



Idawc • Learning Disabilities Association of Wellington County

The right to learn, the power to achieve

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LDawc News

Back to school can mean different things for different people. For some, it's a fun time to reconnect with classmates. For others, it can be a time of anxiety, as uncertainty and change are present. One of the reasons that LDawc exists is to remove some uncertainty out of your life (as a parent). Our goal is to provide meaningful opportunities for you to learn from unique professionals in the Wellington County area and beyond through workshops and our annual family conference. Our Peer Support Network gives you an opportunity to share your challenges with other parents so that you can support one another together. We also want to support you through any school questions you may have about LDs or ADHD, IEPs or IPRCs. We'd even be happy to attend a school meet

with you as an advocate. Jen Paterson, our Resource Coordinator, is thrilled to speak with or meet with parents. She's reachable most days at (519) 837-2050 or by email at info@ldawc.ca.

If you'd like to learn more about what we do at LDawc, a perfect time for this is at our Annual General Meeting. Join us as we celebrate our successes and talk about our new year on Wednesday, October 3. Come to a potluck at 6:30 PM at The Village of Riverside Glen, 60 Woodlawn Road E. Read on for details, including RSVPing!

As you've likely gathered, we're very excited about our upcoming family conference on Saturday, October 20. We have over 70 parents registered already, and feel that Dr. Peg Dawson will have such incredible information to share. Her keynote address is *Beyond "Lazy and Unmotivated" – Why Parents and Teachers Need to Know about Executive Skills*, relevant to so many parents who have kids with special needs. We also have a broad range of breakout session topics offered in the afternoon, with inspiring professionals delivering these. If you haven't registered yet, you'll find a link later on in this issue.

Registration is now full for our October 1st Reading Rocks start. This program has had such an impact on the boys and girls who have participated in it. Not only have reading scores improved, but parents have consistently reported increased self-esteem and more. We're looking forward to the next 20 students who will be part of this great reading program.

Looking to volunteer? We still need a few more volunteer tutors for the Reading Rocks program. For more information about the program and time commitments, please go to our website here:

<http://www.ldawc.ca/volunteer-reading-rocks.html>

We're also looking forward to our workshops this fall, and the Peer Support Network as well. Keep scrolling through this issue to read more about:

- September 19 *Preparing for the School Year – IEP 101* with Sue Shaw
- September 26 Peer Support Network
- November 28 *The Myth of IQ* with Dr. Sean Cameron
- December 6 *Non-medication and Medication Interventions for ADHD* with Dr. Alexandre Tavares

All workshops have links to Eventbrite to register as well.

Articles – LDs and ADHD

To prepare for our upcoming conference and speaker Dr. Peg Dawson, our next two issues will feature articles on executive functioning skills. Learn more about this topic now.

What Is Executive Functioning?

By: Joyce Cooper-Kahn and Laurie Dietzel



The Basics

- The executive functions all serve a "command and control" function; they can be viewed as the "conductor" of all cognitive skills.
- Executive functions help you manage life tasks of all types. For example, executive functions let you organize a trip, a research project, or a paper for school.
- Often, when we think of problems with executive functioning, we think of disorganization. However, organization is only one of these important skills.

The term "executive functioning" has become a common buzzword in schools and psychology offices. This is more than just a passing fad. In fact, neuropsychologists have been studying these skills for many years. We believe that the focus on executive functioning represents a significant advancement in our understanding of children (and adults!) and their unique profile of strengths and weaknesses.

A Formal Definition of Executive Functioning

Now (drum roll please), here is a formal definition of executive functioning:

The executive functions are a set of processes that all have to do with managing oneself and one's resources in order to achieve a goal. It is an umbrella term for the neurologically-based skills involving mental control and self-regulation.

What mental control skills are covered under this umbrella? Different researchers and practitioners have their own favourite lists, although the overall concept is basically the same. We use the list proposed by Drs. Gerard A. Gioia, Peter K. Isquith, Steven C. Guy, and Lauren Kenworthy. These psychologists developed their understanding of executive functions through sound research and created a rating scale that helps parents, teachers, and professionals understand a particular child and think more specifically about how to help.

Before looking at the list of specific characteristics encompassed by the broad category of executive functions, we'd like to provide an example that makes the concepts more concrete.

Understanding Executive Functions by Looking at Life without Them

Thinking about what life is like for someone with weak executive functioning gives us a better understanding of the way these core skills affect our ability to manage life tasks. In the interest of making the concepts immediately relevant and meaningful, our example focuses on an adult, since we assume that most people reading this book are adults, too. We've included mostly examples of executive functioning in younger people.

The Road Trip without a Map

We'd like to tell you a story about our friend, Robin, who lives life without the benefit of strong executive functioning. Robin is a composite of many individuals we have known, and she struggles with weaknesses in executive skills, despite her well-intentioned efforts to reform herself.

One day in May, Robin gets a phone call from her Aunt Sue in Merryville, Missouri. Aunt Sue is planning a family reunion in July, and she wants to know if Robin and her family can come. All of the extended family will be there. The little town will be overrun with relatives and it is going to be a great corralling of the family from all across the United States. Robin is excited at the prospect and eagerly says, "Of course we'll be there! We wouldn't miss it!"

Aunt Sue gives Robin all the particulars, including the dates of the reunion and places to stay. Robin rummages around in the kitchen junk drawer for a pencil while her aunt talks, but she never does find one with a point on it. She promises to herself to find a pencil and write down all the details just as soon as she gets off the phone. But by the time she hangs up, she can't remember the specifics. She makes a mental note to call back soon to get the dates.

That evening, Robin excitedly tells her husband and two children about the reunion. Her husband asks when it will take place. "Sometime in July. I don't remember exactly." He says, "Well, please find out this week because I have to request vacation time at work." Their fifteen-year-old son exclaims, "Hey, I thought July was when I was supposed to go to Band Camp!" "Didn't you remember?" Robin's daughter practically shouts, "I'm going to Ocean City with Julie and her family sometime in July." Robin blows up at them all, yelling, "Why are you all being so negative? This is supposed to be fun!"

About once a week, Robin's husband reminds her to get the information about the reunion. She promises to do so. (And she really means to get around to it!) Finally, in June, Robin's husband gets very annoyed and says, "Do it now! I'm going to stay right here in the kitchen until you call!" Robin makes the call and gets the dates as well as the other particulars. Her husband harrumphs around the house the rest of the evening because now he has only three weeks left before the requested time-off. Luck is on their side, though, because he manages to arrange the vacation around work, and the reunion dates do not conflict with the kids' activities.

Over the next three weeks, thoughts about the trip float through Robin's head from time to time. She thinks about how the kids will need to have things to do in the car since it's a long trip. She thinks about taking food and snacks for the ride. She thinks about getting her work at the office cleared up in advance so she can be free of commitments for the vacation. She thinks, "I really should take care of that stuff."

A few days before it is time to leave for the two-day drive to Missouri, she starts piling stuff into the van, including clothes and other supplies. (You can only imagine what the inside of this van looks like!)

Finally, it's time to pile the people into the van, too. On the way out of the house, one of the kids asks, "Who will be taking care of the cats while we're gone?" Robin moans, "Oh no! I forgot about that. We can't just leave them here to die and there's no one to take care of them! Now we can't go. What will we tell Aunt Sue?" Her husband takes over, and starts calling around the

neighbourhood until he finds a teenager who can do the pet sitting. The crisis passes. The cats will be fine.

So, they're off. Robin's husband drives the first shift. He pulls out of the neighbourhood, gets onto the main highway, and then asks, "So, what's the game plan? What's the route?" Robin answers, "Missouri is west, so I know we have to go west." He looks at Robin incredulously and says, "You don't know any more details than *that*? Well, get out the map. We can't just head west with no more information than that!" And, of course, Robin says, "What map? I don't have a map." Robin's husband sighs and shakes his head. "Oh no! Another road trip without a map! Why didn't you tell me you were having trouble getting it all organized? I could have helped." Robin replied, "I didn't have any trouble. Everything is fine. We're in the car, aren't we? We'll get there. What are you so upset about?"

Do you think Robin had made reservations for where to stay along the way? Do you think she had planned out how much cash they would need for the trip or made it to the bank ahead of time? These and many other details, of course, had escaped planning.

A List of Executive Functions

With this example as a base, let's turn back to the question of what specific abilities are covered under the umbrella term of executive functioning. Below is the list of executive functions from Dr. Gioia and his colleagues. We've included a specific illustration of each executive function from our case study of Robin in parentheses after each definition.

1. **Inhibition** - The ability to stop one's own behaviour at the appropriate time, including stopping actions and thoughts. The flip side of inhibition is impulsivity; if you have weak ability to stop yourself from acting on your impulses, then you are "impulsive." (When Aunt Sue called, it would have made sense to tell her, "Let me check the calendar first. It sounds great, but I just need to look at everybody's schedules before I commit the whole family.")
2. **Shift** - The ability to move freely from one situation to another and to think flexibly in order to respond appropriately to the situation. (When the question emerged regarding who would watch the cats, Robin was stymied. Her husband, on the other hand, began generating possible solutions and was able to solve the problem relatively easily.)
3. **Emotional Control** - The ability to modulate emotional responses by bringing rational thought to bear on feelings. (The example here is Robin's anger when confronted with her own impulsive behaviour in committing the family before checking out the dates: "Why are you all being so negative?")
4. **Initiation** - The ability to begin a task or activity and to independently generate ideas, responses, or problem-solving strategies. (Robin thought about calling to check on the date of the reunion, but she just didn't get around to it until her husband initiated the process.)

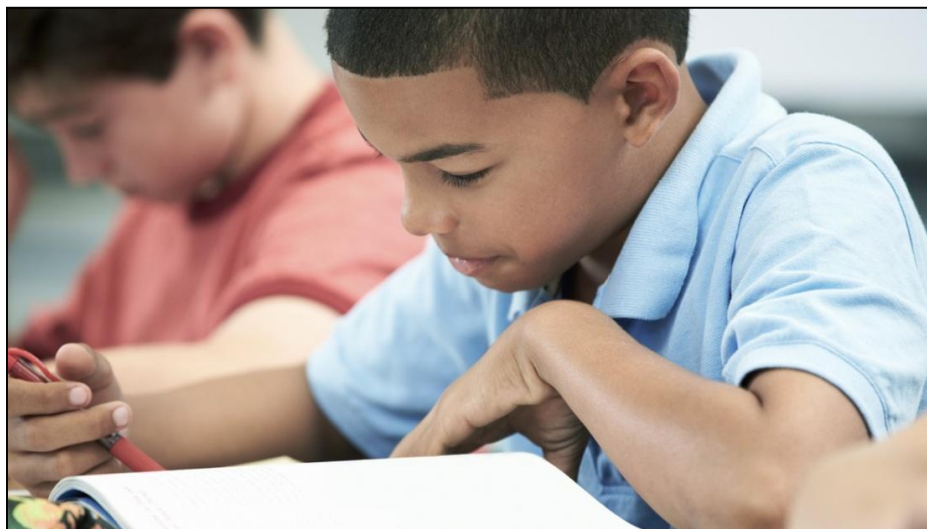
5. **Working memory** - The capacity to hold information in mind for the purpose of completing a task. (Robin could not keep the dates of the reunion in her head long enough to put them on the calendar after her initial phone call from Aunt Sue.)
6. **Planning/Organization** - The ability to manage current and future-oriented task demands. (In this case, Robin lacked the ability to systematically think about what the family would need to be ready for the trip and to get to the intended place at the intended time with their needs cared for along the way.)
7. **Organization of Materials** - The ability to impose order on work, play, and storage spaces. (It was Robin's job to organize the things needed for the trip. However, she just piled things into the car rather than systematically making checklists and organizing things so important items would be easily accessible, so the space would be used efficiently, and so that people and "stuff" would be orderly and comfortable in the car.)
8. **Self-Monitoring** - The ability to monitor one's own performance and to measure it against some standard of what is needed or expected. (Despite the fact that they're off to Missouri without knowing how to get there, with almost no planning for what will happen along the way, and without a map, Robin does not understand why her husband is so upset.)

The executive functions are a diverse, but related and overlapping, set of skills. In order to understand a person, it is important to look at which executive skills are problematic for her and to what degree.

Source: <http://www.ldonline.org/article/29122/>

Flexible Thinking: What You Need to Know

By Peg Rosen



At a Glance

- Flexible thinking lets kids shift gears and think about things in different ways.
- This executive skill is a key part of problem solving.
- Many kids with learning and attention issues have trouble with flexible thinking.

Some kids with learning and attention issues struggle with flexible thinking. This skill is one of three main executive functions that serve as the “command centre” of the brain. And it’s key to our ability to solve problems.

Flexible thinking (experts may call it *cognitive flexibility*) allows us to shift gears and think about something in more than one way. It plays an important role in both learning and daily life. Learn more about this vital skill and its connection to ADHD and learning issues.

What Is Flexible Thinking?

Flexible thinking allows us to come up with ways to tackle problems. Being able to see things in different ways helps us develop different strategies. Here’s an example of how a child might use flexible thinking. It’s actually based on one of the types of tests for executive functioning issues. Imagine a set of 100 flashcards. Each card is either red, blue or green. Each also has an animal on it: a bunny, a dog or a bird.

When asked to sort the cards, a child might do it by colour. She might also do it by animal. In other words, she can see different ways to complete the task. Being able to switch gears and change how she sees the cards shows flexible thinking.

Very young kids generally will get “stuck” sorting cards only one way. But as their brains develop based on their experience, they’re able to switch perspectives with increasing speed and ease. When this doesn’t happen at an age-appropriate rate, it may signal a problem with flexible thinking.

Flexible Thinking and Executive Function

Flexible thinking is one of three main executive skills. The other two are working memory and inhibitory control (self-control). Together, these skills allow kids to manage their thoughts, actions and emotions in order to get things done.

Think about what might happen when a child encounters a tough math problem. She uses inhibitory control to stay focused. She uses working memory to keep the formulas in mind so she can use them. And she uses flexible thinking to come up with alternative ways to solve the problem when her first attempt doesn't work.

Kids who struggle with flexible thinking will likely also struggle with the other key executive skills. But that doesn’t mean a child will have the same degree of weakness in all three skills. She may have more trouble with flexible thinking than with working memory, for instance.

Testing can show exactly where the child is struggling so she can get the right support for her needs.

Flexible Thinking and Learning and Attention Issues

Kids with all kinds of learning and attention issues can struggle with flexible thinking. But it's especially common among kids with ADHD. In fact, some experts view ADHD as an issue with executive function. Trouble with flexible thinking is also common in kids with nonverbal learning disabilities and dyscalculia.

The only way to know what's causing your child's difficulties is to have her evaluated. A full evaluation can show if she struggles with flexible thinking and other executive skills. It can also show if other learning issues are at play.

Everyday Signs of Trouble with Flexible Thinking

Flexible thinking is a skill we use throughout everyday life. So you may spot signs that your child is struggling with flexible thinking in all kinds of situations.

Kids with poor flexible thinking skills can often seem rigid. They may seem fearful of change or easily frustrated by challenges that come their way. That's because they tend to get "stuck" in one activity or in one way of perceiving things. They also have a hard time coming up with alternative solutions.

Here are some examples of how problems with flexible thinking might play out in everyday situations:

- **Situation: It's time to stop playing and get ready for school.** A child who struggles with cognitive flexibility may find it intolerable to switch from play mode to school mode. She may have a tantrum. Flexible thinking would help her realize she can pick up her game where she left off when she gets home from school.
- **Situation: A child misses the bus home after school.** A child breaks down in tears and feels stranded because she sees the bus as her only way home. Flexible thinking would help her consider alternatives, like getting a ride home with a friend.
- **Situation: The swim instructor is teaching the "proper" way to do the crawl.** A child might stick with her old method of doggie-paddling and declare the new way "impossible." Flexible thinking would help her see that the new method could work if she gave it a try.
- **Situation: There's homework in almost every subject tonight.** A child gets frustrated when she tries to switch from doing French homework to algebra. Flexible thinking would help her shift gears and consider the skills she needs for algebra. That would help her make the switch more easily.
- **Situation: A game of tag at a birthday party has slightly different rules than usual.** A child keeps playing by the rules she knows. She eventually quits and sits on the sidelines. Flexible thinking would help her think quickly, use what she knows, and adapt to the rule changes.
- **Situation: A group of friends are talking about a new TV show at recess.** A child who struggles with flexible thinking may have an opinion about the latest plot twist. But when

the other kids have a different view of what happens, she keeps restating her point, annoying her friends. Flexible thinking would help her consider their perspective.

Kids need cognitive flexibility to problem-solve both at school and in everyday life. If you think your child has trouble with flexible thinking and other executive skills, discover next steps you can take. Get tips for building flexible thinking skills. And explore a day in the life of a child with executive functioning issues.

Key Takeaways

- Flexible thinking is one of three key executive functions.
- Kids with poor flexible thinking skills may resist learning new ways of doing things.
- Testing can show whether your child has trouble with flexible thinking and other executive skills.

Source: <https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/executive-functioning-issues/flexible-thinking-what-you-need-to-know>

Back to School...Back to Basics?

By @peoplefored



The new basics for public education: survival skills for the 21st century

As the new school year begins, parents across Ontario can be confident in the knowledge that their children are entering one of the most successful education systems in the world. Provincial, national, and international test results show that Ontario's schools are doing well in teaching students the subjects that we have come to think of as "the basics".

While the importance of literacy and numeracy skills is widely recognized, students need a broader set of skills, not only to master the old ‘basics’, but to ensure that they can thrive – now and into the future.

People for Education, working with experts from across Canada, has identified five areas that are foundational to all learning and that encompass the broad skills students need to be productive, engaged, healthy citizens. Each category has a set of concrete competencies and skills that are teachable, learnable, and have an impact on students’ long-term success.

What are the new basics?

Health, citizenship, creativity, and social-emotional competencies, and a learning environment that supports their development: *these are the new basics of public education.*

But aren’t these just ‘soft skills’? Why should we care about them?

There is sometimes a tendency to dismiss things like creativity or social-emotional competencies as ‘soft skills’ that are not as important as content knowledge in traditional subjects like math, English, or social studies. However, these so-called ‘soft skills’ are foundational for content-learning, and they are increasingly recognized as essential for future success.

Creativity

Employers want employees who are innovative and can think outside the box.

Fostering creativity develops resilience, resourcefulness, and confidence, and is positively linked to student engagement, achievement, and innovation. Some of the creativity competencies we have identified include:

- “Students make connections across disciplines and between objects and ideas.”
- “Students seek new resources to answer emerging questions.”
- “Students take paths or approaches that are different from their peers or teachers.”

Health

Students who are healthy are ready to learn. Health education provides students with the skills and competencies they need to make healthy decisions and engage in health promoting behaviours.

Here are some examples of health competencies:

- “Students can assess the risks associated with the health choices they make.”
- “Students develop focus, concentration, and perseverance skills and strategies.”
- “Students can recognize emerging mental health issues in themselves and others.”

Social-emotional skills

Students who are calm and focused, and who can work with others, are better able to engage in learning. Social-emotional learning develops students’ capacity for self-management, interpersonal relationships, and decision-making. Social-emotional learning competencies include:

- “Students develop skills to negotiate fairly.”
- “Students develop personalized learning strategies to master academic material.”

- “Students build and maintain trust in themselves and others.”

Citizenship

Strong citizenship skills support student learning across the curriculum. Citizenship education develops students’ capacity to value different perspectives, builds their sense of agency, and supports them to become responsible, active citizens. Here are some of the citizenship competencies:

- “Students can articulate elements of their own cultural identity and worldview.”
- “Students understand power relationships in everyday life, including within families, at school, and with friends.”
- “Students identify a range of techniques used in public discussion to make points or manipulate opinion.”

The learning environment

The physical and social environment of the school, its connections to the community, and the range of opportunities it provides, are key to the development of the competencies students need for long-term success. The conditions of a quality learning environment include:

- “Objectives of learning are clear and shared with students.”
- “Interactions across the school are characterized by respect and appreciation for individual differences.”
- “Parents feel included and respected in the school community.”

Skills for surviving and thriving in the 21st century

Public education plays a central role in ensuring that the next generation is equipped to address the complex social, economic, and environmental challenges that the world is facing. It is time to stop thinking about health, citizenship, creativity, and social-emotional competencies as ‘add-ons’ or ‘soft skills’. They are the ‘survival skills’ for the 21st century.

Source: <https://peopleforeducation.ca/research/back-to-school-back-to-basics/>

Upcoming LDAWC Events & Workshops



Celebrate with Us! ***Potluck and Meeting***

Wednesday, October 3rd

6:30 PM

Riverside Glen - 60 Woodlawn Road, Guelph

Come for a potluck at 6:30 pm and stay to learn all about our successes and what's planned for 2018/19.

Please RSVP to Jen Paterson, Resource Coordinator at info@ldawc.ca or (519) 837-2050, and note what you'll bring (appetizer/salad, main or dessert).

4th Annual Family Conference

**REGISTRATION
NOW OPEN!**

Saturday, October 20, 2018

**St. James Catholic High School,
Guelph**



This FREE event is intended for parents and caregivers of children with learning disabilities. The focus is providing parents with tools and strategies to aid them in supporting their children.

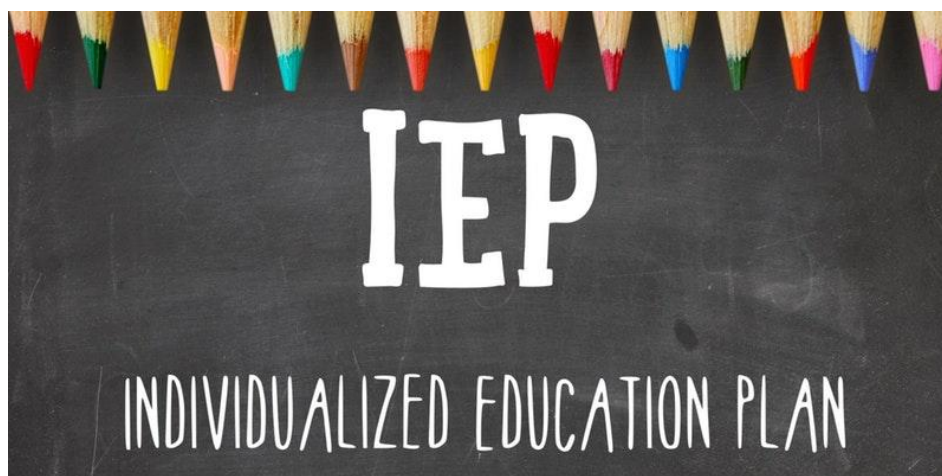
The day will include a keynote speaker and choice of breakout sessions led by inspiring professional speakers.

We are thrilled that this year's speaker is Dr. Peg Dawson, internationally acclaimed psychologist and co-author of the 'Smart but Scattered' series. Her keynote address is *Beyond "Lazy and Unmotivated" – Why Parents and Teachers Need to Know about Executive Skills*. Learn more about the keynote address and breakout sessions on our website:

<http://www.ldawc.ca/annual-family-conference.html>

Register here: <https://www.eventbrite.com/e/ldawc-family-conference-2018-tickets-47086361575>

Preparing for the School Year – IEP 101 – Sept. 19



About our Workshop:

IEPs are complicated, whether you are new to the special education world or not. There are many tips and strategies that can help. Parents need info to collaborate effectively with teachers and administrators and minimize intimidating situations. Learn exactly what information should be in an IEP, and some ideas to be able to craft an effective document to support your child's education goals. Bring your child's IEP along to the workshop!

About our Speaker:

Our speaker, Sue Shaw, is a parent advocate and teaching innovator who has been working to provide education and training opportunities for over 10 years. Sue supports many different entities including parents, administrators, teachers, government and service agencies, and especially people living with special needs. Come find out how you can improve your communication and writing skills to be part of the solution.

When: Wednesday, September 19, 7-9 PM

Where: Community Living Guelph – Boardroom (2nd floor); 8 Royal Road, Guelph

Cost: \$15, or \$10 for LDAWC members

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

Register: <https://www.eventbrite.com/e/ldawc-preparing-for-the-school-year-iep-101-tickets-46892634131> or on our website at www.ldawc.ca/events/

LDAWC Peer Support Network - September 26



About our Peer Support Network:

Come join our Peer Support Network and meet other parents on a similar journey to yours.

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

Jen Paterson, Resource Coordinator at LDAWC, will be facilitating the evening. She has extensive experience helping parents navigate the special education system, especially when LDs or ADHDs are involved.

When: Wednesday, September 26, 7-8:30 PM

Where: Eramosa Engineering - Boardroom, 650 Woodlawn Road West, Guelph

Cost: FREE

Register: <https://www.eventbrite.com/e/ldawc-september-peer-support-network-tickets-46892074457> or at our website at www.ldawc.ca/events/

The Myth of IQ — November 28, 2018



About our Workshop:

Myths surrounding learning disabilities, IQ and how students can reach their full potential will frame this workshop. The path for a student with a LD from primary to post-secondary can be tricky, so we're pleased to have Sean Cameron return as he leads this discussion and offers tips.

Having a long term goal is key, as is knowing the steps to get there. In addition to giving important tips to make a student's path successful, Sean will discuss the myths of IQ and the IQ/Achievement discrepancy. This event will be of interest to parents, teachers and professionals.

About our Speaker:

Dr. Cameron is a Developmental Psychologist who has worked in the field of education for the past 12 years. He has taught courses on learning disabilities at the University of Guelph for 8 years, and currently works as an administrator in elementary education.

When: Wednesday, November 28, 7-9 PM

Where: RLB LLP Guelph, 197 Hanlon Creek Blvd #103, Guelph

Cost: \$15, or \$10 for LDAWC members

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

Register: <https://www.eventbrite.com/e/ldawc-the-myth-of-iq-tickets-48444277137> or on our website at www.ldawc.ca/events/

Non-medication and Medication Interventions for ADHD – December 6, 2018



About our Workshop:

ADHD is a complex disorder that affects every person differently. The decision to ‘medicate’ or ‘not medicate’ is a big one, and there are usually strong opinions and arguments on both sides. But non-medical interventions are also available – strategies to cope with inattention and focus difficulties. Come to an engaging workshop to learn more and about both options – from a medical expert who understands attention difficulties on a personal level.

About our Speaker:

Dr. Alexandre Tavares is a child psychiatrist practicing in Waterloo who also speaks on a wide range of topics. He grew up knowing that he did not have the best attention span, was not a good speller, and was not a fast reader, but had a thirst for knowledge. He was supported by his parents and grandparents since his childhood. They believed in him and never questioned the validity of learning with less formal educational methods used at that time: TV programs, magazines and supported listening. Dr. Tavares uses his personal experiences to better empathize with the experiences of children and teenagers with ADHD and/or learning disorders. To learn more about Dr. Tavares’ work, visit: www.drtavares.ca

When: Thursday, December 6, 7-9 PM

Where: Community Living Guelph – Boardroom (2nd floor); 8 Royal Road, Guelph

Cost: \$15, or \$10 for LDAWC members

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

Register: <https://www.eventbrite.com/e/ldawc-non-medication-and-medication-interventions-for-adhd-tickets-48444676331> or on our website at www.ldawc.ca/events/

Other Agency Events

Support United Way Guelph Wellington Dufferin's Tip Off – and support the agency that funds LDAWC, and makes our work possible!



Join us as we kick off the 2018 Campaign!

UNITED WAY KICK OFF TIP

100% local

**Sept. 5th, 2018
Noon - 1:30pm**

Linamar's Frank Hasenfratz Centre
700 Woodlawn Rd. W, Guelph

Grab your team and put your basketball skills to the test at the Skyjack Basketball Challenge! Every basket means a donation to United Way!

\$20 = Team of 3 + BBQ Lunch
Team with the most points wins!

Noon:
Celebrity Shoot-Out & Campaign Announcement
12:30pm – 1:30pm:
BBQ & Team Challenge

unitedwayguelph.com

thanks to

 **LINAMAR**
Power to Perform

 **SKYJACK**

 **United Way**
Guelph Wellington
Dufferin



Learning Disabilities Association of Ontario Membership Application

Membership Benefits:

- Member fee rates to LDAO programs and services, including some online workshops/courses
- Member fee rates to all chapter programs and services, where available
- Two issues of the LDAO digital magazine LD@Ontario, sent biannually through email
- Chapter newsletters (frequency varies from chapter to chapter)

We're going **paperless**! Please provide us with your email address to receive your copy of LD@Ontario!

Required Information:

Name: _____ Email: _____

Address: _____ City: _____

Postal Code: _____ Chapter Affiliation: _____

Membership Type:

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 ☐ Visa ☐ Master Card

Card # _____

Expiry Date: _____

Name of Cardholder: _____

CVV #: _____

Please make all cheques payable to **LDAO** and forward to **365 Evans Avenue**
Suite 202 Toronto ON M8Z 1K2