



# Idawc • Learning Disabilities Association of Wellington County

*The right to learn, the power to achieve*

*The Learning Disabilities Association of Wellington County does not endorse, recommend, or make representations with respect to the research, services, programs, medications, products, or treatments referenced in this newsletter. The material provided in this newsletter is designed for educational and informational purposes only.*

## In our January 2020 Issue:

LDAWC News – 1  
 Helping your Kids Set and Keep New Year's Goals - 2  
 SOAR Transition Program - 5  
 Conquering Clutter– 6  
 5 Tips to Easier Transition After the Holidays --7  
 Workshop – Resilience & Self-Regulation - 9  
 Right to Read – Public Inquiry - 10  
 Guelph Storm – 11  
 LDAO Courses & Workshops – 11  
 Peer Support Network - 12  
 Volunteers Needed – 13  
 Reading Rocks Program Spring 2020 - 14  
 LDAO Membership Application – 15

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)**

## LDAWC News

It's a New Year! Happy 2020.

It's time for New Year's Resolutions! See page 2 for information on helping your youth set resolutions and stick with them.

Has all the Holiday stuff gotten out of hand? Sign up for a Free Webinar (page 6) to learn how to conquer clutter with 7 easy steps.

Worried about the Transition back to school after all the late nights, treats and excitement of the Holidays? See page 7 for Tips to an Easier Transition after the Holidays.

LDAWC's SOAR (Some Assembly Required) program is focused on Transitions to High School. Next Program starts Monday January 20<sup>th</sup>. See page 5 for more details.

A new Reading Rocks program is starting in January 2020. Registration is now open – see page 14 We are always looking for volunteers for this program – please consider donating some of your time to this important program.

We continue to sell Guelph Storm Hockey Tickets.

Help support LDAO and the United Way by purchasing tickets to select Storm games. \$1 from each ticket will be donated to the United Way. See page 11 for game dates.



# How to Help Your Child Set a New Year's Goal—and Stick with It

By Lexi Walters Wright

<https://www.understood.org/en/family/events-outings/holidays-celebrations/how-kids-with-learning-and-thinking-differences-can-set-and-stick-to-new-years-goals>



## At a Glance

- Making New Year's resolutions can empower your child to change a behavior or work on a new skill.
- Good New Year's resolutions are thoughtfully made with reasonable end goals in mind.
- Progress charts and regular check-ins can help kids keep their resolutions on track.

Ideally, New Year's resolutions teach kids how to set and work steadily toward goals. That can be especially valuable for those who have learning and thinking differences. But your child may need some help creating meaningful goals she'll be able to stick with.

## Creating a New Year's Goal

However appealing an end goal is, it's easy to get sidetracked. Help your child craft a sustainable plan by following the same SMART guidelines you would use for an IEP goal: Make sure it's:

**Specific:** The resolution should include your child's goal, the skill she's working on and how she'll achieve it: "To become a better trumpet player by our May concert, I'll practice 30 minutes a day."

**Measurable:** She should track her progress—on a chart or in regular check-ins with you.

**Attainable:** The goal should be ambitious but realistic—something that will stretch your child's skills but not overwhelm her.

Results-oriented: The resolution should explain what she'll be able to do once she reaches her goal. For example: "Studying with a tutor twice a week will help me consistently get A's in math."

Time-bound: Your child's resolution should specify a reasonable time frame and can include mini-goals along the way (mini-successes can be very motivating).

### **And another big must:**

Relevance: Your child has to want to set and reach this goal! She should feel eager and committed.

### **What a Good Resolution Looks Like**

Your child's specific goals will depend on her challenges, abilities and interests. Here are a few examples of how you might help her refine her ideas.

Social Skills Resolution Beginning idea: "I'll be the most popular kid in my class." Resolution: "This year, I'll make more friends. Twice a month, I'll invite someone over from school or Scouts."

Academic Resolution Beginning idea: "I'm going to get all As this year." Resolution: "In January, I'll get a B or better on every science quiz by studying at least 45 minutes for each one and asking my teacher for advice on studying."

Athletic Resolution Beginning idea: "I'll start running and make the varsity track team this spring." Resolution: "To learn to run, I'll download a training app. Then I'll practice for a Valentine's Day 5K. If I like it, I'll find a 10K over summer break."

### **Working Toward a New Year's Goal**

As your child works on achieving his resolution, she'll also be building important skills like:

Self-reflection: "How do I want to improve this year?"

Self-advocacy: "What do I need to do to help me reach my goal?"

Self-awareness: "Am I making progress toward my goal?"

Problem-solving and self-control: "What can I do to get back on track?"

Self-esteem: "How does achieving my goal make me feel?"

Encourage her to step back and ask herself questions like these—or even discuss the answers with you—along the way. They’ll help her stay on track and get more out of the experience.

### **Helping Your Child Stick with It**

However good her intentions—and her plan—your child may sometimes have trouble persevering. These tips can help you help her:

If your child agrees, consider joining her. You’ll make each other more accountable. “I’m also looking to exercise more this year. How about we swim together at the Y every Saturday morning?”

Don’t nag. In addition to the regular progress checks you’ve built in, ask questions and offer reminders—but in ways your child can accept. Some kids might respond well to: “I know you wanted to have someone over twice a month. Has that happened yet for February?” Others might do better with, “We don’t have any plans this weekend, if you want to have a teammate over.”

Share your own experiences. Be honest about what did and didn’t help you with your New Year’s resolutions. “I’m so glad I joined the library book club last year. It really helped me reach my daily page goal.”

Make it meaningful. Let your child work hard at her resolution. If she doesn’t achieve it, you can help make sure that her struggle is motivating, not paralyzing.

Talk through how things went off-track and what she might do differently next time. Explore Parenting Coach for more ideas on how to help your child stick with it and not give up.

### **KEY TAKEAWAYS**

**LIKE IEP GOALS, NEW YEAR’S GOALS SHOULD BE SPECIFIC, MEASURABLE, ATTAINABLE, RESULTS-ORIENTED AND TIME-BOUND.**

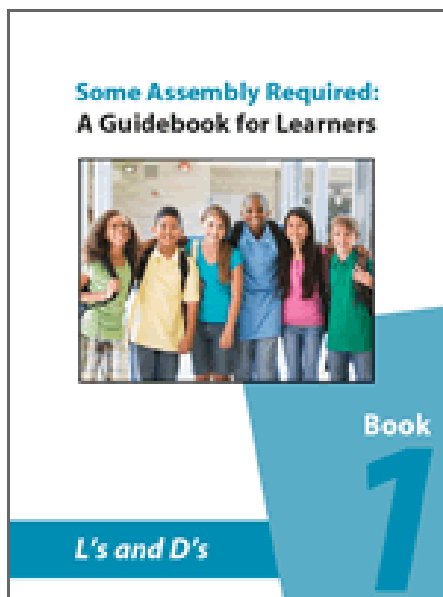
**EVEN IF YOUR CHILD DOESN’T REACH HER GOAL, SETTING IT AND WORKING TOWARD IT CAN BE A MEANINGFUL EXPERIENCE FOR HIM/HER.**

**THERE ARE WAYS YOU CAN HELP YOUR CHILD STAY ON TRACK AS SHE WORKS TOWARD HER/HIS GOAL.**



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

*The right to learn, the power to achieve*



***For Youth in grades: 7-9 with an LD or ADHD***  
***Are you looking to help prepare for the***  
***changes of high school?***

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

**Monday's @ 7pm – 8:30 pm**

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

No Sessions on Jan 27-highschool exams,  
& Feb 17-Family Day

**Location: Guelph Collegiate Vocational Institute**

**155 Paisley Street, Guelph, N1H 2P3**

**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)**



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



**United Way**  
Guelph Wellington  
Dufferin

## Conquer Clutter, the ADD Way: 7 Practical Steps to Organizing a Messy House

LIVE WEBINAR: [LINDA ROGGLI, PCC](#)

*Register for this free expert webinar to learn how to conquer clutter and organize a messy house on Thursday, January 9th, at 1 pm EST.*

*Sign up and you will receive the free webinar replay link after Jan 9/20 as well!*

**CLICK HERE: [Register for this free webinar](#) ►**

**Not available January 9?** Don't worry. Register now and we'll send you the replay link to watch at your convenience.

<https://www.additudemag.com/webinar/messy-house-adhd-organization-tips/>

Recently, I asked a group of adults with **ADHD** to rate their level of clutter on a scale of 1 (tidy house) to 10 (messy house). Almost immediately, one gentleman shouted: "30!"

So it goes with **ADHD and disorganization**. We excel at engineering piles of paperwork and clumps of miscellaneous items that don't (yet) have a home. Many of us can overlook the clutter for a while, but eventually, our sense of order overwhelms our sense of disorder and we want to do something about our messy house. This is especially true if we are expecting company and don't want to toss everything into a junk drawer, junk closet, or junk room.

Whether your disorganization specialty is laundry (do you pick out clean clothes from the dryer, not the closet? ), bedside mountains (are you edged out of bed by all the "stuff" piling up?), or stacks of \_\_\_\_\_ (fill in the blank with anything you might find there), you'll find strategies and tricks that will get you back on track to acceptable tidiness. We don't have time to fold T-shirts into precise sections that stand up nicely inside the drawers (Marie Kondo clearly does not have ADHD). Instead, this webinar will focus on:

- Why our **ADHD brains** are predisposed to disorganization and how it manifests in our world
- The difference between ADHD disorganization and hoarding (and how the two intersect occasionally)
- Why maintaining order is so difficult for folks with ADHD
- Seven steps to restarting your organization process
- How to create an organization system that works for YOU
- ADHD-tested resources that can support your new resolve to get organized and stay organized

## 5 Tips to an Easier Transition After the Holidays

January 5, 2019 Team Member Robynn R. TorontoBeKids.com

<https://www.torontobekids.com/single-post/2019/01/05/5-Tips-to-an-Easier-Transition-After-the-Holidays>

The winter holidays are coming to an end. For some it is a great relief to get back into the regular routines of school and work but for kids it might be met with resistance in getting back to bedtimes, weekday rules and back to school.

I am reminded of the Ikea commercial where the lady is screaming at her husband to "Start the car! Start the car!" as she makes a dash for it with her amazing deals. I kind of feel the same..."Start the car!" as I dash away from morning drop off on the first day back after winter holidays. Now don't get me wrong, I truly adore my daughter and really enjoy spending time with her, but I feel that I am a better parent, adult and over all human when I am in my regular routine. Since our holidays are usually pretty low key, the transition is usually simple and stress less, but what if you are coming back from being away on holidays, all-rules-out-the-window, holiday extravaganza kind of winter break?



For some children the thought of heading back can cause a lot of anxiety and stress. Here's a few ways to help in lessening that stress and anxiety in hopes of making it a smoother transition.

1. **Focus on the positive.** One of the big things that causes anxiety and stress is the unknown. Chat with your child about all the great things they can look forward to when it comes to going back to school. Focus on the subjects they like. Chat about seeing their friends or their favorite teacher again.
2. **Create a calendar/schedule.** It can be simple or elaborate. The detail is up to you, but the thought is to rule out all of the unknowns. This way children can focus on what is in front of them. It will help them see more concretely what plans are for them and will help to make them feel more settled.



3. **Get a good nights sleep.** If you can, then for sure get your kids back into their sleep routine. Even if you start today!! I know over the holidays, I have let my daughter's bedtime waiver over the usual times, but I know that she "functions" fundamentally better with a good night's sleep. I've paid close attention to what is too much and what is not enough sleep and although we sometimes need to adjust, it's a pretty standard number which makes bedtime routines and morning wake ups a lot easier. I

always consider what I am like when I have too much or not enough sleep and how I function throughout the day. I want my daughter to have the best days possible and so that's why her sleep routine is very important.

4. **Get back to eating healthy.** For some this is not a problem, but for most, the holidays are a time to indulge in all the treats of the season. I know we certainly have had our fair share. Just like sleep, healthy eating routines are important. My daughter's eating routines are super synced with her school routine. Breakfast, snack, lunch, snack, after school snack, dinner. Kids burn an enormous amount of calories and it's important we put the right fuel into them.

5. **Empathize.** It sounds probably weird that I am mentioning being empathetic to our children, but on more than one occasion I have caught myself in a less than empathetic parenting moment. I have found that when I am empathetic and I listen to my daughter, she is more apt to bring forth her worries and anxieties which makes them easier to either dissolve, or tackle and talk through. This all goes back to point number 1 - focus on the positive.

So, no matter what holiday or break you are transitioning back from, there are ways that you can make this transition less stressful and full of less anxiety if you focus on the positive, take away the unknowns and get back to your healthy routines.



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-planned for Feb 20, 2020)**

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)





# 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=yM5lFi1hkU>



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



**United Way**  
Guelph Wellington  
Dufferin

## 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:

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

---

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

### 1. 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](#)

# 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 -The Door Youth Centre, 280 Patrick St. West (Use back basement door at Tower St)

**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!***

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

[twitter.com/Ida\\_wellington](https://twitter.com/Ida_wellington)



## 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.

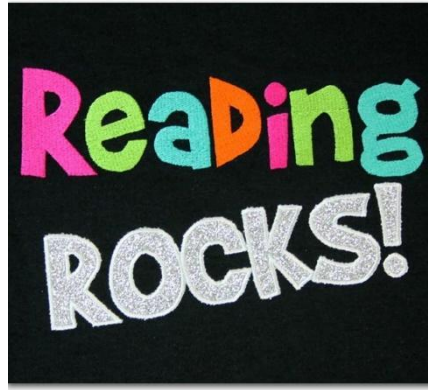
**When:** The program runs twice a week (either Mondays and Wednesdays or Tuesdays and Thursday). Each session is 1 hour long, and the program runs for 16 sessions. Programs begin the week of Jan. 20 with breaks for high school exams (Jan. 23-31), reading week (Feb. 17-21) and March Break (Mar. 16-20). 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, at no cost, at 3 locations this winter. 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- FULL</b> <del>St. Andrew's Presbyterian Church</del>	<b>Guelph –</b> St. James Highschool	<b>Guelph-</b> Our Lady of Lords Highschool
<del>Mondays and Wednesdays</del>	Mondays and Wednesdays	Tuesdays and Thursdays
<del>6:00-7:00 PM</del>	6:30-7:30 PM	6:30-7:30 PM
<del>Jan. 20-March 16</del>	January 20 - April 1	Jan. 21-April 7
<del>No program Feb. 17</del>	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

Ontario  
Trillium Foundation



Fondation Trillium  
de l'Ontario

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



## 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**