6. Develops Action Alerts on crucial national legislation
7. Collaborates with professional and advocacy organizations on public policy on a national level.

Note: LDA never shares or sells membership information.

Join Us!

The NH Learning Disabilities Association is a private, non-profit, volunteer organization of parents and professionals dedicated to promoting better understanding, education and services for individuals with learning disabilities.

NHLDA is the State affiliate of LDA of America, Inc. A grassroots organization, NHLDA provides programs, practical information and support for parents, professionals and individuals with learning disabilities.

Send check or money order, payable to NHLDA, to the address below. Or join online by credit card at www.ldamerica.org

New Hampshire
NHLDA
Learning Disabilities Association

NHLDA PO Box 127, Concord, NH 03301
info@nhlda.org