



Idawc • Learning Disabilities Association of Wellington County

The right to learn, the power to achieve

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MARCH LDawc News

Difficulties in school can arise anytime because they occur when the challenges are greater than the child's skills or processing abilities. Whether or not your child has a diagnosed Learning Disability, you can talk to them about school struggles with the guidance of the article on Pg 4-6 "How I Talked to My Daughter About Her Learning Disability".

Our next *Peer Support Meeting* is scheduled for Thursday March 5th, 7-8:30pm, in Guelph. Come talk with other parents about their experiences and share ideas and support. See page 3 for more information.

Our February 27 Peer Support Meeting in Fergus was cancelled due to poor winter travel conditions. Please stay tuned for a rescheduled meeting in the Spring.

Youth Job Finding Skills Workshop -Save the Date (April 2-Fergus, April 20-Guelph): Coming up in April we will be co-hosting these Workshops at Second Chance Employment Counselling locations. These workshops are open to teens and their guardians. Information about upcoming Student Job Fairs will also be shared.

Follow us on social media:



facebook.com/LDAWellingtonCounty



twitter.com/lda_wellington

LDawc's SOAR (Some Assembly Required) program is focused on Transitions to High School. Our current program started Feb 3rd. If you have a student that might benefit from the next offering of this program please e-mail us at info@ldawc.ca.

Palmerston Reading Rocks: planning for a Spring Reading Rocks program, March 31 to May 21, in Palmerston is underway. Planning for Fall programs will be starting soon. 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. Highschool students 16+ are welcome and will gain 16 hours of Volunteer experience. <https://ldawc.ca/reading-rocks.html>

Storm Hockey tickets sales have ended for the 2019-2020 School year. Thank you to everyone who supported our fundraising efforts by buying tickets. Ticket sales for 2020-2021 will start again in Fall of 2020.

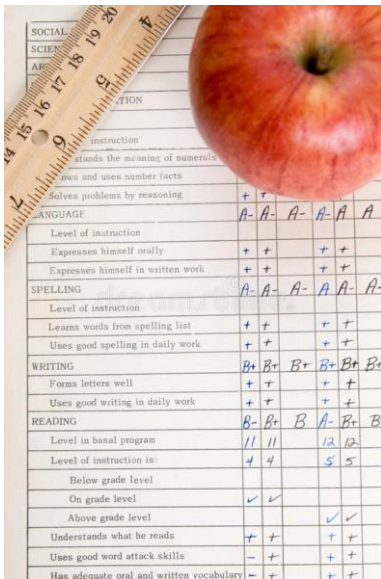
Support LDAWC: Donations can always be made through our website at <https://ldawc.ca/>. Your generous donations help us run programs such: youth programs, evening workshops for parents, and our Annual Family Conference.

NEW LDAWC Blog:

Our Current Post: **WORRIED ABOUT THE LACK OF REPORT CARDS?**

<https://ldawc.ca/concerned-about-no-elementary-mid-term-reports/>

Please leave comments on our Blog and let us know what you think.



Our Blog features:

- a review or summary of information of interest
- a link to further information
- a share button, so you can easily forward the information
- a conversation section so you can post your comments and talk to others

March 2020 Peer Support Network- Guelph



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 March 5th, 2020 @ 7:00 pm - 8:30 pm

Where: Guelph – Eramosa Engineering,
650 Woodlawn Road W, Block C Unit 4, Guelph, ON N1K 1B8 Canada
-Back unit across street from Turtle Jacks and Galaxy Cinemas

Cost: FREE

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

“How I Talked to My Daughter About Her Learning Disability”

<https://www.additudemag.com/how-to-explain-learning-disability-to-child/>

-By Angie Krum

How could I explain her learning disability in way that might build — not destroy — my child’s self-esteem? Finding the right moments and the right words to talk about how and why her brain’s unique wiring took courage, compassion, and time.

Keeping them secret was never part of my plan. My daughter’s learning disabilities do not shame or embarrass me. I also knew I could not keep the information from her. Every doctor’s visit prompted the pediatrician to ask about school, which resulted in a tip-toe-style conversation around my daughter’s struggles.

When she was 4, we began visiting specialists to test and retest her for ADHD and [Auditory Processing Disorder](#) (APD). Before and after each appointment, I offered a pep talk, so to speak, about what was going to happen there and a post-visit conversation to discuss how things went. As she entered elementary school, my daughter joined a special-education teacher for core subjects and saw occupational and speech therapists while the other kids were at gym or in art class. Certainly, things began to sink in for her.

I knew I had to explain *why* there were so many appointments and *why* she was seeing a different group of teachers than were her friends, but I didn’t want to crush her self-esteem. At the same time, keeping the information from her somehow implied that I was embarrassed, and I couldn’t let that happen either.

Working Up the Courage to Talk About Her Learning Disability

Our conversations about her [learning disability](#) and ADHD have evolved over time. I didn’t call for a family meeting. We didn’t sit down for one, major “*We have to talk...*” chat at the kitchen table. Instead, I’ve been sharing bits and pieces with her gradually — starting in about 2nd grade — adding more detail each year as she matures and becomes more capable of understanding what it all means.

Below are a few themes I’ve worked into our talks, which have taken place in the car after an appointment (where it seems less daunting), during breakfast when we both have clear heads, or cuddling on the bed after a hard day.

Know When Labels Matter, and When They Don’t

In general, students are taught not to affix labels to others or give in to stereotypes. These values should apply to learning differences, too, but it’s not always easy.

ADHD, in particular, comes with its own set of deeply ingrained stereotypes. We’ve all heard, “*He can’t sit still... She won’t stop talking... They are out of control.*” In some cases, these descriptions

may be valid, but they're certainly not the full story. Labelers often leave out the positive aspects of [ADHD](#) like hyperfocus, out-of-the-box thinking and creativity, and vibrant energy.

Despite my best parenting efforts, some of the more negative ADHD stereotypes became stuck in my daughter's head. So when it came time to explain that she had ADHD, she didn't believe it. Because she has the Inattentive Type, formerly known as [ADD](#), I had to broaden her understanding of the disorder to explain that it doesn't always include a hyperactive aspect. Those with Inattentive ADHD are often more forgetful and more easily distracted.

I shared why it's important for anyone with a learning disability to understand what they have and what it involves. Armed with this knowledge, they can advocate forcefully for accommodations, when needed, and identify strategies that help them learn better. For my daughter, for instance, I explained that something as wonderful as daydreaming (a key trait of Inattentive ADHD) could become a real dilemma for her in high school and beyond. She would need to figure out ways to draw herself back into the present.

Looking ahead, I also explained that certain labels and diagnoses would be important to her education going forward. As students enter middle and high school, teachers and administrators need specific classification details in order to provide effective learning methods. Knowing the name of her classification, and the accommodations for which she's qualified, will put her in the driver's seat so she can share this information when and if it's ever overlooked. That's empowering.

Point Out Role Models

To help my daughter ditch stereotypes or defeatist reactions, I steered her toward the many famous people who live successfully with learning differences. A quick Internet search reveals countless inspiring profiles, from inventor Albert Einstein to Olympian Simone Biles to magician David Blaine. Hearing these examples helped ease the blow of the news.

Find What Works for Their Learning Style

My daughter and I talk regularly about different learning styles. She knows that each person has their own way of processing and retaining information: auditory learners prefer to hear presentations; visual learners benefit from seeing information through images, charts, or maps; kinesthetic learners need a hands-on approach. The fact that these distinctions apply to *all* individuals, not just those with learning disabilities, has always made sense to her.

My daughter, a visual learner, uses that unique ability to her advantage. She sees it as a skill and relies on it when studying for a test or memorizing math facts. By seeking out additional materials on a specific lesson or creating her own flashcards, she bolsters her understanding and increases her chances of recalling that information on subsequent tests. She uses it effectively during music lessons by picturing notes and rhythms in her head. As someone who considers herself an artist, she takes pride in being a visual learner. This type of "label," so to speak, is a positive one as it reinforces her identity.

Let Them Digest the Information at Their Own Pace

At the end of our most recent talk about a forthcoming major round of testing (to ensure that her accommodations were up to date for high school which is fast approaching), I prepared for her to be upset.

But she wasn't.

Instead, she said "OK," grabbed her iPad and continued working on her latest Minecraft world. The testing news didn't faze her. I felt surprised, slightly annoyed, relieved, and grateful all at the same time. My daughter was just being herself and I was happy to carry the emotional weight in her place.

Our conversations won't end anytime soon. More will follow as she progresses through high school, applies to college, interviews for her first job, and joins a workplace. Her learning differences are lifelong – there is no "cure" for ADHD and she won't "outgrow" ADHD – but there are strategies, skills, and approaches she can take to ensure that she's being her true, best self each step of the way.

UPCOMING WORKSHOPS

CADDAC -Centre for ADHD Awareness Canada

Understanding ADHD in Adults and Adolescents

Saturday, March 7th, Toronto

Ticket Price: \$30 for 1 OR \$50 for 2 *Lunch is not included

Sessions for adults and teens. Topics include executive functioning, self-regulations, ADHD across the lifespan, transition to post-secondary, ADHD in the workforce and impacts on adult relationships.

[REGISTER NOW](#)

[visit the CADDAC website for more information about these sessions](#)

UPCOMING WEBINARS

CADDAC -Centre for ADHD Awareness Canada

My Child Has Just Been Diagnosed with ADHD – Now What?

Wednesday, March 11th Cost: \$10

[REGISTER NOW](#)

The webinar will be recorded and available for viewing following the live event.

The doctor or psychologist has just informed you that your child or adolescent has Attention Deficit Hyperactivity Disorder or ADHD. You may be shocked, or maybe you have suspected it for some time. Either way, unless you have been down this path before, you have a long list of questions and concerns. This presentation will address them, guide you to your next steps and teach you how to become an informed consumer and advocate for your child.

[visit CADDAC website to learn more about this webinar](#)

ADHD in Early Childhood- Two Parts Series

Wednesday, April 8th & 15th Cost: \$10

[REGISTER NOW](#)

The webinar will be recorded and available for viewing following the live event.

ADHD in early childhood (under six years of age) continues to be under recognized and under treated. Learn to recognize indicators of early childhood ADHD, what these children look like in the home and school setting, what is involved in an ADHD assessment and why these children have difficulty with executive functioning and self and emotional regulation. Proven behavioural and social skills strategies will also be discussed.

[visit the CADDAC website to learn more about this webinar](#)

FREE LIVE WEBINARS from UNDERSTOOD.ORG

The Role of Resiliency in the Classroom Monday, March 9, 8:30am ET

<https://www.understood.org/en/community-events/experts-live-chats-webinars/2020/march/09/the-role-of-resiliency-in-the-classroom>

How to Help Your Child Manage Strong Emotions Thursday, March 19, 1:00pm ET

<https://www.understood.org/en/community-events/experts-live-chats-webinars/2020/march/19/how-to-help-your-child-manage-strong-emotions>





Help Support our Programs and Services

Please consider a personal or corporate donation to our organization.

Make a Difference

Help us improve the lives of children, youth and adults with learning disabilities so that they can reach their full potential.

Support Our Services

We work to advance the education, employment, social development, legal rights and general wellbeing of individuals with learning disabilities.

Empower Your Community

Through outreach, education, advising and advocacy, we are realizing our vision of a community where learning disabilities are understood and accepted.

Donate Securely via PayPal at <https://ldawc.ca/donate.html>

If you would like to mail your donation, please send it to us at:

***233, 17A -218 Silvercreek Parkway N.
Guelph, ON N1H 8E8***

Our charitable registration number is: BN 1190 0403 RR0001





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



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/voices-community-partners>

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=yM5lJf1hk>



United Way
Guelph Wellington
Dufferin



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Association of Wellington County

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

Become a member of LDAO and share in the rewards of supporting individuals and families with learning disabilities. At the provincial level, your support enables LDAO to produce new resources for parents and professionals on a variety of pertinent and timely topics; to dialogue with relevant Ontario Ministries that deal with our exceptional population; and to make the public more aware of and empathetic to those affected by learning disabilities.

Your membership to LDAO automatically affiliates you with a local chapter. Our chapters are run by dedicated staff and a volunteer Board of Directors. They are people like yourself, who dedicate their time and efforts to ensure that people with learning disabilities are enabled to reach their full potential. There is a wealth of information available to you through your chapter. Various types of services may be available in your community. More specific information on local programmes can be obtained from your chapter.

Students & Family/Individual Membership:

- Member fee rates to selected LDAO programs and services, online workshops & courses.
- Member fee rates to all Chapter programs and services, where available (including programs in another chapter)
- Copy of your Chapter's newsletters (frequency may vary from chapter to chapter)

Professional Membership:

- Member fee rates for **3** designated people to selected **LDAO** programs and services, online workshops & courses.
- Membership benefits as per Individual Membership (above)

Institutional Membership:

- Member fee rates for **10** designated people to selected **LDAO** programs and services, online workshops & courses.
- Membership benefits as per Individual Membership (above)

REGISTER & PAY ONLINE: <http://www.ldao.ca/about/membership/>

SEE NEXT PAGE for MAIL-IN REGISTRATION:



Learning Disabilities Association of Ontario Membership Application

MAIL-IN REGISTRATION:

Required Information:

We're going **paperless!** Please provide us with your email address.

Name: _____ Email: _____

Address: _____ City: _____

Postal Code: _____ Chapter Affiliation: _____

Membership Type:

CHAPTER AFFILIATION: LDA Wellington County

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**

