



Idawc • Learning Disabilities Association of Wellington County

The right to learn, the power to achieve

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Articles – LDs and ADHD



Tips for Self-Advocacy in the Workplace

By: Dale S. Brown

Here are some tips for obtaining the help that you need to get the job done. Many people with learning disabilities find it challenging to get accommodation and this article is designed to help you succeed in your request.

Setting the Stage

1. Be productive

Bosses and co-workers are more likely to accede to accommodation requests from people who are perceived as high performers than from those who are not considered essential to the organizational mission. Of course, being productive is hard without reasonable accommodation! You can end up in a Catch 22 situation. But do your personal best at all times.

2. Market your work to your bosses and co-workers

You need to be perceived as productive. This often is different from your actual productivity. Each organization has its own signals that show you are a hard worker. Common expectations include wearing clean, well-fitted clothes; arriving at work on time; staying at your desk; keeping connected to the office through e-mail if you are working at home; and keeping conversations with co-workers related to the job. Marketing your work to your supervisors may mean asking their advice, keeping them posted, writing memoranda, and representing yourself well with internal reports. For sales jobs, talk up your successful sales. Of course, you should not carry this too far and risk being considered a braggart.

3. Be helpful

When you are asked to do something, see it as an opportunity to serve. The more people who feel supported by you, the more likely they are to give you the support you need when you ask.

Determining the Accommodation You Need

4. Know your legal rights as a person with a disability

Study the Human Rights Code – (<http://www.ldao.ca/ldao-services/public-policy-advocacy/human-rights-information/>). However, as you research your rights, remember that the best accommodations are those that are won without resorting to complaints and lawsuits. However, knowing that the law is on your side will give you tremendous confidence. If you are in a unionized workplace, meet your union rep or other union officials before you need them to represent you. In order to receive accommodation as your legal right, you must disclose your disability.

To read more about disclosure for workers with learning disabilities, go to:

- Dyslexia: Point of Pride or Flaw to Hide - <http://www.ldonline.org/article/20183>
- The Why, When, What, and How of Disclosure in an Academic Setting, After High School - <http://www.ldonline.org/article/20774>

5. Study yourself doing your job

Determine where you need accommodation. As part of that survey, see if there are things that can be done on your own. Consider:

- Your work space. Can you find everything you need? Does it support your productivity? How well does your computer or other machinery help you do the job?
- How you communicate with others. Does your supervisor insist on writing you e-mails rather than talking to you? Are you familiar with your voice mail system and can you use it

to send messages to groups? What is the procedure for handing off your assignments to co-workers and turning them in for production? Does the system work for you? How do you give and get instructions?

- The tasks themselves. Are there some tasks which are not that important to your job but are challenging to you because of your dyslexia? Many employees have successfully received help with reading through the use of clerical aid, text-to-speech software, and other technical solutions. In other cases, tasks have been assigned to other employees. For example, in one team, members took turns filling in the forms of a talented salesperson who is unable to complete them.

6. Research the range of accommodation options and choose one

Information on accommodations is available through learning disabilities organizations. The Job Accommodations Network (JAN – US based) has qualified people able to help you find the best accommodation solutions. Call them at 1-800-526-7234 and be ready with a clear definition of your problem before you pick up the phone. Also, review the article Job Accommodations for People with Learning Disabilities (<http://www.idonline.org/article/9942>) for examples of job accommodations and solutions.

Making Your Request

7. Consider a productivity or quality argument

If you do not wish to disclose your disability or prefer to stay away from legal discussions, productivity and quality improvement are good reasons for the employer to meet your disability-related needs. Explain what you want in positive terms. Here are some examples:

- If you let me work more flexible hours, I could work in the evening when I do my best work and complete more jobs.
- I need Mary to proof my work before you see it. That way we can both pay more attention to the content and not worry about the way it's typed.
- On important matters, I'll probably write you an e-mail and ask you to read it to be sure I understand. That way we'll both have something to refer to and not have to rely on our memories.

8. Tell them about your disability and ask them for what you need to work around it

If you decide to ask for accommodation on the basis of disability, first talk to your supervisor. If you believe your supervisor may not be supportive and you work for a large company, visit your human resources department. If you work within a self-managed work team, your accommodation might

be an issue for consideration by the entire team. In that case, talk to the team leader or bring it up at a team meeting.

Although you do not need to submit medical documentation of your disability at the time you first make your accommodation request, you should have this documentation available to you. Your employer can demand proof of your disability prior to providing an accommodation.

Have a clear description of your disability, the accommodation(s) needed, and the modifications needed in the work environment to ensure that you meet with success in approaching your job tasks. The Human Rights Act allows employers to legally turn down accommodation requests if they can prove they constitute "an undue hardship." For this reason, propose the least costly and time-consuming accommodations that will enable you to do your job well.

9. Follow up with a written request

Make the request brief; include relevant information about your disability and the need for accommodation. Explain how it will help you meet your employer's goals. Of course, should that fail, the next step is a written complaint under the Human Rights Act.

Following Up

10. Assess the results of your request

If you are able to obtain reasonable accommodation, be sure to use it well. Be productive and helpful to your co-workers and your supervisors. Make them glad that they granted the accommodation to you. This will make it easier for the next person seeking accommodations. Thank those who supported you. If the accommodation does not help restart the process at step 5.

Source: http://www.ldonline.org/article/Tips_for_Self-Advocacy_in_the_Workplace

Beyond Social Skills: Understanding and Supporting Social Competence in Students with LDs

What is Social Competence?

Social competence requires more than just social skills; it is a complex and interconnected set of skills that enables us to navigate social interactions and initiate and maintain relationships with others (Stichter et al, 2012).

Social competence reflects three areas of functioning, including:

1. **Cognitive:** understanding social rules, being able to understand another's perspective, and taking in, remembering and expressing ideas to others.

2. **Emotional:** being able to manage emotions, matching 'energy' or level of emotion to the social situation.
3. **Behavioural:** using social skills effectively and age-appropriately, such as taking turns, making eye contact, sustaining a conversation, negotiating conflict.

Why Do We Need Social Competence?

Why is it important to develop good social competence? Social competence is a protective factor in good mental health (Alduncin et al, 2014). It helps us to develop strong social supports and to work effectively with others. More and more, we live in a complex and connected world, and the ways in which we connect are increasingly fast paced and fragmented. The challenges of social media, living away from extended relatives and familiar communities, having to form new social supports, and having to work with groups of people, all add to the need for high levels of social competence. We know that individuals who struggle with social competence are more likely to experience difficulties in forming lasting and supportive relationships, or may have poorer outcomes in mental health and wellbeing as adults. Individuals with better social competence achieve better career success (Amdurer et al, 2014).

Learning Disabilities and Social Competence

75% of children with learning disabilities (LDs) struggle with social competence (Kavale & Forness, 1996; Milligan et al, 2015). Thinking about the impact of LDs, this makes sense. For example, individuals whose LDs reflect language processing difficulties might have trouble interpreting sarcasm. "Reading" body language is harder if one has difficulties making sense of what you see (visual-perceptual processing). Difficulties with memory, attention or processing speed can make it harder to track a group conversation or to participate in a social group. Lastly, difficulties with executive functioning, such as controlling impulses or being flexible and shifting ideas, can also impede social relationships.

What might this look like? Each student's social competence abilities may differ. Some students may interrupt others, monologue (not allowing others to talk), or may be too silly. Others may have trouble letting go of an idea, can't compromise, or may be seen as too bossy. Some students have trouble taking social risks and initiating conversation, and may prefer to stay on the edge of social interactions.



What is the Impact for Students with LDs?

Students with LDs often develop social competence at a slower rate than their peers, and the problem compounds over time. It can be harder to make or keep friends, and these students may not have the same opportunities at an early age to learn how to negotiate having a fight with a best friend or figuring out how to apologize for a social misstep. By adolescence, navigating social relationships are even more complex. Students with LDs are at greater risk for bullying and peer victimization (Mishna, 2003), social rejection (Bryan, Burstein and Ergul, 2004), and loneliness (Valas, 1999). They may stop trying to engage with others and may avoid social situations or may focus on computer games as a way to interact. This can lead to a 'vicious cycle' in which these children miss out on opportunities to learn and develop more effective social competence, thus further isolating them and having an adverse impact on self-esteem (Sideris, 2007).

What Can Help?

We know that students with LDs need more time, more direct teaching, and supported opportunities to practice social competence skills in a safe environment. Ross Greene writes that 'kids do well if they can' and we need to understand the lagging social competence skills that might be getting in the way of effective interpersonal relationships. The first step is to figure out what might be underlying the student's particular social struggles. Is it a problem in self-regulation? Is it an information processing problem? Is it anxiety and a reluctance to initiate a social conversation? Or a combination of all of these factors?



Tip Sheet for Educators: Social Competence

Many students with learning disabilities (LDs) experience social difficulties in addition to academic challenges. Social competence plays an important role in developing and maintaining relationships, and fostering well-being and mental health across the lifespan. We know students with LDs need more time, more direct teaching, and supported opportunities to practice social competence skills in a safe environment. Consider the following strategies:

Narrating:

Some students do not know how to interpret a social situation or may not know what to do or say. It can be helpful to tactfully pull the student aside to interpret the situation and provide coaching in the moment.

Elementary example:

"Aaron looks like he is angry. His arms are crossed and his forehead is scrunched. Maybe he wants to be left alone."

Secondary example:

"Susan was being sarcastic when she said she loves doing homework for four hours."

Conversation skills:

Directly teach the student how to share information in a conversation and practice following up a statement with a related question.

Elementary example:

"I played Minecraft last night. Do you also play Minecraft?"

Secondary example:

"I watched the new Star Wars movie last night. Have you seen it yet?"

For more information, check out the LD@school learning module,
Supporting the Well-Being and Mental Health of Students with Learning Disabilities.

int-gra

LD
@school

Please click here to access the document Tip Sheet for Educators: Social Competence, which includes simple strategies for educators to consider: https://www.ldatschool.ca/wp-content/uploads/2018/02/Handout_SocialCompetencePDF.pdf

For more information about social competence for children and youth with learning disabilities, please contact Dr. Marjory Phillips at the University of Waterloo (Marjory.Phillips@UWaterloo.ca).

Click here to learn more about the Community Education & Engagement Program at the Integra Program at the Child Development Institute: <https://www.childdevelop.ca/programs/integra-program/workshops-and-training>

Source: <https://www.ldatschool.ca/mentalhealthsocialcompetence/>

Supporting Reading Skills at Home: Preschool to Grade 6



Reading is not an innate or natural process; everyone must learn to read, starting from the basics. Children with learning disabilities (LDs) may progress at a slower rate than other children, but, with the right supports, **they can become competent and confident readers.**

Parents play a significant role in supporting children’s reading development, from a very young age, all the way through the elementary school years.

Ages 2 to 4 (Preschool)

Oral Language Development

Before children can learn to read, they must develop their oral language skills – in other words, **speaking and listening**. There are many things that parents can do to help their children develop these skills – such as singing songs, naming objects, or playing word games – and many parents do these things without even thinking about it.

The suggestions below are just three among many strategies to support your child’s oral language, as a foundation for reading.

What can you do?

- Speak naturally to your child, using **clear, simple sentences** that they can understand. By speaking properly, you provide a good language model for your child to copy and learn from.
- When your child speaks, give them your full attention and encourage their efforts by responding to what they said. If they used any “baby language” or made any mistakes, don’t correct them; rather **respond by reformulating what they said** into proper language.
- **Ask your child questions.** Ask them to name things, to help expand their vocabulary. Ask them questions about something they told you. Ask them questions that require a choice. By asking questions, you encourage them to respond and develop their oral language, and

at the same time, you get a glimpse into what they know or don't yet know. (American Speech-Language-Hearing Association, n.d.)

The Building Blocks of Reading

According to Reading Rockets (n.d.a), how easily children learn to read in grade one is strongly related to what they know before entering school. They list the following three factors as the main predictors of reading success:

- General knowledge about print, such as:
 - how to hold a book
 - how to turn the pages
 - where to look on the page
- Ability to recognize and name the letters of the alphabet
- Awareness of different sounds within words

What can you do?

To help your child develop these skills, the **single most important thing you can do is to read aloud with your child** (Adams, 1990). By doing so, you will provide your child with a model of what reading looks like and sounds like. Not to mention that this can be an enjoyable and calming activity before bedtime.

Aside from reading aloud, here are some other tips to support your child's pre-reading skills (Fitzer & Hale, 2015):

- Teach **letter shapes and sounds** in a fun and playful way. Start with the first letter of their name to make it meaningful to them.
- Play **word games**. For example, name as many things as you can that start with the /b/ sound. Or, think of a word that rhymes with "cat".
- Recite familiar nursery **rhymes** and sing familiar songs.

If Your Child is Struggling

It can be very difficult for parents to know whether their children are progressing "normally" with these pre-reading skills. Reading Rockets has developed a screener tool for parents to use with their 4-year-olds, in order to get a sense of whether they are on track. Click here to access the Reading Rockets *Ready to Read Screening Tool* for 4-year-olds here:

<http://www.readingrockets.org/article/get-ready-read-screening-tool>

TVO Parents also provides a Storytime Checklist to help parents make observations about their children's behaviour while they listen to stories read aloud. Click to access the Storytime Checklist here: <http://tvoparents.backend.tv.org/article/reading-your-preschooler-storytime-checklist>.

If your child is struggling, continue to reinforce their oral language and pre-reading skills by following the tips above, but also speak to your pediatrician about your observations. Early identification of challenges can be a crucial piece to successful intervention.

Ages 4 to 9 (Kindergarten to Grade 3)



From ABCs to “I Can Read”

It is during these school years that most children will:

- learn the mechanics of reading
- develop reading comprehension skills
- develop the ability to make inferences and connect what they read to their own experiences

What can you do?

The Ontario Ministry of Education developed a guide for parents in 2007, called *Helping your Child with Reading and Writing*. In this guide, they present the following tips:

- Talk With Your Child
- Make Reading and Writing Fun
- Read Every Day
- Talk About Books
- Listen to Your Child Read
- Set an Example for Your Child

For further descriptions of each tip, access a copy of the resource *Helping your Child with Reading and Writing: A Guide for Parents* here -

<https://www.wecdsb.on.ca/pdf/parentscommunity/parentGuideLit.pdf>

This guide was updated in 2014. The new version reframes the tips above, and includes links to interactive online resources that children can use to practice their reading skills -

<http://www.edu.gov.on.ca/eng/literacynumeracy/parentGuideLitEn.pdf>

If Your Child is Struggling

Understand the Problem

Because so many literacy skills are taught between kindergarten and grade 3, this is often the time when reading challenges become apparent. Here are some **clues to look for** if you suspect your child may be falling behind compared to their peers (Reading Rockets, n.d.b.):

- difficulty rhyming
- difficulty hearing individual sounds
- difficulty following directions
- difficulty re-telling a story
- difficulty sounding out most words
- avoiding reading aloud

If your concerns persist, record your observations, and compare your observations with your child's teacher. Ask them what they have noticed, whether they have any concerns, and what strategies they are using with your child. **Try reinforcing those strategies at home** by using them while reading with your child.

Check out these websites for further suggestions about understanding your child's area of difficulty and strategies to support them.

Reading Rockets resource *Target the Problem* -

[http://www.readingrockets.org/pdfs/Target the Problem.pdf](http://www.readingrockets.org/pdfs/Target_the_Problem.pdf)

TVO Parents article *Is Your Child Reading at the Right Level?* -

<http://tvoparents.backend.tv.org/article/your-child-reading-right-level>

It is important to note, however, that learning disabilities (LDs) are complex, and while parents and teachers often see the difficulties that result from the LDs, they may not be able to identify the area of processing that causes the problem. It is critical to **obtain a psychoeducational assessment** from a trained psychologist if you suspect your child is truly struggling. For more information, view the video *An Introduction to the Psychoeducational Assessment*:

https://www.youtube.com/watch?time_continue=2&v=mKDX5FQSQtE

Resources for Parents

Below are some resources that parents can use at home to support their children who struggle with reading.

Books:

We tend to enjoy activities that we are good at. For children with reading difficulties, it is important to make sure that reading remains enjoyable despite the struggles. The TVO Parents Book Club has compiled a list of books for reluctant readers, which should pique the interest of ‘picky readers’, and a list of **books for readers with special needs**, which portray realistic characters with disabilities and help children who struggle relate better to the texts that they read.

Books that Hook Reluctant Readers - <http://tvoparents.backend.tv.org/article/tvoparents-book-club-books-hook-reluctant-readers>

Books for Special People - <http://tvoparents.backend.tv.org/article/tvoparents-book-club-special-books-special-people>

Dolch Sight Words:

To read effectively, many different skills must be activated simultaneously. One skill that can help readers become faster and more fluent is the ability to quickly identify common words. Many websites offer lists of *Dolch sight words*, over 200 high-frequency words, for different grade levels. Turn these lists into cue cards, and practice them with your child every day. **Remember to make it fun, only practice for short intervals of time, and congratulate them when they are successful.**

Sight Words websites - <http://www.sightwords.com/sight-words/dolch/>

Dolch Word website, which offers interactive games - <http://www.dolchword.net/>

Ages 9 to 12 (Grades 4-6)

Reading to Learn

It is during these school years that most children become fluent readers and learn to interpret effectively the information they have read. At this stage, **reading becomes a tool for learning about other subjects**. The EQAO standardized reading test administered in Grade 6 scores students on their ability to (EQAO, 2016):

- make accurate predictions, inferences and interpretations about the ideas, people and events in reading materials
- draw clear and insightful conclusions about the situations and problems in what they read
- support their opinions with relevant and specific details from reading materials
- connect their interpretations to their background knowledge and personal experiences

What can you do?

The guide *Helping your Child with Reading and Writing* presents the following tips for parents of children in grades 4 to 6:

1. Help Your Child Understand What He or She Reads
2. Talk With Your Child
3. Make Reading Enjoyable
4. Encourage Your Child to Write
5. Bring Literacy to Life Through the Arts
6. Be a Positive Role Model
7. Bring “Critical Literacy” Into Your Home

For further descriptions of each tip, access a copy of the resource *Helping your Child with Reading and Writing: A Guide for Parents* -

<https://www.wecdsb.on.ca/pdf/parentscommunity/parentGuideLit.pdf>

If Your Child is Struggling



If your child is struggling with reading at this stage, continue to use all of the strategies outlined in this article. Also make a strong effort to **collaborate with the school team**, which may include the classroom teacher, the principal, a resource teacher, a speech-language pathologist, and other para-professionals. Ask questions to understand what support they are offering your child and what you can do at home to reinforce what is being done at school.

SQ3R

One tool that can be used to support the development of reading comprehension skills is the SQ3R mnemonic (Survey, Question, Read, Recite, Review). This mnemonic helps to structure and guide the reading process in order to develop effective reading skills for comprehension.

Click below to open a PDF description of the SQ3R mnemonic from the LD@school website:

https://www.ldatschool.ca/wp-content/uploads/2015/07/Supplements_SQ3R_access.pdf

At the **Survey** stage, the reader looks at the pages they are about to read in order to get clues about the story or text. By quickly scanning the title, sub-headings, pictures, charts, and bolded words, they will activate whatever prior knowledge they have about the topic, which will help prepare them to understand the text.

At the **Question** stage, the reader formulates some questions about the passage they will read. Try asking a question using each of the WH question words (who, what, where, when, why, how). This prepares them to look out for the answers while they read, which should help them grasp the main ideas of the text.

At the **Read** stage, the reader breaks the passage into smaller chunks (paragraphs, chapters, or sections), and actively reads the first one, looking for answers to their questions as well as other important information.

At the **Recite** stage, the reader explains the section they have read in their own words and mentions any questions that have been answered and any other important information. This stage acts as a self-check to ensure that they are reading actively and understanding the key points.

At the **Review** stage, the reader checks that their Recite explanation was accurate and complete. Then, they may continue reading the next section of text and repeat the 3R stages until the entire text has been read.

Source: <https://www.ldathome.ca/2017/10/supporting-reading-skills/>

Upcoming LDAWC Events & Workshops

Navigating the Workplace with an LD or ADHD

March 26, 2018



About our Workshop:

The workplace can be a difficult place to navigate. If you have a learning disability or ADHD, it's likely much harder. You likely have a unique set of strengths and skills, and require the right environment to thrive. Perhaps you're wondering about workplace issues like when or if to disclose my LD or ADHD, or what's the best way to ask for accommodations? Workplace relationships can also be difficult, so is there a way to approach these more easily?

If any of these issues resonate with you and you'd like to learn more and chat with other adults about these issues, please join our workshop host Barbara Lustgarten-Evoy, who will be leading an informal, interactive discussion about these and other topics.

About our Speaker:

Barbara Lustgarten-Evoy is a dynamic individual who seeks to empower and inspire others. Through her company "With Barbara", she hosts TV and radio shows, and delivers workshops on a wide range of topics – from educational topics like homework and self-esteem for girls to resiliency for all. Barbara also owns the educational/tutoring company Fergus Educational Services. She's worked with adults and families over her career helping them to overcome a variety of obstacles.

When: Monday, March 26, 7-9 PM

Where: Community Living Guelph, 8 Royal Road, Guelph, ON

Cost: \$15 for non-members; \$10 for LDA members

We never want cost to be a deterrent! Please contact us about subsidies.

Register: <https://www.eventbrite.com/e/navigating-the-workplace-ldawc-workshop-tickets-42723897327> or find a registration link on our homepage at www.ldawc.ca.

Transitioning to High School

Wednesday, April 25, 2018



About our Workshop:

Parents, do you have a child who is going to high school in the next few years? Transitioning from different phases of life can be difficult – and moving from elementary to high school is a difficult step – so preparing for and learning about this transition is vital. Join our exciting workshop – geared to parents and their children (grades 6-8) with LDs or ADHD who want to be more prepared for secondary school. The evening will open with 4 educators giving important perspectives and tips about what you should be thinking about and what makes high school so different. The majority of the evening will be Q & A format, so bring your questions!

This workshop will have 4 panellists who will speak about different areas of transition planning to high school, and they'll answer all of your questions! The panel is made up of 2 experts from Upper Grand District School Board, and 2 experts from Wellington Catholic District School Board.

Who: Parents and your kids with LDs or ADHD, grades 6-8

When: Wednesday, April 25, 7-9 PM

Where: Village of Riverside Glen – Town Hall, 60 Woodlawn Rd E, Guelph, ON

Cost: \$15 for non-members; \$10 for LDA members

We never want cost to be a deterrent! Please contact us about subsidies.

Register: <https://www.eventbrite.com/e/ldawc-transitioning-to-high-school-tickets-43503685695> or find a registration link on our homepage at www.ldawc.ca.

Mental Health & Learning Disabilities

Wednesday, May 16, 2018, 7-9 PM



About our Workshop:

People with LDs are **two to three times more likely** to experience mental health challenges. When it is hard to 'show what you know', it is understandable that we might see higher rates of **school-related stress** and more school drop-out. Individuals with LDs are more likely to experience **anxiety, depression and suicidal ideation**.

But there are ways to cope and help manage mental health symptoms if you have an LD. There are also strategies to help if you're a parent or caregiver with someone living with an LD. Come to our workshop and hear experts Rose Freigang and Linda Di Nardo from Insight Psychology on Norfolk speak about the topic of mental health. Come away with practical strategies for helping with things like stress, self-esteem and depression.

About our Speakers:

Rose Freigang is a Registered Psychological Associate with the College of Psychologists of Ontario in the areas of Clinical and School Psychology. She has provided assessment and treatment services to individuals across the lifespan in hospital, community agency and private settings for more than 25 years. Rose has a particular interest in and experience with ASD and other Neurodevelopmental Disorders, SLD, and AD/HD. Rose has a strong commitment to early intervention, optimizing strengths, and fostering independence.

Linda Di Nardo is a Registered Psychological Associate with the College of Psychologists of Ontario in the area of School Psychology. Linda has extensive knowledge and expertise in assessment, consultation, and working on many multi-disciplinary teams. Her work has spanned many school boards, private practice, hospital and mental health settings for over 30 years. She provides psychological assessments with children and adolescents, and diagnosing various Learning Disabilities, ADHD, and Autism Spectrum Disorders. While Linda particularly enjoys working with the children she sees, she consults with and supports parents through the assessment process.

Where: Village of Riverside Glen – Town Hall, 60 Woodlawn Rd E, Guelph, ON

Cost: \$15 for non-members; \$10 for LDA members

We never want cost to be a deterrent! Please contact us about subsidies.

Register: <https://www.eventbrite.com/e/ldawc-mental-health-and-learning-disabilities-tickets-43505348669> or find a registration link on our homepage at www.ldawc.ca.

Other Community Events

LDA Halton

7th Annual Solutions for Learning Conference: Embracing Abilities

When: Thursday, March 22, 8 am – 3:30 pm

Where: Holiday Inn Burlington Hotel & Conference Centre

Cost: \$172 for LDAO Members; \$222 for Non-Members

Register or Additional Information: <https://ldahalton.ca/annual-conference/>

About: The 2018 conference features a morning keynote session, followed by 3 sessions of breakout presentations with 4 presentations to choose from. Along with a day filled with important information sharing, participants will have a great opportunity to network with like-minded individuals to build on their knowledge. The 2018 conference keynote presentation is: **“Taking a ‘VOCAL’ Approach to Assessment – Validating Observation and Conversation when Assessing Learning.”** by Damian Cooper, Education Consultant.

LDA Peel Region

“Understanding Anxiety and Learning Disabilities”

Presented by Integra

Tuesday, March 27 at 7:00 PM

Chinguacousy Library, Brampton

Cost: FREE

Register: lmastrocola@ldapr.ca

In this introductory workshop, participants will gain an understanding of anxiety, when to be concerned, approaches to treatment, and the relationship between anxiety and Learning Disabilities.

“Positive YOU – Improving Attitude and Thinking”

Presented by CMHA – Brittany Stanley

Thursday, April 26, 7 PM

Chinguacousy Library, Brampton

Cost: FREE

Register: lmastrocola@ldapr.ca

Many factors have an impact on how we view ourselves, but with some key strategies in place we can improve our way of thinking, our self-esteem and our confidence. Learn to focus on strengths, successes and skills to feel better and build resiliency.

“How to Explain a Diagnosis to a Child”

Presented by Janet Arnold and Francine McLeod

Chinguacousy Library, Brampton

Cost: FREE

Register: lmastrocola@ldapr.ca

Arnold and McLeod are authors of a newly published book, “How to Explain a Diagnosis to a Child”. This book is Janet’s own recollection of her personal journey with her son and how the diagnosis strengthened her commitment to work collaboratively with his educators to ensure his rights and needs were met.

“Introduction to Executive Functioning and Emotional Regulation”

Presented by Integra

Chinguacousy Library, Brampton

Cost: FREE

Register: lmastrocola@ldapr.ca

This workshop provides participants with an understanding of the nature of executive functioning (higher order thinking skills including organization and problem solving) for youth with LDs and/or ADHD. Practical strategies to support the development of executive functioning skills and self-regulation in youth will be shared.

LEARNING DISABILITIES ASSOCIATION OF ONTARIO
MEMBERSHIP RENEWAL APPLICATION FORM



**Idao • Learning Disabilities
Association of Ontario**

The right to learn, the power to achieve

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Name _____

Member #: _____

Chapter #: _____

Address _____

City/Province/Postal Code _____

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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



**Idawc • Learning Disabilities
Association of Wellington County**



**United Way
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