



LD Connections Newsletter

January 2017



Warm wishes for a Happy New Year!

All of us at LDAWC are excited to wish everyone a Happy New Year! We are excited to look into 2017 as we continue to raise our capacity and offer new and exciting programs and services to better support our families!

We are also very thankful to all of our funders that through their generous support we have been able to not only run our programs but expand the services that we offer. A huge thank you to United Way of Guelph Wellington Dufferin, Ontario Trillium Foundation and The Ministry of Education! Riverside Glenn, Centre Wellington Sportsplex and RLB Guelph continually offers their space for some

of these great programs, we are also thankful for this contribution allowing us to expand our services.

We have a lot happening in 2017, Reading Rocks, Peer Support Programs and some great workshops to mention a few, watch out for our emails and newsletters as well as follow us on social media to learn more!

Inside

Dyslexia and Math.....	2
Student volunteer opportunities.....	4
Guelph Storm ticket.....	5
Visual Processing- in detail.....	6
LDAWC Reading Rocks.....	10
LDAWC peer support network.....	11
Non-verbal LD's.....	12
LDAWC Winter/Spring Wksp.....	13
Useful links.....	14
Events.....	15
Membership.....	16



Dyslexia and Math

www.dyslexia.com

Children with dyslexia have difficulty using and understanding symbols and words

Especially small function words of language which do not have a meaning that can be easily pictured, or which have multiple meanings depending on concepts. They can also have difficulty with understanding concepts of time, sequence and order.

With mathematics, this leads to confusion both in understanding the symbols commonly used in problems and equations, and in making sense of word problems.

For example, if you ask a child, “how many times does 4 go into 12?” — it is possible that the only words the dyslexic child has heard that make sense are *four* and *twelve*. The other words:

How, many, times, does, go, into

are all words that potentially cause confusion and may be meaningless to that child.

If the child is asked to read that sentence on his own, he might additionally be confused by the numerals, especially 12, as there is a tendency to transpose numbers. That is, to a dyslexic, 12 may look the same as 21.



In algebra, the same problem might be written as,

$4 \times x = 12$ — with the student asked to solve for the value of x

This is an improvement, as there are not as many words to make sense of – but it is still meaningless if the child does not know the meaning of the symbols x and $=$. Additionally, there is the added confusion of the similarity of appearance between the letter x , used to represent the unknown value, and the use of the \times sign for multiplication. The problem with possible transposition of numerals in 12 also remains.

Most dyslexic children have strong visual and spatial reasoning skills

So they tend to understand math concepts that are taught through manipulative or visual strategies better, although the issues with understanding concepts of time and sequence can still be a barrier. But it would be easier for most if the teacher gave them 12 beads and asked them to divide them into 4 equal groups, and then report how many groups they had.

Because the root cause of the problem is the lack of understanding of particular words, symbols or concepts, each child has their own unique set of barriers. Each, over time, will have learned to recognize some words and symbols, or mastered some concepts, but not others — so each will have their own particularized area of difficulty.

A tutor, classroom teacher, or parent working with a child on a particular area can help simply by keeping in mind that it is often very simple misunderstandings over words and symbols that are the root of the problem. That is, often the child cannot provide an answer simply because she does not fully understand what is being asked.





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Volunteer Opportunity with our Reading Program!

Learning Disabilities Association of Wellington County is looking for dedicated volunteers to work individually with children to teach them important reading skills. Volunteers will be offered formal training and materials to run the program. This is an excellent opportunity to gain some valuable experience working with children.

8-Week Program for Children Ages 6-12

Where: 3 program locations: Centennial CVI Guelph, St. James School Guelph, Wellington County Learning Centre Arthur

When: Twice a week from 6-7pm during the weeks of February 7th, 2017 – April 13th, 2017

*No sessions the week of February 20th and March 13th

For more information and to volunteer contact:

Cheri Herdman

info@ldawc.ca or call 519-837-2050



75 United Way
Guelph Wellington
YEARS Dufferin

Generously Funded by United Way of Guelph Wellington Dufferin

GUELPH STORM TICKETS FUNDRAISER!!!!



**\$1 FROM EACH TICKET SOLD WILL BE
DONATED TO THE UNITED WAY**

February 17th @ 7:30pm vs Barrie Colts
March 12th @ 2:00pm vs London Knights

\$17.50 each- box office price is \$24.00!

**Tickets can be purchased online by visiting
www.ldawc.ca or call our office at
519-837-2050**

***We ran our annual 50/50 fundraiser at the Guelph Storm Game on January 6th
and the lucky winner this year was Nicole P of Guelph winning \$1760.50!***

***Thank you to our volunteers, especially Brad, Jen, Aaron and Jeremy for your
help this year in running our ticket sales!***

Visual Processing Disorders: In Detail

www.idonline.org

By: National Center for Learning Disabilities (NCLD)

There are lots of ways the brain processes visual information. Weaknesses in a particular kind of visual processing can often be seen in specific difficulties with practical, everyday tasks.

Below is an explanation of each of the types of visual processing. Each category also includes:

- Possible difficulties that can occur if there is a weakness in that area
- Possible strategies that may help overcome the difficulties

Be aware that weakness can occur in one or more category at the same time.

See [Visual Processing Disorders - Challenges & Strategies by Age Group](#) for an overview of visual processing disorders through the different developmental stages of life.

It is also important to note that many people without any kind of visual processing disorder experience problems with learning and behavior from time to time. However, if a person consistently displays difficulties with these tasks over time, testing for visual processing disorders by trained professionals should be considered.

Visual Discrimination

The Skill:

Using the sense of sight to notice and compare the features of different items to distinguish one item from another

Difficulties Observed

- Seeing the difference between two similar letters, shapes or objects
- Noticing the similarities and differences between certain colors, shapes and patterns



Types of Helpful Strategies:

- Clearly space words/problems on a page
- Anticipate confusions and point out examples of correct responses

Visual Figure-Ground Discrimination**The Skill:**

Discriminating a shape or printed character from its background

Difficulties Observed

- Finding a specific bit of information on a printed page full of words and numbers
- Seeing an image within a competing background

Types of Helpful Strategies:

- Practice with 'find the item' challenges, such as "Where's Waldo?"
- Use an index card or marker when reading to blot out distraction of other words
- Highlight useful information while reading

Visual Sequencing**The Skill:**

The ability to see and distinguish the order of symbols, words or images

Difficulties Observed

- Using a separate answer sheet
- Staying in the right place while reading a paragraph. Example: skipping lines, reading the same line over and over
- Reversing or misreading letters, numbers and words
- Understanding math equations

Types of Helpful Strategies:

- Combine reading with oral presentation.
- Color code written instruction

Visual Motor Processing**The Skill:**

Using feedback from the eyes to coordinate the movement of other parts of the body

Difficulties Observed

- Writing within lines or margins of a piece of paper
- Copying from a board or book
- Moving around without bumping into things
- Participating in sports that require well-timed and precise movements in space

Types of Helpful Strategies:

- Allow use of a computer
- Allow use of a tape recorder for lectures
- Substitute oral reports for written ones
- Provide a "note buddy" to check that topic notes are clear and well-organized

Visual Memory

The Skill:

There are two kinds of visual memory:

- Long-term visual memory is the ability to recall something seen some time ago
- Short-term visual memory is the ability to remember something seen very recently

Difficulties Observed

- Remembering the spelling of familiar words with irregular spelling
- Reading comprehension
- Using a calculator or keyboard with speed and accuracy
- Remembering phone numbers



Types of Helpful Strategies:

- Provide handouts that are clearly written.
- Provide oral instruction to reinforce written directions

Visual Closure

The Skill:

The ability to know what an object is when only parts of it are visible

- Recognizing a picture of a familiar object from a partial image. Example: A truck without its wheels
- Identifying a word with a letter missing
- Recognizing a face when one feature (such as the nose) is missing

Types of Helpful Strategies:

Practice with jigsaw puzzles and rebus-type games

Spatial Relationships

The Skill:

The ability to understand how objects are positioned in space in relation to oneself. This involves the understanding of distance (near or far), as well as the relationship of objects and characters described on paper or in a spoken narrative

Difficulties Observed

- Getting from one place to another
- Spacing letters and words on paper
- Judging time
- Reading maps

Types of Helpful Strategies:

- Practice estimating distance with ball games and using a tape measure
- Create maps and travel logs
- Practice social skills that focus on judging appropriate physical proximity to others





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Reading Rocks Program

Reading Rocks is a reading program offered by the Learning Disabilities Association of Wellington County in partnership with the Research Institute for Learning Differences. This program offers one-to-one tutoring to meet *your* child's reading needs. The Reading Rocks program is aimed at motivating your child while teaching them fundamental reading skills.

*****FREE 8-Week Programs for Children Ages 6-12*****
Three program locations available

Centennial CVI- Guelph, 289 College Avenue East
St. James Catholic High School- Guelph, 57 Victoria Rd. N
Wellington County Learning Centre- Arthur, 179 George St.

February 7th, 2017 – April 13th, 2017 (twice weekly 6:00pm-7:00pm)
No sessions the week of February 20th and March 13th

To register visit: www.idawc.ca

******Spaces are limited******

Please register before Friday January 20th 2017
For more information contact: info@idawc.ca



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**Are you looking to meet other parents and share
your experiences?**



When: Wednesday January 18th @ 7:00pm
Where: RLB Guelph, 197 Hanlon Creek Blvd Unit 103

If you're interested, we would like to hear from you!

info@ldawc.ca or 519-837-2050

What conditions are related to nonverbal learning disabilities?

www.understood.org

NVLD is the condition most closely associated with social skills issues. However, there are several other conditions that make it hard for kids to connect. These conditions are separate, but they can occur along with NVLD.

- **ADHD:** Kids with NVLD may first be misdiagnosed with ADHD. The two conditions have some similar symptoms, such as excessive talking, poor coordination and interrupting conversations. But ADHD isn't a learning disability. It's a brain-based condition that can make it difficult for kids to concentrate, consider consequences and control their impulses.
- **Language disorders:** These are problems with talking (expressive language disorder) and understanding (receptive language disorder) language. Kids with these conditions may have trouble understanding and using gestures, following directions and knowing how to maintain a conversation. NVLD also may resemble some symptoms of social (pragmatic) communication disorder.
- **Asperger's syndrome:** This is a developmental disorder that affects a child's ability to socialize and communicate clearly with others. It falls on the mild end of the autism spectrum. There is a lot of overlap in the symptoms of Asperger's syndrome and NVLD, and studies suggest that up to 80 percent of kids with Asperger's also have NVLD. But they are separate conditions.

Nonverbal Learning Disability	Attention-Deficit/ Hyperactivity Disorder
Difficulty with spatial relationships and perceptions; frequently bumps into objects; may have difficulty with maintaining balance in seat.	Often fidgets or squirms; difficulty remaining still or seated when sustained visual attention is required.
Slow motoric performance on non-verbal tasks with hypervigilance to details vs. big picture.	Easily distracted and impulsive; poor planning and follow-through with details.
Talkative; reliant on verbal mediation; may not be aware of manipulation or deception.	Talks excessively; impatient and often loses things; may be manipulative and deceptive.
Poor social judgment; frequent avoidance of novel situations.	Seeks out novelty with enthusiasm; risk-taking behaviors.
Comorbidity with depressive or anxious symptoms.	Comorbidity with oppositional and defiant behaviors.



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Upcoming Workshops- Winter/Spring 2017

January 18th 2017- LDAWC Peer Support Network

Join us to support and learn together around supporting families and individuals with Learning Disabilities.
RLB Guelph, 197 Hanlon Creek Blvd Guelph- 7:00-9:00pm

January 21st 2017- Tech Tools for Learning

Our presenter Janet enjoys encouraging others to reach their potential using the tech tools that they have available to them.

Second Chance Youth Resource Centre- Stone Road Mall, Guelph - 11:30am-1:00pm

February 22nd 2017- Optimal Nutrition for Healthy Brains and Bodies

Learn how nutrition supports learning and how to be a healthier version of yourself to increase brain and body function.

Fergus Sportsplex 550 Belsyde Avenue East- 10:00am- 12:00pm

March 27th 2017- You and Your School- Building Healthy Relationships

Establishing and maintaining positive relationships is a huge bonus when working with your child's school, come and learn some new skills around supporting this process!

Fergus Sportsplex 550 Belsyde Avenue East- 10:00am- 12:00pm

April 26th 2017- Success Today! Simple Interventions to Allow Children to Succeed

With so much technology available come and learn what may be the best intervention for your child, and how you can best support their success.

Community Living Guelph 8 Royal Road- 7:00pm-9:00pm

May 31st 2017- Transitions to Secondary and the IEP process

Navigating the IEP process sometimes raises questions, come and learn how this process may look different as your child enters secondary school.

Community Living Guelph 8 Royal Road- 7:00pm-9:00pm

June 14th 2017- Supporting Summer Learning through Tutoring

Schools almost out but children still need some support over those summer months, come and learn how to support your child and keep them engaged during those summer months.

Fergus Sportsplex 550 Belsyde Avenue East- 10:00am- 12:00pm

Useful Links

Canadian ADHD Resource Alliance

<http://www.caddra.ca/>

People for Education

<http://www.peopleforeducation.ca/profile/child-advocacy-project-cap/>

LDA Ontario

<http://www.ldao.ca>

Special Needs Ontario Window (SNOW)

www.snow.idrc.ocad.ca

Totally ADD

<http://totallyadd.com/>

The We All Learn Differently Organization

www.thewald.org

Learning Potentials

www.learningpotentials.com

Family Anatomy

www.familyanatomy.com

Contact us

Telephone: 519-837-2050

Mailing address: 233, 17A -218 Silvercreek Parkway N. Guelph N1H 8E8

Email address: info@ldawc.ca

Website: www.ldawc.ca

Don't forget to like us on facebook for the chance to learn about information and events happening in your communities!

www.facebook.com/LDAWellingtonCounty



You can also find us on Twitter!

@lda_wellington





Events

SkateABLE Skate-a-thon

Join SkateABLE for their 2017 Skate-A-Thon! Activities include skating, raffles, face painting, food, guest appearances, and lots of fun for all ages!

Proceeds from this event benefit children with physical and developmental disabilities fulfilling their dream of learning to skate through the SkateABLE program.

When: Saturday, February 25th (Register by January 14th)

Time: 6:15-8:15pm

Location: SportsWolrd Arena, Kitchener

Parent Tool Kit Workshop: Understanding Learning Disabilities-The Waterfall Chart

The focus of this Parent tool kit lecture is the "Understanding Learning Disabilities- How Processing Affects Learning" Waterfall chart, an amazing resource developed by the York Region District School Board. This waterfall chart is designed to be used for starting points to think, plan, and support programming in response to a student's assessed areas of strength and/or need.

All participants will receive a D-ring binder with a clear front for their child's picture, which will help parents keep their child's education resources organized in one location. This binder is to be brought to all school related meetings, and is a valuable resource that will have all of the necessary documents at parents' finger tips. In addition, the binder can be used at home for school planning purposes.

When: January 18th, 2017

Time: 6:30pm-8:30pm

Cost: Free

Location: Milton Seniors Activity Centre

How: www.ldahalton.ca

LDAWC Peer Support Network

Come and join us as we learn and grow together. We will discuss common interests and support each other along our individual journeys.

When: January 18th @ 7:00pm

Where: RLB Guelph, 197 Hanlon Creek Blvd

Cost: FREE

How: Call 519-837-2050 or email info@ldawc.ca



LEARNING DISABILITIES ASSOCIATION OF ONTARIO
MEMBERSHIP APPLICATION FORM



Mr. Mrs. Miss Dr.

New Membership

Name: _____

Address: _____

City: _____ Province: _____ Postal Code: _____

Home Phone: _____ Business Phone: _____

Chapter Affiliation: _____

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

E-mail address: _____

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 (payable to LDAO) Money Order Visa Master Card
Card # _____ Expiry Date: _____

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

Benefits of Membership for all Members:

- Discount to LDA Programs and services
- Communiqué (Provincial) newsletter – 2 times per year (5 copies each printing of Communiqué for Professional and 10 each for Institutional members)
- National newsletter – 1 time per year (5 copies each printing of National for Professional and 10 each for Institutional members)



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- Chapter newsletters (frequency varies from Chapter to Chapter)

Please make all payments payable to LDAO and forward to:
LDAO Membership Coordinator
365 Bloor Street East, Box 39 Ste. 1004, Toronto, ON M4W 3L4
Phone: 416-929-4311, ext 21 Fax 416-929-3905
Website: www.LDAO.ca



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