



Celebrating Rising Stars

Going for Gold! Your Personal Olympics for 2010

Mission Statement

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



**UnitedWay
Centraide**
Sudbury and/or District

This Olympic Edition of our “Working Together for Rising Stars” newsletter, is about being the best you can be. For students, it’s about building self-esteem, self-confidence and self respect. It’s about knowing yourself and setting yourself up for success.

Make some personal decisions about yourself! Make some commitments

and positive resolutions. Set your sights on reaching your full potential.

Going for Gold doesn't just happen! You being the best you can be will not happen by chance. Play the right game-use your strengths. Practice hard-you will get out of it what you put into it! Play on a winning team-pick good supporters and team mates. Set your

goals high-strive to succeed. **Remember you are not alone-you have a lot of fans cheering you on to success** (team mates, parents, teachers, family and friends). Like Olympic athletes, aim for your personal best. You don't have to reach the podium; just be the best that you can be.

One of the Olympic Venues: The Classroom

This year in the classroom, the new rule book has been drafted by the Ministry of Education. ‘Learning for All K – 12’ is based on the 2008 Ontario Government release of: Reach Every Student: Energizing Ontario Education, in which the Ministry articulated its commitment to ‘raise the bar’ for all students in Ontario schools and to ‘close the gap’ in student achievement. It identified the following three core priorities in its efforts to meet that commitment:

- High levels of student achievement
- Reduced gaps in student achievement

- Increased public confidence in publicly funded education.

(Learning for All K-12 draft June 2009)

The following rules and principles were identified as essential in order to improve achievement for all students from Kindergarten to Grade 12 and to close the achievement gap:

- all students can succeed
- fairness is not sameness
- each student has his or her own unique patterns of learning
- successful instructional practices are founded on evidence-based research

- differentiated instruction and universal design are effective and an interconnected means of meeting the learning needs of students.



To view the document visit www.ontariodirectors.ca

Thought for the Day

“Teaching may be the greatest of the arts, since the medium is the human mind and spirit”.

John Steinbeck

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YOUTH AND STUDENTS

Do You Believe? I Believe!

Like all students and Olympic athletes, students with learning disabilities need to prepare and train for success. The focus is on you and one of the best exercises is to develop self advocacy skills. Remember, you're no different than all the other students when it comes to self advocacy. Everyone needs to know how to self advocate in order to build self-confidence, self-esteem, self-awareness and self appreciation.

Step # 1: Know yourself.

You have great abilities because you have average to above average intelligence. A different way of learning can lead to success. Like everyone else, you have your personal learning style. If you don't know what it is, ask your parents or teachers to help you figure it out. Check out these websites for learning styles.

www.studysuccess.co.uk/learning_questionnaire.htm (Grade 9-12)
www.educationinsite.com Grade (5-8)

<http://parenting.quiz.kaboose.com/25-what-s-your-child-s-learning-style>

Once you know your learning style and the accommodations that will help you succeed, you're on your way to success. **No one is good at everything.** You need to know your strengths. An Olympic gold medal winner in alpine skiing won't do very well in curling or figure skating. You have your strengths and interests, so pick your games where you can do your best.

Step # 2: Know what you need to succeed.

Like an Olympic athlete, you need the right equipment to allow you to do your best. Maybe it is a specific type of assistive technology? You need to practice to be good at what you do. Do you need support to get organized? Maybe you need a little more time and support in the areas that are more challenging. Check out your Individual Education Plan (IEP) for some specific accommodations to support your learning style.

<http://www.edu.gov.on.ca/eng/general/elemsec/speced/guide/resource/iepresguid.pdf>

http://www.centreforliteracy.qc.ca/courses/Free_AT_Wkshp.pdf

Step # 3: Know how to get what you need to succeed.

In many ways you are no different than Olympians. You need to self advocate in a positive way to get what you need as you strive for success. **Talk** to your teachers to help them understand your strengths and learning style and ask for their support. **Work on communicating** those things that you need. **Write down and practice** what you're going to say until you're comfortable with communicating verbally. Try sending them an e-mail outlining how they can help you succeed.

You need to take responsibility for getting all of those things that will lead you to success, just like Olympic competitors.

Adapted from www.wrightslaw.com/info/sec504.self

Get the Right Gear - Assistive Technology: Scanned Books & Kurzweil 3000

By Marlene McIntosh, Cambrian College

Eighty percent (80%) of students with learning disabilities have difficulty with reading. Since 10% of our population is said to have a learning disability, this number has a high impact on students in our education system (Hasselbring & Bausch, 2005). Consequently, these students will require the use of books in electronic format. So, what happens now?

Kurzweil 3000 is a program that allows students to scan books and read them aloud with the computer. This Kurzweil program also has an auditory dictionary and thesaurus, word prediction, and note taking features. Although it is not the only assistive technology software that scans and reads, I find it to be the best one that is available to my students.

It would be great if publishers provided text in electronic format;

however, we find it extremely difficult to get this from them. Thus, we have to scan the books into the computer ourselves. At our college, we have approximately 800 students registered at The Glenn Crombie Centre for disability services. Each term, we get a request for about 250 books to be scanned into an electronic format.

Scanning is not quite as simple as you may think. Here's what happens, a student will drop off a book, we then send it to our print shop where they cut the bindings and send it back to us. Next, we separate the book into chapters, each chapter is fed into our high speed scanner, and it is scanned into the computer. We then use a program to convert these files into a Kurzweil 3000 format, this usually occurs overnight. Finally, we can burn an "unedited" copy for a student, this means the student can read the book in

the Kurzweil 3000 program. There may be errors – text is read out of order or may be unreadable. If we need to edit the book, we hire a student to “zone edit” – put text in the right order and correct most of the scanning errors, this takes about 1-2 days per book. Finally, we are able to burn an edited copy for students, so they can read a much cleaner copy in Kurzweil 3000.

Why would we go through this much trouble? Can't the student just read the book if they took their time and read it slowly? The answer, quite simply, is no. When students read books with the Kurzweil 3000 program, they can do so quicker than normal. They also can look up words that they don't understand with a simple click of the mouse – this helps with comprehension. In addition, students don't have to waste time trying to sound out words;

(Continued on page 3)

Bullies are Not Team Players!

What is Bullying?

Bullying is a conscious, wilful, deliberate, hostile and repeated behaviour by one or more people, which is intended to harm others. Bullying takes many forms, and can include many different behaviours, such as:

- physical violence and attacks
- verbal taunts, name-calling and put-downs
- threats and intimidation
- extortion or stealing of money and possessions
- exclusion from the peer group
- cyber bullying

Bullying is the assertion of power through aggression and/or exclusion. Its forms change with age: school playground bullying, sexual harassment, gang attacks, date violence, assault, marital violence, child abuse, workplace harassment and elder abuse. (Pepler and Craig, 1997)

“Bullying is not about anger. It is not a conflict to be resolved, it’s about contempt – a powerful feeling of dislike toward someone considered to be worthless, inferior or undeserving of respect. Contempt comes with three apparent psychological advantages that allow kids to harm others without feeling empathy, compassion or shame. These are: a sense of entitlement, that they have the right to hurt or control others, an intolerance towards difference, and a freedom to exclude, bar, isolate and segregate others”

(Barbara Coloroso “The Bully, the Bullied and the Bystander”)

Bullying Myths and Facts:

Myth: “Bullying is just a stage, a normal part of life. I went through it and my kids will too.”

Fact: Bullying is not “normal” or socially acceptable behaviour. We give bullies power by our acceptance of this behaviour.

Myth: “If I tell someone, it will just make it worse.”

Fact: Research shows that bullying will stop when adults in authority and peers get involved.

Myth: “Just stand up for yourself and hit them back”

Fact: While there are some times when people can be forced to defend themselves, hitting back usually makes the bullying worse and increases the risk for serious physical harm.

Myth: “Bullying is a school problem, the teachers should handle it”

Fact: Bullying is a broader social problem that often happens outside of schools, on the street, at shopping centers, the local pool, summer camp and in the adult workplace.”

Myth: “People are born bullies”

Fact: Bullying is a learned behaviour and behaviours can be changed.

From website www.bullying.org

Resources

Children Ages 4 - 8

The Berenstain Bears and the Bully by Stan and Jan Berenstain (Random House, 1993)

Talking About Bullying by Jillian Powell (Steck-Vaughn, 1998)



Ready Freddy: Don't Sit on My Lunch (Ready Freddy Series) by Abby Klein, illustrated by John McKinley (Blue Sky Press, 2005)

Children Ages 9 -12

Stop Bullying Bobby! Helping Children Cope with Teasing and Bullying by Dana Smith-Mansell, illustrated by Suzanne Riggio (New Horizon Press, 2004)

Bullies & Victims: Helping Your Child Through the Schoolyard Battlefield by SuEllen Fried and Paula Fried (M Evans. and Co., 1996)

Adults

Bullying at School: What We Know and What We Can Do by Dan Olweus (Blackwell, 1993)

The Bully, the Bullied and the Bystander: From Preschool to High School – How Parents and Teachers Can Help Break the Cycle of Violence by Barbara Coloroso (Collins, 2004)

Girls Wars: 12 Strategies That Will End Female Bullying by Cherly Dellasega and Charisse Nixon (Fireside, 2003)

Get the Right Gear

(Continued from page 2)

Kurzweil 3000 says the word aloud immediately, so students can concentrate on meaning, that is just the tip of the iceberg! The Kurzweil 3000 program allows students to highlight important information and then extract this text. Students can create two column notes or a review sheet, they can also use this information to create flash cards. They can create practice tests using the Note features in the Kurzweil 3000 program. They can also create vocabulary lists using the Note feature of the program.

Is Kurzweil 3000 a quick fix? No!

Students need support to pick out important information and to understand material. However, it allows students to become more independent with reading.

Gone are the days of reading books to students. It is possible now with some of the wonderful assistive technology available today, to allow students with learning disabilities to read on their own, for school and for pleasure. Welcome to the days of independence!

Reference

Hasselbring, T., & Bausch, M. (2005). Assistive technologies for reading. *Educational Leadership*, 63(4), 72-75.

P A R E N T S

Taking Your Place at the Podium: Eddie's Story

I would like to tell you about my son Eddie. He was born on a crisp October day with beautiful blue eyes and auburn coloured hair. He seemed to me to be a very clever baby because at nine months, at daycare, he was pulling soothers and bottles out of the mouths of other babies, apparently just to get a reaction. When he began school the SK teacher said how much she appreciated Eddie because he played with every child, not just one or two children.

In grade one, Eddie's teacher seemed frustrated with him. She said that he was destroying his pencils and was not able to print like the other children. I told her that I did not think that Eddie was performing to his potential. She did not have any suggestions other than to keep working hard. I did not know what to do. He told me that he did not have any friends at school. He sadly told me that he could not colour and with tears in his eyes he said "the kids say that I scribble".

In grade 2, Eddie continued to fall behind. His teacher encouraged us to read more at home. I tried to help him sound out the words, but he became frustrated and angry. He did not want

to try anymore. Fortunately, I found a reading consultant who we hired to tutor Eddie. After one year of intensive work, his reading skills significantly improved; however, his writing skills were still way behind.

By grade 5, Eddie's printing was still practically impossible to read, his spelling was atrocious, his written work did not compare to his spoken answers, and he hated doing his home work. The other thing that made me very sad was that Eddie was still struggling to develop friendships.

The situation was taking the fun out of learning and was damaging his self esteem. Soon after this, a psychologist completed a psycho-educational assessment with Eddie.

The psychologist found that Eddie has a learning disability. As a result of the psychologist's report, Eddie was identified at an Identification Placement and Review Committee (IPRC) meeting and an Individual Education Plan (IEP) was set in place. Over the next 2 years I watched Eddie transform from a boy with very low self esteem and few friends, to a confident young man who was developing some good friendships.

One day in grade 7, Eddie came home with a big grin on his face and handed me a test. He looked up at me with an enlightened look in his eye and said: "Mommy, I'm smart!" The score on the test was 100%. Now, I was the one with tears in my eyes.

This year Eddie will be graduating from high school and going on to post secondary education. Proof positive of "a different way of learning can lead to success."

This story was written by a parent of a child with a learning disability. This child asked that his name be changed to protect his privacy. The parent and child have been affiliated with the Learning Disabilities Association of Sudbury for many years and have benefited from resource and advocacy support offered by the association.

(edited and adapted with permission - for this edition of our newsletter)

Announcement

Looking for resources or advocacy support for your rising star!
Our satellite office is now open in St. Benedict School by appointment only!

Please call 522 0100
or email us @
resource@ldasudbury.ca



We are here to help!

Quotations

"PARENTS MUST BE WILLING TO GUIDE, MAINTAIN AND.... IF NECESSARY LEAD THE PROCESS."
RICK LAVOIE

"CHILDREN ARE GREAT IMITATORS, SO GIVE THEM SOMETHING GREAT TO IMITATE."
UNKOWN AUTHOR

"WHEN LIFE TAKES THE WIND OUT OF YOUR SAILS, IT IS TO TEST YOU AT THE OARS."
ROBERT BRAULT

"IF YOU WILL IT, IT IS NOT A DREAM."
HENRY WINKLER

Supporting A Champion

An advocate is a person who speaks up for, acts on behalf of, or supports someone else.

Being An Effective Advocate Means:

- Be informed about the Education Act and Regulations, School Board's Special Education Plan, along with the many resources available regarding learning disabilities.
- Be assertive and communicate well without being aggressive or confrontational. State your viewpoints clearly, but also take into consideration other thoughts and ideas and then work towards the right outcome cooperatively. An assertive person also listens!
- Work with others to reach a common goal. Collaborative efforts make the journey for reaching your goal an easy road to travel.
- Ask questions when you have doubts or require further clarification, before making any decisions.
- Keep a paper trail - put all communications in writing.
- Thank people for their time, even when you don't get what you want.
- Take responsibility for your success, you will create a self-determined future.
- Most of all allow yourself to be less than perfect (no one is).

Top Ten Things Teachers Wish Parents Would Do

1. Participate in their children's education. Parent involvement helps students learn, improves schools and makes teacher's job easier.
2. Provide resources at home for reading and learning. Supply books and magazines for children and read with them each day.
3. Set a good example. Show your children that you believe reading is enjoyable and useful.
4. Encourage children to do their best in school. Help them set obtainable goals and monitor involvement in other activities.
5. Concern themselves first with academic progress, next with students' preparation to assume adult responsibilities, (work, etc.), then finally, involvement in athletics and activities.
6. Support school rules, discipline policies, and achievement goals.
7. Call teachers as soon as a problem becomes apparent so that prompt action can be taken.
8. Teach basic self-discipline, good manners and other social skills that children need throughout their lives.
9. Understand that alcohol, tobacco and excessive partying are problems as serious as drug abuse. All these can cause both a student's health and classroom performance to suffer.
10. Remember that teachers are people, too. Many are parents, and share your parent challenges. Teachers want your students to succeed: help them.

Reprinted from the National PTA

“Accept the challenges so that you may feel the exhilaration of victory.” George S. Patton Jr.,
World War II General

On the Road to Success ! A Free Orientation Program

Are you or your child planning on going to Cambrian College next year?

Do you have questions or concerns about the support that is available to students with learning disabilities at Cambrian College?

To answer your questions and more, Cambrian College offers a **FREE** orientation program just for you.

At the Summer Institute, you will become familiar with the staff, other students, and services available to support you with programs in college.

You will learn:

- how to manage college course loads
- applications for assistive technology
- how to self advocate

- disability services that are available
- college services that are available

Summer Institute provides you with the tools necessary to get a great start to the college experience.

Check out our website at <http://www.cambriancollege.ca/Departments/DisabilityServices/Pages/Default.aspx> for more information or contact us at The Glenn Crombie Centre for disability services at 705-566-8101 extension 7420 or disabilityservices@cambriancollege.ca.

EDUCATORS: PROFESSIONAL DEVELOPMENT

Learning Disabilities Association
of Sudbury

LEARNING FOR ALL WORKSHOPS

“Restricted” to Northern Ontario School Boards Only - Educator’s Professional Development Workshops 2010

Learning for All K-12

Differentiated and Personalized Instruction in the Classroom

Part I - “I Learn Differently, Please Teach Me Differently”

Part II - “Teach Me Differently, With Differentiated & Personalized Instruction”

If you missed the premier presentations of these workshops in Sudbury at Cambrian College’s “Pathways Conference” last year; here is your chance to bring them to your School Board before the end of this school year. Now booking for February to June 2010.

These two, 1½ hour interactive sessions are motivational, engaging, powerful and fun!

Want to experience what it's like to learn differently?

Want to get some ideas on how easy differentiated instruction can be?

Want to experience how much fun it is to teach differently?

Need some strategies for different learning styles?

Want to work together for rising stars?

Rave reviews from over 500 educators who have benefited from this workshop in 2009.

“It's the best workshop I've ever attended!”

“It is a must for all teachers.”

“It was awesome!”

“All teachers need to understand learning disabilities.”

“Everyone can learn from this wonderful presentation.”

“I know now how to better understand my students.”

Special Offer! Save \$100 off bookings made before February 22, 2010!

Free Bonus - choice of evening workshop for parents/educators

“Navigating the System with your GPS” or

“Address learning blocks with Edu-kinethetics”

For more information, contact **Angie DeMarco**, Education Coordinator
(705) 522-0100 or communityoutreach@ldasudbury.ca

Coaching a Winning Team - Helping All Students Succeed

LEARNING FOR ALL K – 12 Page 18 (CODE Website: www.ontariodirectors.ca)

“Students’ learning styles and preferences influence their learning profile. Understanding how students learn best enables teachers to differentiate instruction effectively. Students may be better at internalizing, processing, and communicating information through auditory, visual, tactile, or kinesthetic modes or learning styles. In his *Frames of Mind: The Theory of Multiple Intelligences* (1993), Howard Gardner identified eight types of intelligence – verbal/linguistic; logical/mathematical; visual/spatial; musical/rhythmic; bodily/kinesthetic; interpersonal; intrapersonal; and naturalist - which strongly influence the ways in which students learn best.

BELIEF # 3" Each student has his or her own unique patterns of learning"

In order to be a successful coach, you must know your students and help each one of them, know themselves. Developing an understanding of learning styles and individual student profiles is so important for all students to succeed. It will help you build class profiles.

Developing class profiles and student profiles can help teachers plan daily instruction that enables every student to learn and achieve success – instruction that is “necessary for some and good for all”.

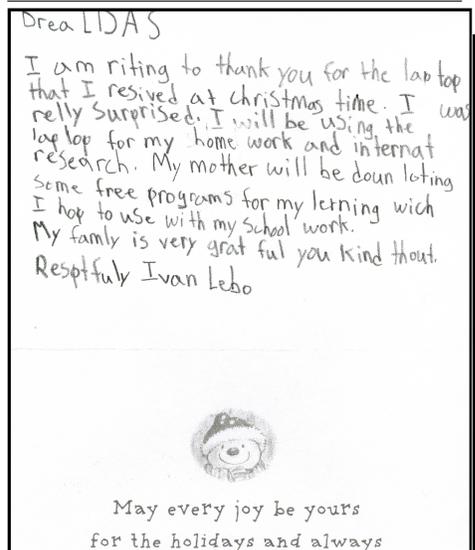
“If they don’t learn the way you teach, teach the way they learn”.

Dr. Jane Bluestein, Keynote Speaker, ETFO Conference, Toronto



Mark Your Calendar
Coaching Program Graduation
Ceremony
March 25, 2010

Thank you...



Training for Victory - The Breakthrough System

The Breakthrough system addresses the need to “establish classroom routines and practices that represent personalized, ongoing data-driven, focused instruction”. It identifies three core components that must be “synergistically interconnected” if the system is to succeed:

1 - Personalization

Education that puts the learner at the centre, providing assessment and instruction that are tailored to students’ particular learning and motivational needs;

2 - Precision

A system that links “assessment for learning” to evidence-informed instruction on a daily basis, in the service of providing instruction that is precise to the level of readiness and the learning needs of the individual student;

3 - Professional learning

Focused, ongoing learning for every educator “in context”, to link new conceptions of instructional practice with assessment of student learning. According to the authors,

“The glue that binds these three components is moral purpose: education for all that raises the bar as it closes the gap” (p.16)

In other words, if education partners lose sight of the moral purpose of “serving all students to a high standard”, they run the risk of implementing the three components in ways that may fail to bring about the desired changes in education.

The success of the large-scale reform that the Breakthrough system envisions depends on cooperation and aligned purpose at the level of the school and community, the district or region, and the state.

Learning for All K-12 document Draft
 June 2009
 Fullan, Hill, & Crevola, 2006, pp.16-26, 87

We're on the Web
www.ldasudbury.ca

LDAS Services we provide:

- **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 - 8
Self-Advocacy	Gr. 7 - 8
- **Edu-Kinethetics** 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



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ldas • Learning Disabilities
Association of Sudbury
The right to learn, the power to achieve

Leave have legacy

Winston Churchill once said “You make a living by what you get, but make a life by what you give”. As a charity, “in-memoriam” donations and bequeaths in remembrance of a loved one can be offered to our association.

Our Part in the Team Effort for Success

From the desk of our Executive Director

As we start off this calendar year our organization, like yourselves, must initiate and renew our commitments and resolutions as we seek to meet our goals. Here is our short list:

1. **Parent goals:** Our Board of Directors and staff are committed to supporting parents and their rising stars. This is our primary and most important business and thanks to United Way funding, we are able to offer free one-on-one resource and advocacy support, to help parents and guardians navigate the educational system. Please contact our Resource Facilitator, Wendy Larouche, who is here for you. Wendy has received resource facilitation training and accreditation through the Learning Disabilities Association of Ontario, she also brings experience and

passion to her role. Don't miss this opportunity to be a better advocate for your child. Join the hundreds of parents who benefited last year from Wendy's knowledge and support.

2. **Teacher goals:** we have made a resolution this year to continue to support and encourage classroom teachers that demonstrating a different way of learning can lead to success for all students. Thanks to funding from the Ontario Trillium Foundation, we have developed workshops for educators and offer them to the 8 school boards across Northeastern Ontario. Last year Angie DeMarco, our Community Outreach Coordinator received outstanding reviews from over 500 educators in 16 workshops.

3. **Student goals:** our most important new year's resolution is to support

From the Heart!

Things will work out I know. At least we got on the right path when we got involved with your office. You have been such a blessing with all your help.

Jo-Anne (parent)

students with learning disabilities in developing self advocacy skills. Because a learning disability is a lifelong challenge, new and exciting opportunities will present themselves, as a result of self - advocating. Parents and teachers play an important role in supporting students in developing these skills.

As your team at LDAS, we are committed to serving you better and providing support to children and youth with learning disabilities in our community. Drop me an e-mail at ron@ldasudbury.ca, with any suggestions you have on how we can meet that commitment and any ideas you have to increase our support for you.

Ron Lessard, Executive Director