



**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.**

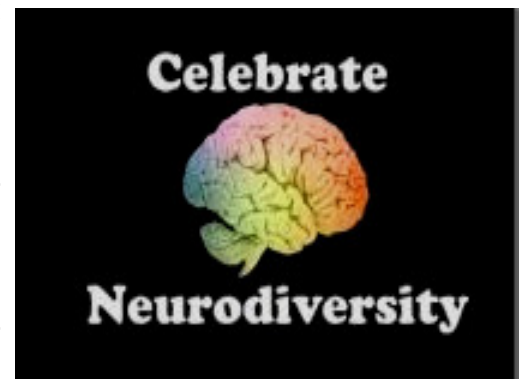
BREAKING NEWS

Students, parents, and educators are welcome to join us for our evening event in the **Cavern at Science North on October 7, 2014 at 7:00 p.m.** to celebrate neurodiversity.

We are pleased to announce that our October Awareness Month guest speaker this year is Angie DeMarco. Angie's presentations have received rave reviews during her travels from the Yukon, across Ontario to the east coast of PEI and Newfoundland. A keynote speaker on learning disabilities, she shares her knowledge and her experience in ways you will never forget! You won't want to miss this opportunity. Her diverse background includes: leading recreation programs for adults with developmental challenges, 13 years of working/learning as a front line worker with the Canadian Mental Health Association, and while her children were young by giving in to her entrepreneurial spirit, establishing Sudbury's first party supply business entitled Balloons Uplimited. Her strongest skill sets were mentored to her by her four playful, curious and creative children, three of whom share her identification of "learning disability". Now as independent adults, with full time work in meaningful professions, it's their abilities that inspire her to speak out in schools, workplaces and at multiple provincial and national conferences to ensure that educators, parents and most importantly, students know, what the research supports, that persons with learning disabilities and their amazing uniquely organized brains, are to be valued and nurtured. Her engaging workshops give all attendees the opportunity to experience this awareness in a spirited environment.

Angie's workshop titled "**Learning Disability – Neuro-Diverse NOT Neuro-Deficit**" celebrates how children learn differently.

Angie describes her workshop as follows: Our society has been the happy recipient of incredible achievements that have been shared by the neurology of non-typical thinkers who are said to carry the identification known as a "learning disability".



In reality, the differences speak to a natural, long standing, human variation; a different way of processing information, a different way of thinking.

By understanding the many aspects of this learning difference, workshop participants will come to appreciate that their child's unique neurodiversity is at the root of their child's many amazing future accomplishments. Awareness and advocacy of their learning differences will ensure their success.

Angie DeMarco Accolades

- ◆ Presented at various LDAO conferences including this past August, the 1st Annual LD@School Educator Conference in Toronto.
- ◆ Frequently presents to educators throughout Greater Sudbury, Sault Ste. Marie and North Bay.

PARENTS

How to Combat Summer “Brain Drain” Just in Time for Back to School

Summer holidays were a fabulous time to decompress, sleep in, participate in great community activities and have fun with the family, but as September approaches, it can be difficult to restore the routine school brings. Transitioning to a new classroom or school in the fall can be both exciting and intimidating for students, no matter what age or grade. To fight back against the “brain drain” of routine from summer holidays, here are some tips for parents from the experts Sheldon Horowitz, Ph.D. and Marcelle White of The National Center for Learning Disabilities (NCLD) and Joanne Meier, Ph.D. of LD Online to get your child back on track for back to school success.

Discuss feelings about the upcoming year and establish goals/expectations

Some example questions to ask could be:

- ♦ How did you think you managed your school work last year?
- ♦ Where are some areas you would like more help with?
- ♦ What activities do you want to participate in for extra-curriculars?

Practice new routines for school and home

Create a three-point list of items that your child needs for each day. Post it at the front door or another high traffic area in the house. Be creative with phone alarm lists, text messages or sync up a family calendar on Google calendar or iCal for Mac users, so that everyone in the family gets updates and reminders of coming events in real time.

Connect with the new teacher(s)

Meeting your child’s new teacher can be as easy as sending an e-mail or making a brief phone call the week before school starts. By taking that extra step to make a connection with your child’s teacher, you are modeling great advocacy skills, that could help your child feel more comfortable with their new teacher(s). To help your child practice these advocacy skills, create a learner profile letter for the teacher by downloading the template at <http://ldasudbury.ca/programs-services/coaching-program/learner-profile-template/>

Keep organized with your child’s paperwork

Create a binder system that will house all of your child’s pertinent information. Include copies of IEPs, IPRC meeting notes, report cards and assessments.

Reconnect or establish a connection to your child’s school team

Keep in touch with the school team by taking the initiative to make an appointment early in the school year to review the IEP, get acquainted with the services offered at your child’s school, and communicate any new information about your child to new members of the team.

Take care of yourself

September can be a stressful month as you prepare your child for the new school year. Connect with your local Learning Disabilities Association’s Resource Facilitator for support for upcoming IPRC meetings, understanding the IEP, and any other questions you might have about learning disabilities. Remember we are all in this together to make sure your child has another successful school year!

This article’s content was adapted from Weinstein, A. (2013, June 6). *Back to School for the Child with Learning Disabilities*. Retrieved from www.education.com/magazine/article/school-child-learning-disabilities.

YOUTH AND STUDENTS

Rebus Puzzle Brain Teasers

Since this newsletter's theme is neurodiversity, we have decided to include brain teasers activities to give your brain a workout after summer holidays! Check out the rebus brain teaser puzzles below.

What is a "Rebus" Puzzle?

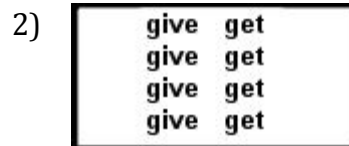
A rebus puzzle is a picture representation of a name, type of work, or common phrase. Most rebus puzzles are commonly used phrases. Take a look at the practice rebus puzzle below:



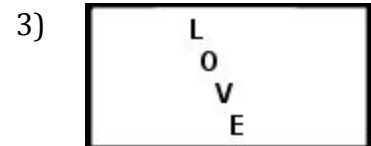
Did you guess the correct phrase? Here is how you find the answer: since the word HEAD is over the word HEELS, the answer would be "HEAD OVER HEELS". Got the answer? Try some more brain teasers and see how many you can get right. Answers for the rebus puzzles are at the bottom of this page.



Answer: _____



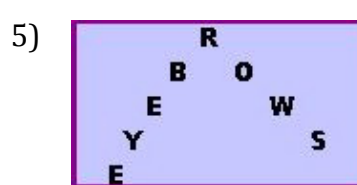
Answer: _____



Answer: _____



Answer: _____



Answer: _____



Answer: _____



Answer: _____



Answer: _____



Answer: _____

Answers: 1) Space Invaders, 2) Forgive and forget, 3) Falling in love, 4) Split level, 5) Raised eyebrows, 6) Man overboard, 7) The final frontier, 8) Sandbox, 9) Mind over matter

EDUCATORS

Why You Should Stop Telling Students to Pay Attention and What You Should Do Instead

Article adapted from Eric Jensen of Brain-Based Learning

Eric Jensen, a brain-based teaching strategist was guilty of telling his students to “Pay Attention” during classroom activities and lessons until he dove into research about how the brain works for attention. In the research Eric Jensen conducted, he found out that he did not want students to “pay attention” but to focus instead. Here are the highlights in his findings that will hopefully encourage you to think twice when telling your students to “pay attention”.

When students pay attention, they focus better, learn and remember more

There is a strong significance associated with students and paying attention. Jensen (2013) comments that paying attention is the first step towards “protecting the quality of the working memory” (Jensen, 2013; as cited in Huang & Sekuler, 2010 and Zanto & Gazzaley, 2009). If the student is more engaged in the activity, the more likely they will remember the information. Both a strong working memory and full attention are partners in learning new information, which both are teachable to our brains (Jensen, 2013). But unfortunately, giving full attention to lessons is not as easy as that sounds.

How do we pay attention?

There are different factors that play a role in how students pay attention. Jensen (2013) reminds us that strong attentional skills are not at random, they are trainable through various active exercises that require specific attention such as playing a musical instrument, reading, writing, and various physical activities (Jensen, 2013). Often we find ourselves paying attention to items that interest us more than topics that disengage us because when we have an interest in the topic “our brain is more likely to encode and remember the information” (Jensen, 2013; as cited in Kilgard & Merzenich, 1998). In physical terms, the objective for the brain during instruction is to increase acetylcholine through pathways such as the nucleus basalis (Jensen, 2013). All this information seems like a no-brainer but why should teachers stop telling students to pay attention?

Students already do pay attention!

Yes, it is true, students are already paying attention because it is important for daily survival. What does that actually mean? According to Jensen, there are two types of attentional skills that a student has: the first set is hard-wired into the brain, while the second set is taught and regulated through learning.

- ♦ The first type of attentional system is when the brain will naturally respond to the present situation to protect themselves. Some examples given are when a ball is thrown at one’s head, the attentional response is to either catch it or move out of the way. That type of “paying attention” is hard wired into our brains to help us live with minimal struggle.
- ♦ The second type of attentional skills is a learned process that involves continuously adjusting our visual and auditory attention to a specific stimulus, for a greater reward. The process itself is both focusing on the task and blocking out unimportant stimulation (distractions) to solidify the information taken into the memory.

The second type of attentional skills is not an easy task in a classroom setting. There are many different distractions in the classroom such as surrounding student’s actions, sounds such as the projector fan or alarms, and visual distractions such as windows or items on their desks. So if students are already paying attention, what are some strategies we can use to get them to focus?

What are some strategies we can use to get students to “focus” instead of “pay attention”?

There are two options that Jensen (2013) suggests in his article, which are:

Continued on next page.....

Why You Should Stop Telling Students to Pay Attention and What You Should Do Instead

Article adapted from Eric Jensen of Brain-Based Learning

To either get students involved in various activities that will assist in training the brain to focus on a chosen goal and block out salient distractions to accomplish that goal. Or...

To operate the existing brain's actions by getting your students to focus on the goals set out by you in the classroom.

The second option is used in the classroom during classroom instruction. These are only a few suggestions that you can use to help students stay focused instead of just "paying attention":

Give information in small chunks instead of long lecture periods – It takes an incredible amount of focus to continually be on task in classroom situations, which is also tiring for the average student.

Provide simple cues when the main ideas are being taught – I know you are probably thinking "All the information I am teaching is important" but when reliable cues are used to enforce new information, student's attention will be at a high. Give subtle hints when the information you are teaching is part of the main ideas.

Use behavioural relevant prompts – Instead of reprimanding the student for not paying attention to the lesson, direct the student in a way that tunes them back into your lesson. The key is to direct the student to something they care about so be creative in your prompts.

For more information on brain-based learning, visit Eric Jensen's website at www.jensenlearning.com.

Do you have successful methods that combat disengagement in the classroom? Share with us by liking our facebook page LDA Sudbury or tweet us @LDASudbury.

NOHFC Creates Opportunities for Local Intern

When I received the letter telling me that I was accepted for the internship with LDAS, I was very eager to start! Since the beginning of my internship in May 2014, I have built my skill set on research, knowledge of learning disabilities, and relating to the northern community at large. I have been fortunate to be trained in the Community Outreach Program during the final months of school where I was able to travel to places such as Monetville, Manitoulin Island, and various local schools in the RDSB and the SCDSB region to assist in experiential, educational experiences with recent intern Jessica Laprairie.

Speaking of travelling, I had the pleasure of attending the North Bay Carousel Evening hosted by NPSCSB. I was able to learn about new assistive technology such as Claro read and Ginger software, listen to Dr. Bruce Ferguson talk about true grit among youth, and learn new math strategies to make math more enjoyable for students. The conference

was a great educational experience that showed me how the LDAS is dedicated to learning for the greater benefit of teaching these tools to individuals with learning disabilities.

In July, I attended LDAS' annual Assistive Technology Camp held at Cambrian College, where I learned how smart device apps are helping students reach their full potential in the home, school and beyond.

I am very thankful for this amazing opportunity to work with LDAS. All the learning experiences so far have been fulfilling in many different ways. Thank you to the Northern Ontario Heritage Fund for making this experience possible for me. I cannot wait until September to learn more from the highly successful LDAS Coaching Program. See you then!

Heather

WORKSHOPS

Parent Workshop – *Motivation*

Ever wonder why your child is not motivated in school activities? Is homework completion a challenge every night? In our new parent workshop titled ***Motivation***, we focus on how motivation works, inspired by motivational speaker Richard Lavoie's book titled "The Motivation Breakthrough: 6 Secrets to Turning On the Tuned Out Child". In this presentation, aspects of motivation such as myths and misconceptions, how primary and secondary needs play a function in motivation, and what the social

categories in regards to motivation are discussed. Parents are welcome to participate in hands on activities that explore what motivates your child and strategies that facilitate success.



Student Workshop—*Step UP!*

Step Up is our new program funded by the Parent Reaching Out grant that assists students in grade twelve with the transition from high school to post-secondary education.



This workshop offers helpful tips for the high school level for choosing a post-secondary education path, essential steps to self-advocacy, the application process and knowing how the student learns. For the post-secondary level, the workshop informs students about obtaining services through the accessibilities department, time management and stress management skills to have a successful first year of post-secondary education.



Student Workshop—*Be Cool In School*



Our newest school age presentation titled ***Be Cool in School*** is based on the highly successful box office hit Disney's *Frozen*. Join us as we tell the story of Queen Elsa and friends and celebrate her special gift to students in grades two to four. Using the

magic of *Frozen*, students will learn about how to celebrate you-niqueness in the classroom by learning about different types of intelligence and how to ask for help when needed. The main themes of this presentation are self-advocacy, learning differently and accommodations.

To learn more about our workshops and how to register please contact our office.

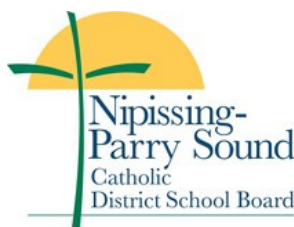
(705) 522 0100



**Learning Disabilities Association of Ontario North Bay and Area
NORTH BAY SERVICES (705) 476 5437 x 3704 or toll free 1 855 522 0100**

Assistive Technology Camp Expands to North Bay

Fifty-eight eager to learn parents and children attended the one week long assistive technology camp held in July at St. Hubert School. The camp was set up so that parents could register for the morning that fit with their child's learning challenge. The camp kicked off with a focus on applications for tablets with a slight preference for iPads. Tuesday focused on reading challenges, Wednesday on spelling and letter formation, Thursday addressed organization, and the week wrapped up with Friday's focus on Math. Facilitator, Bryan McCutcheon demonstrated a few applications for each learning challenge. He was a valuable resource for parents and children. The morning schedule provided a demonstration of applications then while the parents learned more, the children were provided with hands on activities that demonstrated their problem solving and reasoning strengths. After a break with refreshments, the children returned to work with their parent on their choice of application. Parents and children were pleased with the helpful applications and the children enjoyed meeting others with similar challenges during the hands-on activities.



The LDAO-North Bay and Area would like to thank United Way Sudbury and Nipissing District for their ongoing support, Nipissing Parry Sound Catholic School Board for the use of St. Hubert School, Laurie Purtell for creating the brochure and to Bryan McCutcheon for his expertise with the supportive applications.

Elaine Beckett-Albert, Resource Facilitator LDA North Bay and Area

**Learning Disabilities Association of Ontario Sault Ste. Marie and district
SAULT STE. MARIE SERVICES (705) 759 2554 or toll free 1 855 522 0100**

**LDAS Receives Trillium Funding to Enhance Support and Services to
Sault Ste. Marie and district**

We are excited to announce that the Learning Disabilities Association of Sudbury has received a one year funding grant from the Ontario Trillium Foundation.

This funding will allow us to continue supporting families of children with learning disabilities through our office in Sudbury and our satellite office covering Sault Ste. Marie and district.

LDAO Sault Ste. Marie and district offers the following services:

- ♦ One-on-one resource and advocacy support for parents and students
- ♦ Support with the development of your child's Individual Education Plan (IEP)
- ♦ Representation at your child's Initial Identification Placement and Review Committee (IPRC) meeting
- ♦ The Sault Ste. Marie Public Library houses all of our resources in the Learning Disabilities section of the library



If you are interested in learning more about our services please do not hesitate to contact our office.

Remember

October Is Learning Disabilities Awareness Month, check our website for a listing of workshops and activities scheduled throughout the month.



PO Box 40012
2015 Long Lake Road
Sudbury, ON P3E 0B2

Phone: 705-522-0100
Fax: 705-522-2289
Toll Free: 1 855 522 0100
info@ldasudbury.ca
www.ldasudbury.ca



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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
Be Cool in School	Gr. 2 - 4
LD 101	Gr. 5 - 6
Transition Pizza	Gr. 7 - 8
Step Up	Gr. 11-12
- **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

Assistive Technology Camp Highlights

From July 8th to the 11th, students with their parents attended our annual Assistive Technology camp located in the Glen Crombie Center at Cambrian College. The ten students that attended obtained hands-on training with various programs such as TextHELP, Kurzweil, and Inspiration. Apps were also a popular topic at the camp this year and our AT instructor Yvan Roy had great suggestions on how to use apps to enhance our learning abilities. A special thank you to our AT instructor Yvan Roy from the Glen Crombie Centre at Cambrian College as well as the United Way for their continued support for funding of this program.

Announcing our Board of Directors for 2014—2015

Elizabeth Brett-Dickie, Chair
Candy Lauzon, Secretary
Yohonna Hodgins, Director
Adelle Larmour Delong, Director
Katherine Cockburn, Director

Robert Chown, Treasurer
Darrin Black, Director
Yvan Roy, Director
Shannon Boland, Director
Jennifer Connelly, Director

Educator of the Year

It is that time of year again when we ask students to think about that one teacher that helped make their past school year a great one?

Someone that really understood how they learned. Someone that went the extra mile just because they really cared.

We want to hear from you!

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.

Nominate your teacher by sending us your short story 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, 2014.

Email to:
info@ldasudbury.ca

or

Fax 705 522 2289