



**United Way Centraide**

Sudbury and/et Nipissing Districts

Change starts here. L'heure est au changement.

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**LDAS Mission Statement:**  
**To support all individuals with learning disabilities in reaching their full potential in a community that values their unique abilities and contributions.**

**BREAKING NEWS:  
JONATHAN MOONEY COMING TO SUDBURY!**

Students, parents and educators are welcome to join us on Sunday, October 20<sup>th</sup> to hear inspirational speaker Jonathan Mooney. Jonathan has presented in over 43 states across the U.S. and returns for his second visit to Canada. He will be speaking in Toronto, Ottawa and travelling north to include Sudbury in his Canadian tour. This free community event will begin at 7:00 p.m. in Sudbury Secondary School's Sheridan Auditorium.

Jonathan is a writer with dyslexia, an educational activist and an inspirational speaker. Through his personal story, he discusses the struggle that "labelled" students with learning disabilities and ADHD have in the traditional school setting. With humour and wit, he speaks honestly about the systemic and cultural barriers to normalizing these unique learning styles. Most importantly, Jonathan empowers parents and educators with applicable strategies to build a positive self-understanding in their

child/student. He emphasizes that it is okay to learn differently and highlights the gifts that come with having a learning disability.

This evening presentation has been made possible with our partnership sponsor Huntington University and additional support from Cambrian College and the Parent Involvement Committee of the Rainbow District School Board.

Mark your calendars!

You will not want to miss this opportunity!



**Jonathan Mooney Accolades**

Author of the Book Learning Outside the Lines

Executive Director of Project Eye to Eye - A nationally acclaimed mentoring program for children with LD/ADHD

Awarded the distinguished Truman Fellowship for graduate study in the field of education and public service

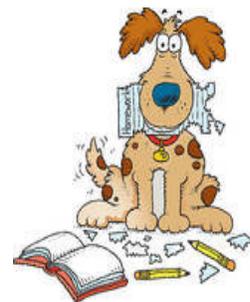
National finalist for the Rhodes scholarship

## PARENTS

### The Dog Ate My Homework!

We all know how challenging it can be to provide a positive homework experience. Here are some points to consider:

- ◆ Maintain positive open communication with the teachers – a daily journal/agenda or email can be a huge help in knowing what the expectations are for homework that evening. Review your child's IEP and include accommodations for homework if needed.
- ◆ Allow your child some free time after school doing an activity they enjoy – this will allow them time to work off their anxiety and re-energize themselves.
- ◆ Break up the homework time into shorter manageable chunks of time.
- ◆ Be aware of your child's learning style – are they a visual, auditory, or tactile/kinaesthetic learner. [www.learning-styles-online.com](http://www.learning-styles-online.com)
- ◆ Focus on your child's strengths. [www.bgfl.org/multipleintelligences](http://www.bgfl.org/multipleintelligences)
- ◆ Teach your child the skills and strategies they need such as:  
Highlighting, Creating summaries or flashcards, Mindmaps or Memory strategies.
- ◆ Provide a safe, comfortable environment for learning in a well-lit, ventilated area free from external noise and distractions. Work with organized materials and be close by – don't send your child off to their bedroom and expect them to complete their homework on their own.
- ◆ Encourage your child to be an active learner. You remember:
  - 20% of what you read only
  - 30% of what you hear only
  - 40% of what you see only
  - 50% of what you say only
  - 60 % of what you do only
  - 90 % of what you learn with many sensory activities – READ, HEAR, SEE, SAY AND DO.**
- ◆ Encourage your child to use technology such as:  
Digital recorders, Smart Ideas or Inspiration, Kurzweil, TextHELP, Dragon Naturally Speaking.
- ◆ Teach your child organization & time management skills:  
Keep a daily agenda/journal, maintain a weekly planning chart/calendar where due dates and test dates can be recorded – try Rainlendar [www.rainlendar.net](http://www.rainlendar.net).



Helpful sites to consider: Assignment calculator [www.lib.umn.edu/apps/ac](http://www.lib.umn.edu/apps/ac)  
Folder market [www.foldermarker.com](http://www.foldermarker.com)  
Quizlet [www.quizlet.com](http://www.quizlet.com)

Check out [www.lidasudbury.ca](http://www.lidasudbury.ca) for more information on learning strategies and assistive technology.

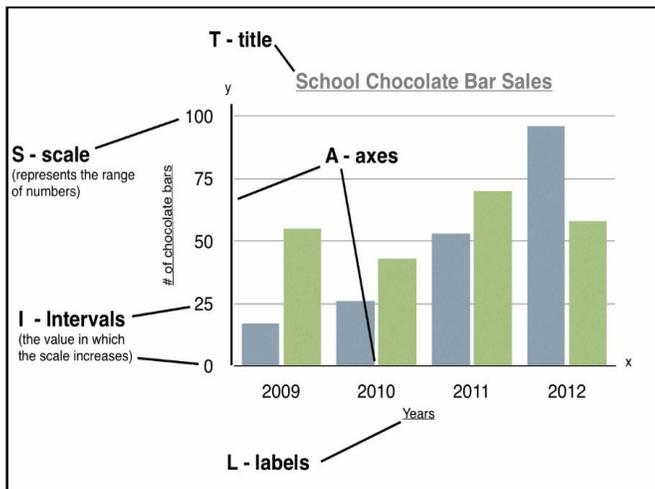
# YOUTH AND STUDENTS

## Strategies for Success

Learning strategies are extremely important tools for students who have learning disabilities. They focus on **how** a task is completed rather than what is learned. These strategies will help students understand and learn new materials or skills. They allow students to become more independent learners. Here are two examples of effective learning strategies.

### Math Strategy

An acronym is used to remember the parts of a graph



#### All graphs need T A I L S

- T – Title:** The title should represent the data in the graph.
- A – Axis:** All graphs require an x and y axis.
- I – Intervals:** The scale must increase in appropriate increments (ex. 0, 25, 50, 75).
- L – Labels:** The x and y axis need labels.
- S – Scale:** The scale is the unit of measure on the graph. It must represent the range of data. (ex. 0 to 100)

### Reading Strategy

Reading unfamiliar words

Look at the Pictures



Start again



Does it make sense?



Say the word slowly

b-u-t-t-e-r-f-l-y

Skip it, read on, then go back



Look for chunks

Sh ack  
Ch un k

Where have I seen that word before?



## EDUCATORS

### Dear Teacher – Some things I want you to know about me . . .

September is always stressful for me because school is stressful every day! I have a learning disability, which means I can learn, but you must remember that I learn DIFFERENTLY.

- So,
1. When giving oral instructions, please remember only a few instructions at once is best.
  2. I may learn better with visuals and hands-on activities.
  3. Give me work in bite-sized pieces so that I can manage on my own.
  4. Taking notes and following along with the lesson at the same time is difficult for me. Providing me with notes work best and I can concentrate on learning.
  5. Using assistive technology allows me to be successful at correcting grammar and spelling.
  6. Decoding words can be difficult, so it is never a rewarding experience to read in front of the class. I would prefer not to.
  7. My behaviour in class is an outcome of my frustration. With your help, I can redirect my focus back to the task at hand.
  8. No matter how hard I try to memorize number facts and tables, I cannot retrieve the answers at speed. Using a calculator bypasses my memory circuit difficulties.



Final thought: By reading my IEP you will discover my many strengths, but also my weaknesses. Together we can turn my challenges into opportunities for success.

## NOHFC Creates Opportunities for Local LDAS Interns

We are both very excited to be completing internships with The Learning Disabilities Association of Sudbury! In our brief time here at LDAS we have already learned so much about Learning Disabilities. We have been trained in the LDAS Community Outreach Program and have delivered educational, experiential workshops to students in both the RDSB and the SCDSB.

We have also visited our Community Advisory Committees in both Sault Ste. Marie and North Bay and learned about what they are doing to ensure that we are supporting all individuals with learning disabilities in reaching their full potential

across the North.

We had the privilege of attending the annual LDAS-LU Coaching Program Graduation which celebrates the unique partnership formed between Laurentian University School of Education and students in grades 7-9 who have been identified with a learning disability. The evening truly emphasized the undeniable success of the program! We are looking forward to working with the Coaching Program again in the fall.

In July we attended LDAS' annual Assistive Technology (AT) Camp at Cambrian College and learned to read, write, and organize our

thoughts using AT. As new teachers, we are eager to learn about the latest trends involving technology in the classroom.

We are extremely grateful for this opportunity to work with LDAS. Our learning experiences so far have been rewarding. Thank you to the Northern Ontario Heritage Fund for making this journey possible. We are looking forward to the months ahead.

Jessica and Miranda



**Ontario**  
Northern Ontario  
Heritage Fund

**NEWS & EVENTS**

**Follow us on Twitter  and Facebook **

**Kids Have Stress Too!!!!**



An excellent resource section to support parents and teachers on kid's stress.

[www.psychologyfoundation.org](http://www.psychologyfoundation.org)

Greater Sudbury Community Resource Directory

An Online database of community services provided through the Social Planning Council.

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

**ANNOUNCEMENT**

Coaching Program

Meet and Greet

September 23, 2013

Laurentian University

School of Education



Room #

SE111

7 p.m.

**Assistive Technology Camp Highlights**

Students that took part in our one week assistive technology camp this past July were informed, engaged and enlightened with the opportunity to receive hands on training of Inspiration, Dragon Naturally Speaking, TextHELP and Kurzweil. A focus on iPod apps rounded up the week-long session. A special thanks to Yvan Roy our training instructor from the Glenn Crombie Center at Cambrian College as well as the United Way for their continued funding support of this program.



The winning slogan for our t-shirt contest

**You see the "dis"  
we see the ABILITIES.**

Thanks Cameron for a great submission.




**Ontario's Accessibility Standards**  
What you need to know: Summer 2013

[www.mcass.gov.on.ca](http://www.mcass.gov.on.ca)

**LDAS finds new ways to connect with parents**

A challenge facing LDA is reaching parents and families, particularly those with recently identified children with learning disabilities. This fall, LDA hopes to develop procedures and protocols for engaging many more of the **3700** students with learning disabilities and their families within the six school boards across North eastern Ontario. At the initial identification, placement, review committee (IPRC) meeting, parents will be provided with a copy of the *LDA Parent Guide for Families of Students with Learning Disabilities*. They will be encouraged to connect with their local LDA office in Sudbury, Sault Ste. Marie or North Bay to benefit from the programs and services offered to support their children at home, in school and in the community.

For more information please contact us locally at 705 522 0100, toll-free at 1 855 522 0100 or via email at [info@ldasudbury.ca](mailto:info@ldasudbury.ca). Check out our website at [www.ldasudbury.ca](http://www.ldasudbury.ca) and follow us on Twitter and Facebook for up to date news and events. Let's get connected, so we can help your child be "the best that they can be."

## Sound Investments in Today's Long-Term Labour Market

The lack of support to children with learning disabilities has potentially staggering economic consequences. The Learning Disabilities Association of Canada commissioned report (January 2002, revised June 2007), prepared by the Roeher Institute and entitled "Learning Disabilities in Canada: Economic Costs to Individuals, Families and Society," details economic reality. The report estimates that the simple incremental cost of not supporting an individual with a learning disability from birth to retirement is \$1.982 million (per individual). However, investing in our children with learning disabilities, who have average to above average intelligence, is a wise investment which provides dividends and compound interest not only in today's market, but in the long-term society in which we live.

To help support "All that kids can be", the United Way has come through again like never before, offering continued funding support to the Learning Disabilities Associations of Sudbury. This allows us to continue our highly successful community resource, coaching, and outreach programs in response to community needs.

This past year, we supported more families of students with learning disabilities than ever before.

- ◆ Our community outreach program put on more than 100 workshops and presentations with 4297 participants.
- ◆ Our community resource program had 714 direct contacts with parents, adults and community agencies.
- ◆ Our coaching program offered 55 students (31 new/24 repeat enrolments) the opportunity to work one on one with a coach from September to March to help them discover their learning potential.

The National Centre for Learning Disabilities reported that 75% of parents of children with learning disabilities believe they could do more to help their child (NCLD Survey, 2012). United Way recognizes this need and their support has allowed us to expand LDA services east and west, opening offices in North Bay and Sault Ste. Marie. This additional funding provides opportunities and makes a difference for many new families.

As we start the new school year, we must recognize the challenges that students face, particularly those with learning disabilities. Collectively, we must seek out the opportunities to support the success of all students.

Let's help students with learning disabilities get off to a great start this school year by implementing Individual Education Plans that recognize their strengths and specific learning styles, offering individualized learning strategies and accommodations that include assistive technology.

There are countless success stories of students with learning disabilities transitioning from elementary to high school, secondary to postsecondary and from many classrooms of colleges and universities to the workplace. Increased awareness and continued funding support will change the economic reality and offer individuals with learning disabilities the chance to turn challenges into opportunities for success.

**SAULT STE. MARIE SERVICES 1 855 522 0100****Transitioning to Post-Secondary Education**

Self-Advocacy is important for students with learning disabilities through all grade levels, but becomes especially important when transitioning to post-secondary education. Students in their final year of high school should get a jump start on success by making an appointment with or calling their prospective college/university's Accessibility Services office to ensure there will be appropriate accommodations. Ask questions about the services offered, required documentation, and whether there are funding options for students with disabilities. Not all schools have the same level of support so again, do your homework!

In post-secondary, it is the student's responsibility to give their documentation to Accessibility Services and to follow through with any next steps. If a student feels their accommodations are not being met, it is their responsibility to let the appropriate person know. Rarely, if ever, are students contacted to see if there are problems, so self-advocacy is key!

If you need help navigating the school system, we are here to assist you:

- ◆ To discuss the types of services that you and your family members may require
- ◆ To create a success checklist
- ◆ To find the right contacts at the different colleges/universities
- ◆ To develop/review questions to ask
- ◆ To attend any local meetings with schools or to be present for calls



For more information, contact Morgan Levy, 705 759 2554 ext 2713

**NORTH BAY SERVICES (705) 476 5437 x 3704 or toll free 1 855 522 0100****Parent Support Group Coming to North Bay**

Come join other parents who have children with learning disabilities, and support each other in an environment that is safe for learning and sharing.

- ◆ The goal is to provide parents with support, knowledge and skills
- ◆ Five parent support sessions starting September 23<sup>rd</sup> – 6:30 to 8:00 p.m.
- ◆ Location: One Kids Place – North Bay, ON



For more information, contact Elaine at 705 476 5437 ext. 3704

Elaine, your group leader, has 10 years experience leading parent support groups. With a BA in Psychology, Elaine also has experience as a Learning Disability Specialist. She is available to offer resources and advocacy to parents of children with learning disabilities in helping them turn their challenges into opportunities for success.





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## LDAS Services

- **One-on-one resource/advocacy support** to families as they “navigate the school system”
- **Development and delivery** of workshops and presentations designed to raise awareness through our Community Outreach Program
- **Extensive resource library** offered through our partnership with the Greater Sudbury Public Library
- **Gr. 7 & 8 Coaching Program** in partnership with Laurentian University
- **School Age Presentations:**

Happy Feet	Gr. 2 - 4
LD 101	Gr. 5 - 6
Transition Pizza	Gr. 7 - 8
- **Edu-Kinesthetics** an interactive workshop to address anxiety and negative emotions
- **Newsletters** “Working Together for Rising Stars”
- **Representation** on School Board SEAC Committees, RDSB & SCDSB
- **Web Site:** [www.ldasudbury.ca](http://www.ldasudbury.ca)

## Sudbury Educator of the Year

It is that time of year again when we ask students to think about that one teacher that really understood how they learned, went the extra mile just because they really cared and that helped make their past school year a great one.

The LDAS Teacher of the Year Award recognizes an exceptional teacher who consistently supports, encourages, and advocates for the success of students with learning disabilities.

We want to hear from you!

Nominate your teacher by sending us your thoughts along with your teacher's name and the school you attend.

Teacher of the Year award will be announced during our month long awareness campaign in October.

Help us recognize the outstanding work of our teachers.

Deadline for submission is September 28, 2013.

Email:  
info@ldasudbury.ca

or

Fax: 705 522 2289

## Announcing our Board of Directors for 2013—2014

Elizabeth Brett-Dickie, Chair

Ronda Lenti, Vice-Chair

Robert Chown, Treasurer

Candy Lauzon, Secretary

Darrin Black, Director

Yohonna Hodgins, Director

Adelle Larmour-Delong, Director

Katherine Cockburn, Director

Shannon Boland, Director

Yvan Roy, Director