



# Idawc • Learning Disabilities Association of Wellington County

*The right to learn, the power to achieve*

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## LDawc News

Hard to believe that 2019 is coming to a close and the holidays are just around the corner. This time of year can be very busy and stressful for families – this month's newsletter has a focus on self-care and stress management. We hope you find something to use during this holiday season.

LDawc's SOAR (Some Assembly Required) program is focused on Transitions to High School. Our first session is just finishing up and we are excited about offering this program again in 2020. See page 8 for more details.

A new Reading Rocks program is planned to start in January 2020. Registration is now open – see page 21 for more information. We are always looking for volunteers for this program – please consider donating some of your time to this important program - contact us if you are interested.

If you're not already following us on social media, it's a great place to get updates, interesting articles and ideas:



[facebook.com/LDAWellingtonCounty](https://facebook.com/LDAWellingtonCounty)



[twitter.com/lda\\_wellington](https://twitter.com/lda_wellington)

Looking for stocking stuffers? Help support LDawc and the United Way by purchasing tickets to select Storm games. Selling these tickets is a significant fundraiser for us every year. \$1 from each ticket will be donated to the United Way. See page 15 for game dates.

Consider making a holiday donation to LDawc on behalf of someone on your gift list. Donations in honor of someone are great ways to recognize teachers, coaches, friends and neighbours. See page 7 and 16 for some ideas.



**United Way**  
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Fondation  
Trillium  
de l'Ontario

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

## Parents' top tips: surviving family gatherings with kids with ADHD

Parents of kids with ADHD and learning disabilities share how planning ahead can make holiday get-togethers fun, not frantic.

<https://www.greatschools.org/gk/articles/parents-top-tips-making-family-holiday-gatherings-work-for-you-and-your-child/>



As the parent of a child with learning or attention problems, you've likely spent many hours preparing your child and yourself for family holiday gatherings. Whether your child loves or dreads these events, chances are you keep pretty close track of her during such get-togethers — and step in when necessary to coach, redirect, and run interference for her.

We recently surveyed 139 parents of children with learning or attention problems to get their best tips on how to make family gatherings enjoyable for their kids, relatives, and themselves. Here's a sampler of their responses — perhaps you'll find several new strategies to add to your repertoire.

### What stresses out parents

When asked to select from a list of their greatest concerns during family gatherings, here's how parents responded:

- 39% of parents said they worry about how their families judge them and their child.
- More than one-third (35%) of parents said that “how my family interacts with my child” is a concern.

In addition to concerns that hit close to the heart, parents also worried about their kids having too much unstructured time, not having a normal daily routine, and being tired and cranky from over-scheduling social events. Interestingly, while parents reported worrying about many things during holiday gatherings, 80% of them said that their kids were “excited” about holiday events.

## Prepping your child

Asked for their top tips for managing — and enjoying! — family gatherings during the holidays, these parents offered creative, practical, and often wise strategies. Not surprisingly, many tips involve planning ahead to avoid problem situations.

Several parents advised setting aside some time before the event to “preview” the occasion for the child, so she knows what to expect — and what’s expected of her.

“Explain clearly what you want him to do, and what not to do. My child dominates the conversation, and I remind him to be careful about that.” — *Wendy M., Pacifica, CA*

“I focus on lots of positive reinforcement prior to the event, look for anything that will bolster his self-esteem, and give him positive news to chat about with relatives.” — *Terry F., New York, NY*

“One of the things I found to be most helpful is to role play potential situations [with my child]. For instance, [what if] my daughter hates the sweater her grandmother gives her? We role play how to handle this, and reinforce that we can discuss [these] issues privately, after the family gathering.” — *Jennifer, Rumson, NJ*

“I make sure my child understands that it’s OK to find a place [during the event] to be quiet and calm. She needs this in order to keep anxiety down and relax.” — *Sheilah H., Sulphur Springs, TX*

“Our child has a tough time recalling which name goes with which face. On the way to the party, we try to have casual conversations about who will be there, and how they are related. For example: ‘It will be great to see Uncle Bill. His children, Marie and Jennifer, are so big now.’” — *Ann, Phoenix, AZ*

However, one parent found that preparing her child only made things worse:

“I’ve found it better not to mention what is expected from my daughter.... It’s almost like a jinx. It seems like she can’t live up to expectations when we talk about her behavior beforehand. I’ve learned to downplay [discussions about] special gatherings and holidays.” — *Sybil K., Moline, IL*

## Mentally preparing for gatherings

Several parents offered tips on effective ways they've found to prepare themselves for holiday gatherings. Many felt that, when they were relaxed enough to enjoy the event, it helped their kids relax, too. Others noted that, while enjoyment is their goal, it's often easier said than done.

"Having a talk with themselves" before a social event helped several respondents:

"Family members who don't understand that holidays can be a time of anxiety for kids just haven't lived in your shoes.... Don't feel like you have to apologize for your child; [the child] is most likely doing their best, even if it doesn't seem like that to others." — *Cheryl, Maynard, MA*



"Remember your child needs you most of all as his/her advocate and source of unconditional love. What others say and think doesn't mean as much." — *Patricia, Gilford, NH*

"I remind myself that, first, my child is not 'broken;' he is who he is. Second I am always tolerant and understanding of [other people's] children's choices and behavior. Third, if they don't get it, it's their problem.

Fourth, I always (even though it's exhausting sometimes) remain pleasant and positive." — *Terry F., New York, NY*

"Don't look at your child's behavior as a reflection of your parenting skills. Don't sweat the small stuff." — *Julie, Northbrook, IL*

"If you host a family gathering, relax! Everything doesn't have to be perfect." — *Kathryn, Cleburn, TX*

"I've lived through 'blended family' gatherings by always having some noncontroversial topics to share. Also, I try to share in sports interests, even though sports are not that important to me. Lastly, [I try to] listen for twice as much [time] as I talk!" — *Henry B., Conyers, GA*

"Just go! Everyone's got 'stuff.'" — *Anonymous*



## Planning for an enjoyable time

Most of the parents did a fair amount of advance planning to make sure that they and their kids would enjoy the event.

“We learned that holiday parties were much more fun if we fed the children a complete, nutritionally balanced meal before we left the house....Once we arrive, my husband and I can socialize and enjoy our relatives and friends...without worrying that our child will not eat...and later break down from hunger.” — *Ann, Phoenix, AZ*

“I try to make sure that my children are not overtired starting out, and that they have had lots of fresh air and exercise before the gathering.” — *Anonymous*

“Keep it short and sweet. My husband and I agree on a specific time we are leaving the event – before we even leave our house. It’s much easier on the kids, and I don’t resent the events [with my husband’s family] so much.” — *Rachel, West Dundee, IL*

“[Do a] cognitive rehearsal with the child prior to the event. Talk with family members that are supportive and ask them to help run interference if they see something askew.” — *Debbie, Delmont, PA*

“If possible, try to avoid scheduling big events two days in a row, so that your child has time to recuperate and rest.” — *B. Frenzer, IL*

One very popular strategy among respondents was planning how to carve out a personal space for their child at the event, either to prevent problems, to help the child avoid social pressure, or just to “turn down” the stimulation for awhile.

“If the visit involves an overnight stay, ensure that you have enough private time and private space to deal with meltdowns.” — *Polly K., Rockford, IL*

“Make sure you bring familiar items and allow your child down time to do their favorite thing... even if your family doesn’t ‘get it.’” — *Liz A., Chesapeake, VA*

## During the event

While a few parents offered the advice to relax or just enjoy family gatherings, more parents said that they keep tabs on their child’s activities and behavior — and the behavior of well-meaning but insensitive or uniformed relatives.

“My child is visibly uncomfortable when people are talking about getting straight A’s, etc. So we (her parents) emphasize her accomplishments outside and inside the classroom. If there are overly ambitious relatives [who] are pressuring your child, pull

the child away and/or talk to the relative directly about their behavior.” — *Lannie M., Windsor, CA*

“I let my child be. I stop hovering and allow him to enjoy being with his extended family. He feels accepted and he relaxes.” — *Jill, Brooklyn, NY*

“Smile, pause, and say something wonderful about your child when someone says something negative. The subject will be immediately changed. It works like a charm.” — *Michele B., Broomfield, CO*

“Have your child bring activities [to the gathering] that he is familiar with and that can be shared with other family members easily. For a child with problems socializing, this can be the icebreaker, allowing him to explain and share his knowledge and expertise. This [also] makes it easier for other children to have an initial focus on things other than ‘that kid.’” — *Valerie L., Baldwin, NY*



“Be realistic in your expectations. Don’t let your kids be unsupervised in a large gathering of family, assuming that someone else will keep an eye on them. Set boundaries as to how much time you’ll spend away from your home, and what is customary and normal for your family.” — *Cathy, Fort Worth, TX*

“Do what you feel is best for your child! Don’t worry about what others will think or say. If someone criticizes your child, you or your parenting/discipline style, stand up for yourself!!” — *Andrea, New Hampshire*

Many parents have agreements about spending only as much time at family gatherings as everyone in their immediate family can comfortably manage.

“If you see things starting to fall apart, try to change the dynamic, or excuse yourself and get your child out of there.” — *Anonymous*

“Do not overstay; leave before your child wears you or the family out.” — *Chris, Stongsville, OH*

“Don’t be afraid to say no to family members. If you have a difficult child, your job is to spend time with him/her and give them the best possible holiday experiences. The stress sometimes associated with traveling to family and trying to keep your child ‘in line’ is not worth it around the holidays...Give yourself a break.” — *Nancy P., West Hartford, CT*

## Remember why holidays are important

Several parents spoke thoughtfully about how — and why — it's worth our time and energy to create holidays and family gatherings that work. The thoughts of two parents focused on family gatherings as a place where interactions with family can create fond and lasting memories:

“Go with a positive attitude that we should enjoy our families since they will not always be around. These times become a large part of the memories for children.” — *Melissa A., Winston-Salem, NC*

“Set aside time with your children to read to/with them, play a game, or take a walk. Remember that our children, in most cases, will only be with us for a season, before they are grown and gone and we'll wish they were around!” — *Cathy, Fort Worth, TX*

“Over the years, I have made a point of helping my children anticipate our family gatherings in a positive way by focusing on family traditions and rituals. I may share an anecdote... pull out some photos, ...or mention a funny story. I remind them that life is short and the opportunity to create precious and long-lasting memories today is what matters most.” — *Brigitte, New Liskeard, Ontario*

## Five tips for surviving family gatherings

1. Set realistic expectations for you and your child — don't go for perfection.
2. Remember that your child's behavior is not a reflection of your parenting skills.
3. If someone says something negative about your child, smile, pause, and then say something positive about him or her.
4. Don't be afraid to leave if the gathering is too stressful.
5. Relax and enjoy it as much as you can!



### HOLIDAY DONATIONS

This is an example of what is included in my daughter's teachers holiday card.

Consider doing something similar for a coach, neighbour, teacher or friend.

All donations made will be issued a tax receipt.

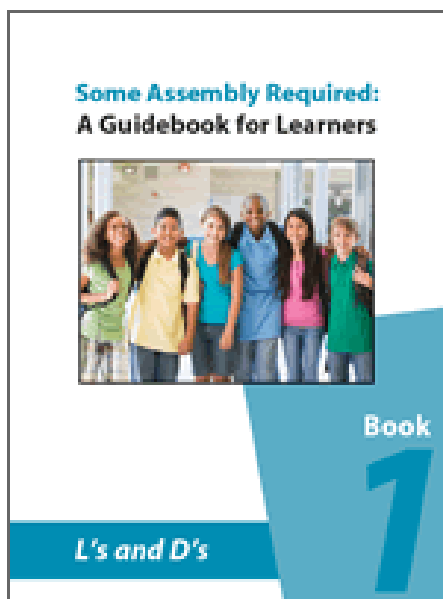
DONATE online by visiting [www.idawc.ca](http://www.idawc.ca)



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***Are you or your child in grades 7-9 with an LD or ADHD? Are you looking  
 prepare for the changes of high school?***



## ***SOAR (Some Assembly Required) Transition Planning Program***

**Monday @ 7pm – 8:30 pm**

**6 Sessions: Jan 20-March 9, 2020**

(No sessions Jan 27-highschool exams, and Feb 17-Family Day)

**Location: TBD (Central Guelph)**

**Cost: \$200 (\$180 for LDAWC members)**

- L's and D's – understanding your learning disability, your learning style and a model for problem solving
- Tools for success – 3 key areas – daily work, studying and tests, projects and assignments, and ways to approach successfully
- Making Choices for the Future – changes and choices in high school, strategies to stay on top of homework and organizational issues, IEP and accommodations
- Group based learning
- Each participant will get their own workbooks. Concepts taught will be reinforced with games and hands-on activities!

**Who:** Students grades 7 to 9 with a learning disability or ADHD diagnosis

**What:** Small group

**Focus:** Increase self advocacy and awareness of student's disability

**Find out more: contact Monica at 519-837-2050 or email [execdir@ldawc.ca](mailto:execdir@ldawc.ca)**



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# The Importance of Self Care During the Holidays

<https://psychcentral.com/lib/the-importance-of-self-care-during-the-holidays/>

“The most wonderful time of the year.” Unfortunately, that’s not the experience for many people during the holiday season. There is often an increase in depressive feelings as time and money resources are drained and people struggle with recent or unresolved loss. Self-care is vital year round, but even more so during this stressful season. Many find themselves dealing with external stressors which includes environmental factors or events as well as internal stressors which stem from maladaptive personal behaviors, traits or lifestyle choices.

## Who’s at risk?

Although no one is completely immune from stress, there are a few types of people that are at a higher risk than others and need a little extra self-care.

- Perfectionists bring on internal stress because they expect every holiday meal to be absolutely perfect and are on a mission to ensure *everyone* on the gift list receives exactly the right gift (which is also wrapped perfectly!). Although there is nothing wrong with a desire to excel in any area of life, when perfection becomes a requirement, problems may emerge.
- Closely tied to perfectionists are chronic worriers who are anxious about every possible negative outcome. There are definitely some legitimate areas of concern such as the number of drunk drivers leaving holiday parties but worrying can be extreme.
- The elderly, and particularly elderly males, are frequently more isolated from family and friends which puts them at risk.
- A natural group is those who are grieving, even if the death or loss they’ve experienced is not recent. There may be painful memories or feelings that are triggered this time of year.

## Symptoms to watch

Although people respond to stress differently based on their resilience and personality, there are some common symptoms to stay alert for. Being cognizant of these signs is a proactive approach to reducing stress.

- Physical symptoms include headaches, muscle tension, shortness of breath, fatigue, appetite changes, and disruption in sleep patterns.

- Mental symptoms occur when a person has trouble thinking clearly, cannot concentrate, talks negatively and uses poor judgment.
- Emotional responses manifest as a sense of feeling out of control, nervous, anxious, hopeless, or angry.
- Negative behavioral changes include aggression, excessive use of substances, and other compulsive behaviors.

#### So what can you do to take care of yourself?

**Start with gratitude.** Rather than complaining about your holiday work party, be thankful you have a job. Instead of dreading time with your sibling's spouse who drinks a bit too much at parties, be grateful that he or she is wonderful to your sibling the rest of the year. When your mind goes towards a negative, find a way to flip that around.



**Just say no.** Although there are obligations you feel the need to attend because it's related to work or family, it is okay to say 'no' sometimes. We don't want to be a scrooge during the holidays, but if you're an introvert like me, you also don't like to be overscheduled. It's about being mindful of your own needs.

**Get *restful* exercise.** Aim for some exercise that is *not* related to shopping or cleaning. Yes, you can certainly get your walk in while doing those activities, but also take some time to walk outside — preferably in the sunshine — and without a headset.

**Reduce exposure to stimulation.** During the holiday, there are more sounds, sights, smells, and movement than any other time of year. Drive your car with the radio turned off. Change the Christmas tree lights to a steady glow, rather than blinking. Detox from technology for a period of time.

**Be open to new traditions.** After you experience loss, the holidays are a very different experience. Instead of putting up Christmas decorations, you can enjoy a festival in town or view the lights in your community. Serve someone else especially if you will be alone on holidays. It takes the focus off your loneliness when you're investing in someone else.

**Pay attention to nutrition.** It's the time of the year when good health habits seem to go out the window! There's no need to deprive yourself but making good decisions about what you eat can impact your mood. Be aware of your mental blocks, such as feeling it's the "only time of the year" you get to eat something or this dish "reminds me of home," "I don't want to hurt anyone's feelings." The list goes on. Just as you should eat something before grocery shopping, eat something small before an event so you don't overdo it. And be the one to bring something healthy. One of my go-to items is a veggie tray. It's inexpensive to buy one and guarantees I'll have something healthy too much on. It's no surprise that this can be an especially tough season which is why proactive self-care can help you get through it. Or if things are smooth in your life, these tips will help you enjoy it even more. And remember self-care happens all year long — not just the holidays.

## Did you know.... LDAO has online workshops and courses

### Online Workshops and Courses:

Select the links below for more information about our courses or workshops.

- [IEP 101 Online Workshop for Parents and Students](#)
- [Parent Workshop Series: Setting Up Your Child For Success](#)
- [Professionals Workshop Series: Introduction to LDs and ADHD](#)
- [Learning Styles & Self-Advocacy for Youth](#)
- [Learning Styles & Self-Advocacy for Adults](#)
- [Partnering with Schools for Student Success: Effective Parent Advocacy](#)







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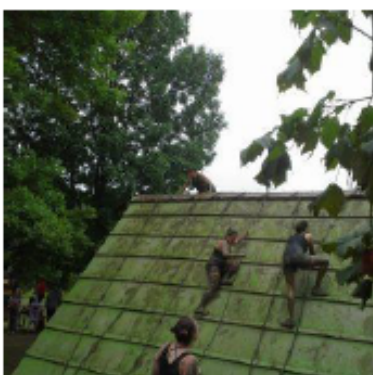
**January 23, 2020 @ 7:00 pm - 9:00 pm**

## Resilience & Self-Regulation

**Resilience as part of Learning and Building Self-Regulation**

**-This is Part One, of a two-part series (This session is for parents and will be followed by a second session for Parent & Youth)**

7pm, Community Living, 8 Royal Rd, Guelph, ON N1M 3J4



Resilience is both a trait and an aspiration. We all have resilience and we need to know how to tap into our resilience as well as develop or build on it.

There are 7 key criteria for resilience and the top 2 criteria are Self-Regulation and Impulse Control.

Come to a workshop that will help you and your child/ren with tapping into and developing Self-Regulation as a means to cope and thrive.

Presenter: Maureen Oesch, MSc, MFT  
Child Youth and Family Counsellor & Coach  
Social Justice Advocate & Volunteer Educator

-Maureen works with families and children as a Counsellor and Coach. She is a very active Volunteer Educator, a tutor, and is involved in her childrens' School Council and the Parent Involvement Committee at the Upper Grand District School Board.

Cost: \$15 (Members \$10)

REGISTER: <https://ldawc.ca/event/resilience-self-regulation/>

Or by Calling: 519-837-2050 Or e-mailing: [Info@ldawc.ca](mailto:Info@ldawc.ca)

***FIND OUT MORE ABOUT LDAWC!***



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[twitter.com/lda\\_wellington](https://twitter.com/lda_wellington)



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# Right to Read Public Inquiry

The OHRC wants to hear from Ontario public school students, parents and educators about the experiences of students who have or may have reading disabilities.

Please contact us at:

**legal@ohrc.on.ca**

**416-314-4547**

**1-800-387-9080**



Ontario  
Human Rights Commission  
Commission ontarienne des  
droits de la personne

The Ontario Human Rights Commission launched a Right to Read inquiry. LDAO has been at the table as this project was being planned and you will see a supporting quote from us on the webpage:

[http://www.ohrc.on.ca/en/news\\_centre/ohrc-launches-right-read-public-inquiry](http://www.ohrc.on.ca/en/news_centre/ohrc-launches-right-read-public-inquiry)

The Media press conference is here: <https://www.youtube.com/watch?v=yM5ljFi1hkU>



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# Preventing Parental Burn Out: Coping Strategies for Parents of Children with Learning Disabilities

<https://hr.ucsf.edu/hr.php?A=1077&AT=&org=we>

When a child is diagnosed with learning disabilities, all of the attention is focused on helping the child. However, parents also need assistance in coping with their own feelings and frustrations.

Research has shown that parents of children with learning disabilities had very elevated scores on the Parenting Stress Index, signifying that they perceived far more stress in their role as parents than did parents of children without learning problems. By increasing coping skills, parents can reduce their own stress and can become effective in reducing stress in their children.

## Internal Stress

Expectations of parents about their child lie at the root of burnout. When expectations about parenting are not met, the first thought is “What did I do wrong?” Therefore, parents must learn how to develop realistic expectations and how to recognize when negative self-talk defeats effective coping.



## Management Strategies

Identify your own self-defeating assumptions and think of alternative messages. Be kind to yourself and accept yourself and child as fallible. Note and use personal strengths and talents.

## External Stress

External stressors are those that are situational, and often involve relationships with others. For example, neighbors, friends, and relatives don't understand why such a normal-acting child is having academic problems. Teachers frequently don't fully understand the ramifications of a child's problem. Parents are called upon by the school to help make decisions about the child's academic program, but often feel helpless because of their own lack of understanding.

## Management Strategies

Problem-solving techniques, time management, and goal setting are helpful when dealing with stressors associated with raising children and running a household. Since coping with a child with learning disabilities can be emotionally draining, parents also are encouraged to develop assertiveness skills, intimacy skills, and a support system.

Also know your limits and be realistic about what you can accomplish. Say no to unreasonable demands. Learn about your child's problems and needs, so that you can be an active participant in school and resource meetings.

### **Physiological Stress**

Parents of children with learning disabilities need to recognize that children with learning disabilities require exceptional amounts of energy. In order to replenish energy, parents need to be sure they get sufficient rest, eat well-balanced meals, and exercise regularly. Make recreation and relaxation a priority, so that you have some time off during the week. (Studies have shown that psychologically

healthy families have less-than-perfect housekeeping!)

Parenting children with learning disabilities presents special challenges, not only with the child's everyday problems, but also with the associated social and emotional problems of school failure. Better coping strategies and parent groups can provide both skill training and emotional support for parents of children with learning disabilities.

## ***Guelph Storm - Help Us Fundraise!***

***Tickets are \$17.50 each***

***(adult regular price \$26)***

Help support LDAWC and The United Way! Get your Guelph Storm tickets from us!

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



Game dates are:

Friday January 3, 2020 7:30PM – vs. Peterborough Petes

Wednesday February 5, 2020 7:00 PM– vs. Erie Otters

Friday, February 28, 2020 7:30 PM – vs. Erie Otters

To order tickets, contact us at [info@ldawc.ca](mailto:info@ldawc.ca) or (519) 837-2050

# A Glass of Water

*Adapted from Putting Yourself First Seminar*

A lecturer, when explaining stress management to an audience, raised a glass of water and



asked “How heavy is this glass of water?” Answers ranged from 20g to 500g. The lecturer replied “The absolute weight doesn’t matter. It depends on how long you try to hold it.”

“If I hold it for a minute that’s not a problem. If I hold it for an hour I’ll have an ache in my arm. If I hold it for a day, you’ll have to call an ambulance. In each case it’s the same weight but the longer I hold it the heavier it becomes.”

“And that’s the way it is with stress management. If we carry our burdens all the time sooner or later, as the burden becomes increasingly heavy, we won’t be able to carry on. As with the glass of water you have to put it down for a while and rest before holding it again. When we’re refreshed, we can carry on with the burden. So before you return home to-night, put the burden of work down. Don’t carry it home. You can pick it up tomorrow. Whatever burdens you’re carrying now, let them down for a moment if you can. Relax; pick them up later after you’ve rested.”

According to Statistics **Canada**, of all the children with **disabilities** in this country, more than half (59.8%) have a **learning disability**. Statistics **Canada** reports that 3.2% of **Canadian** children have a **learning disability** – that’s the equivalent of one child in every school bus full of children.

**Looking for a gift for your child’s teacher, tutor or coach?**

**Consider making a donation on behalf of the special person in your child’s life to the Learning Disabilities Association of Wellington County. The gift will be put to good use and help us continue to provide valuable programs.**

**Happy Holidays**



# January 2020 Peer Support Network



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

**When:** Thursday January 16, 2020 @ 7:00 pm - 8:30 pm

**Where:** Fergus - TBD

**Cost:** FREE

**Register:** At our website at [www.ldawc.ca/events](http://www.ldawc.ca/events) or call (519) 837-2050.

***FIND OUT MORE ABOUT LDAWC!***



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[twitter.com/lda\\_wellington](https://twitter.com/lda_wellington)

# Helping people, changing lives: The 6 health benefits of volunteering

<https://mayoclinichealthsystem.org/hometown-health/speaking-of-health/helping-people-changing-lives-the-6-health-benefits-of-volunteering>

Volunteers make an immeasurable difference in the lives of others. Oftentimes, they perform with the core intention of helping others. But did you know that volunteering can benefit your own health as well? Researchers have attempted to measure the benefits that volunteers receive including positive feeling referred to as helper's high, increased trust in others and increased social interaction.



From lowering stress to boosting self-confidence, research has shown that volunteering offers many health benefits, especially for older adults, such as:

1. Volunteering decreases the risk of depression. Research has shown that volunteering leads to lower rates of depression, especially for individuals 65 and older. Volunteering increases social interaction and helps build a support system based on common interests — both of which have been shown to decrease depression.
2. Volunteering gives a sense of purpose and teaches valuable skills. Volunteers, such as those at Mayo Clinic Health System, perform critical roles in assisting patients, families and staff. They serve as greeters providing patient room information and directions, as transporters of patients and patient items, and as surgery and Critical Care waiting room attendants. They make prayer shawls, blankets, sweaters and hats typically given to newborn babies and cancer patients. Services they provide include working in the hospital gift shop, performing clerical duties for staff and offering pet therapy to patients through the Paws Force team. The work that



volunteers provide is essential to everyday processes, which gives volunteers a sense of purpose.

3. Volunteering helps people stay physically and mentally active. Volunteer activities get you moving and thinking at the same time. One study found that volunteering among adults age 60 and over provided benefits to physical and mental health. Another study found that, in general, volunteers report better physical health than do non-volunteers. Older volunteers experience greater increases in life satisfaction and greater positive changes in their perceived health as a result of volunteering.
4. Volunteering may reduce stress levels. Volunteering may enhance a person's social networks to buffer stress and reduce risk of disease. By savoring time spent in service to others, you will feel a sense of meaning and appreciation, both given and received, which can have a stress-reducing effect.
5. Volunteering may help you live longer. An analysis of data from the Longitudinal Study of Aging found that individuals who volunteer have lower mortality rates than those who do not, even when controlling for age, gender and physical health. In addition, several studies have shown that volunteers with chronic or serious illness experience declines in pain intensity and depression when serving as peer volunteers for others also suffering from chronic pain.
6. Volunteering helps you meet others and develop new relationships. One of the best ways to make new friends and strengthen existing relationships is to participate in a shared activity together. Volunteering is a great way to meet new people who share common interests with you. Dedicating your time as a volunteer also helps you expand your network and practice social skills with others.





## Volunteer Tutors – Reading Rocks

The Learning Disabilities Association of Wellington County is looking for Reading Rocks volunteers for its Winter 2020 programs. We are looking for enthusiastic, committed, motivated people who would like to be positive role models for our Reading Rocks program. In this volunteer role you will be working with children aged 6-12, helping them with reading skills. Excellent oral and written English language skills are a must, and previous experience working with children or tutoring would be an asset. Training will be provided, along with lots of fun, interactive materials to help you engage your student. A reference letter is available at the end of the program upon request.

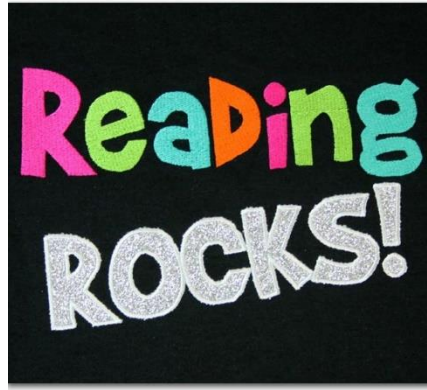
**When:** The program runs twice a week (either Mondays and Wednesdays or Tuesdays and Thursday). Each session is 1 hour long, and the program runs for 16 sessions. Programs begin the week of Jan. 20 with breaks for high school exams (Jan. 23-31), reading week (Feb. 17-21) and March Break (Mar. 16-20). The Fergus location program begins on Jan. 20<sup>th</sup> - there will be no program on Family Day, February 17<sup>th</sup>.

**Where:**

**St. James Catholic High School, Guelph** (Mondays/Wednesdays, 6:30-7:30 pm), or  
**Our Lady of Lourdes Catholic High School, Guelph** (Tuesdays/Thursdays, 6:30-7:30 pm) or  
**St. Andrew's Presbyterian Church, 325 St. George St., Fergus** (Monday/Wednesday evenings 6-7 pm)

**What to expect:** After filling out the volunteer application here: <https://ldawc.ca/volunteer-reading-rocks.html> you will be asked to attend a brief interview to help us better match you with students. As well, new volunteers over the age of 18 will be asked to provide a current Police Vulnerable Sector Check-at no cost. (LDAWC staff will be happy to assist with this process if you do not already have one.) Then you'll just need to attend the (mandatory) training session and you'll be ready to start helping a young student learn to love reading!

**Questions:** Contact Erika Longman via email: [ldawcrr@gmail.com](mailto:ldawcrr@gmail.com) or phone: 519-837-6075



Reading Rocks is a one-on-one literacy tutoring program, developed for children who are struggling with literacy skills due to a diagnosed or suspected learning disability. Based on the latest research around the reading process, this program focuses on three foundational literacy skills; sight word vocabulary, phonics, and fluency. In addition, the program uses motivational tactics, such as graphing, goal setting, and monitoring to actively engage students in their own learning.

The Learning Disabilities Association of Wellington County is pleased to offer this program, cost free, at 3 locations this fall. The 8-week program is open to children aged 6-12 and takes place twice a week, for an hour each evening. Students are matched with trained tutors who implement fun, interactive games and activities, based on specific needs. Each week, children will set goals and graph their success on an individualized poster board that they create with their tutor.

<b>Fergus-St. Andrew's Presbyterian Church</b>	<b>Guelph (east end)-St. James CHS</b>	<b>Guelph (west end)-Guelph CVI</b>
Mondays and Wednesdays 6:00-7:00 PM	Mondays and Wednesdays 6:30-7:30 PM	Tuesdays and Thursdays 6:30-7:30 PM
Jan. 20-March 16	January 20 - April 1	Jan. 21-April 7
No program Feb. 17	No program Jan. 27 & 29, Feb. 17 & 19 or Mar. 16 & 18	No program Jan. 23, 28 & 30, Feb. 18 & 20 or Mar. 17 & 19

#### **TO REGISTER:**

Visit [www.ldawc.ca](http://www.ldawc.ca) and click on Reading Rocks! Under the 'OUR SERVICES' tab.

PLEASE NOTE: Acceptance into the program is NOT first come/first served. Our program relies on volunteer tutors and we work very hard to match their skills with the needs of individual students. Therefore, early registration is not a guarantee of acceptance.

For more information email Erika at [ldawcrr@gmail.com](mailto:ldawcrr@gmail.com)



## 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**

