



Idawc • Learning Disabilities Association of Wellington County

The right to learn, the power to achieve

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An Article for Parents

The holidays, although a wonderful time of the year, can also be stressful – with unrealistic expectations around family, gifts and schedules. Here's an article that we hope will provide some help.

Tips for Holidays and Parenting:

Letting Joy Win over Stress –

Four Tips to Help Moms and Dads Find Joy in the Holidays

By Kevin D. Arnold Ph.D., ABPP

Parents face holidays each year with varying degrees of stress. We know the routines that organize life will diminish over the next 45 days as schools close, bedtimes grow later, and children beg for toys. The strategies parents use to manage stress will become less effective because the world will change around us. Parents will experience stress not only from the holidays but also from the need to change and adapt.

Much of the stress parents feel results from trying to stick to routines for normal days during the topsy-turvy holidays. The comfort of those patterns of daily life draw parents into a spider web of false hope: If we can fit life's demands into the "normal" way of life, then all will be calm. So many parents try to place the round peg of the irregularity of the holidays into the square hole of regularity. Each year parents experience try again to make the holidays work based on non-holiday patterns.

To paraphrase Einstein, "The definition of insane is doing the same thing, over and over, and expecting different outcomes." Based on that idea, parents become insane over the holidays. And, they drive their children crazy too-trying to make their children act as if no holiday uproar exists. Parents do this to try and reduce stress, but in the end increase tension without realizing. Our goal is worthwhile, but the methods are ineffective.

Here are four tips to help moms and dads find joy in the holidays:

Leave the rule book at home: When parents travel to spend the holidays, they sometimes try to use "home" rules for parenting. But, children and parents both experience very different demands than when at home. Grandparents want to stay up and talk to the little ones. Aunts and uncles spoil children with candy and attention. What parents find inappropriate at home becomes "cute" to others. Parents can find joy by leaving the rule book at home. Relax and allow the laughter and smiles from your children become more important than keeping order.

Be flexible with schedules: The holidays push parents to be in two places at once. Schools hold holiday events, churches encourage families to attend special services, and offices hold parties for grown-ups only. These time demands place parents in a position where they must pick and choose. If we are flexible about how we prioritize our time during the holidays, we can release our expectations to please everyone. Instead, joy comes when we go with the flow, and adopt a "do our best" attitude. Parents find happiness, at the end of the day, in the smiling faces of their families.

Pay Close Attention Once per Day: Parents find themselves scattered over the holidays. Sometimes we forget that children need our time more than ever when things become hectic. We can give the gift of attention every day, without paying a penny to a toy store. Parents will find joy in the way a child's eyes light-up during the 15 to 30 minutes set aside to read together or play a simple board game. Those few minutes lay the foundation of connection to children, and show love more than any Lego set or teddy bear.

Give the gift of acceptance: So many parents become overwhelmed in the chaos of the holidays, often asking their children "What do you think you're doing?" Children stutter to answer a question for which no real answer exists. As a psychologist, I often recommend three strategies to manage the confusion of "holiday cheer."

- Change the way you think about the busyness of holidays- "chaos" becomes "**unstructured**," or "out of control" becomes "**child-like fun**." Parents win the stress war when their thoughts use neutral or happier words to describe holidays.
- Accept the reality of holiday cheer-functioning (rather than stressing) during the holidays means accepting the variability of every moment. Part of the definition of holidays includes replacing routines with the joy of the unexpected. Try saying "If I accept that holidays are not predictable, then I can live in the joy of each moment as it unfolds." Parents find holiday joy by staying in the present.
- Acceptance of childhood excitement-parenting during holidays requires embracing childhood enthusiasm. Parents sometimes must reign in their children when excitement becomes uncontrolled behavior. Parents manage these moments best when they accept the inevitability of such moments, so that we see our job to help children regain their self-control. Parents find joy in sending accepting messages that validate children as overly-excited (rather than being "bad"), and empathize with a child's feeling of raw energy. Parents help calm children through validation, so that limit setting becomes a lesson not a punishment.

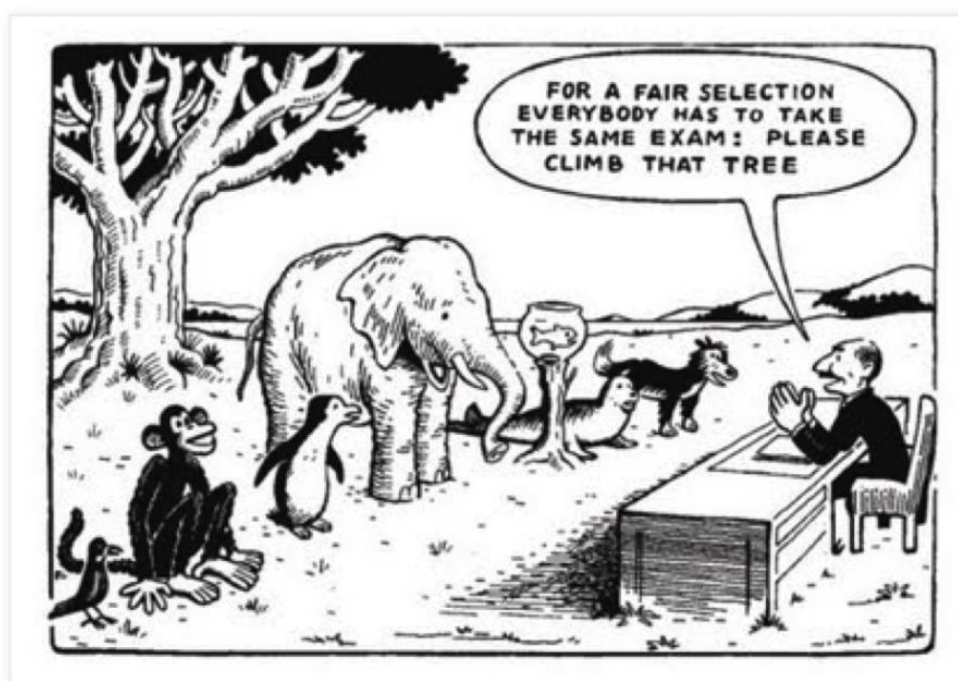
Holidays combine remembrance of landmark events with good cheer. Whether children are playing with spinning wooden tops or other holiday toys, the joy of the holidays bursts forth from a child playing. Parents can find that same joy by throwing off the mundane routines of everyday life, and instead live inside the smiles and laughter of each moment.

The best gift is found in each present moment.

Source: <https://www.psychologytoday.com/blog/the-older-dad/201111/tips-holidays-and-parenting-letting-joy-win-over-stress>

Cartoon – for any student who learns differently!

This is a great comic illustrating perspective. Remember, everyone has gifts! Focus on ability.



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

-Albert Einstein

Reading Rocks Program



Reading Rocks is a reading program offered by the Learning Disabilities Association of Wellington County.

This program offers individualized one-on-one support to meet your child's reading and literacy needs.

Reading Rocks is aimed at motivating your child while teaching them fundamental reading skills. These include phonics, sight words, fluency, and more!

FREE 8-week program for children ages 6-12

Begins week of January 15, 2018

Mon & Wed at St. James Catholic High School, Guelph from 6:30 – 7:30 pm

Tues & Thurs at 2nd Chance in Stone Road Mall, Guelph from 6:30 – 7:30 pm

Tues & Thurs at Wellington County Learning Centre, Arthur from 6:30 – 7:30 pm

*No program week of Feb. 19 (Reading Week) or Mar. 12 (March Break)

Please note: spaces are limited

For more information about Reading Rocks or for an application form for your child, contact:

Jen Paterson at info@ldawc.ca or (519) 837-2050.

Volunteer opportunities are also available for Reading Rocks. Contact Jen Paterson for more information or an application form.

Articles on Learning Disabilities and ADHD

Building Resilience in Youth with Learning Disabilities

by Amy Gorecki, OCT and Eve Dufour, M.Ed.



“Resilience (from the Latin *resilire*: “to bounce back”) refers to the capacity to return to good mental health after challenging and difficult situations. Some researchers define it as the return to normal (or better than normal) functioning after exposure to a high-risk experience (such as abuse, trauma or the death of a parent) or environment (such as poverty, systemic discrimination or a “bad neighbourhood”). Resilience allows individuals to manage difficult episodes or chronic challenges in their lives.” (Hurlington, 2010).

It is particularly important for youth with learning disabilities (LDs) to develop resilience to help them deal with the many challenges they encounter, often setting them apart from their peers and family members. Youth with LDs with great resilience are more likely to succeed, as they have the ability to bounce back when confronted with challenges or adversity.

There are things you can do with your child to develop their resilience and overall self-esteem:

1. Help your child succeed outside of the classroom to build their confidence. Encourage them to participate in activities they enjoy and are good at (e.g. sports, arts, cooking, etc.).
2. Encourage your child to set and achieve realistic goals based on their strengths. Setting achievable challenges can be quite motivational!
3. Involve your child and allow them to see you advocating for their learning needs so they can learn to self-advocate as they mature.

4. Use mistakes as learning opportunities. Everyone makes mistakes and rather than feeling ashamed, ask your child what they can learn from their mistakes and what they can do differently next time (The Integra Resource Centre, 2004).
5. Help your child manage stress (Tough, 2012). Identify stressors in your child's life, and more importantly, identify how they can return to a state of calm (e.g. drawing, exercising, singing, etc.) (Shanker, 2016).
6. Help your child develop positive relationships with others. Having friends, a positive role model, and a supportive family can help children become more independent.
7. Stay positive – focusing on the positive is extremely important and teaching children to develop a positive perspective, even when things are tough, can help them deal with difficult situations in a more productive manner.

Source: <https://www.ldathome.ca/2017/11/resilience/>

Social Skills and LDs

Learning disabilities can affect any area of a person's life, including how well we learn the social skills that allow us to live with other people: how to make friends, how to interact with peers, how to deal with authority figures, how to fit in. Since our social lives are so central to who we are, deficits in social skills can be as, or more, debilitating than academic difficulties.

How Do LDs Affect Social Skills?

Social skills can be impacted by a number of different types of LDs:

- Individuals with visual-spatial or nonverbal LDs may struggle with the unspoken elements of communication and interaction, like interpreting facial expressions or tone of voice, or knowing how close to stand to others when talking, or how to join in a game, or how to begin dating.
- Individuals with language-related LDs may miss out on the verbal interactions of social life: conversations, jokes, small talk, etc. For example, people with auditory processing deficits may not be able to follow the fast-paced dialogue in a movie.
- Individuals with ADHD may experience difficulties in their social interactions, inadvertently, due to interruptions, impulsivity, habitual lateness and/or disorganization.

In addition to the LD-related aspects of social skills, individuals who experience ongoing academic or work-related failures can also become socially isolated.

What Helps?

There are ways to help – and they may vary significantly depending on the reason for the deficit.

For a person who struggles with the nonverbal elements of social life, it could help for a parent, teacher or other ally to describe the non-verbal aspects and elements of the social situation.

“He looks angry – his eyebrows are tight and he is frowning – and I think this is because the other boy took his phone.”

Putting the often abstract aspects of our communication into words helps with understanding,

For a person who is missing out for reasons to do with language – the strategy will be different. If conversation is too fast to process, a friend or advocate may explain privately what has happened.

As complex and diverse as LDs are, there are some key strategies that work well for all. People who feel anxious or isolated need to be included – through simple kindness and courtesy. Risk-taking requires safety and support.

Social Skills Training

Whether this learning happens in the course of a social-skills group or class – or somewhere else – it is clear that respectful teaching of social skills is a good thing. How formalized that teaching needs to be is less clear. Sometimes use of a group of peers rather than parents can be a positive experience.

If your child is struggling with their social skills, it may help to examine specific interactions with them directly. The following suggestions may be helpful:

- Review your child’s social interactions and examine what occurred for both successes and errors.
- Look at causes and effects between behaviour/messages and the reactions of others.
- Explore what both verbal and nonverbal messages meant and what feelings may have been felt by both your child and the others involved.
- Ask questions like “What do you think you did?” or “What do you think you could do?” If they don’t know, tell them the likely outcome.
- Use a conversation or a TV show or movie to provide some examples of social interactions to review with your child.
- Encourage your child to play with others.
- Facilitate play dates, but don’t impose another child on yours. Everyone has preferences in regards to whom they want to play with.

- For nonverbal LDs, provide verbal explanations.
- It is important to verbally explain social concepts and give rules and reasons for the social skills.
- Explain abstract terms such as “friendly” and “cooperative.”
- Teach body language and facial expressions and the meanings they have.
- Be empathic when social failures occur. Instead of criticizing, try saying things like, “I know you didn’t realize that...” or “I know you didn’t want such and such to happen when you...”
- Use these incidents as learning opportunities. Remember that social failures are usually due to a deficit, so be patient, not reprimanding.
- Consider professional interventions. A social skills program and/or counselling can be useful in helping promote social competence.

Source: <https://www.ldathome.ca/what-are-lds/social-skills-lds/>

How to Talk to Your Child About Learning and Attention Issues

By Amanda Morin

If your child has learning and attention issues, he may hear about *learning strengths* or *learning differences*. If he gets a diagnosis, he may also hear the terms *disability* or *disorder*. It’s important to talk to your child about these terms. It’s equally important to hear what he’s thinking and feeling.

Here are some key things to consider when talking to your child about differences and disabilities. It’s important to be honest, supportive and clear in your conversation. And it’s good to use certain words and phrases that help your child better understand his learning or attention issues.

When to Talk to Your Child About Learning and Attention Issues

Don’t think of this as a one-time conversation. It’s really a series of talks that happen over time. The way you approach these subjects will have lasting impact on how your child sees himself and others.

The first conversation is just the beginning. As your child’s level of understanding changes and grows over time, so will your conversations. And an ongoing and open dialogue builds trust and helps your child with problem solving and self-advocacy.

Early on, it’s better to focus on talking to your child about learning and attention issues in ways he understands. Using clinical terms for his diagnosis can come later, when you feel it’s appropriate.

How You Can Respond to Your Child’s Concerns

Children of all ages are very observant. Even young kids know that there are some things that are easier for them to do than others. And they also know that among their friends, some kids excel at things that other kids have trouble doing.

These observations are a great place to start off your conversation. It's important to explain that learning and attention issues are very common. You can say:

“Everyone has strengths and weaknesses.”

Talk to your child about what *you're* really good at and what isn't as easy for you. Then ask him what he's good at and what is hard for him. Let your child know that we all have strengths and weaknesses, and give specific examples. Highlighting his strengths can make it easier for him to acknowledge his challenges.

When you explain how he learns differently, try to keep focus on strategies that can help. This can empower your child to use accommodations to work on things that challenge him.

“A disability is a difference.”

It's important to explain to your child how the word *disability* is used. A disability is a difference that makes it difficult for someone to do something that others can do easily. For younger kids, it helps to use obvious examples.

For instance, your child might consider a person who uses a wheelchair disabled. Your child sees someone who can't walk or stand. But it's important to explain that the person in the wheelchair has a difference. And that difference means that person has difficulty in one area compared to others who don't.

But that doesn't mean that person has difficulty with *everything*. And it's important to make that point to your child. When that person is doing something else, like playing video games or helping out with math homework, your child probably doesn't think of the wheelchair at all.

“Some differences are easily seen, and others are not.”

It's important to point out to your child that learning and attention issues aren't always obvious. But they do show up in situations that can make things hard for your child.

To make this more clear to young children, you can use an example of someone who has reading issues. When a child isn't reading out loud, the issue isn't visible to others. But when he reads out loud in class, his difficulty may be more apparent. That doesn't mean it doesn't exist at other times—just that it's not something people always see.

“Your challenges don't define who you are.”

When your child is struggling, it can be easy to make his challenges a primary focus. It's important that he knows his successes and interests say more about him than his challenges.

Point out your child's strengths, using specific examples when possible. But don't overdo it—kids can tell when praise is insincere.

You may also want to share stories of athletes, politicians, musicians, entrepreneurs and Oscar winners with learning and attention issues. It's a good way to make the point that challenges don't have to keep people from succeeding.

“You just think differently.”

Your child may worry that he's “stupid” or that his brain is going to “get worse” over time. Talk to him about the idea of thinking differently. And don't shy away from explaining the difference between learning disabilities and intellectual disabilities. Knowing the difference may reassure him. It's also important for him to know that while he has a lifelong condition, with the right support things will get better—not worse.

“It's OK to talk to me about your concerns.”

The most helpful thing you can do is listen to your child's questions and concerns. Being empathetic and listening to what your child says is very important. It can lead to deeper discussions about obstacles and solutions. It can also help him feel like he can confide in you.

It's good to respond in honest but reassuring ways. Saying things like, “I'm glad you asked that question” or “I know it can feel uncomfortable to talk about this” can help to put your child at ease about discussing sensitive topics.

Learn more ways to show empathy for your child.

More Ways to Help Your Child

It's important to address any fears and anxiety your child may have about his issues. Kids with learning and attention issues often pick up on ways they differ from their peers. And struggling with schoolwork or with making friends can be hard on their self-esteem.

Your child may feel like he's the only one who is facing challenges. But you can reassure him that many people learn differently. Mention to him that he probably even knows some kids in his class who have learning or attention issues.

It's a good idea to share stories and videos of other kids who have talked about how they've handled their learning and attention issues. And reassure your child that you and the teacher will put things into place to make life easier at home and at school.

Get specific tips on talking to your child about slow processing speed. Learn what *not* to say to your child about ADHD, dyslexia, dysgraphia or dyspraxia. And discover ways to respond when your child is frustrated or if he doesn't want to go to school.

Talking to your child may not be easy, but it's an important way to begin reducing stigma. Learn ways to start conversations with teachers and with family, too. And find support from parents like you in our online community.

Source: <https://www.understood.org/en/learning-attention-issues/understanding-childs-challenges/talking-with-your-child/how-to-talk-to-your-child-about-learning-and-attention-issues>

Guelph Storm - Help Us Fundraise!

***Tickets are \$17.50 each
(reg. adult price \$26)***

Help support LDAWC and The United Way! By purchasing tickets to these Storm games we are able to run our 50/50 draw. This is a significant fundraiser for us every year so help us be able to participate.

\$1 from each ticket will be donated to the United Way.

Game dates are:

Saturday, December 16, 4:00 PM – Guelph vs. Sault Ste. Marie Greyhounds

Thursday, December 28, 7:00 PM – Guelph vs. Peterborough Petes

Friday, January 5, 7:30 PM – Guelph vs. Owen Sound Attack

Sunday, February 11, 2:00 PM – Guelph vs. London Knights

To order tickets email info@ldawc.ca or call (519) 837-2050.



Upcoming LDAWC Workshops

Literacy Strategies for Parents – December 7th



About our Workshop:

Reading and literacy are two aspects of school that children with LDs often struggle with. Finding strategies to help your children can often be daunting. Our workshop's focus will be on understanding the foundational skills of reading

(phonological awareness), and how parents can informally build these skills at home. The workshop will be interactive and discussion is a key component. So come with lots of questions about literacy and plan for an evening of learning!

About our Speaker:

Susan Slack Miller is an educator with over 24 years of experience supporting students with special needs (specifically, students with learning disabilities, intellectual disabilities, ASD.) In addition to a Master of Science degree and Specialist qualifications in Special Education, Susan taught at a Provincial Demonstration school, instructing students with profound learning disabilities and providing professional development to provincial educators. Most recently, Susan has her own company, Halton Educational Services, providing direct instruction, advocacy and professional development.

When & Where: Thursday, December 7, 7-9 PM; Community Living Guelph; \$15 or \$10 for members

Register: <https://www.eventbrite.com/e/ldawc-readability-literacy-strategies-for-parents-tickets-38880102433> or find a registration link on our homepage at www.ldawc.ca.

January's FREE Peer Support Network

About our Peer Support Network:

The LDAWC peer support network's goal is to provide an informal setting to share experiences, challenges, successes and resources. Living, learning and/or working with a LD, or supporting a family member with LD, has its ups and downs. Come learn from others.



Benefits are:

- Learning about relevant resources, supports and strategies
- Insights into what has and hasn't worked for parents and families
- Learning you and your student aren't alone through shared ideas and experiences
- Reduced stigma and stress

About our Facilitator:

Gabriele Wright is a parent member of the LDAWC Board, and has learned a few key things about LDs from the ground up. From early primary to high school, Gabriele has found that not only reading about her daughter's LD ...but talking with and learning from others was beneficial. As her family is now working on passing the (self-advocacy) torch to their daughter, it's still beneficial to share experiences and resources with others through informal peer networks.

When and Where: Wednesday, January 24, 7-8:30 PM; RLB LLP; 103 – 197 Hanlon Creek Blvd., Guelph

Register here: <https://www.eventbrite.com/e/januarys-ldawc-peer-support-network-tickets-38681591682> or at our homepage: www.ldawc.ca

Other Community Events

Guelph ADHD and Asperger's Centre

"Parents of Kids with ADHD and Asperger's/ASD Class"

5 sessions, starts Tuesday January 9th, 8 – 9:30 pm

Join with ADHD and Asperger's experts and other parents/caregivers of kids of all ages with ADHD and/or Asperger's to get your questions answered, support from people who've been there and a hopeful perspective on your child's future. We see ADHD and Asperger's as a gift and focus on managing the negative symptoms while helping to find and harness the amazing super powers of our kids (like high intelligence, creativity, kindness, and hyper-focusing).

Part workshop, part support group, these sessions have been described as "*self-care I badly needed*", "*a safe place to not feel guilty, for once!*", and "*incredibly informative*". We also offer refreshments and snacks!

For more information: <http://www.adhdinterrupted.com/support-groups--classes.html>

LDA Halton event

“Financial Solutions for Families to Support their Child”

Workshop Description: There can be many expenses associated with supporting your child who has a learning disability in order to meet their needs. In this workshop, you will learn about investing principles and different financial mechanisms offered by the government to be tax efficient. Topics covered will include: Registered Disability Savings Plans (RDSP), Disability Tax Credit, Registered Education Savings Plans (RESP), Tax Free Savings Accounts (TFSA), and Registered Retirement Savings Plan (RRSP). Particular emphasis will be on how registered savings accounts function, how to set them up, and where to invest these accounts in the financial market to get the most out of your hard earned money. **Presenters:** Benjamin Jacobs, Division Leader, and Peter Galopoulos, Regional Leader, Primerica Financial Services Ltd.

When: December 13, 6:30 – 8:30 pm

Where: LDA Halton - 560 Guelph Line, Rotary Youth Centre (Top Floor), Burlington

Register: <https://ldahalton.ca/solutions-learning-lecture-series/>

Positive Parenting Seminars at K-W Counselling *Children and Anxiety (Free)*

As parents, we expect that our children will experience fear or anxiety from time to time. Sometimes, though, childhood fears and anxieties are bigger than we expect and leave us at a loss for how to respond. This workshop will help you understand what to do when your child is experiencing fear or anxiety, and how you can help your child to develop skills for understanding and managing these.

When: Thursday, December 14, 2017; 6:30 pm – 8:30 pm

Where: Doon Pioneer Park Community Centre - 150 Pioneer Drive, Kitchener

Reading Programs offered by Halton Educational Services

Block Talk



January 20-June 16

(excluding Feb 17, Mar 10, 17, 31, May 19,
June 9)

Saturdays @ 10:00-10:45

16 classes

Building foundational communication skills!

PLUS:

Individual Pre-Assessment: January 13; Individual Post-Assessment: June 23

\$750

Book your child's pre-assessment *TODAY!*

Block Talk is an **educational program** that uses LEGO® blocks, as well as **explicit instruction** and **ongoing assessment**, to build **foundational communication skills essential for school success**. Integrated skills include **receptive language** (listening), **expressive language** (talking); **literacy & numeracy vocabulary**; **collaboration**, **creativity**, and **critical thinking skills**.

Block Talk is an inclusive program that has been developed for students with **language based learning disabilities**, **nonverbal learning disabilities**, **ASD**, **language delays**, **intellectual disabilities**, and **developmental disabilities**.

Susan Slack Miller, Director of *Halton Educational Services*, is an award-winning, **Ontario certified teacher** and **principal** with **almost 25 years of experience supporting students with special needs**.

In addition to a **Master of Science** degree and **Specialist qualifications in Special Education**, Susan was seconded to the **Ministry of Education** in the role of **Demonstration Special Education Teacher**, instructing students with **profound learning disabilities** and providing **professional development** to provincial educators. In 2016, she won an **Amethyst Award**, a provincial award that recognizes **professional excellence and outstanding commitment to public service**.

Most recently, Susan served as a **Board Director** for **The Learning Disabilities Association of Halton**, and was the **Literacy & Academics Lead** at a specialized school for students in need of **intensive remediation**.

Susan Slack Miller, MS (SpEd), OCT
Halton Educational Services
susan.haltonedservices@gmail.com
905.699.4722



January 20-June 16

(excluding February 17, March 10, 17, 31, May 19, June 9)

16 classes

Saturdays @ 11:00-12:00

PLUS:

Individual Pre-Assessment: January 13

Individual Post-Assessment: June 23

AND:

Daily activities for home practice!

\$950

Book your child's pre-assessment **TODAY!**

susan.haltonedservices@gmail.com 905.699.4722

LEARNING DISABILITIES ASSOCIATION OF ONTARIO
MEMBERSHIP RENEWAL APPLICATION FORM



Idao • Learning Disabilities
Association of Ontario

The right to learn, the power to achieve

Date _____

Name _____

Member #: _____

Chapter #: _____

Address _____

City/Province/Postal Code _____

Please check this box if you agreed to receive your copies of Communiqué by e-mail in the future

Email address: _____

(please print clearly)

Type of Yearly Membership (please check one)

Family/Individual \$50.00 Professional \$75.00

Institutional \$125.00 Student \$20.00 (ID # Required) _____

Type of Payment

Cash (only if paying in person) Cheque Money Order Visa Master Card

Card # _____ Expiry Date: _____

Name as it appears on the Credit Card: _____ Signature: _____

I would like to volunteer: at the local level at the provincial level

Benefits of Membership for all members:

- Member fee rates to all LDAO programs and services, including online workshops/courses, etc.
- Member fee rates to all chapter programs and services, where available
- 2 issues of the LDAO Newsletter Communiqué – by mail and now electronically to those who chose to receive their issues to a designated email address
- Chapter newsletters (frequency varies from chapter to chapter)

For Professional and Institutional Members only (In addition to those mentioned above)

- Professional members will receive 5 hard copies of each issue of Communiqué to use as they choose (if a member elects to receive their copy of Communiqué by email we will still send hard copies) and 5 member fee rate entitlements to any **LDAO** programs and services, including online workshops/courses, etc.
- Institutional members will receive 10 hard copies of each issue of Communiqué to use as they choose (if a member elects to receive their copy of Communiqué by email we will still send hard copies) and 10 member fee rate entitlements to any **LDAO** programs and services, including online workshops/courses, etc.

Please make all payments payable to **Learning Disabilities Association of Ontario** and forward to:

LDAO Membership Coordinator

365 Evans Avenue, Suite 202, Toronto, ON M8Z 1K2

Phone: 416-929-4311, Fax 416-929-3905