



Idawc • Learning Disabilities Association of Wellington County

The right to learn, the power to achieve

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LDAWC News

Reading Rocks

The Reading Rocks Fall program wrapped up another successful season at the end of November in Guelph and finishes in Fergus mid-December. Twenty-seven student and tutor pairs met twice each week to improve the students' reading abilities. Tremendous progress was made, and we look forward to the winter session starting in January. It's amazing to see the progress that each child has made in a matter of 8 weeks, and the confidence growing in each one of them.

To get a sense of the program's impact, here's a mother's quote: "My daughter **LOVES Reading Rocks**

and she LOVES her tutor. Getting my child to practice common sight words or reading out loud at home brings on tears and fights. My daughter pushes us to get to Reading Rocks EARLY so she can chat with her tutor and get in some EXTRA reading practice. She is excited to meet and exceed her goals and please her tutor/buddy. My child's confidence in her ability to learn/master language skills has gone from never to sky's-the-limit (0 to 10)! I can't recommend this program enough. I wish it was available into the teen years".

A very special thank you to all the volunteer tutors who participated in this Reading Rocks program: Sarah Hawton, Julia Panagopoulos, Nikki Rudakov, Elizabeth Agnew, Hannah Silva, Sabrina Teixeira, Deborah Yates, Maryssa MacKinnon, Jenna Costantino, Parami Epaarachchi, Lucy Campoli, Rosemary Christensen, Madison Brown, Rafael Flores-Vera, Chloe Hudson, Jordan Blackburn, Brit Cruise, Victoria Waud and Jessica Skanes.

See our Grant announcement below as a testament to the success of this program!



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United Way
Guelph Wellington
Dufferin

Community Outreach

On November 14, we attended the Career Education Council's *Your Future Your Choice* event at Centennial CVI in Guelph. In this yearly event, students and parents connect with over 80 exhibitors from business, education and community organizations to learn about local career opportunities and help make informed decisions. A number of community agencies were also present, including LDAWC, for students and families to learn more about available career planning resources and options. It was inspiring to see all of the support available to our young people and the interest in our Association. Thanks to all the students and parents who stopped by the LDAWC table to learn more about us!

Education Student Joining Us

We're very excited to be welcoming Mary Monk to LDAWC for the month of January 2019. Mary is in her final year of a 5-year concurrent education program at Nippissing University. All teacher candidates must complete an alternative placement in their final year in an organization related to education. She chose LDAWC as her alternative placement because she believes that all individuals should have an equal opportunity to be successful.

Mary moved to Guelph in the summer of 2018. After working as an inclusion counsellor for the City of Guelph this past summer, she could not think of a better way to do her placement than by helping individuals of all abilities. She's thrilled to begin, and hopes to grow as a future educator and in her ability to support individuals of all needs and abilities. Mary will be helping with the Reading Rocks program, and developing curriculum and resources for the agency.

Grant for Reading Rocks Program



An agency of the Government of Ontario
Un organisme du gouvernement de l'Ontario

We are thrilled to announce that our agency has been awarded a 3-year grant from the Ontario Trillium Foundation (OTF), which will provide funding for our Reading Rocks program. The objective of the grant is for LDAWC to grow the Reading Rocks program substantially in Guelph and Wellington County over the next three years. In addition, the grant allows LDAWC to hire a new part-time coordinator to work exclusively on the Reading Rocks project.



As many of you know, Reading Rocks is a free 8-week one-on-one literacy program for children aged 6-12 who require support with their literacy skills (those with LDs and struggling readers). Children are matched with a trained tutor who adapts a poster board workstation and literacy program according to the child's specific needs. The program focuses on the essential literacy concepts of phonics, sight words, and fluency. Tutors develop and implement engaging, hands-on literacy activities to address these areas and build children's motivation. Each week, children set goals and graph their success in these areas on their poster board, contributing to self-regulated learning. One of the aims of Reading Rocks is to make reading fun!

LDAWC is incredibly grateful to the Ontario Trillium Foundation and the opportunity to expand Reading Rocks to more and more children in the coming three years. Thanks to our volunteers and the government's support, this program will continue to make a significant impact on the lives of our participants.

Articles – LDs and ADHD

8 Tips for Helping Kids with Social Skills Issues Cope With the Holiday Season

By Kate Kelly



Holiday events are supposed to be fun. But for kids with social skills issues, these events can pose challenges and create stress. Use these eight simple tips to help your child successfully navigate this very social season.

1 – Practice hellos and goodbyes.

The more you practice with your child, the easier it will be for him to call up the right words when he needs them. He doesn't have to say much: "Hi, it's nice to see you!" and "Thanks for having me—I had a good time" will usually do it. Remind him to look people in the eye, and that when people extend their arm it means they want to shake hands.

2 – Tell your child what to expect.

Let your child know how the day will unfold. (If you're not sure, ask your hosts in advance.) You might say something like, "When we get there, the kids will be watching football or playing downstairs. After an hour, we'll have dinner. The kids will sit at their own table. Then it's dessert, and then we'll go home." Your child may feel more relaxed if he knows what's going to happen next. You can also brainstorm ways he can handle certain situations.

3 – Script some conversation starters.

Help your child develop some general questions to break the ice with other kids. He might ask, "Do you play any sports?" or "What shows do you like to watch?" With older kids, come up with a few news items about sports or celebrities he can talk about.

4 – Help your child join a group.

Before you head off to mingle with the adults, help your child get settled. If the kids are playing football—and your child doesn't enjoy that game—ask if they need a scorekeeper. Or if it's a game he does like, help him to break in by saying something like, "John would love to play too. Do you have room for another player?"

5 – Role-play opening presents.

If there's going to be a gift exchange, have your child practice opening presents and saying thank you. Rehearse the possible scenarios: He doesn't like the gift, he already has one, or he loves it. You can take turns acting out how to sound grateful no matter what he gets.

6 – Help your child make conversation with adults.

It's natural for adults at holiday gatherings to ask your child what he's been up to. Kids with social issues may not like talking about school or find it easy to talk about their achievements. Set your child up to have something positive to say in response to these questions. For example, "Why don't you tell Aunt Emma about how you trained our new puppy?"

7 – Go over hosting duties.

Having the get-together at your house can be a plus. Your child may feel more comfortable on his own turf. You may want to give him a job, like answering the door and showing people where to put their coats. Remind him to let the guests pick the movie or the game to play. And if it's an adult-

oriented event, you may want to let your child head to his room after he's said hello. If he's already attended several holiday events, it's OK to let him sit one out.

8 – Point out what your child did well.

If he did a nice job saying thank you, or held his own during a conversation with his cousins, let him know you noticed. Recognition can mean a lot—and give your child more confidence going into the next holiday event.

Source: <https://www.understood.org/en/family/events-outings/holidays-celebrations/8-tips-for-helping-kids-with-social-skills-issues-cope-with-the-holiday-season>

Tips from Students Who Have Dyslexia

Nobody can fully appreciate what it's like to be a student with dyslexia as well as *another* student with dyslexia. Here are some strategies we compiled from conversations with the real experts — dyslexic kids with papers due, tests next week and books to read.

Use Time Wisely

If you're dyslexic, you already know that extra time on tests is critical to demonstrating your actual knowledge of a subject. But don't stop there. If you need extra time for tests, there's a good chance you need extra time on homework assignments as well. These tips should help:

- Break up big projects into smaller, less intimidating pieces. Have a three-page paper due in a week? Set dates for working on little tasks related to the paper, like picking a topic, doing research and writing a first draft. Don't be afraid to ask a teacher, parent or tutor to assist you.
- Give yourself enough time to work slowly and carefully. You don't want to rush or end up skipping part of a task.
- Do what's due first. If you're faced with a long list of short assignments, it's easy to just grab them all at once and start working in random order. But that's not the most effective approach. Take a minute to prioritize your work according to what's due first and what is likely to take you the most or least time to complete. Study tonight for the French test you have tomorrow, not the vocabulary test that's coming up next week.
- Don't fall into the "no homework tonight" trap. If your calendar is clear, look ahead to see what's coming up: an earth-science quiz at the end of the week or a math worksheet due Thursday? Use this free time to get a head start on the work you need to turn in later.
- Outline a task before you start. For a science project on plant growth, what materials will you need to gather? How many days will you have to allow for the beans to sprout? How long will it take you to write up your results? Think it through in your head and figure out

what steps you'll have to take so you know what you'll need — and how much time to allow — to get it done.

- Don't do more than you have to. For instance, you don't have to research everything on the Civil War to write a few paragraphs on the second Battle of Bull Run.
- Preview reading to identify words you can't pronounce and talk through the material with your teacher or tutor on a one-to-one basis. Avoid multiple choice-tests; instead request tests that are based on short essays.



Embrace Simple Tools

- Make flash cards to help you remember everything from math formulas to historic facts to vocabulary words. Breaking down content into these smaller chunks rather than trying to tackle everything on an entire sheet or in a book chapter will make studying far less overwhelming. And you can use your flash cards as a portable study guide to keep on hand and quiz yourself whenever you have a few minutes to spare.
- Work in a quiet place with few distractions. Ear plugs or noise-canceling headphones can help to block out noises that compete for your attention.
- Give yourself visuals and models to work from. Examples: Use diagrams for capturing the structure of a story or for remembering the animal kingdom; use highlighters or color-coding to bring out the main ideas in your notes, drafts or worksheets; create symbols, initials or doodles to help you remember concepts.

Make the Most of Technology

- Create a PowerPoint presentation of the material you'll need to know for a test. (Think of it as a high-tech version of flash cards.) Some computers, like Macs, also have a computerized voice that can read your PowerPoint slides back to you.
- Compose written work on a computer, which can be more efficient and easier to read than messy handwriting. Using a computer allows you to focus on the content rather than your handwriting so you can get your thoughts out in the first draft. And when you make edits, you won't need to write the entire essay over again.

- Consider using dictation programs like Dragon dictation software. Alternatively, on many newer computers with a microphone, you can enable the “start dictation” feature directly in Microsoft Word. Some students find that dictation allows them to be more creative and capture the details all at once.
- After you complete a writing assignment, whether it’s a paragraph or a longer paper, read it aloud and record it on your cell phone. (You can also have a member of your family read it to you.) Several free apps make recording easy and convenient. Listening to what you wrote as you read it over several times can help you spot errors and identify edits you’d like to make. Listening as you read your notes also helps you understand and remember what you’ve learned.
- Listen to assigned books in audio form, reading along in the hard copy. As an added bonus, you’ll feel much better prepared if you know you’re going to be called on to read out loud in class the next day.
- Ask your parents or a teacher to help you sign up for access to recorded books and other written materials. Bookshare, Audible and Learning Ally are just a few companies that make tens of thousands of audio recordings from text. Each service offers different types of literature, textbooks and reference materials, so if you can’t find what you need on one site, chances are it will be available through another service. Additionally, Amazon has teamed up with Audible to link up audio recordings with Kindle books, so you can read along with the text. The program is called Whispersync.
- If you have access to a newer computer, tablet or other electronic device, set it up to read your papers, notes and a range of other materials back to you. Macs do this within their accessibility settings, but there are many other options for software and apps that read text for both Macs and PCs. One of the oldest and most popular is Read & Write Gold.
- Consider investing in a Livescribe SmartPen if you take a lot of notes in class and are stressed about not getting it all down on paper. The device can eliminate note-taking anxiety because it captures everything the student hears and writes. You can transfer notes and recordings to a computer, and easily search and organize them for homework study. The audio recording can be slowed down or speeded up as needed, and a specific section of any recording can be played back simply by tapping that part of your written notes.

Ask For Help

- If you’re a college or university student struggling with a paper, take advantage of your campus writing centre. If you’re not in college, ask your peers, teachers or parents to help you talk through your ideas and get them on paper. If you already have a draft written, the extra pair of eyes is helpful to catch typos, spelling mistakes, or incomplete details and ideas.

- Your teachers and peers can be great resources for solidifying topics you are learning. Talk with your teachers to be sure you understood the material, and talk through the main ideas of the lectures with your peers to help form your own thoughts and understanding.
- Request extra time on tests. Extra time on examinations is a necessity. The amount of extra time cannot be determined from testing but should be based on your own experiences. The first time you request this accommodation, you might want to request double time.

Embrace the Power of Dyslexia

- Believe in yourself. Dyslexia teaches you to budget your time and work hard, and that work ethic will help you no matter what you decide to do in life.
- Talk to others who are dyslexic and listen to success stories from other dyslexic individuals. They will inspire and encourage you. If they did it, you can, too!
- Remember that just because something takes you longer to do, doesn't mean you can't do it well. And sometimes because it takes you longer, you remember it better.
- While it's hard to feel different or singled out if you need extra help or tutoring, try to remember that you're learning the skills to overcome dyslexia—and that you are smart and have abilities no one else does!

Source: <http://dyslexia.yale.edu/resources/dyslexic-kids-adults/tips-from-students/>

7 Tips for Managing More Than One Child's Learning and Attention Issues

By Amanda Morin



Having more than one child with a learning or attention issue can create unique challenges for parents. These tips can help you handle those challenges—from second-guessing your judgment to juggling doctors’ appointments.

1 – Review expectations.

If you have an older child with learning and attention issues, it can be hard to know what to look for as your younger child develops. Reviewing what’s expected at each age can help you assess whether you need to be concerned about anything you’re seeing.

2 – Keep separate records.

Be sure to begin a new three-ring binder for your younger child’s medical and school records. It can be tempting to put all your children’s information and notes together in one place. But having a different binder in a different colour for each one makes it a lot easier to find what you need quickly and easily.

3 – Don’t second-guess your instincts.

When you have one child with learning or attention issues, you may think you’re just being paranoid if you suspect another child has these issues, too. But it’s best to speak with his doctor rather than assume you’re imagining things. Keep track of whatever behaviour concerns you have and bring those notes with you to the appointment.

4 – Take advantage of the resources you already have.

Setting up meetings or putting services in place for your child may be easier the second time around. Although it can be unsettling to go through the process again, at least you’re not starting from scratch. And this time, you can turn for help to the providers you’re already connected to through your older child.

5 – Try not to compare your kids.

Learning and attention issues look different in different kids. Don’t assume the journey with each child will be the same. The “I” in IEP stands for *individualized*. Keep in mind, as you sit down to write goals or create a treatment plan for your child, that it needs to be based on his *own* needs, not what worked for his sibling.

6 – Be smart about scheduling.

Getting one kid to therapy and doctors’ appointments is hard enough—don’t let two double your trouble. If you can, try to use the same service providers for both children and plan their appointments back-to-back. You may even want to see if there’s another therapist in an office you already go to, so your children can have appointments at the same time.

7 – Get the help you need.

Having more than one child who needs extra support can sometimes be tough. Building your own support network is key to making sure you can meet your own needs and cope with your stress. Talk to friends and family about how they can help. When issues come up with your children, don't be afraid to ask their schools and therapists for help, too. And use our community to keep in touch with other parents in similar circumstances.

Source: <https://www.understood.org/en/family/siblings/multiple-children-learning-issues/7-tips-for-managing-more-than-one-childs-issues>

Guelph Storm - Help Us Fundraise!



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

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

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

Game dates are:

Friday, December 28, 7:30 PM – Guelph vs. Hamilton Bulldogs
(available until December 5)

Friday, January 4, 7:30 PM – Guelph vs. Windsor Spitfires

Sunday, January 20, 2:00 PM – Guelph vs. Niagara IceDogs

Sunday, February 10, 2:00 PM – Guelph vs. Kingston Frontenacs

For tickets, contact Resource Coordinator Jen Paterson at info@ldawc.ca or (519) 837-2050.

Upcoming LDAWC Events & Workshops

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/



Learning Disabilities Association of Ontario Membership Application

Membership:

- 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

