



# Idak • Learning Disabilities Association of Kingston

*The right to learn, the power to achieve*

817 Division St. Unit 108 K7K 4C2 (Phone) 613-546-8524

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## Winter 2020 Newsletter

### LDK Upcoming Events

#### Speak Up for Ability

Building on the success of parents' forums we organized in the past, we are working with the United Parents of Bayridge to bring together parents, teachers and service providers in our fourth Speak Up for Ability event on **Saturday May 30th**. Send us your ideas and suggestions about topics, speakers, activities that you would like us to include or join our Speak Up for ability Planning Committee.

#### Reading and Robots Rock Summer 2020

Following on the very successful pilot of summer camps for youth with learning disabilities in the summer of 2019, we are very pleased and grateful that we have again received funding support to continue the program. The Community Foundation of Kingston and Area awarded a generous grant to deliver an expanded camps program in the summer of 2020. Offered in partnership with the Boys and Girls Club Kingston, the camps offer youth with learning disabilities a full camp experience enhanced by reading and social skills programming.

This year we will run three one-week inclusive camps for children age eight to twelve. This summer's camp will offer an expanded reading program along with the highly popular Lego robot activities. Programming includes a range of activities that are offered at all Boys and Girls Club camps as well as daily engagement in additional activities designed to enhance reading enjoyment and proficiency along with team work projects that promote social skills and the ability to work collaboratively with others.

A fee assistance program (bursaries) will be available for eligible families. Registration will open after March break.

Visit our web page [www.ldakingston.com](http://www.ldakingston.com), follow us on Facebook or Twitter @LDAKington1, call us 613-546-8524 or email to [ldak@ldakingston.com](mailto:ldak@ldakingston.com)

We would like to express our gratitude to the Community Foundation for Kingston and Area, the Community Spirit Bingo Centre, and our bingo volunteers, for supporting our activities.



**PLEASE POST UNTIL MARCH 31, 2020**

# GROUPS AND MEETINGS

## The Reading Clinic

UNLOCKING POTENTIAL, CHANGING FUTURES SINCE 2001

[www.thereadingclinic.ca](http://www.thereadingclinic.ca)

Specialists in Dyslexia and Learning Disabilities

Yes! Reading, Writing, and Math Programs

Daily Intensive Instruction Available

Twice Weekly After School Sessions Available

299 Concession St. [www.thereadingclinic.ca](http://www.thereadingclinic.ca)

Contact: The Reading Clinic 613 547-5179 [jennifer@thereadingclinic.ca](mailto:jennifer@thereadingclinic.ca)



## KINGSTON'S ADHD PARENT SUPPORT GROUP

Our group supports parents who have children with ADHD in the Kingston and surrounding area.

We are a not-for-profit parent to parent support group.

**OUR MISSION:** *"To better the lives of children and Families living with ADHD"*

**Monthly** Support Meetings (Nov-June)      **Yearly** ADHD Awareness Campaign (June)

[denise@adhdsupportgroup.ca](mailto:denise@adhdsupportgroup.ca)      613-389-3894      [www.adhdsupportgroup.ca](http://www.adhdsupportgroup.ca)

## Quintilian Social Club

An opportunity to meet new friends and practice social skills in authentic social situations.

Grades 3+ **Contact Laura DeSousa, Director of Programming 613-542-0400**



## LDA Kingston is seeking to build our volunteer base for our *Charity Bingos*.

All volunteers must be at least 18 years old and attend a 1.5 hour bingo information session prior to volunteering for any bingo sessions.

The bingos are held in a quiet, smoke-free environment on Montreal Street and the session is 2 hours in length. Volunteers work in pairs from our organization. The volunteer's main job is to call back winning card numbers. Volunteers do not sell cards or handle any money.

Volunteers may participate at their convenience.

If you are interested, please email Lana at: [ldak@ldakingston.com](mailto:ldak@ldakingston.com)

# How to Help Children & Their Parents Cope with Learning Disabilities

Learning Disabilities can affect the way in which a person takes in, remembers, understands, and expresses information. Learning disabilities can also influence the way a child organizes information. Children with learning disabilities are intelligent and have abilities to learn despite difficulties in processing information. These children should not be thought of as “stupid”, or “lazy”.

Simply put, if you have a choice between performing and not performing, you would choose to perform. But if something is getting in your way of performing, then you cannot do so.

Children (and adults) with LDs can have an ongoing impact on friendship, school work, self-esteem and daily life. Nonetheless, individuals with LDs can succeed when accommodated and also given good coping strategies.

Estimates of LDs vary due to the manner these are evaluated. Approximately 5-10% of students in public schools are identified as having LDs. There are three to four times as many boys than girls who are diagnosed with LDs.

## Causes Of Learning Disabilities

There is evidence that LDs have a genetic basis, although it is possible that some LDs are caused by acquired neurological or biological factors. Learning disabilities are not caused by cultural/language differences (such as English-as-a-second Language (ESL) factors), problems with inadequate or inappropriate instruction, social class or lack of motivation. Attention problems, behavioural/emotional disorders, sensory impairments or other medical conditions can co-occur with LD.

## How Are Learning Disabilities Diagnosed?

Only a thorough assessment done by a qualified professional such as a duly registered psychologist or psychological associate can yield a reliable and valid diagnosis and plan of intervention. Sometimes, a psychologist can be assisted by teachers with special education training or other allied health professionals such as speech-language pathologists. This type of assessment usually involves cognitive assessment (e.g., intelligence testing, language memory/processing testing) and academic achievement assessment (e.g., reading, spelling and mathematics). Sometimes, the behavior and emotional life of a child might be explored by interviews and other ways of assessment. Often, assessments evaluate the executive functioning of a child.

School boards often have an in-house psychological services department which provide consultation and assessments for free (usually paid through taxes since its part of the educational system). However, the wait list to see a psychologist is often long. Some opt to see a psychologist in private practice which usually is paid for out of pocket. Some groups medical plans will cover part of the cost, with a doctor's referral.

## What Signs Do We Look For With Identifying Possible Learning Disabilities?

As children progress through the early grades of school, they often find challenges as they learn to read, write and compute mathematical problems. However, if these difficulties continue interfering with learning, then they might show signs of learning disabilities. For instance, children with difficulties with reading usually show challenges in early reading skills such as remembering letter sounds or letter blends. They may have much difficulty remembering how to read or decode very familiar words. As well, they may have difficulty in rhyming sounds in words, difficulty with memory for words and difficulty in learning to read, write and/or spell.

# How to Help Children & Their Parents Cope with Learning Disabilities

Extensive studies have shown that children diagnosed with reading disabilities (RD) consistently have more problems than other children do in their “phonological awareness” ability. Phonological awareness is the ability to notice, think about, and manipulate the individual sounds in words. For instance, a child with RD may have difficulty saying the word “cowboy” without saying the “boy” sound while a child without RD may find this easy. Research shows that problems with phonological awareness in early grades are associated with poor reading comprehension in later grades.

Children with LDs in math may find it challenging to learn number facts. They may also have difficulties keeping in mind more than one aspect of a problem. For example, when interpreting a word math problem, children may find it difficult to remember the numbers in the problem and at the same time to find the cue word that tells them what to do with the numbers (such as add, subtract, divide or multiply).

Because of these problems, children with learning disabilities often need assistance with school related tasks. These include executive function skills (the ability around getting started, planning and organizing your task, executing the task and monitoring performance). They may require more time to complete assignments or tests.

## **How Do Schools Help Children With Learning Disabilities?**

Many school boards help children with learning disabilities by first identifying when a child exhibits challenges that exceed standard teaching practice. For example, a child in Grade 3 may still be reading text below grade level and may be having difficulties both decoding and comprehending text. An In-School Team meets and makes recommendations around how to accommodate that child that includes a listing of his or her educational strengths and needs. An In-School Team meeting would include personnel including the current classroom teachers, special education teachers and the principal or vice-principal. Other professionals such as a psychologist, speech-language pathologist or a social worker can also be called in. After a period of time, these interventions are implemented and the response to these interventions is evaluated to determine their effectiveness. Then a psychoeducational or a psychological assessment is often recommended. The general purpose of the assessment is for educational planning but more specifically around whether Learning Disabilities are evident. If it is evident, then recommendations connected with a child’s strengths and needs are implemented.

If Learning Disabilities are evident, then a meeting to identify the child’s needs, place the child in an appropriate program and review the progress can be implemented (Identification, Planning, Resource Committee, IPRC). At the same time, the Special Education Resource Teacher (SERT) can also write an Individual Education Plan for the child. Accommodations and modifications can be implemented. An IEP can be reviewed and revised over time. It is best to speak with school personnel to learn more about this process, specific to where you live.

## **Helping Parents To Help Their Children With Learning Disabilities**

Children with Learning Disabilities frequently require either accommodated or modified programs at school. There are many programs for remediation of reading or other academic difficulties.

Parents and teachers should keep in frequent contact with the school to best plan the educational progress of a child with learning disabilities. Often there are annual meetings with the Special Education staff to review the IEP or to have an IPRC meeting. Use that time to collaboratively evaluate progress and to review strengths and needs of your child.

# How to Help Children & Their Parents Cope with Learning Disabilities

The following are some suggestions for parents and teachers to help children with learning disabilities, particularly those with reading problems. Please keep in mind this is not an exhaustive list and other suggestions are available.

**Focus on the child's strengths not the weaknesses:** It is important to remember that there is not one profile that fits all LDs. Every child will have a unique set of skills, abilities and problems. Parents know their child the best. Parents and teachers can be encouraged to think of how to use the strengths of the child to compensate for weaknesses.

**Set reasonable expectations:** Try not to expect more than the child is capable of doing but expect the best he or she can produce. This may mean teaching skills step by step, from simple skills to more complex skills. Provide the initial assistance and then gradually reduce the support given as the child makes progress.

**Help the child with memory strategies:** Memory strategies can be associated with LDs. Parents and teachers should become aware of the tasks or situations where the child is being asked to remember information. They can help the child to remember by teaching him more about the information and as required, rehearse it, reword it (in a way that is meaningful to him) and to reduce the amount of it by such strategies as categorizing, chunking and grouping information. He should also be encouraged to ask for the information to be repeated.

**Guide the child's language comprehension:** Find out what your child understands and try not to use words they do not understand. It is important to remember that words also have several meanings (for instance, words like bill, back). This can be difficult for the child with LDs to understand. Children with LDs may have difficulty with words that represent space or time (before, after, between) and they may need frequent demonstrations to make such words meaningful.

**Engage the child in early literacy activities:** Reading to children strengthens oral language and introduces them to the large variety of different types of language materials (stories, fairy tales, poetry, science explanations). Reading signs, labels or thank you notes helps them to understand the relationship between oral and written language. If the child does not like to read, parents can "read" the pictures and reduce the language to the level the child understands and enjoys. Asking simple factual comprehension and logical type of questions (inferential comprehension, for example, "how does the girl in the picture feel?") can help with strengthening reading comprehension later on.

Parents should be encouraged to play listening games with their children. Think of objects that begin or end with a particular sound. Start with simple sounds, not with blends (blended sounds as those like "bl" as in "black" or "sh" as in "shop"). Rhyming games are encouraged too.

**Become involved advocates for your child:** It seems that you may feel alone in your struggle to help your child. It is sometimes difficult to best represent the needs of your child to school personnel or other professional. However, it is important to stay informed on the progress of your child and on the topic of learning disabilities. Sometimes meeting with parents who have children with similar problems can be helpful to realize that you are not alone. The Learning Disabilities Association of Ontario (LDAO) and its local chapters can help parents to learn, discuss and advocate for their children.

[www.ldao.ca/lda-in-canada/ldao-chapters/](http://www.ldao.ca/lda-in-canada/ldao-chapters/)

LDAO Communique - Hadley S. Koltun, Ph.D., C. Psych, Psychologist, JVS Toronto Spring 2016

# CELEBRITY QUIZ

## CELEBRITY QUIZ

See if you can match the following personal description to the names below:

- a. Albert Einstein
- b. Walt Disney
- c. Nelson Rockefeller
- d. F. W. Woolworth
- e. Winston Churchill
- f. Hans Christian Anderson
- g. George Patton
- h. Tom Cruise



1. As a child he was labelled as slow. He clerked in a village grocery store. He suggested putting slow-moving merchandise on a counter and selling it for five cents. This venture was so successful that it was continued with new goods. He became the principal founder of a chain of five and ten cent stores.
2. When he was 12 years-old, he could not read, and remained deficient in reading all his life. However, he could memorize entire lectures which was how he got through school. He became a famous general during WW II.
3. He was slow in school work and did not have a successful school experience, but later became a well-known movie producer and cartoonist.
4. This noted Englishman had much difficulty in school. He later became a national leader and an English Prime Minister.
5. This young boy had difficulty reading but was able to write some of the world's best loved stories.
6. This boy could not talk until the age of four. He did not learn to read until he was nine. His teachers considered him to be mentally slow, unsociable and a dreamer. He failed the entrance examination for college. Ultimately, he developed the theory of relativity.
7. He is a famous movie star. He learns his lines by listening to a tape. He suffers from dyslexia.
8. This young man had much difficulty reading and throughout his life was unable to read well. However, he was the governor of the state of New York for four terms and later won congressional approval to be appointed vice president of the United States.

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The source of this quiz is unknown. It was reproduced from *Take A Walk In My Shoes-A Guide Book for Youth on Diversity Awareness* activities by Yuri Morita, June 1996.

### Answers to the Celebrity Quiz:

1. d, 2. g, 3. b, 4. e, 5. f, 6. a, 7. h, 8. c.

## RIGHT TO READ



# 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

**Right to Read Survey for parents and students. <http://ohrc.on.ca/en>  
There will be a survey for teachers coming later.**

## L. D. A. K. EXECUTIVE

**2019- 2020**

President	Djenana Jalovcic
Past President	Gail Eaton-Smith
Vice President	Helen Simson
Treasurer	Pat Dudley
Secretary	
Member at Large	Gillian Moren

### RESOURCE CENTRE HOURS

**Tuesday-Wednesday-Thursday**

**11 am—3 pm**

**(or by appointment)**

**Resource Centre Co-ordinator**  
Lana Greenwood

#### ***Disclaimer***

*THE LEARNING DISABILITIES ASSOCIATION does not endorse or recommend any of the facilities listed or any of the methods, programmes, products or treatments offered by such facilities.*

*Our aim is to keep the community informed about services and facilities that are available to people with learning disabilities.*

*We urge consumers and service providers to review carefully any programmes and services listed in order to select those which will meet most appropriately the identified needs of the person with learning disabilities.*

## Membership Application

We encourage all individuals interested in learning disabilities to become a member of the Learning Disabilities Association of Ontario (LDAO), and by doing so automatically become a member of Kingston chapter (LDAK). Visit the LDAO website for further information and benefits of memberships, and a secure online application form.

See <http://www.ldao.ca/about/membership/>

If you wish to use cash or cheque, print out the online form and submit to us directly at our address (below) and we will submit your application to LDAO.

Learning Disabilities Association Kingston  
817 Division St. Unit 108  
Kingston, ON K7K 4C2

Be sure to check out our website at [www.ldakingston.com](http://www.ldakingston.com) and find us on **Facebook** for current news!

**Like us on Facebook!**

#### **For Your Information.....**

At the **LD@HOME** website, you will find some things of possible interest, such as a video:

“An Introduction to the Psychoeducational Assessment” and “My Child was just Diagnosed with a Learning Disability. NOW WHAT?”

<https://www.ldathome.ca/living-with-lds/>

**Understood.org** has lots of resources as well.

<https://www.understood.org/en/learning-attention-issues>