



Newsletter



Lady Hochoy Home Gasparillo Outreach



It takes a community to raise a child with special needs, and that spirit is ever present in Gasparillo, with The Repsol sponsored programs at Lady Hochoy Home. CKFTO has designed two group therapy programs and our HOPE parent support to suit the specific needs of the community. Thanks to the additional staff volunteers from Repsol, these programs aim to educate and support parents/caregivers with information regarding their child's diagnosis, abilities and challenges, and provide therapeutic intervention.



The eighth annual World Autism Awareness Day is April 2, 2015. Every year, Autism organisations around the world celebrate the day with unique fundraising and awareness – raising events. How will you celebrate?

TEACHER TRAINING WORKSHOP 2015

Behavioural and Learning Challenges within the Classroom “Which came first?”

Date: Thursday April 9th and Friday April 10th

Time: 8.00 a.m. to 4.00 p.m.

Where: Hotel Normandie, St. Anns

Cost: \$800 per educator

Topics include:

- Red Flags as indicators of children with potential learning challenges
- ADHD - the effects & challenges for all involved (teachers, students, classroom)
- Sensory seeking distractions - How it affects various learning styles
- **Presenters:** Experienced Foreign & Local Allied Health Professionals

For registration please contact our office at 628-3228.



5th Annual Fundraiser

Our Fifth annual Fundraiser will be held at Jaffa restaurant on Sunday 24th May 2015. CKFTO presently subsidises Occupational, Music Therapy and Support Services to more its clients throughout Trinidad and Tobago. All proceeds go towards providing Occupational and Music Therapy subsidy for children in need. Tickets are priced at \$450 and available at the St. James Centre.

MUSIC THERAPY HELPS CHILDREN WITH AUTISM!



Music can improve communication

Up to thirty-percent of children with autism are nonverbal, and many low-functioning children have difficulty following verbal commands, and have difficult time with social awareness like understanding body language.

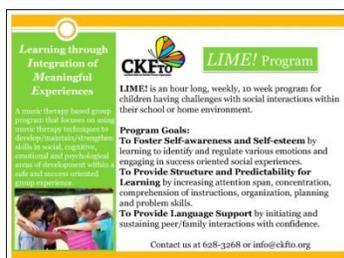
Wan et. al. (2004) found music to improve the mapping of sounds to actions, by connecting the auditory and motor sections of the brain, which may help improve understanding of verbal commands. By pairing music with actions, and with repetitive training, the brain pathways needed to speak can be reinforced and improved.

Music encourages social interactions

A 2009 study by Kim, Wigram, & Gold found that children with autism showed more emotional expression and social engagement during music therapy sessions than in play sessions without music. These children also responded to the therapist's requests more frequently during music therapy than in play sessions without music.

Music can reduce anxiety

Children with autism are more sensitive to anxiety than the average child, as they are unable to filter out provoking stimuli. A small four-week study, conducted at the University of Wisconsin La Crosse in 2006, found preliminary success in reducing anxiety in patients with autism through music therapy. After 16 short, 20-minute sessions, during which the treatment patients listened to rhythmic music, the participants who received the therapy appeared to have decreased anxiety-related behaviors.



Does My Child Need a Psycho-Educational Assessment?

A psycho-educational assessment is typically initiated because of concerns of parents and/or the school about the child's functioning. The goal of the assessment is to evaluate a child's cognitive ability and academic skills. The child's behaviours and socio-emotional functioning are also assessed. The evaluation is used to determine if the child requires special education services, and to develop recommendations to help the child learn and function in school. The assessment is based on the referral issue and areas of concern. Typically a comprehensive assessment is made up of two parts:

1. **Psychological processes: intelligence, language and communication skills, memory, verbal and visual learning, attention / concentration, eye - hand coordination for paper - and - pencil tasks, planning ability, social skills**
2. **Academic skills: reading (phonetic skills, sight vocabulary, reading comprehension), spelling, writing, mathematics (basic numerical operations, mathematical reasoning), academic fluency (speed of reading, writing, calculating), listening comprehension, oral expressive skills.**

A psycho-educational assessment includes the following procedures: Interviews: Parent, Teacher and Child. Review of school records and medical records (if necessary). Observation of child in a learning environment and during the assessment. Evaluations using standardized tests that are deemed appropriate based on the referral question (e.g. tests of academic skills, cognitive abilities) and child's age and level of development. Completion of rating scales to empirically assess behaviour and socio-emotional development. A written report to be provided to the parent. A feedback session to explain the findings of the assessment and provide recommendation goals for the child. Referrals to other services may be made as appropriate, such as occupational therapy for sensory or motor concerns or to remedial specialists.