

June 2014

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We're on the Web!

See us at:

www.ldawc.ca

The Learning Disabilities Association of Wellington County does not endorse, recommend, or make representations with respect to the research, services, programs, medications, products, or treatments referenced in this newsletter. The material provided in this newsletter is designed for educational and informational purposes only.

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Welcome

Mental health has become a popular topic of discussion. In connection with our workshop on Learning Disabilities and Depression and May being National Mental Health month we decided to devote this newsletter to the theme of mental health. Inside you will find an article on our event with Dr. Peters that outlines the highlights from her presentation.

There are various other articles that discuss the topic of mental health – including an article written by Barbara Arrowsmith-Young about how her learning disability impacted her mental health. Page 10 includes some interesting statistics about mental health in Canada.

learning disabilities

different paths....same destination

Please join us for our Boston Pizza fundraiser – see page 12 for the details – it will be a fun afternoon.

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 enjoying the nice weather!



Bell - Let's Talk

Clara Hughes, Six-time Canadian Olympic Medalist

Clara Hughes is an athlete for all seasons. She's one of the biggest stories to emerge in Canadian sports – a six-time Olympic medalist in cycling and speed skating, she's the only athlete in history to win multiple medals in both Summer and Winter Games. But there's far more to Clara than athletic achievements.

For Clara, success means more than earning medals. It means having a voice and using the opportunity to reach out and help others. When she uses this voice, it's loud and clear.

She is the national spokesperson for Bell Let's Talk Day and a passionate advocate for mental health. By sharing past struggles with depression, Clara uses her own story to spread the word that help is available, recovery is possible, and people with mental health issues can and do lead full, happy, and productive lives.



ABC's of Mental Health

Parent resource and updated teacher resource launched by Hincks-Dellcrest Centre

The **ABCs of Mental Health** provides two free, web-based Resources – one for teachers and one for parents – to help answer questions about children's behaviour and ways to respond. The Resources include ideas for promoting the mental health of children and adolescents, information about how children change as they get older, descriptions of behaviours that might indicate a problem, and practical suggestions for steps to take.

The **ABCs of Mental Health** is available at www.hincksdellcrest.org/abc

Mental Health for all Children & Youth

<http://www.hincksdellcrest.org/ABC/Parent-Resource/Mental-Health-for-All-Children-and-Youth.aspx>

What is meant by “child and adolescent mental health”?

- The term “child and adolescent mental health” refers to the social, emotional, and behavioural well-being of children and adolescents, and is considered an integral part of healthy development.
- Just as with physical health, no one goes through life without some mental health problems. This is as true in childhood and adolescence as it is in adulthood.
- Many such problems are a normal part of life. For the most part, we learn and grow from them.
- For children and adolescents, however, adult awareness, sensitivity, and guidance often are very important to help them to learn and grow from such problems.
- For some children and adolescents, the problems are serious enough that supports and guidance from the main adults in their lives (e.g., parents and teachers) are not sufficient, and specialized assistance is needed. Without such assistance, the problems can cause much stress and heartache to the children and adolescents, as well as to their families, their teachers, and the community. In addition, such problems can lead to even more serious mental health problems in adulthood.

What can parents do?

- The daily activities of parents and families, as well as parents' positive relationships with their children and adolescents, actively promote the mental health of their children and adolescents.
- Parents' roles and relationships impact children and adolescents' feelings of self-worth, dignity, identity, and belonging. Through interactions with their children and adolescents, parents are in a unique position to strengthen these important elements of mental health.
- Parents also are in an excellent position to observe mood changes or behaviours that seem excessive or unusual, perhaps lasting longer than average, which could indicate a mental health problem requiring consultation and intervention.
- Sometimes you just can tell that something is not right.

Learning Disabilities and Mental Health: Is there a Higher Risk?

<http://ldac-acta.ca/media-releases/27-learning-disabilities-and-mental-health-is-there-a-higher-risk>

Ottawa, October 1, 2006 – “Dealing with social and emotional challenges is part of growing up”, says Fraser Green, President of the Learning Disabilities Association of Canada “but it can be particularly challenging for individuals with learning disabilities (LD).”

The theme for the national awareness campaign this October - Learning Disabilities and Mental Health: Is there a Higher Risk? – illustrates how mental health issues are not the cause, but rather the consequence, of academic frustrations and continued failures.

The Learning Disabilities Association of Canada (LDAC) recognizes that with an understanding of the social and emotional challenges at hand, parents and teachers can help children with LD develop positive self-esteem, useful social skills and traits that can lead to success. Learning disabilities are life long and with early interventions and appropriate supports, children with LD can become competent, content and independent adults who reach their full potential and lead satisfying lives.

“Learning Disabilities Awareness Month allows us to collectively set one month aside each year to remind us to put our concentrated efforts into educating as many people as possible about learning disabilities,” says Green.

A learning disability is a neurological disorder that causes a person with average or above average abilities to have chronic trouble learning and using certain skills. The skills most often affected are: in listening, thinking, speaking, reading, writing, mathematics, reasoning, organization and social – skills that individuals must use every day to fulfill their roles as students, family members, employees and citizens.



Evoke Learning Summer Programs

Summer is a great time for students to catch up on their studies or move ahead to the next grade level.

Evoke Learning offers summer credit and noncredit programs in all subject areas, as well as reading remediation, writing skills development and transition support.

We specialize in adapting to student needs, including those with identified exceptionalities. Our coaching approach addresses both academic and personal challenges that may be preventing a student from reaching their academic goals. Each student learns specific, personalized strategies necessary for their academic success, and receives a list of resources that will assist them in the upcoming school year. Students with learning disabilities, ADHD, and executive function challenges are taught skills and strategies for organization and planning.

Check out <http://www.evokelearning.ca/evoke-learning-summer-programs> for more information

May Marked National Mental Health Week

May 5-11, 2014

CMHA's Mental Health Week is an annual national event that takes place during the first week in May to encourage people from all walks of life to learn, talk, reflect and engage with others on all issues relating to mental health. Below are the ads for the 2014 campaign.



Check out <http://mentalhealthweek.cmha.ca/news-and-events/events/ontario/> for a listing of different events that were held across Canada to mark this event.



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

How My Learning Disability Affected My Mental Health

<http://o.canada.com/health/how-my-learning-disability-affected-my-mental-health/>

"During this Mental Health Week, I ask that learning disabilities be part of the discussion" – Barbara Arrowsmith-Young

In the 60 years that I have been part of the learning disabled world, I have both experienced and witnessed the suffering that is living with a learning disability.

Learning disabilities are commonly considered a school-based issue; but struggling in school means struggling in life. This makes learning to be confident and acquiring a healthy mental attitude a particular challenge for those with learning disabilities. With children and youth as this year's focus for Mental Health Awareness Week, I would like to call attention to the relationship between mental health issues and learning disabilities.

I was born with severe learning disabilities. This restricted my learning, my experiences, the way I perceived the world, and in turn how I was perceived. From a very young age, I was confounded by basic tasks. While I had some exceptional strengths, I read and wrote everything backward, struggled to comprehend language, was physically uncoordinated and continually got lost. As early as primary school I worked exhaustively to maintain my grades. I also worked to hide my confusion and lack of understanding of all that was happening around me. Despite these labours, I was still called stubborn, slow and lazy.

Conditions have improved somewhat since I was in school as a learning-disabled youth, but a lack of understanding and tolerance seems to remain. People with learning disabilities are commonly criticized or even dismissed. How could someone with reasonable intelligence make errors in judgment, fall short of a task, be so irresponsible or so awkward? In fact these can be the very hallmarks of specific learning disabilities. This is the battle cry for those with a learning

disability —
we *are*
intelligent,
but we
struggle to
achieve, at
times even
to trust our
intelligence.



Imagine constantly straining to understand. Imagine missing important instructions, subtle comments, the tone of someone's voice or the logical consequence of an event. Imagine forgetting the main point of the conversation or task, the details provided, or the very look or place of objects. Imagine seeing everything through a fog, or as black or white. Imagine being only more aware that everyone else understood, while you were miles behind.

Now consider whether a secure self-concept could possibly grow from this experience. Indeed, those of us with learning disabilities will experience diminishing self-esteem from an early age. After years of frustration and frequent failure, any optimism towards ourselves or our future is out of the question. Instead, we just try to survive. Our mechanisms include fear, performance anxiety, obsessive tendencies, and avoidance strategies. For many, it can spiral to more chronic anxiety and depression. Addictions, self-injury, aggression, and other anti-social behaviours have been statistically linked to learning disabilities.

Various estimates put the percentage of the general population affected by learning disabilities around 10 per cent, give or take. I believe that these figures are under-reported, and that the true figure is somewhere between 10 and 20 per cent. Certainly the rates between learning disabilities and depression have been documented and are high. I also believe that many are suffering in silence.

As a society we must reconsider behaviours that are too often seen as lazy, unmotivated, defiant, or just not trying hard enough. One of my students shared that he had been told he was 'garbage' by a college professor. With these experiences repeated over time, other people's perceptions of a student often become internalized by that student. How could they not? This is one way that lack of understanding contributes to a climate of stigma and shame around learning disabilities. There is clearly a parallel between the discrimination felt by individuals with learning disabilities and those who endure the stigma of mental illness.

I grew up confused, scared, and isolated. As an adult I developed elaborate coping systems. Many were unproductive, some were dangerous. By my twenties I had tried to commit suicide more than once. What saved my life was research that taught me there was a neurological cause to my confusion: parts of my brain were underperforming, and I learned that through applying the principles of neuroplasticity, I could create exercises to change my brain. I



developed a series of discrete cognitive exercises: each strengthening a different area of brain capacity, each building learning competence. From there, competence and confidence could finally begin to emerge.

For the last 35 years I have been working with children and young people to change their own unique constellations of cognitive deficiencies and overcome their learning challenges.



The strong link between learning disabilities and mental health is among my reasons for advocating for cognitive intervention as early as possible. There is no doubt in my mind that if children could eliminate their cognitive struggles, they would emerge as healthier adults. I also believe they would experience more success with therapeutic approaches because their capacity to learn and reflect on their personal experiences would be that much greater. In fact, psychiatrists have referred individuals to Arrowsmith to address the

underlying cognitive problems that have in these cases led to emotional problems. They have reported that as the individuals improve on their ability to reason, they can now benefit from insight therapy, which was not possible before. They can now understand cause and effect and see patterns in their lives, so necessary for the healing process.

Our discussion of learning disabilities is a mental health issue. Indeed, it is a public health issue. Youth who struggle with learning disabilities become adults with learning disabilities, who are over-represented in many marginalized populations, and more vulnerable to risk-taking behavior and mental health issues than those without. There are many indicators, too many indicators, of the pressing need for further implementation of cognitive-based training as a standard in education.

While calculating the true cost, medically and socially may be impossible, I know with certainty that this is a cost that is not only immense, but avoidable. During this Mental Health Week, I ask that learning disabilities be part of the discussion. We must create a world where children and youth will not feel they have to hide their learning disabilities. Most importantly, we need to be aware that by cognitively changing their learning potential, young people can leave their learning disabilities behind, and no longer have to endure the devastating effects on their mental health.

*Barbara Arrowsmith-Young is the author of the international bestseller *The Woman Who Changed Her Brain* and founder of Arrowsmith School and the Arrowsmith Program www.arrowsmithschool.org.*

DISCOVERY DAY 2014

Discovery Day Highlights:

- Student panel
- Guided Tours
- Panel discussion about College services and supports
- Information about PASS (a summer transition program)
- An opportunity to have questions answered by staff
- Information booths

Hosted by Accessibility Services

Discovery Day includes information sessions for new and prospective students, parents, and educators focused on the accessible supports available for students with disabilities.

New for 2014 – two dates!

Reserve your spots early...

Please RSVP by calling 519-748-5220 ext. 3232 or email us at asoffice@conestogac.on.ca or TTY: 1-866-463-4484 (for the hearing impaired)

Two options:

Monday, June 2 or Tuesday, June 3, 2014
10:00 a.m. to 2:30 p.m.

Located in the Blue Room
(Doon Campus, lower level beside main cafeteria)

www.conestogac.on.ca/accessibility-services

**WHAT YOU DO HERE...
COUNTS OUT THERE**



Let us know how we can assist you in participating by contacting us ahead of time.



Check out schools you or your child are applying to and see what they offer for Disability Support (now usually called the centre for Student Success) - many post secondary institutions have great orientation options for students that need that extra support.

Fast Facts about Mental Illness

Mental illness indirectly affects all Canadians at some time through a family member, friend or colleague.

About 1% of Canadians will experience bipolar disorder (or “manic depression”).

20% of Canadians will personally experience a mental illness in their lifetime.

Approximately 8% of adults will experience major depression at some time in their lives.

Mental illness affects people of all ages, educational and income levels, and cultures.



How common is it?

- Schizophrenia affects 1% of the Canadian population.
- Anxiety disorders affect 5% of the household population, causing mild to severe impairment.
- Suicide accounts for 24% of all deaths among 15-24 year olds and 16% among 25-44 year olds.
- Suicide is one of the leading causes of death in both men and women from adolescence to middle age.
- The mortality rate due to suicide among men is four times the rate among women.

It is estimated that 10-20% of Canadian youth are affected by a mental illness or disorder – the single most disabling group of disorders worldwide.

Today, approximately 5% of male youth and 12% of female youth, age 12 to 19, have experienced a major depressive episode.

In Canada, only 1 out of 5 children who need mental health services receives them.

Learning Disabilities and Depression

On Tuesday April 18, 2014 the Learning Disabilities Association of Wellington County was host to Dr. Patricia Peters to discuss “Learning Disabilities and Depression”. Dr. 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 brought her wealth of experience to the topic. Her discussion began by defining depression by using the triangle of symptoms analogue – depression affects how child/youth feels, thinks and acts. The key question in her presentation was “Are children and youth with learning disabilities at higher risk of depression?”. Her answer was that the research on this topic is messy. Studies show that the co-existence of depression and LD may be as high as 30% in children and adolescents. Dr. Peters outlined that there are several factors that may increase risk of depression when a learning disability is present for a child or youth:

- brain structures
- sense of being different
- low self-esteem/poor self-concept
- feeling helpless and hopeless
- stress and coping
- social isolation



While there seems to be some type of connection between learning disabilities and depression the key thing to note is that majority of children or youth will not develop depression. Research on resilience suggests there are several factors that reduce the risk:

- positive relationships with caring adults
- self-regulation skills and self-efficacy beliefs
- positive self-concept
- motivation and perseverance

The key to addressing this is to know what the signs of depression are, keep in regular contact with your child’s school, rule out any medical issues with your doctor and obtain an assessment and diagnosis. It is also important to remember that depression is treatable. There are several options for psychotherapy including cognitive behaviour therapy (CBT) and behaviour therapy. Medication is also an option for treatment. As a parent you can intervene by providing a regular routine, maintaining or increasing your child’s contact with their friends, encourage involvement in activities and foster regular eating and sleeping routines. It is also important to inform the school if there are signs of depression by discussing the situations with key staff, accessing mental health supports such as a social worker and ensure modifications and accommodations are in place to support learning.

Where to get Help

- **Canadian Mental Health Association**
- **EAP Programs**
- **Mental Health Counselors that may be part of your family health team**
- **University of Guelph – Centre for Psychological Services; Couple and Family Therapy Centre**
- **Private practice clinicians**

Online Learning for Students with Disabilities

Below is a link that will connect you with an interesting guide to distance education for students with disabilities.

Online programs today benefit from advances in technology and offer rigorous curricula that rival those of in-classroom programs. The freedom to learn from anywhere at any time, and often at a student's own pace, is attractive to many. But for students with disabilities, online learning can offer additional advantages. The College Database gathered input from more than 20 college and university disability services and online learning experts to compile the latest information on:

- Advantages and challenges of online learning for students with disabilities
- What schools are doing to facilitate online learning accessibility
- Helpful technology for online learners with disabilities
- Questions to ask when evaluating an online program
- Tips for online learning success

The rest of the guide can be found at <http://www.onlinecollegesdatabase.org/online-college-learning-for-students-with-disabilities>. Although US based the information is applicable to any online college course.

Please support our Fundraiser! 100 tickets available.

Only \$20 per ticket to a buffet at Boston Pizza!

We receive \$10 from each ticket sold! The proceeds will be used for costs related to our workshops, quarterly newsletter, website and telephone answering service costs and work with clients.

Sunday afternoon 2 to 4 pm on June 1/14.

Boston Pizza, 35 Woodlawn Rd E, Guelph ON

1/100 chance to win Pizza for a Year!(\$430 value)



For Tickets Contact (519)837-2050 or email info@ldawc.ca



LDAO Response to

People for Education Report on Special Education,

released on April 28, 2014

LDAO commends People for Education for bringing forward issues relating to access to special education supports and services in Ontario. We agree with their statement that “Receiving timely and appropriate support is critical to the success of students with special education needs”.

On November 9, 2012, in a unanimous decision, the Supreme Court of Canada ruled in favour of the appeal of the Moore family, who claimed that their local school district failed to provide the special education supports that Jeffrey Moore, a student with a severe learning disability, needed in order to get meaningful access to general education. Justice Rosalie Abella’s written decision contains the statement, “Adequate special education, therefore, is not a dispensable luxury”.

LDAO shares the concerns raised about equitable access to psychoeducational assessments, but we understand that there are many factors involved in this issue. For example, creative solutions need to be found for timely provision of psychological and other professional services in northern and rural areas of Ontario.

The upcoming changes to special education funding may lead to greater equity, although it is too early to judge the results. We do agree that “without more information on the effectiveness of a range of special education programs and supports, and without more consistent standards across school boards, it may be difficult to judge”.

LDAO supports the People for Education recommendation to: “develop a framework to support ongoing evaluation of special education services, which should include common definitions for a range of special education services”, and to “standardize processes for assessment, identification and placement to provide adequate, timely and equitable services and access to education for every Ontario child”.

The recommendation for a special education ombudsman is an idea that merits further exploration.

To read the full People for Education Report:

www.peopleforeducation.ca/wp-content/uploads/2014/04/special-education-2014-WEB.pdf



Is there a topic you would like to read more about? Are you looking for resources on a specific subject? If you have suggestions for our newsletter please contact us at info@ldawc.ca

Tech Talk – Top 10 Mental Health Apps

<http://psychcentral.com/blog/archives/2013/01/16/top-10-mental-health-apps/>

With so many apps on the market, it's hard to know which are useful.

Many are designed by software developers instead of psychologists, without scientific testing. They range from beneficial, to harmless but useless, to bordering on fraudulent.

The apps selected for this list make no hucksterism claims and are based on established treatments. Progressive Muscle Relaxation, for example, has been used for a century and is likely just as effective in this new medium. Knowledge from Cognitive Behavioral Therapy and Dialectical Behavior Therapy enrich two apps on this list. Others mix solid information with ingenuity.

1. **BellyBio**

Free app that teaches a deep breathing technique useful in fighting anxiety and stress. A simple interface uses biofeedback to monitor your breathing. Sounds cascade with the movements of your belly, in rhythms reminiscent of waves on a beach. Charts also let you know how you're doing. A great tool when you need to slow down and breathe.



2. **Operation Reach Out**

Literally a lifesaving app, this free intervention tool helps people who are having suicidal thoughts to reassess their thinking and get help. Recommended by followers of @un suicide, who report that this app has helped in suicidal crises. Developed by the military, but useful to all. Worth a download even if you're not suicidal. You never know if you might need it.

3. **eCBT Calm**

Provides a set of tools to help you evaluate personal stress and anxiety, challenge distorted thoughts, and learn relaxation skills that have been scientifically validated in research on Cognitive Behavioral Therapy (CBT). Lots of background and useful information along with step-by-step guides.

4. **Deep Sleep with Andrew Johnson**

Getting enough sleep is one of the foundations of mental health. A personal favorite I listen to all the time, this straightforward app features a warm, gentle voice guiding listeners through a Progressive Muscle Relaxation (PMR) session and into sleep. Features long or short induction options, and an alarm.



5. WhatsMyM3

A three minute depression and anxiety screen. Validated questionnaires assess symptoms of depression, anxiety, bipolar disorder, and PTSD, and combine into a score that indicates whether or not your life is impacted significantly by a mood disorder, recommending a course of action. The app keeps a history of test results, to help you track your progress.

6. DBT Diary Card and Skills Coach

Based on Dialectical Behavior Therapy (DBT) developed by psychologist Marsha Linehan, this app is a rich resource of self-help skills, reminders of the therapy principles, and coaching tools for coping. Created by a therapist with years of experience in the practice, this app is not intended to replace a professional but helps people reinforce their treatment.

7. Optimism

Track your moods, keep a journal, and chart your recovery progress with this comprehensive tool for depression, bipolar disorder, and anxiety disorders. One of the most popular mood tracking apps available, with plenty of features. Free.



8. iSleepEasy

A calm female voice helps you quell anxieties and take the time to relax and sleep, in an array of guided meditations. Separately controlled voice and music tracks, flexible lengths, and an alarm. Includes a special wee hours rescue track, and tips for falling asleep. Developed by Meditation Oasis, who offer an great line of relaxation apps.

9. Magic Window – Living Pictures

Not technically a mental health app, it makes no miraculous claims about curbing anxiety. However, there is independent research indicating that taking breaks and getting exposure to nature, even in videos, can reduce stress. This app offers an assortment of peaceful, ambient nature scenes from beautiful spots around the world.



10. Relax Melodies

A popular free relaxation sound and music app. Mix and match nature sounds with new age music; it's lovely to listen to birds in the rain while a piano softly plays.

Evoke Summer Credit Program

Summer is an opportunity for students to gain additional credits towards their high school diploma. Online learning offers the option of working at your own pace, deepening your learning, reducing next year's academic course load, making up lost credits, or planning for a reduced course load in grade 12.

This summer, Evoke Learning continues to partner with Virtual High School and offer the Evoke Summer Credit Program. Through this unique service, clients will receive the one-on-one support they need from an Evoke tutor while taking a high school credit course online. The Evoke Summer Credit Program is an alternative to the traditional classroom.

Our tutors will work with students to help them meet their academic goals, organize their material and course work, identify information gaps, stay on task and adhere to deadlines, incorporate frequent learning breaks, minimize frustration and stress, develop critical learning skills, and continue effectively at their own pace. Evoke tutors are also available to proctor the assessments and exams required to complete the course. Tutors are available in all subject areas.

With the flexibility of the Evoke Summer Credit Program, students can still maintain a regular summer routine - working a part-time job, heading up to the cottage, spending time with family and friends - and still be able to meet their academic goals. Students can meet their tutors in office, in their own home, or online. Students from anywhere in Ontario are eligible to participate in the program and earn high school credits.

For additional information regarding the Evoke Learning Summer Credit Program, please contact:

Toronto Office
Kate Lloyd, MSW, RSW, ACPC
(416) 516 - 3379
kate@evokelearning.ca

York Region Office
Denise Harding, BA (Hons), ACPC
(905) 853 - 7283
denise@evokelearning.ca

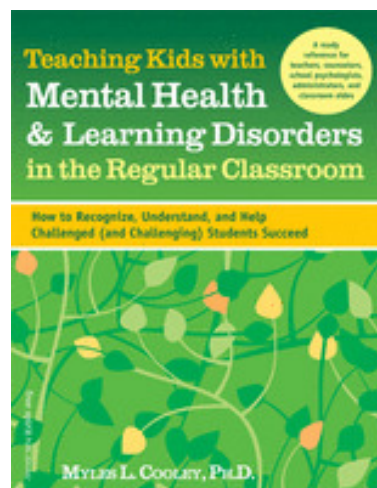
Teaching Kids with Mental Health & Learning Disorders in the Regular Classroom

The heart of this book deals with mental health conditions and learning disorders that are likely to be present in today's classrooms, including anxiety and mood disorders, communication disorders, learning disabilities, and social/relational disorders.

In addition, the book discusses the role of the school in addressing mental health and learning disorders, helps you plan for assessing students' needs, and outlines effective classroom policies and procedures. Educators will find helpful tips for teaching strategies that meet diverse student needs, build important social and emotional skills, and establish a safe and caring classroom.

Who will benefit from using this book?

- regular classroom teachers
- school counselors and psychologists
- classroom aides
- special education teachers
- school administrators
- parents
- childcare providers



Events



Learning Disabilities Association of Wellington County Boston Pizza Fundraiser

June 1, 2014, 2-4 pm

Boston Pizza – 35 Woodlawn Rd. E, Guelph

Please support our Fundraiser! 100 tickets available.

Only \$20 per ticket to a buffet at Boston Pizza!

We receive \$10 from each ticket sold! The proceeds will be used for costs related to our workshops, quarterly newsletter, website and telephone answering service costs and work with clients.

For tickets contact 519-837-2050 or email info@ldawc.ca

Learning Disabilities Association of Ontario 10th Literacy and Learning Conference

October 18, 2014

Registration opens May 19, 2014

Keynote: Dr. Todd Cunningham from Hospital for Sick Children

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 of 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.