

TRINITY CENTER TIMES

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A very special thank you to the **Blessing Project Foundation** for its generous donation of \$4000 which funded replacement of one of our heat pumps when our 30+ year old ones died last summer. This gift makes our continued service possible!

Thanks to Knollwood Baptist, First Baptist, and Highland Presbyterian Churches for their gifts for replacing our leaky roof and Ken Meyers of Lowe's Hardware, Raymond Supply, and Hodges Roofing for discounts that multiplied their gifts, We are grateful.

Welcome to Renee Colclough Hinson, PhD who is returning to Trinity Center after a 15 year absence. We are grateful for the clinical and testing skills she brings as well as for her warm and gentle spirit.

Congratulations to Karen John on becoming a licensed counselor (LPC). Karen works with adults, children and groups. Congratulations to Ann Dixon Coppage on becoming a licensed counselor supervisor (LPCS).

Welcome to Orita McCorkle and Lynette Stewart, who are WFU counseling practicum students who are working in the front office and observing sessions as part of their training. We are grateful for their help.

Thanks to Clemmons United Methodist Church for the beautifying of our yard and replacing our front steps and Mt Tabor Methodist for the work on our deck.

Learning Disabilities and Early Diagnosis



"I studied really hard, took my time on the test and checked over all of my work, but I still made a bad grade on the test!" If your

child (or you) have this experience repeatedly, it is possible that you have a "learning disability" — a difference in the way you take in and process information that can make seemingly straightforward tasks difficult. Many adults have learning disabilities that were never identified and their lives are affected in ways that confuse them. Difficulties with calendars, forgetting things, problems with checkbook balancing or spelling — all of these things are signs that there might be a learning disability present. For children, falling behind peers or failing to perform on tests in spite of their best efforts often lowers self confidence and initiative. Early intervention and support can make a difference by giving your child the best chance for success.

If you think your child has a learning disability, you may not know how to get the best help. It is vital to understand that someone with a learning disability cannot try harder, pay closer attention, or improve motivation on their own; they need help to learn how to do those things. A learning disability (LD) means that the child has normal intelligence but a problem in one or more areas of learning. People with LD learn differently because of differences in the brain structure that affect how information is received, processed or communicated. Learning disabilities can affect many different areas including language, reading, math, reasoning and social behavior.

Why is Early Diagnosis and Treatment so Important?

When LD is not found and treated early on, it tends to snowball. As children get more and

more behind in school, they may become more frustrated, feeling like failures. Often self-esteem problems lead to bad behavior and other problems. High school dropout rates are much higher for students with LD, affecting job and earning prospects. By identifying LD early, your child can get the needed help to reach their potential.

How Common are Learning Disabilities and What Causes Them?

Educators estimate that between 5 and 10 percent of kids between the ages of 6 and 17 have learning disabilities. More than half the children receiving special education in the United States have LD. Dyslexia, which creates problems reading, writing, spelling and speaking, is the most common.

Because there are many types of learning disorders, it is hard to diagnose them and pinpoint the causes. There are some risk factors that are linked to LD:

- Heredity
- Low birth weight, prematurity, birth trauma or distress
- Treatment for cancer or leukemia
- Central nervous system infections
- Severe head injuries
- Chronic medical illnesses, like diabetes or asthma
- Poor nutrition

These risk factors do not necessarily predict later learning problems or indicate the existence of a disability. However, the presence of risk factors warrants substantial and serious efforts to facilitate early learning success. Many at risk children respond positively to high quality instruction and support.

What are Symptoms and Types of Learning Disabilities and Disorders?

If you're aware of some of the common signs of LD, you can catch the problem early and take steps to get your child help. Pay particular

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Donations to Trinity Center



You can help us through different kinds of donations. We can take donations by MasterCard, Visa, AM EX and Discover .

Consider donating cars and trucks for us to sell to generate funds or donating appreciated stock to avoid capital gains tax.

Although we are not a United Way Agency, you can designate your contribution to Trinity Center by using the code 2144 on the United Way contribution form.

Keep in mind that companies like Bank of America will provide a matching gift with your donation.

Please encourage your church, civic group or employer to consider Trinity Center in their community support efforts.

NEW WAY TO DONATE:

Register your MVP card with Food Lion shop & share program at www.foodlion.com. Be sure to put Trinity Center as the recipient!

Trinity Center Times is published by Trinity Center, Inc. to provide program information and updates for those in our community and others who are interested in our work & mission.

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attention to normal developmental milestones for toddlers and preschoolers. A developmental lag might be the first sign of a learning disability. Most learning disabilities are not identified until later in school after a child has fallen behind grade level. Recognizing LD issues before this happens can allow early interventions and remediation through which the child with LD can keep pace with his/her peers.

Types of learning disabilities are often grouped by school-area skill sets or cognitive weakness.

School-Area Skill Set Disabilities:

Motor-refers to problems with movement and coordination with either fine motor skills (cutting, writing) or gross motor skills (running, jumping). Signs of a possible disability include problems with physical activities that require hand-eye coordination, like holding a pencil or buttoning a shirt.

Math-may struggle with memorization and organizing of numbers, operation signs and number "facts". They may also have trouble with counting principles (such as counting by 2s) or have difficulty telling time.

Language- involves the ability to understand or produce spoken language. Signs of a disorder involve problems with verbal language skills, such as the ability to retell a story and the fluency of speech, as well as the ability to understand the meaning of words, parts of speech, or directions.

Reading- two types of learning disabilities in reading. Basic reading problems occur when there is a difficulty understanding the relationship between sounds, letters, and words. Reading comprehension problems occur when there is an inability to grasp the meaning of words, phrases, and paragraphs.

Writing- involves the physical act of writing or the mental activity of comprehending information. Basic writing disorder refers to the physical difficulty of forming words and letters. Expressive writing disability indicates a struggle to organize thoughts on paper.

Cognitive Weaknesses-Auditory and Visual Processing

The eyes and ears are the primary means of delivering information to the brain. If either aren't working properly, learning can suffer and there is a greater likelihood of a learning disability. Hearing things correctly greatly impacts the ability to read, write and spell. An inability to distinguish subtle differences in sound or hearing sounds at

the wrong speed make it difficult to sound out words and understand the basic concepts of reading and writing. Problems with visual perception including missing differences in shapes, reversing letters or numbers, skipping words, skipping lines.

Other Disorders that Make Learning Difficult:

Difficulty in school does not always stem from a learning disability. Anxiety, depression, stressful events, emotional trauma can affect concentration and make learning more of a challenge.

ADHD-Attention Deficit Hyperactivity Disorder: while not considered a learning disability, can certainly disrupt learning. Problems include not being able to sit still, stay focused, follow instructions, stay organized and complete homework.

Autism/Asperger's: Children with these disorders may have trouble making friends, reading body language, communicating, and making eye contact.

What to do if you suspect your child is having trouble learning?

Do not delay ! Talk with your child's teacher about your observations and what they would suggest as next steps. Your child's doctor is also a great resource for information and referrals for diagnostic testing.

The process for diagnosing a learning disability can be confusing. It involves testing, history taking and observation by a trained specialist. Testing is necessary for children suspected of having a learning disability and may include the following elements:

- Review of education records/student work
- Medical, vision, and hearing exams
- Developmental and social history
- Fine and gross motor evaluation
- Speech and language assessment
- Intellectual ability or IQ test
- Assessment of academic skills
- Social and emotional testing
- Behavioral testing

If the test results indicate a learning disorder, services and support based on the individual child's needs can be identified and provided from school, medical professionals and other resources in the community. Help is available!



Resources: helpguide.org, about.com, ldonline.org, www.med.umich.edu

Anxiety and depression in children with learning disorders and ADHD by Dr. Tim King

In psychiatry, learning problems (LD) are divided into different categories of learning. The prevalence in the United States is up to 10% of the population, with half of those in school programs to address these disabilities. 40 % of those with LD have ultimately dropped out of school, 1 ½ times the national average. In addition, children with LD have a higher frequency of difficulties with attention, focus and impulsivity (ADHD). In the US, the prevalence is 5 % of school aged children. ADHD is considered a behavioral disorder, though the effect on learning can be tremendous.

With ADHD and learning problems, anxiety and mood disorders often occur. This is likely due to the effect of those disabilities on the maturing child's sense of success, accomplishment and identity. A child's underlying temperament is another risk factor. The family situation and stability play a large role in the development of any subsequent anxiety and mood problems as well. Psychiatrists assist in the diagnosis of ADHD, anxiety and depression.

Psychiatrists treat underlying ADHD, anxiety and learning problems with medication and psychotherapy. Medications are not specifically used to treat LD, which is largely addressed through school assistance, accommodation and tutoring. Children with anxiety and /or depression should first be engaged in family and individual therapy. If symptoms are severe or not improving, medication may be warranted. Medications of choice include so called SSRI's. Some children with ADHD treated with medication may need adjustment of those medications to address anxiety and mood. Some children with ADHD and LD display medication side effects, including anxiety and mood disturbance. On occasions ADHD and anxiety medications may be used together.

Psychiatrists are part of the treatment team that address ADHD, LD, anxiety and mood disruption in children. Anxiety and depression often occur with ADHD and LD. Children with these disabilities often have more complex problems that may need further treatment with psychotherapy and medication.

Getting Help For Your Child with a Learning Disorder by Renee Hinson, PhD

A learning disability is an unexpected and unusual difficulty in learning an academic skill. For the sufferer, it is as if they just cannot "get it" as easily as their peers. Unfortunately – for about one half of the children in the US - learning to read is a formidable challenge. For at least 20-30% of those youngsters, reading is one of the most difficult tasks that they will have to master throughout their life.

Disabilities with reading are by far the most common type, making up roughly 80% of the people who are diagnosed with a learning disability. Though many struggle with this challenge, the good news is that this is the one psychological disorder for which there is an empirically validated CURE – a treatment that works to help individuals overcome these limitations.

Dyslexia is the name given to difficulty with language. For most people, intelligence is not the issue, the problem is language. It may be with phonological awareness, decoding, fluency and/or comprehension – or some combination thereof. But a thorough evaluation is the first step. In order to effectively and efficiently remediate the particular problem(s) of reading, a complete picture of the specific skill deficits is needed to guide those working with the child to address them.

A thorough psychological evaluation is also wise. Unfortunately, reading problems in children are often associated with low self-esteem and emotional distress (such as feelings of anger, sadness and shame.) The older the child – the longer he/she has felt they didn't "get it" as readily as did their peers – the greater the risk for some of these secondary concerns.

When a passage of text is read, do they get a mental picture of what they are reading? Are they able to mentally create their own Technicolor, big screen movie out of the words on the page? Normal readers can readily visualize what they are reading. Kids who have difficulty reading prefer to see the movie first– to help them get the "gist" or make a mental movie for them since they cannot get it on their own.

Other signs that your child may have a problem: Although they listen with rapture while you read to them, they resist reading to you; reading seems to be more laborious for them and they complain that it is "too hard." They may rely on their memory for words, rather than attempting to sound out new or difficult ones. When they read an unknown word, their first approach may be to look at the pictures or to the rest of the sentence for clues – as opposed to systematically sounding out the word.

If you have questions about your child's (or your own) reading (or other academic concerns), one of our staff would be happy to talk to you. Remember: the sooner an appropriately tailored intervention is initiated, the sooner you can begin to stop what might become a life-long aversion to reading, writing or math. Why not give your child (or yourself) the best chance they can have for making it in school – and in life?

Sources: Ackerman, BP, Izard, CE, Kobak, R, Brown, ED & Smith, C. (2007) Relation between reading problems and internalized behavior in school for preadolescent children, *Child Development*, 78, 581-596. Hall, SL and Moats, LC, Eds. (1999) *Straight talk about reading*. Chicago: Contemporary Books.

Hello,

I am particularly excited to bring this issue of the newsletter to you because I have such appreciation for how learning issues can affect the course of someone's life, and how early identification and remediation can open possibilities that might otherwise remain closed. Please let us know if we can be helpful to you or someone you love.

I am also excited that life at Trinity Center is continuing to grow and change. After 28 years at the helm, over the next number of months I will be working toward transitioning out of the Executive Director role and into the role of Staff Counselor. It has been a blessing to watch God bring such amazing things out of the vision that Betty Talbert, Kathryn Sinopoli and I conceived of so many years ago. It has been even more of a blessing to participate in the life of the center alongside the talented and caring professionals who have been a part of our practice. I look forward to supporting the new leadership person or persons as they, together with the Board and Staff, envision the Trinity Center of the next 28 years!

Please keep Trinity Center in your prayers as the future emerges. Blessings to you and yours.

Ann

SPIRITUAL DIRECTION by Tim Auman

When I was a Boy Scout, I loved sitting around the camp fire with my friends playing "rock, paper, scissors." I especially enjoyed the moment when "paper" covered "rock." I liked the idea that something as pliable as a sheet of notebook paper could defeat something as solid as a Mount Rushmore. But then came the reality check when scissors cut into paper. Yikes! This childhood game could never end, because everyone was vulnerable.

The goal of spiritual formation is not to leave this world for a better world, or to find a way of being where we are less vulnerable. We can find peace in this life, but because our innate peaceful nature is so often obscured by the ongoing drama of our lives, we stagger about like wounded people hoping for a miracle.

Jesus was always reminding his camp fire friends that below the storms of our surface dramas dwells a deep and abiding peace. With God's help, and with the help of others, we can heal our suffering by skillfully dealing with life's problems. Everything in this life is impermanent and changing. Instead of seeing change as negative, see it as an opportunity for growth and transformation. That which is impermanent, because of its changing nature, allows us to improve our lives, if we so choose.

Suffering can be a great teacher. Disappointment can wake us up. If life were easy, we may never realize our true potential, or recognize a peace that is always within reach.



Bible Verses of Peace

John 14:27

Peace I leave with you; my peace I give you. I do not give to you as the world gives. Do not let your hearts be troubled and do not be afraid.

Romans 5:1

Therefore, since we have been justified through faith, we have peace with God through our Lord Jesus Christ,

Isa 53:5

But he was pierced for our transgressions, he was crushed for our iniquities; the punishment that brought us peace was upon him, and by his wounds we are healed.

2 Thessalonians 3:16

Now may the Lord of peace himself give you peace at all times and in every way. The Lord be with all of you.

Our Spiritual Directors, David Fouche, Patty Suggs and Tim Auman are available by appointment to meet with anyone desiring to deepen his/her spiritual life, have support on the journey of faith, wrestle with God, or explore prayer. If you have questions or would like to make an appointment, please call us at 725-3999.

TESTING FOR LEARNING DISORDERS AND OTHER COGNITIVE DISABILITIES



Trinity Center has two staff psychologists who administer a battery of tests that can help identify learning and cognitive disorders that affect both children and adults. Patrick Sullivan, PhD. and Renee C. Hinson, PhD are both clinical psychologists who administer neuropsychological testing.

Neuropsychological testing assesses the health of the brain and central nervous system by measuring intelligence, memory, and personality functioning. Results from a neuropsychological evaluation can be used to diagnose Attention Deficit Disorder, Cognitive Processing Disorder, Seizure Disorders, Learning Disabilities, Pervasive Developmental Disorders (Autism, Asperger's Syndrome), Developmental Delay in Cognitive Skills and many other disorders.

Based on the results of this type of evaluation, recommendations can be made regarding medication, therapy, and life skills issues. This allows the adult who has been evaluated to have a specific diagnosis and an action plan to address the implications of this diagnosis.

When a child is tested, recommendations can be made for medication, therapy as well as educational planning. This includes classification in the public school system and the development of an individual educational plan.

For more information on neuropsychological testing,
contact us at 725-3999.



Trinity Center, Inc.
exists to foster
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