



LD Connections Newsletter

February 2016



Happy Family Day!

All of us at Learning Disabilities Association of Wellington County would like to wish you and your family a wonderful holiday spent with loved ones.

Family Day is observed in the Canadian provinces of Alberta, Ontario and Saskatchewan on the third Monday of February. In British Columbia, Family Day falls on the second Monday of February. This holiday celebrates the importance of families and family life to people and their communities. This year in Ontario Family day will be celebrated on Monday February 15th

There are a variety of events happening in your community to celebrate Family day, please visit these links for more information on their events!

Guelph Civic Museum www.guelphmuseums.ca

Wellington County Museum www.wellington.ca

Kitchener-Waterloo Art Gallery www.kwaq.ca

Hespler Library www.regionofwaterloo.ca

McDougall Cottage www.regionofwaterloo.ca



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How to become a successful adult with ADHD

Visit this link for the full article:

<http://www.ldao.ca/introduction-to-ldsadhd/articles/about-issues-specific-to-adults-with-lds/how-to-become-a-successful-adult-with-ld/>

What is Success? Success is not easy to define. It means different things to different people. In addition, it may mean something different at different times in a person's life. However, although views of success may differ, there appear to be a number of things that most people include when they think of success. These include good friends, positive family relations, being loved, self-approval, job satisfaction, physical and mental health, financial comfort, spiritual contentment, and an overall sense of meaning in one's life. Of course, different individuals may place lesser or greater emphasis on these various components of success



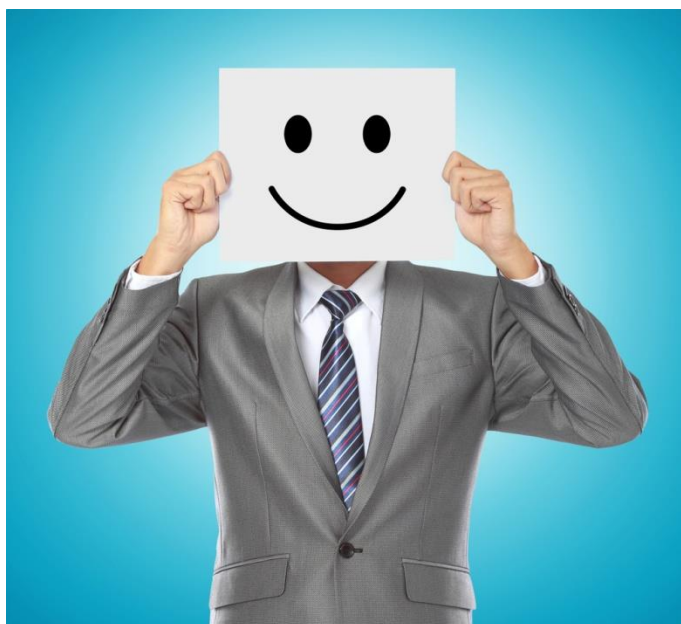
How Do Children With Learning Disabilities Become Successful Adults? Children with learning disabilities grow up to be adults with learning disabilities. That is, many of the difficulties experienced in childhood continue into and through adulthood. Nevertheless, some individuals with learning disabilities follow a life path that leads them

to success, becoming productive members of society and living satisfying and rewarding lives. Others find little more than continued "failure," and are barely able to "keep their heads above water" emotionally, socially, or financially. Why, despite similar backgrounds and learning problems, does one individual end up with a rewarding career, long-term friendships, and financial stability, yet another, a life of loneliness, isolation, and financial stress? Learning disabilities research has provided some answers to this question.

Our research at the Frostig Center, (1) as well as several major studies by others, (2) has focused on identifying which factors contribute to success for individuals with learning disabilities. Results from these projects point to the importance of a set of personal characteristics, attitudes, and behaviors that can help lead persons with learning disabilities to successful life outcomes. By tracing the lives of individuals with learning disabilities throughout the lifespan, these studies have revealed a number of "success attributes" that guide an individual to either positive or negative adult outcomes.

What are the Success Attributes? Our 20-year study, in particular, highlighted the importance of six success attributes for individuals with learning disabilities. These success attributes included: self-awareness, proactivity, perseverance, goal-setting, the presence and use of effective support systems, and emotional coping strategies. It is important to emphasize that not every successful individual possesses each of these attributes, and some attributes may be present to a greater or lesser degree. Similarly, persons who might be considered "unsuccessful" may nevertheless possess some of the success attributes, again, to a lesser or greater degree. What it does mean is that successful persons with learning disabilities are much more likely to have these characteristics than unsuccessful individuals. It is our hope that, by helping parents understand these success attributes, they will be better prepared to work with and guide their children toward satisfying and rewarding lives. It is also important to keep in mind

that having these attributes does not guarantee success. Rather, it increases the chances of achieving a fulfilling and successful life. It is interesting to note that our research indicates that these characteristics may have a greater influence on success than even such factors as academic achievement, gender, socio-economic status, ethnicity, and even intelligence quotient (IQ).(3)



Perseverance Many persons with learning disabilities show great perseverance and keep pursuing their chosen path despite difficulties. They often describe themselves in such terms as “I am not a quitter,” and “I never give up.” However, successful individuals demonstrate an additional important ability — knowing when to quit. Although they rarely give up on a general goal, depending on the situation, they may change the way they go about achieving it, thereby improving their chances for success. In other words, after repeated failure, these individuals are able to see and pursue alternative strategies for reaching their goal, or know when the goal itself might have to be modified. Often they try several strategies until they find one that works. One successful adult states, “Once I have a failure, I can’t just dwell on that failure and restrict myself for the rest of my life. I’ll

do something else.” In contrast, unsuccessful individuals are typically not flexible and often appear to “beat their heads against the wall,” failing to recognize when it is time to reevaluate their strategies, or the goal itself.

Successful persons with learning disabilities appear to learn from their hardships making statements such as “I have failed many times, but I am not a failure. I have learned to succeed from my failures.” In addition, successful people seem to agree that difficult situations are necessary for learning. In comparison, unsuccessful individuals with learning disabilities are often overwhelmed by adversity, back away from challenges, and give up much more easily and quickly than successful peers.

PERSEVERANCE

Visit this link for the full article:

<http://www.ldao.ca/introduction-to-ldsadhd/articles/about-issues-specific-to-adults-with-lds/how-to-become-a-successful-adult-with-ld/>

Ontario student's human rights win could influence other Canadian universities

Janie Ginsberg

Daily Brew

January 26, 2016

<https://ca.news.yahoo.com/blogs/dailybrew/ontario-students-human-rights-win-could-influence-201809099.html>

A two-year battle with York University led to a precedent-setting outcome for student Navi Dhanota after she fought a school policy that required students seeking academic accommodations to reveal their illness or disability to staff.

Dhanota first tried to get accommodations during her undergraduate studies. She needed to write her exams in a smaller room but was told she needed a psychiatric diagnosis to do so.



The process was overwhelming. One psychiatrist told her she could have six different mental illnesses, and after facing the same problem while trying to get academic accommodations during post-graduate studies at York, she decided to fight for change.

After filing a human rights complaint against the Toronto University, Dhanota's efforts have forced the school to rewrite its guidelines for accessing accommodation, which could influence other universities across Canada.

"I think it will certainly change how universities determine accommodations for students," said Cathy Rose, accessibility services co-ordinator at the University of Prince Edward Island.



The Charlottetown University reviewed its own accommodations policy in 2014 after receiving a document from the New Brunswick Human Rights Commission. The document said that although students have an obligation to inform their post-secondary institution of the need for accommodation, they are in fact entitled to privacy and should not be required to disclose their specific disability.

Rose said it had been seven years since the policy was revised, and before being approved by the school's senate in March 2015, it reviewed a number of university policies in Atlantic Canada and throughout the country.

Inga Mychasiw, director of student support services for the University of Winnipeg, said the school does require disclosure of the type of disability and it wouldn't make changes to its policy without careful consideration and consultation with stakeholders.

"However, the Ontario ruling may prompt us to look at it in the future," she said. "But we have no immediate plans to change it."

The right circumstances

The creation of these policies wasn't motivated by any negative sentiment, said James Conway, a sessional instructor for the faculty of medicine at the University of Calgary who teaches about disability and the law. "It was more just bureaucratic inertia, when you're applying for something like academic accommodation; naturally the academic institution requires some verification to back up your request."

It's a struggle to find balance.

"I think students and administrative bodies have been making due with what they have to offer," said Lucy Costa with the Empowerment Council, an advocacy group that works with clients of the Centre for Addiction and Mental Health in Toronto.

But making due has harmful effects, as Costa explains. As a student she faced the same hardships that students like Dhanota have been dealing with.

"I've always felt very conflicted about going to the accommodations office because I didn't want to get into personal discussions. I just wanted the ability to study and learn and do well, which I know I can do given the right circumstances," Costa said. What it comes down to is stigma, which Conway said is probably the real concern.

"Because we know that there's a stigma attached to any kind of mental disability."

The system is flawed, and the truth is, teachers just want their students to learn.



"I think that the policy of having to disclose is unfair, because it could push many people who have great potential into hiding. It's counterproductive for everyone," said Svetlana Shklarov, a sessional instructor who teaches disability studies at the University of Calgary.

"I don't think it's important for me personally to know the exact situation of the student ... because what's important to me is that the students learn the material."

Instructor Conway concurs.

"I've had a number of situations where some of my students have disabilities and they request accommodation. From the point of view of an instructor, I don't need to know what their diagnosis is. I just need to know what they need in terms of accommodation to be successful in the course," he said.

From a legal point of view, if a student in a similar situation as Dhanota wants to make a human rights complaint, they have a lot of evidence to back them up.

Dyslexia Mapping

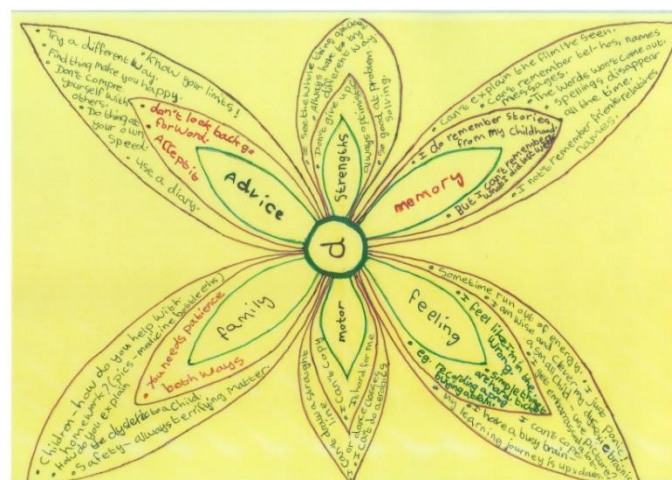
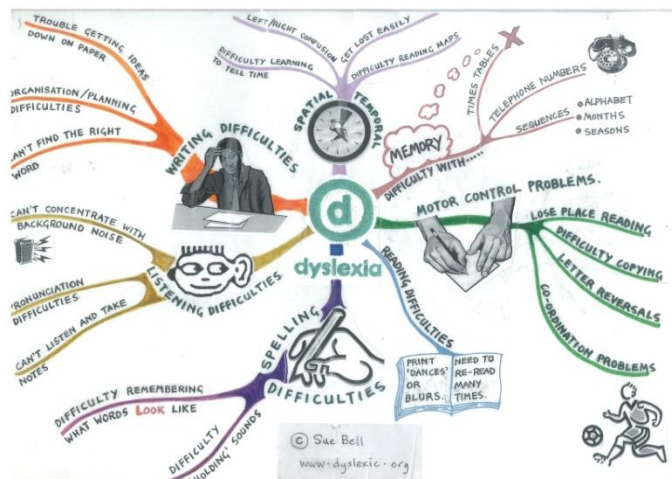
For more information and the full article visit
www.dyslexic.org

The process of creating maps was a powerful way of coming to terms with years of struggle.

Distilling their experiences down onto one A3 sheet of paper helped people to accept their dyslexia and move on to create more positive versions of themselves. Although there are many overlapping themes within the maps, each map is different from the others.

This shows us that each dyslexic person has a unique set of experiences.

- ✓ Use these maps to inspire and create your own map.
 - All you need is a large piece of paper, pencils and coloured pens.
 - Create your map over time - new things will come to you this way.
- ✓ If you find it difficult to know where to start, use Map 1 to help you create branches based on the different areas.
- ✓ Don't just focus on the negative.



Guelph Storm Ticket Fundraiser



We would like to thank everyone who has helped our fundraiser be such a success for our agency this year!

THANK YOU, THANK YOU, THANK YOU!!!!!!!!!!!!!!

Due to the ongoing sales of tickets we will be able to conduct our 50/50 draw at the February 12th Storm game! This has proven to be a great fundraiser for our programs and services, if you're at the game drop by and say hello!



We have been given the opportunity to sell one more block of tickets to finish off our fundraiser!

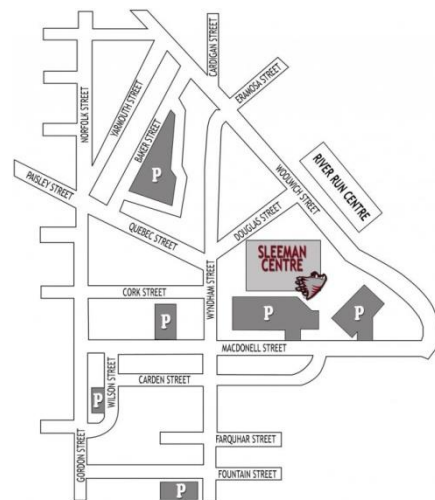
Tickets are \$17.50 each and \$1 from each ticket will be donated to the United Way.

Game dates are as follows:

LIMITED TICKETS LEFT

February 19th @ 7:30pm

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



Useful Links

Canadian ADHD Resource Alliance

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

People for Education

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

Putting a Canadian Face on Learning Disabilities

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

Special Needs Ontario Window (SNOW)

<http://www.pacfold.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

LDAWC 24 hour answering machine: 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



Events

Upcoming Peer Support Network

Are you interested in connecting with other families and sharing your story while learning and growing together?

At LDAWC we are in the process of developing a program for families, if this is a program that you would like to be a part of please contact us!

info@ldawc.ca or call 416-837-2050



It's so much work to be your friend: Helping the child with LD's find social success-Burlington

Rick Lavoie is the author of the book *"It's So Much Work to Be Your Friend: Helping the Child with Learning Disabilities Find Social Success"* (Touchstone/ Simon and Schuster, 2005). The book addresses the direct link between learning disabilities and social skills issues that many children face. Rick provides specific strategies for parents, teachers and caregivers about how to assist the child in making and keeping friends. The Library Journal praised the book as "a breakthrough."

Date: Saturday May 6th 1:00pm-5:00pm

Time: 1:00-5:00pm

Location: 50 Fairwood Pl West

Cost: \$100 non member \$80 LDA member

To Register: visit www.ldahalton.ca

Dreaming of Summer—Guelph

Thinking about a summer camp for your child? Want to learn about what camp would be the right fit for your child? Are there supports and funding that you can access to make your child's experience a success?

In this parent workshop you will learn about:

- How to find inclusive and specialized camps in your community
- How to access 1:1 supports such as volunteers or trained workers
- Funding for camp fees and specialized supports
- How to share information about your child to promote their success

This workshop will be provided by a Recreation Therapist from KidsAbility and the Supporting Kids in Camp Coordinator from Canadian Mental Health Association

Date: February 25th 2016

Time: 6:00-8:00 pm

Location: KidsAbility, Guelph Site, 21 Imperial Road S

For: Families with children with special needs

Cost: Free

To Register: 1-888-372-2259 x1570 or email waterlootwo@kidsability.ca

Deadline: one week prior to session



Join our membership

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