

LD Connections

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learning disabilities
different paths....same destination

Welcome

Many of our newsletters tend to focus on children and their struggles in school but the reality is that learning disabilities are life-long and something that is dealt with at all stages of life. This edition of the newsletter is focused on employment and how individuals with learning disabilities can go about determining what job will be best for them and then how to deal with their learning disability within the workplace with an article on page 5 around disclosure.

Given it is back to school we couldn't miss some important tips on starting a new academic year – see the article on page 11.

The board members of LDAWC have been busy raising funds

to keep the organization going given the loss of our United Way funding. Check out page 14 for details of our successful events. Thank you to Boston Pizza and Laza Catering for partnering with us for these events. We would also like to thank Linamar and Michele for their generous donations.

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 or 519-837-2050.

Hope everyone is having a fun and safe summer.

LD@School – Responding to the Needs of our Students with LDs

Communiqué Spring/Summer 2014

LDAO is excited to announce a new project in partnership with the Ontario Ministry of Education – LD@school/TA@l'école. This bilingual resource was designed with Ontario educators in mind and its purpose is to help support students with learning disabilities in the classroom. We are extraordinarily excited about developing and launching this resource, as it will be the first of its kind that is designed specifically for Ontario educators. The website will feature evidence-based, evidence-informed and practice-informed approaches, practices and strategies that can be put directly to use in the classroom. The website will also include other resources such as videos, podcasts, webinars, blogs, articles and success stories. The website has now been officially launched and can be accessed by the public at www.LDatSchool.ca in English and www.TAaLecole.ca in French. Available right now is the first video entitled: "An Introduction to Learning Disabilities in the Classroom", where you can find information on learning disabilities from the perspectives of students, parents, and school staff. The website currently features submissions from Ontario educators relating to self-advocacy strategies and using mobile technology to support learners with LDs. Keep checking back for new additions to the site, or even better yet, subscribe for biweekly updates from LDAO's home page.



Possibilities and Pitfalls: Employment and Learning Disabilities

<http://www.idao.ca/introduction-to-ldsadhd/ldsadhs-in-depth/articles/about-lds/possibilities-and-pitfalls-employment-and-learning-disabilities/>

Author: **Catherine M. Smith**

First the good news, most people who have learning disabilities heave a sigh of relief when school days are finally behind them and get on with satisfying, successful lives. They find a niche where they can fit into the workforce, matching their skills and abilities to the right job. Many are college and university graduates, and take their places confidently and comfortably in their chosen fields.

Now the less good news, many people who have learning disabilities struggle to get appropriate training or education, struggle to find jobs, struggle to get accommodations in the workplace, or get jobs only to lose them within a short time. There are several possible reasons for this: lack of fit between skills and job requirements; social skills difficulties; systemic barriers resulting in lack of appropriate accommodations; and difficulty handling the learning experiences inherent in any job in today's world.

Fit between skills and job is a primary ingredient for success. This is true for everyone. For individuals who have learning disabilities it means that they must have a clear understanding of their specific learning disabilities and understand when and how they are likely to manifest. Many individuals leave high school with only the vaguest general idea of what their deficit areas are, and little idea of how those will impact on various career possibilities. For example, I have worked with an individual who struggled mightily to get through law school. She finally succeeded. However, her main area of difficulty was auditory processing deficits. Her score on a standardized test placed her well below the 16th percentile. This is a major handicap for a lawyer whose job is to process accurately and remember large amounts of information. When I tried to reach her at her business number a year or so after her graduation, it was out of service. I do not know that she was not able to make it as a lawyer, but it would surprise me greatly if she did. On the other hand, I worked with a young man at university who had great difficulties with writing. He was in an applied program of video production in which his strengths were utilized and the need for writing was minimal. This represents a good "fit" between strengths and job requirements. He had all the part-time work he could handle in his field and would likely have no difficulty achieving success as a full-time worker.



Some individuals with learning disabilities have social skills deficits. They have difficulty reading social situations, understanding the non-verbal aspects of communication (tone of voice; pace of delivery; non-word vocalic such as "um, ah, oh"; body position and gestures; facial expressions), using eye contact appropriately, listening, asking for help, explaining a problem, accepting 'no' for an answer, and turn-taking in conversations. The Conference Board of Canada has published a leaflet called Employability Skills Profile. It lists the general skills that all employers look for and value in all employees. A look at this list of Critical Skills Required for the Workforce makes it clear why individuals with social skills deficits have difficulty succeeding in the workplace even if they have the requisite hard job



skills. The list of 'critical skills' includes the abilities to: listen to understand and learn; understand and contribute to the organization's goals; understand and work with the culture of the group; plan and make decisions with others and support the outcome; respect the thoughts and opinions of others in the group; exercise "give and take" to achieve group results; seek a team approach as appropriate; and lead when appropriate, mobilizing the group for high performance. A survey of employers conducted by the Ontario Ministry of Labour revealed that they cite 'lack of social skills' as the main reason for termination of employment. This makes social skills deficits a serious issue for people with learning disabilities who have this particular deficit.

Individuals who have social skills deficits can learn to perform many of the skills mentioned as essential. They do not learn automatically, but they need to have each skill made explicit, have the skill demonstrated, and practice the skill in a supportive environment receiving corrective feedback. They often need ongoing 'remediation' to help them apply the skills they have learned when they are actually in the workplace. Social skills training is best done in small groups where students can help each other as they are learning under the guidance of a trained facilitator.



Even those who have good job skills and good social skills may run into systemic barriers. This refers to practices or attitudes within the workplace that work to prevent individuals from achieving success. Such practices or attitudes preclude implementation of accommodations that would enable people to do their work effectively. Our Charter of Human Rights and Freedoms, and associated Human Rights Acts dictate that accommodations must be provided to individuals with disabilities. In order to refuse a job to, or let go, a person for lack of ability to do the job, the employer first must make sure the individual cannot do the

job even with appropriate accommodations. Accommodations include such things as assistive technology (voice interactive software), job restructuring (if there is one minor aspect of the job that cannot be performed even with accommodations, giving that part of the job to another individual in exchange for something the person can do), providing written instructions for workers with memory problems; and allowing extra time for new skills required for the job to be learned. A recent case that went to trial involved an individual who was denied a promotion because it took her longer to achieve a second-language proficiency requirement. After many years, the individual won her case. But how many people are there who do not have the time, motivation, or resources to fight such a battle, and therefore simply accept the discrimination?

Paul Gerber and his colleagues who have spent years researching adults with learning disabilities, have looked at the positive side of employment by interviewing many highly and moderately successful adults with learning disabilities. They concluded that the overriding issue mitigating for success was the quest by individuals to gain control over their lives. Control was pursued through two sets of themes: internal decisions and external manifestations.

The internal decisions included having the desire to succeed, being goal-driven, and having reframed how learning disabilities were thought about. Having the desire to succeed is quite straight forward. Everyone I have ever met has that desire. It becomes trickier when self-efficacy enters the picture. Self-efficacy refers to one's belief that one's own efforts have a direct impact on outcomes. Many people with learning disabilities do not believe that what they do makes any difference...they will either succeed or not, depending on luck, their teacher, their boss, or other factors apart from their own effort. Those who succeed want to succeed and believe that what they do makes the difference. Therefore they are more motivated to take action and persevere. At some point, adults with learning disabilities who achieve success decide to take control over their own lives and make things happen by taking direct action.

All of the successful adults interviewed by Gerber and his colleagues routinely set goals, both long-term and short-term. It is important that the goals be realistic, that is, achievable. Goals that are too easy are not meaningful as motivators. Goals that are unrealistic in light of the individual's strengths and weaknesses are not likely reachable and so serve to de-motivate rather than motivate. But clear, achievable goals, accompanied by a plan of action, serve to propel individuals toward success. Strategic thinking becomes important if goal-setting is to work. Success or failure to reach goals needs to be accompanied by reflection about why the individual succeeded or not, and if not, what other strategy could be tried. This type of strategic thinking does not come naturally to many individuals with learning disabilities. Deborah Butler has developed a method to help college students learn to think strategically by repeatedly leading them through the cycle of goal-setting, plan development, plan implementation, and reflection.

The third internal decision identified by Gerber was reframing. That is the process of recognizing and accepting the impact of the learning disabilities and accepting and valuing oneself, including the learning disabilities. It means making friends with one's learning disabilities, and approaching life with a positive attitude. Such acceptance brings with it the ability and willingness to discuss one's learning disabilities with others when and as appropriate, without shame or guilt. In order to be able to do so, individuals need to truly understand their own strengths and weaknesses so they can be dealt with realistically when making career decisions or discussing the need for accommodations. The final stage in the reframing process is action: taking direct action toward goal achievement.

Having made these internal decisions, successful individuals then exhibit behaviours that are consistent with those decisions. They select jobs or careers which fit well with their abilities and disabilities, persist in their efforts to achieve success, and become creative in developing or learning new strategies to help them get around their areas of difficulty. To do this, many develop a solid network of friends, supporters, mentors, and learning experiences/resources that may be called upon when required. Learning how to make effective use of technology would fall into this category. Developing the ability and willingness to seek out and accept support is key.

A very pragmatic question often arises for individuals with learning disabilities. "When should I disclose to an employer that I have learning disabilities?" There is no stock answer to this question. If the individual's learning disabilities are not expected to be an issue in the particular job, there is no need to disclose. For example, a person may have arthritis, diabetes, or depression. If the condition is under control and not likely to surface as a barrier to that individual's effective job performance, then it is a non-issue and does not need to be disclosed. If, however, the condition is not well controlled and is likely to interfere with the individual's ability to carry out all aspects of the job effectively, then the condition needs to be disclosed and adaptations identified to deal with the issues. The same is true for learning disabilities. The more one has chosen work that provides a good fit with individual strengths and weaknesses, the less likely it is to be an issue. If it is an issue, it needs to be disclosed before work commences, but after the job offer has been made. This allows the individual to identify strategies and adaptations which will permit effective job completion, or allows the employee and employer to work together to find workable solutions. The bottom line always must be that the employee can perform the essential elements of the job with adaptations. If the essential elements of the job cannot be performed, even with adaptations, there is no 'fit', and the employer needs to find another person who can do the job. The potential employee needs to find work or a job where there is a fit. Happily, recent court decisions have made it clear that the onus is on employers to prove that every avenue has been tried to make jobs work for individuals with learning disabilities before refusing to hire or promote, or terminating employment.



In school, students with learning disabilities vary greatly in their need for support. Some need a special school, some a special class, some resource support, and some cope nicely without any special supports. In the workplace, the same is true for adults. Some require significant rehabilitation programs to prepare them for success in the workplace. Such a program could include assessment, remediation, career assessment and counselling, skills training with proper adaptations, on-the-job training, unpaid work placement with monitoring, coaching, or counselling, and social skills training. Some require access to education and training with adaptations provided. Some only need employers willing to provide adaptations in the workplace. And some perform with no special supports.

Disclosure in the Work Place

LDAO Pamphlet



The issue of disclosure

To most people without a disability, disclosure is not an issue, perhaps because most people think that having a disability is obvious – the wheelchair, white cane, hearing aids, scooter say it all.

For individuals with learning disabilities (LD's), their "hidden disabilities" may not be apparent. Some are able to compensate well enough that they never need to disclose. For a few, their LDs create barriers far more severe than people can see. Not only do these individuals require accommodations, but employers often misinterpret the effects of their disabilities for lack of ability or commitment to a task.

There are many employees with LDs who find the right 'fit' and are very successful in their jobs. However, when the requirements of the job change due to an organization growth or decline, restructuring or technology changes, they may run into difficulties and need accommodations.

Why accommodate?

- To create a positive work environment
- To help others achieve success and build confidence
- To create a positive culture for all staff
- To develop your human capital and build long term dedicated employees
- To capitalize on unique views and diversity, which can contribute to a competitive edge

Accommodation means the use of different methods and equipment that enable persons with disabilities, such as LD's, to complete tasks or activities with greater ease and efficiency.

Some examples include:

- Making changes to the environment without changing the nature of the task or activities
- Use of specific technology (e.g. computer, personal digital assistant ("PDA"), tape recorder) to get the job done
- Techniques (extra time, quiet working space, written and verbal instructions) to enhance productivity and make communications with supervisors and co-workers flow better

Why some adults with LDs may not want to disclose

People with LDs may:

- Have had an unpleasant experience in the past, and do not want to repeat that experience
- Have a fear that disclosing will lead to prejudice, discrimination or rejection
- Worry that LDs will be seen as a weakness
- Prefer to work around the problems and not disclose their LDs unless it is absolutely necessary

What can employers do?

As an employer, there are several things that can be done to encourage workers with LDs to disclose their disability, including:

- Have a policy on accommodation and publish it internally and on your website
- Ensure your staff know that you support that policy and that you will provide the financial and human resources to help implement accommodations
- Ensure that hiring, retention and promotion policies and procedures include issues related to employees with disabilities
- Acknowledge employees with disabilities who have successfully used accommodation strategies, and co-workers who supported them
- Create a culture of acceptance and celebrate the diversity of your workforce, including persons with disabilities
- Believe that a workplace which embraces disabilities is a workplace that is maximizing its human capital and that will enable your company to be successful with a healthy growth potential



Rights and responsibilities

The Ontario Human Rights Code prohibits discrimination because of disability and requires accommodation in a way that respects the dignity and privacy of the individual.

Employees must be able to perform the essential duties or requirements of the job, but cannot be judged incapable of performing those duties until efforts have been made to accommodate up to the point of undue hardship.

Employers can only claim undue hardship if the cost of a requested accommodation is so high that the survival of the business is effected, or if they can demonstrate that health and safety requirements are negatively effected.

Employees are responsible to inform their employer of any accommodation needs, and to cooperate in obtaining necessary information, including medical or other expert opinions.

Employers can request only such information as is required to make the accommodation, and are required to bear the cost of any required medical information or documentation.

In Summary

- Disclosure of a learning disability is a personal choice
- The most frequent reason for disclosure is to request accommodation
- Many people with LDs will not disclose their disability because they fear rejection or ridicule
- Some employees content themselves with lower-level jobs so they don't have to risk disclosure; however, if their job changes and new skill sets are required, disclosure may be forced
- Employers can help foster positive "disclosure environments" through a variety of means that include creating and promoting policies of inclusion and accommodations

LDs are life-long and affect people differently depending on the situation. In order to find good, effective strategies for success we need to understand how a person's learning profile interacts with the environment.

Are you parenting a child diagnosed with ADHD?

The Child Development Research Unit Needs Your Help!

We are starting a new project that examines the street crossing practices of children diagnosed with attention deficit hyperactivity disorder (ADHD) using a fun and innovative virtual reality simulator!

Is your child 7 to 10 years of age?



We need your help!

**UNIVERSITY
of GUELPH**

Call:
519-767-5033
or
Email:
cdru@uoguelph.ca



For more information about our research visit: <http://cdru.psychology.uoguelph.ca/>
OR contact Professor Barbara Morrongo at bmorrong@uoguelph.ca

Determining Your Marketable Skills

<http://ncld.org/adults-learning-disabilities/jobs-employment-ld/determining-your-marketable-skills>

Many of your strengths and abilities are "marketable." This means that they are of value to employers. Your marketable skills can be applied to specific jobs. Employers will want you to have both job-specific skills and the right disposition and interpersonal skills to adapt to the workplace. Job-specific skills might include: carpentry, sewing, electrical wiring and bookkeeping. General skills could include getting along with others, being a team player, managing time, respecting diversity, organizing work, and problem-solving.

When you do the following:	You build marketable skills in:
Participate in sports, clubs and other group activities	Leadership and team work
Participate in group presentations in class or at club or community meetings	Listening, organization, public speaking and processing information
Attend class, club, or community meetings on assignment; meet deadlines for turning in work	Time management, organization, follow-through, dependability and responsibility
Cooperate with others on team efforts and respect the different cultures and opinions of those with whom you work	Adaptability, flexibility, and teamwork
Write letters and reports; solve everyday problems at home, in school or at work	Critical thinking, writing and problem solving

All of the skills listed above are valuable to employers, but these represent only a sample. There are many other marketable skills that you may possess. Consider making a chart of your skills and indicating what you do well, don't have and may need to improve. This will help build a picture of your skill set that would be helpful to you in finding a job.

How can I get free money for my kids?

Get the Canada Learning Bond!
This is a Government of Canada program that provides **\$500** in education money to children born on or after January 1, 2004 whose families receive the National Child Benefit Supplement. And, the Government will add **\$100 more every year** your child is eligible, up to age 15. Your child could get up to \$2,000.

What do I need to do to get the Canada Learning Bond?

- 1 Visit a Service Canada Office to get your child a Social Insurance Number (SIN).
- 2 Start a Registered Education Savings account (RESP) that is right for you. Make sure the provider you choose signs you up for the Canada Learning Bond. Visit SmartSAVER.org for our list of no-cost, no-risk plans.
- 3 Grow your child's savings. Even if you can't contribute, the Government will deposit the Canada Learning Bond in your account.

Canada Learning Bond Facts

- All eligible children receive at least \$500
- No family contribution is required to start an RESP or to receive the Bond
- If you do make a contribution, the Government's Canada Education Savings Grant will add up to 40% more
- Some RESP providers charge fees. Visit SmartSAVER.org for our list of no-cost, no-risk plans.
- Act now and you can get your additional Learning Bond payments. When you apply you will receive \$500 plus \$100 for every year your child was eligible

What's the catch?
The Canada Learning Bond can only be used for your child's education after high school or later on. Your child has up to 36 years to use it. The Canada Learning Bond can be used for part-time or full-time studies at college, university or other qualifying schools in Canada or outside the country.

**Free money.
For your kids.
Yes, really.**

www.smartsaver.org

with help from



Families needed for SickKids research study on the genetics of reading disabilities

SUMMARY: Families are needed for a research study at SickKids (the Hospital for Sick Children), which is investigating the genetic basis of reading disabilities. We require the participation of families and their child(ren), age 6 to 16 years, who struggle with reading. Parents will receive a report describing their child's test results, which may be helpful in educational planning. All testing will take place at SickKids in downtown Toronto.

Abundant evidence suggests that reading disabilities run in families and that both genetic and environmental factors influence the predisposition to struggle with reading. The aim of this study is to identify genes that may contribute to reading disabilities by examining genes that are thought to be involved in the biological basis of reading. We will also investigate the genetics of associated skills including language, spelling, math, attention, and working memory.

Study participation involves:

- One full day of psycho-educational testing for the child and a half-day of interviews and testing with parents, all of which takes place on the same day, at SickKids.
- We also require a small blood sample from parents and child, taken during the visit by trained experts in our Phlebotomy Department.
- Following participation, parents will receive a detailed report describing their child's test results, which may be helpful in the educational planning for the child.

Results from the study may improve the understanding of which genes and underlying mechanisms are involved in reading disabilities. The research is funded by the Canadian Institutes of Health Research.

For more information, contact the study manager, Kirsten Blokland:
416-813-8207, or kirsten.blokland@sickkids.ca

Learning Disabilities Association of Wellington County Is In NEED of Your Help!

Recently our United Way application was rejected and we are in need of your help to ensure our organization continues to be available to provide these services. We are in the process of trying to secure other funding and would like to know if you have any information that could help! Please contact us if you are aware of any potential Grants that we could access or any Corporate Giving Programs that we might be able to apply to. Other options for helping could include renewing or signing up for a membership through LDAO, making donations to the Association in honour of someone and certainly by attending our events— we have some great ones planned for the Fall!

Any ideas or suggestions are welcomed and appreciated – please email us at info@ldawc.ca

Assessing Interest and Abilities

<http://ncld.org/adults-learning-disabilities/jobs-employment-ld/assessing-interests-abilities>

Taking a closer look at your interests and abilities can help you make better choices whenever you're faced with big decisions regarding the future. Before setting your goals, it's a good idea to think about what you enjoy doing most, what you're good at, and how challenges that lie ahead might impact your future. At some point you'll want to ask yourself some of the following questions:

- Where am I in my career development process?
- What are my interests, strengths and abilities in relation to my future goals?
- What are some programs and experiences that will help me achieve my goals?
- How well-developed are my self-determination skills?

You may already have some answers. Together with your IEP (Individualized Education Plan) team, use this information to help you prepare for the future:

- **School records:** Grades, performance on standardized school system tests, and special education assessments can provide information about your strengths and needs.
- **Portfolios:** A portfolio is a collection of work samples that provides a clear picture of your skills and the progress you're making.
- **Interviews/Surveys:** You and your guidance counselor can request feedback from teachers, tutors, and employers about your areas of strength and need.
- **Tests and Screenings:** Different types of assessment and screening measures can help to shed light on areas of career or vocational aptitude and interest. Be sure to have a qualified person interpret the results of these measures for you.



As you look forward to life after high school, keep the four stages of career development in mind.

- **Career Awareness:** Learn how to get jobs, understand the kinds of aptitudes that different jobs require, and note the kinds of jobs held by family and friends.
- **Career Exploration:** Learn about the kinds of education or training needed for specific jobs, take courses, volunteer your time, and visit training and potential job sites to see what they are like first-hand.
- **Career Preparation:** Identify one or more careers you think you might be interested in entering, then get the information you need to make some choices.
- **Career Assimilation:** Determine if the job or career path you've chosen fits your profile of strengths and needs. Your ability to find the right fit will help build confidence and reduce anxiety as you change jobs or receive promotions.

Preparing Your Child for a Successful Academic Year

<http://www.ldonline.org/article/42717/>

By: Lindamood-Bell Learning Processes (2011)

It is time to sit down with your family and talk about the coming school year. Coming off the last lazy days of summer, it is the discussions you have now as a family that will help to define a successful transition back into the realm of academia and less flexible schedules. By clearly defining, from the beginning, your expectations for each of your children, hopefully there will be less frustration and more joy for everyone.

A child needs to know what is expected of him and why. It helps him to understand that he is a part of a family and that everyone has jobs to do, both outside and inside the home. By including him in the planning, he knows that he has an important role in the family unit. As parents, we need to be able to communicate to him, in an age appropriate manner, just what his individual roles are to be. That is not to say that roles cannot be modified as time and circumstances change.



It is essential that children are re-evaluated as the academic year progresses and that changes are made where needed. The best laid plans all have to have an element of flexibility built into them. That is life. Begin preparing your child for it now.

Some areas that should be discussed are health, family, school, activities and chores.

Health

The importance of sleep, diet, exercise, and down-time cannot be stressed enough. As a parent, it is our job to make sure our family stays well. Put a bedtime routine in place and stick to it. As your child gets older, this can be a bit more flexible. Make sure your child has access to healthy snacks and well balanced meals.

Of course, we all know the importance of daily exercise. Make sure everyone in the family participates in this. It can be as simple as taking the family pet for a walk everyday. Finally, it is important to make sure your child has some down-time everyday. This can include recreational reading, talking on the phone to friends, watching television, playing with friends, running errands with a family member, playing a board game, or going to a movie. The focus should be on having fun and relaxing.

School/Homework

It is your child's "job" to go to school. It is your job, as a parent, to work both inside and outside the home environment. As with every job, there are certain expectations, and if they are not met, there are consequences. Let your child know from the beginning what is expected of her. Plan study time with a schedule and make sure you look ahead to see what is coming up.

Help organize your child's backpack the night before so that it is ready to go in the morning. If you start with this simple task when she is young, by the time she is in the upper grades, she will be doing this on her own. If your child takes a lunch to school everyday, perhaps making it the night before is easier than rushing in the morning to make it.

Make sure the space for homework has good lighting, is clutter free and comfortable. Distractions should be avoided during this time, including loud music, television, telephones, text messaging and electronic games. Supervise her schoolwork. Don't just take her word for it that it is done. Look at it. Give him positive feedback.

Finally, keep communication open with your child's teacher. Encourage your child to talk to her teacher. If your child needs help on how to ask something, rehearse it with her. Enabling your child can be a powerful thing. If this proves unsuccessful, make an appointment to talk to your child's teacher yourself. Problem solve with your child. This is a life-long skill that can be "taught" at a very young age. Practice with your child. All of these suggestions can be applied to every stage in a child's academic career. They help her to become independent and self-confident.

Activities

While it is essential that your child focus on something else besides school work, it is just as important that he is not over-scheduled. Discuss with him, at the beginning of the school year, what it is he would like to do after school for fun. Let him pick one or two activities per semester. Make sure he is doing it because he wants to, not because you want him to!



Do make sure that you can fit the chosen activities into your schedule, and if not, make other arrangements. Activities might include drama, music, sports, art, or volunteering at a local non-profit. Having something else to focus on and included in his day helps to teach him time management, working with others, and leadership; all life skills that spill over into academic success.

Chores

Chores are also a part of everyone's life. A child needs to know that she is a part of a whole and that everyone in the family has certain expectations. Make sure you are realistic with time, ability and age appropriateness. By doing this, a child sees that her contributions are valued and necessary. It also teaches her responsibility, a big academic success tool.

Keeping communication open between you and your child is essential to your child's academic success. This needs to be updated daily sometimes, as your child's life evolves and grows with each academic year. During dinner or before bed, ask every member of your household, one at a time, "What is the best thing that happened today?" "Nothing" is not an acceptable answer. You will be surprised at what you hear and what you learn from that one simple question. Parents participate as well!

Whatever the makeup of your family, mom, dad, child, grandparent, aunt, uncle, or cousin, academic success depends on everyone in our daily lives. Academic success isn't just tied to our child's classroom. While that should be a main focus during the academic year, it is also what our child learns outside the classroom, in their everyday life, that helps them to succeed. Lead by example. Care. Be involved.

WHAT WORKS: Career-building strategies for people from diverse groups A Counsellor Resource

http://alis.alberta.ca/pdf/cshop/whatworks/ww_learningdisabilities.pdf

This resource provides a lot of information about Learning Disabilities (LD's) and how counsellors can help this group find employment. The document is specific to Alberta but could be a resource for anyone regardless of where you live. This tool could be helpful for parents and guidance counsellors in helping young people navigate the area of employment. This could also be helpful to an employer to learn about LD's, the rights of all parties involved and suggestions on types of accommodations that could be made.

Building hope

"Generally, clients with learning disabilities are long-term unemployed and are disenchanted. It is important to address that disenchantment by including activities to build self-esteem, self-enhancement and self-confidence as well as specific skills related to employment."

Dr. R. Gall

Former Executive Director, Champions Career Centre

TECH Talk: Rothesay entrepreneur demos product at city college MooBook, winning business pitch from Startup Weekend, making strides

HERE Magazine, June 19-25/14 Issue

Saint John – Bottom line: Investors and entrepreneurs are really just adept problem solvers. But few boardroom quandaries or design predicaments could ever compare to the most complex issue Rick Lockyer ever faced: the fussiness of his toddler.

Lockyer's MooBook – an app designed to bolster open minded learning – was a winning pitch at the Startup Weekend seminar for aspiring entrepreneurs this past November. On June 9, he demoed the product at NBCC Saint John for the first time. But the former social worker owes those successes to his daughter's initial challenges when the family moved from Burnaby, B.C., to Rothesay a decade ago, when his daughter was two years old.

"She would beg us to go to the park, we would go, then she would cry her eyes out because to her 'the park' was one specific place in Burnaby, where all her friends and her favourite playground equipment were."

Lockyer and his wife – a social worker – mulled the problem over, and realized that her coping issues may be tied to her learning.

At the seminar for budding entrepreneurs in Saint John this past fall, Lockyer pitched his idea for an app that could help children learn in a more open-minded way. That led to the development of the MooBook, an app that allows children and parents to create their own ABC e-books with content that applies directly to their lives.

"Instead of a publisher deciding the 'D is for donkey' you can make it dog, and insert a picture of the child's own dog, as well as a sound clip like the dog barking," Lockyer said of MooBook's applicable nature, which adds flexibility to children's perceptions.

Lockyer said that aspect is especially crucial for children with special needs, who struggle with perception issues throughout their lives. He said MooBook can be used in any language, a nuance that makes it applicable to all kinds of users.

"You can rely on it at any age. It can be a holiday activity for older kids, an assistive technology for people with cognitive or communicative disabilities and a nice template to assist someone learning a new language," he said.

The MooBook will be released in mid-August on the GooglePlay store. Lockyer is also developing a similar app to help speech pathologists treat patients, and one with less juvenile content for a memory book for adults suffering from Alzheimer's and similar affrications. He is in touch with education ministries and departments in Canada and the United States that are looking at incorporating the MooBook into their curricula.





LAZA CATERING

Great Taste of East Africa

Eritrean/Ethiopian Cuisine

A large thank you to Laza Catering for partnering with LDAWC for a fundraising event. We raised \$769 at this event which will allow us to provide further programming and information. This event was held at both the Guelph Farmer's Market and the Laza Catering location 74 Ontario Street, Guelph. Thanks to all for their support with this event but especially the Wright family, Lena, Aidom and Madina who volunteered to help with the event.



We would like to thank Boston Pizza for helping us with a recent fundraiser. We raised \$350 and enjoyed some great food at the Woodlawn Road location. Thanks to all of the supporters who came out for this event.



Thank you to Linamar for their kind donation of \$500.

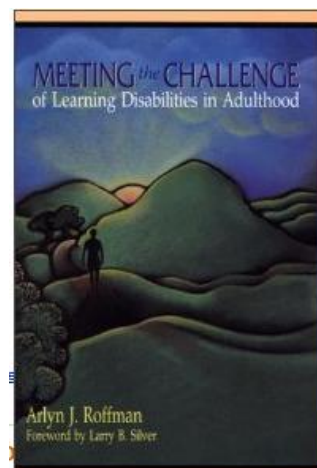


We would like to thank Michele for her generous donation of \$200.

Meeting the Challenge of Learning Disabilities in Adulthood

Author: Arlyn J. Roffman

This book offers practical suggestions and strategies for adults with learning disabilities (LD) and adults with LD and attention-deficit/hyperactivity disorder (ADHD). Readers will learn how to identify and capitalize on LD-related strengths, overcome challenges at work and at home, and strengthen relationships with friends and loved ones. The book's final, critical chapter outlines a progressive agenda for improving the emotional, physical, and material well-being of adults with LD. Augmented with extensive quotations from interviews with adults who have LD and LD/ADHD, this book is a window into the experience of living with learning disabilities for educators, human service providers, families, and adults with LD themselves.



Events



Learning Disabilities Association of Wellington County We have a Diagnosis of a Learning Disability, Now What?

September 17, 2014, 7-9pm
Community Living Boardroom, 8 Royal Road, Guelph

This session will be presented by Deborah Szymanski-Potts. Watch your email for further details on this session.

Preregister by calling 519-837-2050 or email info@ldawc.ca

Learning Disabilities Association of Wellington County Learning Disabilities and Anxiety

October 20, 2014, 7-9pm
Community Living Boardroom, 8 Royal Road, Guelph

This session will be presented by Dr. Patricia Peters. Dr. Patricia Peters is a community based Clinical Psychologist with extensive experience working with children, youth and their families. Having worked in children's mental health, in the educational system, and at the University of Guelph, Dr. Peters brings her wealth of experience to the topic of Learning Disabilities and Anxiety. Dr. Peters presented for the LDAWC in April 2014 on Learning Disabilities and Depression which was a fantastic session. Please join us for an informative evening on another important topic.

Preregister by calling 519-837-2050 or email info@ldawc.ca

Learning Disabilities Association of Ontario 1st Annual Educators' Institute on Demystifying LDs in the Classroom

August 27, 2014, 8am – 3:30 pm
The Delta Meadowvale Hotel & Conference Centre, 6750 Mississauga Rd.

Get ready for an exciting day filled with hands-on workshops, multiple opportunities for collaboration, and most importantly, leave inspired to make a positive change in your classroom!

Registration is open to the public! Space is limited.

As a delegate attending the Educators' Institute, you will be provided with new perspectives and knowledge in the field of LDs, based on current research, and practical information on effective assessment and instructional strategies, including technology.

All Ontario educators who work hands-on with students with LDs are encouraged to attend, particularly K-12 classroom teachers. In addition, we are extending an invitation to paraprofessionals, school principals, supervisory officers, special education consultants and coordinators, literacy and numeracy facilitators, special education teachers, and professional support staff. We welcome all partners in education!

The Educators' Institute is a fully bilingual event. Parallel sessions in French will be provided for all keynote and breakout sessions.

Late Registration August 1 – August 22 \$175+HST

<https://www.regonline.ca/builder/site/Default.aspx?EventID=1383418> or go to www.ldao.ca

Learning Disabilities Association of Ontario 10th Literacy and Learning Conference

Motivation, Remediation & Accommodation: Surpassing Barriers

October 18, 2014

Registration opens May 19, 2014

Keynote: Dr. Todd Cunningham from Hospital for Sick Children

Learning Disabilities Association of Ottawa-Carleton Richard Lavoie

October 25, 2014, 9am – 12pm

Behaviour Management Strategies for the Child with Learning Disabilities and ADHD

Longfields-Davidson Heights Secondary School, 149 Berrigan Dr, Ottawa, ON K2J 5C6

Parents, teachers, and support professionals are invited to join us for this session which will explore:

- how current trends, issues and legislation in the field of Special Education have a direct impact upon students and their families.
- the importance of attempting to view situations and problems from the perspective of the children they serve.
- the functional differences among "mainstreaming", "inclusion" and "total inclusion".
- the concept of "fairness" and its application to home and school situations.
- how learning/attentional disorders require complex and thoughtful treatments and solutions; "simple solutions" are generally ineffective and can be counter-productive.

LDAOC Member: \$75.00

Non-Member \$125.00 (Early Bird Price)

Non-Member \$175.00 (After Sept. 21)

Student Price \$75.00

Tickets and registration information available online at www.ldaoclavoie.eventbrite.ca or 613-567-5864

The Simcoe County Chapter of the Learning Disabilities Association has created a group on Facebook called Learning Disabilities Support Group. This group was created so parents can ask questions to other members that may have had a similar experience or question. Check it out! <https://www.facebook.com/groups/268003810028819/>



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.