

March 2013

learning disabilities

different paths....same destination

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Welcome

This newsletter marks our first newsletter for 2013 – Happy New Year to everyone!

This month's newsletter focuses on transitions. At this time of year many students are starting to plan for their transition from high school to some type of post secondary education.

The first article from LDAO, which is somewhat dated but still relevant, speaks to the Assessment Regional Centres - A.R.C.

We have also included an article on planning for a transition. This provides a comprehensive listing of what each stakeholder needs to do to help this process along. This could be used as a checklist as you go through the process to ensure the transition is as successful as possible.

Thank You to the Guelph Storm

The Learning Disabilities Association of Wellington County would like to extend a big **Thank You** to the Guelph Storm. On January 13 we sold tickets for the 50/50 draw and raised an amazing \$1,600. We would also like to extend a Thank you to all the volunteers who helped sell tickets at the game!



We have also provided some good resources through the Ontario Teacher's Federation website as well as the Ontario Ministry of Training Colleges and University's which is our Frequently Asked Question resource. This website link at the end of the Frequently Asked Question includes much more relevant information than we have included in the newsletter so is worth checking it out.

Our event section highlights some up coming events being put on by other Learning Disability Association Chapters.

Our board of directors is made up of an amazing group of volunteers. We are always looking for interested people to join our board and help contribute to making a difference. If you are interested please contact us at info@ldawc.ca

Upcoming Event

The Learning Disabilities Association of Wellington County is pleased to announce the following upcoming event:

Susan Dafoe-Abbey, MEd,
RMFT(OAMFT) will be presenting on
ADHD and Teen Issues

Sat April 13, 10- 12 am
Location TBD

Watch your email and the website for additional information.

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This section of the newsletter is a highlight of what LDAO includes in their “hot items” category on the LDAO website. Check out www.ldao.ca for more interesting articles and tools.

How can students with learning disabilities make a successful transition to post-secondary education?

Author: Dr. Allyson G. Harrison and Dr. Alana Holmes

Source: Assessment Resource Centres of Ontario (A.R.C.)

NOTE: This article is somewhat dated but the program is still in effect in 2013.

One of the biggest identified barriers to the success of students with learning disabilities at the post-secondary level is inadequate or incomplete documentation of their disability (Bell, 2002; LOTF, 2002). This creates a problem as more and more students identified as having such disabilities are now enrolling in college and university. Indeed, there are presently more than 13,000 students in Ontario’s colleges and universities who have diagnosed learning disabilities (LD). These students are capable of being successful...if they have the supports and services they require to level the playing field and demonstrate what they know. In order to access these existing supports, however, they require an updated and comprehensive* Psychoeducational assessment.

In 1997, the Ontario government struck the Learning Opportunities Task Force (LOTF). The mandate of this task force was to investigate the status of post-secondary students with learning disabilities and to make recommendations that would enhance access

and services for students with specific learning disabilities. The final report of the task force was submitted to the Ontario Ministry of Training, Colleges and Universities (MTCU) in November 2002. This report contained seven key findings and 24 recommendations. One of the key findings was that:

“A significant majority of the students arrived at (post-secondary) institutions with no, or at best inadequate, diagnostic information. As a result, students had neither appropriate documentation nor an understanding of their own learning disabilities. A comprehensive, up-to-date diagnostic assessment is essential for the provision of requisite supports, services, programs and accommodations for students with learning disabilities.”

The LOTF therefore recommended that, “The Province should establish, implement and evaluate the concept of Regional Assessment and Resource Centres” or ARC’s.



In a proactive and visionary move, the MTCU decided to accept this recommendation and fund two such assessment centres. The first of these, the Regional Assessment and Resource Centre (RARC) was established at Queen’s University in Kingston in September 2003. The second, the Northern Ontario Assessment and Resource Centre/Centre d’évaluation et de ressources du Nord de l’Ontario (NOARC/CÉRNO), began in April 2004 at Cambrian College in Sudbury. These centres and the Psychological professionals, who work with them in every part of the province, can assist high-school students in making a successful transition to college or university.

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The ARC's allow students to get appropriate, comprehensive and reasonably priced assessments that identify their strengths and make specific and relevant recommendations for accommodations and supports. The diagnosis of a learning disability has, until now, not always been available to individuals without the financial means to pay for an expensive assessment. Happily, initiatives such as the ARC's provide students with an opportunity to undergo such an assessment at a cost that is appropriate to their financial means. To date, these centres have provided over 1,000 assessments.

RARC is a stand-alone clinic located at Queen's University in Kingston, and serves students in all of Southern Ontario. Its Mobile Assessment Team (MAT) provides assessments in all cities within Southern Ontario to assist in the transition process. NOARC/CÉRNO is physically located over the Glenn Crombie Centre for disability services at Cambrian College in Sudbury. Its in-house team of psychological professionals provides assessments primarily to the three post-secondary institutions in Sudbury. NOARC/CÉRNO's roster of external psychological practitioners provides service to students on all of the main campuses (and some satellite campuses) of the eight other colleges and universities in Northern Ontario.

Ideally, such assessments should occur before the student begins college or university. This enables them to start their post-secondary studies having already forged a relationship with the Disability Office, understanding their learning profile and needs, and in possession of appropriate documentation capable of securing their accommodations. In fact, it is recommended that all students in need of accommodation, and accepted into a post-secondary institution, secure an appointment with the Disability Office staff for assistance in

determining if their existing documentation is adequate to garner accommodations. Helpful documentation might include: medical reports, IEPs, IRPCs, educational assessments, and professional assessment reports. Disability Office staff can review the presented documents and advise on the need for additional documentation or updated assessment.

Students and their parents may not be aware of the various methods of funding such assessments. Currently, the ARC's provide assessments at a modest fee, with a sliding fee scale based on financial need. In addition, students with disabilities who are eligible to receive even \$1.00 of OSAP may access the

Characteristics

Students with transition skills needs may have difficulty changing between tasks and/or locations. They may also need support for larger transitions like to a new grade or school. When faced with changes, they may exhibit stress or anxiety.

Bursary for Students with Disabilities (BSWD), which can in fact fund a transition assessment. As well, students denied OSAP but with proven financial need may receive an assessment funded by their home ARC.

Research from the LOTF also identified that students with LD require specialized transition planning to help them succeed at the post-secondary level. One transition initiative developed by the team at RARC is a program called On-Line to Success, available to any Ontario student planning to attend college or university anywhere in the world. This past year, the program ran in seven different school boards, and feedback from students, teachers and parents about the value of this program has been universally positive. Furthermore, the follow-up information we have on past participants would indicate that they continue to feel that this program significantly improved their first-year transition experience. Presenting information about this unique program has given us national exposure, and RARC has received requests from all over Canada to allow other schools to use this program as part of their curriculum. Students with LD should also investigate

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other transition programs provided at their chosen institution.

While it is true that the ARCs provide high-quality assessments, their mandate is much broader than this. They also provide training opportunities for graduate students in psychology, education and rehabilitation medicine; engage in clinical research; offer transition support and disability-specific counseling to students; and act as a resource for people seeking LD-specific information.

In any area of student service, one needs to engage in research, the results of which will improve and advance the service that is being provided. Providing service without continually validating it as well as generally endeavouring to “push back the frontiers of knowledge” would be to abandon one’s role as a professional. To this end, these two centres have begun collaborating on joint research projects that will benefit students with LD all over North America. Their combined research efforts will help to inform both our practice and the practice of other professionals in this area of service provision across Canada. It will help clinicians make more accurate diagnoses, which in turn will lead to provision of more appropriate treatment and academic support.

The ARCs are able to provide updated or initial assessments for any Ontario student accepted into or enrolled in college or university. For further information about these assessment centres please contact using the information below. A referral may be initiated through the Disability Service office where students have been accepted.



<http://www.queensu.ca/hcnds/rarc/>

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Secondary to Postsecondary Education Transition Planning for Students with Learning Disabilities

www.Ldonline.org

By: National Joint Committee on Learning Disabilities (1994)

The National Joint Committee on Learning Disabilities (NJCLD) is concerned that many students with learning disabilities do not consider postsecondary education options because they are not encouraged, assisted, or prepared to do so. The NJCLD believes that many students with learning disabilities should select postsecondary education options and that they can succeed in their pursuit of them if transition plans are designed and implemented effectively.

Providing transition plans and services is crucial when assisting youth with disabilities to prepare for adult life. Comprehensive transition planning needs to address several domains, including education, employment, personal responsibility, relationships, home and family, leisure pursuits, community involvement, and physical and emotional health. In this report, the NJCLD will address the rationale for the transition planning process as it applies to the education of students with learning disabilities, specifically the progression from secondary to postsecondary education. The roles and responsibilities of those involved also will be outlined.

Rationale

Transition planning and services focus on a coordinated set of student-centered activities designed to facilitate the student's movement from school to post-school activities, including postsecondary education. Transition planning for students with learning disabilities must remain flexible and reflect the developmental and educational needs of the students at different grades and times. It also must reflect a clear understanding of the learning disability, as well as the specific abilities and

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needs of the student. Planning should link the student's transition goals to effective and efficient services.

Roles and responsibilities

Transition planning is a student-centered activity that requires a collaborative effort. Responsibilities are shared by the student, parents, secondary personnel, and postsecondary personnel, all of whom are members of the transition team.

Student roles and responsibilities

The students' participation, along with support from other team members, is central to transition planning and decision making. This includes asking the student to identify preferences and interests and to attend meetings on transition planning. Success in postsecondary educational settings depends on the student's level of motivation, independence, self-direction, self-advocacy, and academic abilities developed in high school. Student involvement in transition activities must be initiated as early as possible as and no later than age 16.



To contribute to successful transition planning, the student should

- understand his or her specific learning disability, including its effect on learning and work;
- establish realistic goals;
- present a positive self-image by stressing strengths, while understanding the influence of the learning disability;
- know how, when, and where to discuss and request needed accommodations;
- develop personal qualities, such as realistic self-assessment, willingness to take risks, and ability to sustain efforts;

- develop and use social skills;
- develop and apply effective studying, test-preparation, test-taking, time-management, and note-taking strategies;
- seek instructors and learning environments that are supportive;
- maintain an ongoing personal file that includes school and medical records, individualized education program (IEP), resume, and samples of academic work;
- know rights and responsibilities necessary to prepare for and to access postsecondary education;
- identify and access resources that will provide needed support;
- explore postsecondary education options and entrance requirements;
- select courses that meet postsecondary requirements; and
- prepare for and participate actively in the postsecondary application process.

Parent roles and responsibilities

The primary role of parents during transition planning is to encourage and support students to plan and achieve their educational goals. Parents also should encourage students to develop independent decision-making and self-advocacy skills.

To contribute to successful transition planning, parents should

- be involved in transition planning and ensure that the student is also included;
- help the student develop realistic goals;
- encourage the student to develop future educational plans and to explore realistic postsecondary options;
- help the student select high school courses that meet postsecondary requirements;
- collaborate with secondary and postsecondary staff to make decisions regarding programs, services, and resources;
- help the student collect and maintain an ongoing personal file that includes school and medical records, IEP, resume, and samples of academic work;

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- communicate confidence in the student's ability to be successful in a postsecondary setting; and
- encourage the student to develop maximum independence in the learning, study, and living skills critical to success in postsecondary settings

Secondary school personnel responsibilities

Secondary school personnel and administrators, through their own involvement, must show students how to look beyond high school toward postsecondary education. This is accomplished by initiating, designing, and evaluating effective transition plans and coordinating services that are consistent with federal and state statutes, rules, and regulations. An essential role is that of the transition team coordinator, who guides and monitors the implementation of individual student transition plans.

To contribute to successful transition, secondary school personnel should

- form a transition team consisting of a coordinator, the student, the parent(s), administrators, teachers, and related service personnel;
- include the student and parents in the entire planning process;
- demonstrate sensitivity to the culture and values of the student and family;
- develop an appropriate packet of materials to document the student's secondary school program and to facilitate service delivery in the postsecondary setting;
- provide administrative support, resources, and time to foster collaboration among team members;
- inform the student about statutes, rules, and regulations that ensure his or her rights;
- provide appropriate course selection, counseling, and academic support services;
- ensure competency in literacy and math;



- ensure that the student learns effective studying, time-management, test-preparation and test-taking strategies;
- help the student use a range of academic accommodations and technological aids, such as electronic date books, videodisc technology, texts on tape, grammar and spell checkers, and word processing programs;
- help the student to evaluate his or her dependence on external supports and adjust the level of assistance when appropriate;
- help the student develop appropriate social skills and interpersonal communication abilities;
- help the student to develop self-advocacy skills, including a realistic understanding of the learning disability and how to use this information for self-understanding and communication with others;
 - foster independence through increased responsibility and opportunity for self-management;
 - encourage the student to develop extracurricular interests and to participate in community activities;
 - promote the student's self-esteem and self-confidence;
 - encourage the student to develop extracurricular interests and to participate in community activities;
- inform the student and parent(s) about admission requirements and demands of diverse postsecondary settings;
- inform the student and parent(s) about services that postsecondary settings provide, such as disabilities services, academic services, and computer-based writing services;
- ensure the timely development of documentation and materials in keeping with application time lines;
- help the student and parent(s) select and apply to postsecondary institutions that will offer both the competitive curriculum and the necessary level of learning disability support services; and

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- develop ongoing communication with postsecondary personnel.

Postsecondary personnel responsibilities

Postsecondary personnel must network with, and disseminate information to, secondary educators, parents, and prospective students to realistically frame the expectations for the rigors of the postsecondary experience. Providers of services for students with learning disabilities in postsecondary education settings must be prepared to meet the needs of a diverse student population who have a variety of skills, educational backgrounds, and intellectual abilities.

To contribute to successful transition planning, postsecondary personnel should:

- provide linkages to high schools through outreach efforts;
- inform secondary school personnel of the prerequisites for the transition to postsecondary options;
- disseminate information about college/vocational school preparation and the expectations associated with various postsecondary settings;
- offer "LD college nights" at local high schools;
- provide opportunities for campus visits for prospective students and their families, educating them about the unique features of the specific postsecondary program;
- help students to effectively negotiate postsecondary settings;
- offer summer orientation programs on the admissions application process, admissions requirements, and general postsecondary education program survival skills;
- clarify the roles of the student and the service provider in a postsecondary setting;
- offer comprehensive orientation programs to students with learning disabilities who have elected to attend a given institution;
- teach students how to advocate for themselves in the postsecondary setting;
- negotiate "reasonable academic adjustments" with faculty and administration that will maintain the integrity of the curriculum;

- establish written policies and procedures concerning admissions, diagnosis, accommodation, curriculum requirements, and service delivery to students with learning disabilities;
- work closely with admissions officers to ensure that students with learning disabilities are fairly considered;
- act as a liaison to the greater college/vocational school community, and inform them about serving students with learning disabilities; and
- provide faculty and staff development on learning disabilities.



Summary

For many students with learning disabilities, participation in postsecondary education is appropriate. However, to achieve this goal, comprehensive transition planning is essential. The primary objective of this planning is to help the student select, access, and succeed in a postsecondary education program.

This planning involves contributions from four groups: the student, parent(s), and secondary and postsecondary education professionals. The result of effective transition from a secondary to a postsecondary education program is a student with a learning disability who is confident, independent, self-directed, and in actual pursuit of career goals. A student with a learning disability can succeed in the transition from secondary to postsecondary education settings if the student, parents, and professional personnel work together to design and implement effective transition plans.

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Transition Plans

Ontario Teachers Federation website – Teachers' Gateway to Special Education
<http://teachspeced.ca>

Characteristics

- Part of an IEP, often in chart form, outlining an annual goal and specific responsibilities of team members and timelines.
- Common transitions that can be addressed on a transition plan include: entry to school, move to a new school, move to a new grade/teacher, transition from grade 8 to grade 9 (elementary to secondary transition), transition to post-secondary (after high school: workplace, apprenticeship, college, university, community, etc.)
- Other transitions could include: starting/stopping activities, leaving the classroom, going to recess/gym, going on fieldtrips, having guest speakers in, preparing for fire drill/emergency evacuations.

Transition plans are a required component of Individual Education Plans (IEPs). Students on IEPs who are 14 years of age and older require a transition plan as part of their IEP to plan for post-secondary activities, except for students who are solely identified with giftedness. Students with Autism Spectrum Disorders (ASD), and other students who need support with changes, will also have a transition plan to prepare for daily transitions, between activities or locations, as their specific needs indicate. Transition plans can be utilized for students to help them cope with change.

Strategies

- Develop transition plans with a team consisting of teachers, special education teacher, educational workers, administrator, parent/guardian, and especially the student.
- Utilize non-teacher professional reports and suggestions.
- Revise throughout the school year, typically at reporting periods or as dictated by changes in student needs.
- Include specific steps/plans with deadlines and strategies.
- Consider supporting the transition plan with alternative curriculum expectations that teach needed social skills related to post-secondary goals.

Recommended Reading - Laughing Allegra

When Anne Ford, great-granddaughter of Henry Ford, learned that her four-year-old daughter Allegra's "differences" were the result of severe learning disabilities, she faced a challenge that neither money nor position could ease. Desperate for answers, Anne sought out doctors, teachers, counselors, and others who could help her build a support network for herself and her daughter, while fighting the many common misconceptions and myths about learning disabilities.

In this compelling memoir, Anne tells her story, writing movingly of her feelings as the mother of a learning disabled child. "I grew to accept that life is filled with uncertainty and that answers to the most simple, yet profound, questions such

as 'What is wrong with my daughter?' can be elusive. I learned to be self-reliant in ways I never had before. I learned that every spark of optimism and hope was something to be nurtured and treasured because sometimes they were the only comfort available. And I learned that worry had entered my life."

In time, Anne Ford saw her daughter grow into a vibrant, loving, and independent adult with a passion for ice skating and a commitment to help other disabled children. Allegra Ford, now 32, lives independently and supported this book's publication so "it could help other kids." Anne's experience led her to become a tireless activist on behalf of children and families faced with LD, including her service as Chairman of the Board of the National Center for Learning Disabilities from 1989 to 2001, and the writing of this book with John-Richard Thompson, an award-winning playwright and novelist.

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Frequently Asked Questions

Our mission statement - The Learning Disabilities Association of Wellington County is a charitable, nonprofit organization dedicated to improving the lives of children, youth and adults with learning disabilities so that they can reach their full potential. Through outreach, education, advising and advocacy, the Learning Disabilities Association of Wellington County's mandate is to advance the education, employment, social development legal rights and general wellbeing of individuals with learning disabilities.

Part of the process of fulfilling our mandate is to answer questions the public may have about learning disabilities. We decided it might be helpful to include some of these questions in our newsletters as others may be interested in the responses.

What should I do to prepare for postsecondary education or training?

In college and university, your classes, teachers, workload and lifestyle may be very different than in high school. It is important that you prepare yourself as much as possible for the transition. You may need to take certain high school credits to meet entry requirements or you may need to start saving money to pay for tuition and other expenses. You also may need to arrange specific supports due to your disability. Follow these easy steps to help prepare.

1. Talk to a counselor at the office for students with disabilities or a high school teacher or counselor about getting help to adjust to the different work load, class schedule, teacher-student relationship and other lifestyle changes that come with postsecondary education.

They can also help you identify learning strategies and develop personal time management and organizational skills so that you're ready from Day One of college or university.

Learn more about what to do to prepare for postsecondary education whether you're

currently in high school or if you've been away from school for a while.

2. In college and university you have to advocate for yourself to ensure you get the supports you need.

This includes:

- Understanding your disability
- Knowing and being able to explain your needs
- Knowing when and where to ask for help
- Being aware of your responsibilities

3. If you need educational accommodations – or if you need help accessing any resources on campus or in the community – the staff at the office for students with disabilities can help you. But it's your responsibility to identify yourself to them as a student with a disability, so set up a meeting as soon as possible.

This question and answer is from the Ontario Ministry of Training Colleges and Universities webpage. Follow the link below for additional great questions and answers that are relevant to the transition process.

<http://www.tcu.gov.on.ca/eng/postsecondary/ca/reeplanning/disabilities.html#display>

Tech Talk

50 Useful Apps for Students with Learning Disabilities

Helpful Tools - These tools are useful for both educators and students with learning disabilities alike, aiding in everything from looking up a correct spelling to reading text out loud.

1. Speak It
2. Talk to Me
3. Dragon Diction
4. Dyslexic Like Me
5. Merriam-Webster Dictionary
6. Dictionary.com
7. Prizmo
8. Flashcards for iPad
9. Soundnote

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Fundamentals - These apps help teach the fundamentals of reading, writing, and spelling to any young learner, but can be especially helpful for those who are struggling.

10. Alphabet Zoo
11. Find the Letters HD
12. First Words Sampler
13. Montessori Crossword
14. Read & Write
15. Sound Literacy
16. Weesay ABC
17. ABC PocketPhonics
18. The Writing Machine
19. WordSort
20. ABC Phonics Word Families



Reading - These excellent iPad apps can be a big help to reading disabled students who need a little extra support when trying to read

21. Bilo
22. Read 2 Me
23. Read2Go
24. AppWriter
25. Audiobooks
26. Bob's Books
27. iStory Time
28. MeeGenius! Kids Books
29. Reading Trainer
30. See Read Say
31. Stories2Learn
32. eReading series

Writing - For those with reading disabilities, sometimes writing can also be a trying task. Here are some apps that can help teach, assist, and make writing more fun.

33. iWrite Words
34. AlphaWriter
35. Sentence Builder
36. Story Builder
37. Writing Prompts
38. Idea Sketch
39. Storyrobe

Spelling - These applications can be excellent tools for improving spelling skills.

40. American Wordspeller
41. Word Magic
42. Typ-O
43. A1 Spelling App
44. iSpell Word
45. Jumblin
46. Spelling B Challenge
47. Word Fall
48. WordLadder
49. ACT Spell
50. Word Wizard

Follow this link to see a description of the apps.

<http://edudemic.com/2012/09/the-50-best-ipad-apps-for-students-with-reading-disabilities/>

Events



See Page 1 for our upcoming local event!

A Mindful Approach to Attention Regulation

Challenges

Learning Disabilities Association of Mississauga

Monday March 11, 2013, 7:00 – 9:00pm

Loblaws Mavis Supercentre, Second Level
3054 Mavis Road, Mississauga

Registration is mandatory
To register, please call (905) 272-4100 or e-mail mississauga@ldapeel.com

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The Hidden Curriculum

KidsAbility

Wednesday March 20, 2013
6:30-8:30
500 Hallmark Dr Waterloo

Has anybody ever had to say to your child, "Everyone knows that..." or "It should be obvious that...."? Often a very slight difference in meaning, feeling and tone of what people say to each other, can have a major impact on how children interact with their peers. The workshop will focus on identifying some of the Hidden Curriculum across home, school and community. Strategies to teach the unstated rules in social situations will be included.

Contact Nancy Hughey at nhughey@kidsability.ca to register.

Second Annual Solutions for Learning Conference - Early Literacy intervention, Screening, Teaching Strategies and Progress Monitoring

Learning Disabilities Association of Halton

Friday March 22, 2013
9am – 3:30pm

International Union of Operating Engineers
Banquet Hall and Conference Centre
2245 Speers Road, Oakville, Ontario

Cost \$175 - continental breakfast and lunch included

Register for this seminar online:
www.lidahalton.ca

Learning Disabilities Association of York Region: Developing Self-Regulated Learners

The LDAY workshop will help teachers and parents better understand academic self-regulation, how to teach self-regulation, and highlight strategies that help shift responsibility for learning from the adult to student.

Friday March 22, 2013
6-7:30 (4-8pm Assistive Technology Fair)

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York Catholic District School Board
320 Bloomington Road West, Aurora

Cost: \$65 (\$50 LDAO member rate),
To register: info@ldayr.org or 905-884-7933
ext. 23.

Latest Assistive Technologies to Help Your Child in the Classroom & At Home

Learning Disabilities Association of Mississauga

Monday April 8, 2013
7:00 – 9:00pm
Loblaws Mavis Supercentre, Second Level
3054 Mavis Road, Mississauga

Registration is mandatory
To register, please call (905) 272-4100 or
e-mail mississauga@ldapeel.com

Self Care Catalysts: Does your young adult have ADHD? Are you interested in sharing your story? They are interviewing parents of 18-24 year-olds with ADHD. Insights from these interviews will be used to develop better programs and solutions for young adults with ADHD and their supporters. Participation involves a 45-minute phone interview and 15 minutes of writing. We will keep your personal information strictly confidential. You will be financially compensated for your time.

If you are interested in participating, please contact diane@selfcarecatalysts.com or (289) 936-9378.

Transitions Longitudinal Study Annual Reports

Transitions is a study that follows the progress of over 200 persons with learning disabilities as they experience different transitions, such as into postsecondary education and into the work force. The study is being conducted by the [Learning Disabilities Association of Canada](http://www.ldacanada.ca), a national non-profit voluntary association for persons with learning disabilities. Visit their [Youth2Youth](http://www.youth2youth.ca) website.

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Learning Disabilities Association of Ontario

Membership Form

Name: _____ Address: _____

City: _____ Province: _____

Postal Code: _____ Tel: (H) _____ (W) _____

Email: _____

Annual Dues: Family/individual \$50; Student \$20; Professional \$75

I am interested in making a donation: _____

and/or volunteering: _____

Membership Advantages:

- Awareness and advocacy efforts on behalf of those with learning disabilities or ADHD at the local, provincial and national level,
- subscription to local and provincial newsletters,
- information on learning disabilities and ADHD
- use of local resources and support services.

Please mail this form and cheque to: Learning Disabilities Association of Ontario
365 Evans Avenue, Suite 202, Toronto, ON M8Z 1K2
Tel: (416) 929-4311 Toll free in Ontario only: 1-877-238-5322
Fax: (416) 929-3905

Everybody is a genius. But, if you judge a fish by its ability to climb a tree, it will spend its whole life believing that it is stupid. ~Albert Einstein.

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