



# Idawe • Learning Disabilities Association of Windsor-Essex County

**INSIDE THIS  
ISSUE:**

Assessment Scholarship	2
Library Highlights	3
Programs	4
Ice Cream Social	5
iPad App Corner	5
LD Conference Highlights	6
Surf the Web	7
CUSP	8



## LDA AMERICA’S INTERNATIONAL LD CONFERENCE

LDAWE was fortunate to receive a Team Leadership Grant from the **PricewaterhouseCoopers Canada Foundation**. This grant allowed 3 LDAWE staff members, Bev Clarke, Brianne DeSanti, and Anne Marie Domsic, to attend LDA America’s International Learning Disabilities Conference held in Chicago, Illinois in February 2015.



These 3 staff members have been planning a professional development session for other LDAWE staff members to share the best practices they have learned. In addition, they have agreed to share some of the highlights from 2 of the workshops they attended. Please see page 6 for their articles.

## Oliver Martin Memorial Trust Fund Assessment Scholarships

The International Dyslexia Association Ontario Branch (ONBIDA) is thrilled to announce that we will be offering scholarships for psycho-educational assessments for students who **struggle learning to read and write as their primary area of difficulty**. Funds for this program were donated by the Oliver Martin Memorial Trust Fund and scholarships will be awarded in the amount of \$1,500. Scholarships will be awarded following the completion of a psycho-educational assessment by a college certified psychologist.



### Who can apply?

- Applicants must reside in Canada and present with difficulties in learning to read and write as their PRIMARY area of need.
- Applicants must be between the ages of 5 and 25 years of age and attend a publicly funded school and/or attend a post-secondary publically funded institution.
- Applicants must provide a statement of need (i.e. explanation of why they need the assessment) along with a completed application.
- Applicants must provide the most recent Notice of Assessment (NOA) from Revenue Canada as proof of financial need.
- Financial need has been set as a combined income of less than \$75,000 per family.
- Applicants must provide a report (e.g. report cards, Individual Education Plan, assessment reports) stating that the applicant needs a psycho-educational assessment from one of the following professionals in good standing:
  1. Teacher/Principal/Educational Counselor
  2. Doctor
  3. Speech-Language Pathologist
- Signed consent, permitting the scholarship adjudication committee to view NOA and to contact the professional that provided the letter of need.



For more details and to download the  
application forms, go to:  
<http://idaontario.com/assessment-scholarship.html>

Applications are accepted year round.

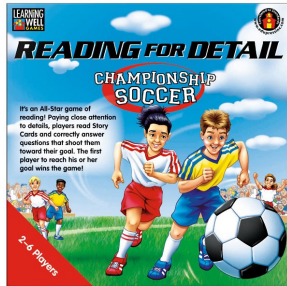


# LIBRARY HIGHLIGHTS

## Reading For Detail: Championship Soccer Game

By: Edupress

“It’s an All-Star game of reading! Paying close attention to details, players read Story Cards and correctly answer questions that shoot them toward their goal. The first player to reach his or her goal wins the game!”

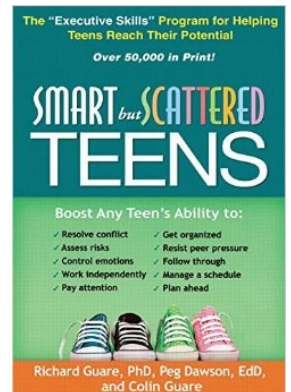


LDA Members can borrow resources from LDAWE's Lending Library free of charge. Non-LDA Members must pay a \$10 annual lending fee.

## Smart But Scattered Teens

By: Richard Guare, Ph.D., Peg Dawson, Ed.D., and Colin Guare

“If you’re the parent of a ‘smart but scattered’ teen, trying to help him or her grow into a self-sufficient, responsible adult may feel like a never-ending battle. Now you have an alternative to micromanaging, cajoling, or ineffective punishments. This positive guide provides a science-based program for promoting teens’ independence by building their executive skills—the fundamental brain-based abilities needed to stay organized, stay focused, and control impulses and emotions... Learn step-by-step strategies to help your teen live up to his or her potential now and in the future—while making your relationship stronger.”



A special thank you to the following companies and organizations that have donated funds to support our Resource and Support Centre, on-going programs, and public awareness:

- Bell Media
- Royal Canadian Legion #255
- Rotary Club of Windsor-Roseland
- Sertoma Club of Windsor

# SPRING 2015 PROGRAMS

## **B.E.S.T. Friendship Social Skills**

Children 8-12 years of age

Dates: March 30–May 25, 2015

Mondays from 6:00pm-7:30pm

Location: LDAWE Office

Program Fee: \$100 for LDA Members or \$150 for Non-LDA Members

Description: Your child will learn a new skill each week. Skill sheets will be kept in their workbooks. The skills are taught through discussions, role-playing, games, and the completion of the skill sheets.

Topics will include: having a conversation; joining in; boundaries; teasing; being interesting; and cyber bullying .

## **BEATS (Adaptive Technology) Program**

Youth 10-15 years of age

Dates: March 30–May 25, 2015

Mondays from 6:00pm-8:00pm

Location: LDAWE Office

Program Fee: \$100 for LDA Members or \$150 for Non-LDA Members

Description: Participants will increase their keyboarding skills, use the Internet and software programs or apps to assist with school work completion, use adaptive technology (text-to-voice, voice-to-text, word prediction, and mind mapping), and understand how to avoid cyber bullying. This interactive program will help develop skills through games, activities, and projects.

## **ABC & 123 Tutoring**

Children 8-12 years of age

Windsor Site (LDAWE Office):

Dates: April 7–May 26, 2015

Tuesdays from 6:30pm-8:30pm

Essex Site (Holy Name Elementary School):

Dates: April 15–June 3, 2015

Wednesdays from 6:00pm-8:00pm

Program Fee: \$100 for LDA Members or \$150 for Non-LDA Members

Description: Literacy and Math tutoring for children that have a diagnosed LD or ADHD and are currently struggling with basic reading, writing, or math skills. Many of the concepts taught will be reinforced with games and hands-on activities, with incentives being provided to promote participation.

## **2015 Summer Camps**



### **Summer Enrichment Camp**

The Summer Enrichment Camps are for children entering grades 3-6 with diagnosed learning disabilities or ADHD for five weeks during the summer. The camps have a different theme each week. Areas of focus include: literacy, numeracy, assistive technology, social skills, and recreation.

### **SOAR Transition Planning Camp**

The SOAR Transition Planning Camp is for youth entering high school with diagnosed learning disabilities or ADHD. Areas of focus include: self advocacy, transition planning, and study skills.

Stay tuned for more details...

**Call LDAWE at 519-252-7889 for more details or to register.  
Subsidies may be available.**

# ICE CREAM SOCIAL

**When:** Thursday, April 16, 2015 from 6:00pm-8:00pm

**Where:** Emanuel United Church at 1728 Lincoln Road in Windsor

**Cost:** \$5 / child (0-10 years of age) and \$10 / person

**What:** Come join us for an evening filled with ice cream, special toppings, door prizes, raffles, and lots and lots of fun! In addition, the newest recipients of the Reid Family Scholarship will be announced.

**Why:** This event will be hosted by members of the Adult Support Group. Funds raised will support program subsidies for low-income families.



**CALL 519-252-7889 TO RESERVE YOUR TICKETS TODAY!**

## IPAD APP CORNER

### CanWork

(FREE)



CanWork “promotes independence and builds confidence by helping people with cognitive challenges complete work-related tasks successfully.” Users and/or job coaches can input scheduled shifts, tasks to complete before and during shifts, a list of steps for each task to assist with sequencing, and contact information for important people (supervisors, colleagues, job coaches, etc...)

### Voice Dream Reader

(\$11.99)

“Voice Dream Reader is the world’s most accessible reading tool. With advanced text-to-speech and a highly configurable screen layout, it can be tailored to suit every reading style from completely auditory to completely visual, plus synchronized combination of both. Voice Dream Reader supports reading PDF and Word documents...”



## HIGHLIGHTS FROM THE INTERNATIONAL LD CONFERENCE

### Self-Advocacy

By: Anne Marie Domsic, LDAWE Lead Facilitator and A/T Trainer



Simply put, self-advocacy is acting for yourself. It is deciding what is best for you, and taking charge of getting it. This skill is particularly important for individuals with learning disabilities, as being able to effectively advocate enables and empowers them to direct their own lives. Unfortunately, there are several barriers to effective self-advocacy which they may encounter. Some of which include: not knowing themselves, unfamiliarity with support and resources, poor communication skills, inexperience, passivity, and encountering people who are unfamiliar with learning disabilities. Thus, these skills need to be developed early and actively practiced.

The first, and arguably one of the most important steps towards effective self-advocacy is knowing yourself: understanding your learning disability and learning style, identifying strengths and weaknesses/needs by means of diagnostic testing, and being aware of any coexisting conditions. Included in this step is sharing yourself with others, and admitting your LD. Step two is knowing what you need- what accommodations and modifications can help you be successful. And finally, effective and assertive communication is the key to obtaining those needs. Role playing provides explicit and direct communication instruction. Some tips to consider include rehearsal, speaking clearly, maintaining eye contact, being conscious of body language, and overall being respectful.

Overall, while self-advocacy can help achieve what we need tomorrow or next week, ultimately its goal is to help individuals with LD be successful in the years to come. Therefore, we need to teach how to plan for the future and set goals that are SMART (specific, measurable, achievable, realistic, and timely).

### Managing the Unmanageable

By: Brianne DeSanti, LDAWE A/T Trainer

An insightful table talk session was presented at the LDA conference in Chicago with respect to the behaviour of students with needs in the classroom. Daniel Baker and David Dudics of Eagle Hill School, CT, provided excellent advice on "managing the unmanageable" that is both practical and applicable. As educators, Baker and Dudics have employed a variety of methods in their classrooms to support their students'

Continued on page 7...



## SURF THE WEB

### Mind Your Mind

<http://www.mindyourmind.ca>

“**mindyourmind** is an award-winning, non-profit mental health program that engages youth, emerging adults and the professionals who serve them to co-develop reliable and relevant resources. These resources are designed to reduce the stigma associated with mental illness and increase access and use of community support, both professional and peer-based. Through the use of active engagement, best practice and technology, **mindyourmind** inspires youth to *reach out, get help and give help.*”

### Kids Help Phone

<http://www.kidshelpphone.ca/Teens/home.aspx>

“We're Canada's only toll-free, 24-hour, bilingual and anonymous phone counselling, web counselling and referral service for children and youth. Every day, professional counsellors provide support to young people across the country.”

## Managing the Unmanageable

...Continued from page 6

behaviour and learning. Here are some of the strategies that were shared:

- Create a self-regulation chart with images/words to help students identify "where they are at" (i.e. Zones of Regulation® by Leah Kuyper)
- Calming techniques: squeezing the thumbs in hands, self hugs, deep breathing, touching fingers to refocus, and crossing the midline (i.e. let your upper body hang over with your head between your legs and arms hanging)
- Energizing techniques: quick breaths, drinking cold water, bright coloured paper, scents, opening a window, and movement breaks
- Develop clear routines to alleviate anxiety (i.e. visual cues, clear instructions, and same set up every day)
- Encourage children to create positive behaviour goals (ACT = attainable, conceivable, trackable)

Although geared for the classroom, these strategies can be used in the home and other environments as well. By adopting these techniques, our children can develop a better understanding of their own behaviours and emotions, and in turn, strengthen their self-esteem, independence and self-control.



## LEARNING DISABILITIES ASSOCIATION OF WINDSOR - ESSEX COUNTY

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E-mail: [info@LDAWE.ca](mailto:info@LDAWE.ca)



***The right to learn, the power to achieve***

Our aim is to keep the community informed about services and facilities that are available to people with learning disabilities. LDAWE does not endorse or recommend any of the facilities listed or any of the methods, programs, products, or treatments offered by such facilities.

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

## COLLEGE & UNIVERSITY SUCCESS PREPARATION (CUSP)

“CUSP, is a program designed to give high-school students with ADHD and/or a specific learning disability information to help them make decisions about their academic future. If you are a student considering college or university anywhere in Ontario, why not spend a morning learning about the kinds of services and supports that will be available when you get there?”

You will hear success stories and advice from current students; learn more about services available, self-advocacy, and assistive technology; and become aware of how college/university is different than high school and the resources available in our community to assist you. A complimentary lunch is also included.

**When:** Thursday, April 2, 2015 from 9:00am—12:00pm (approximately)

**Where:** University of Windsor, in the Toldo Health Education Centre in room 102

**To Register:** <http://www1.uwindsor.ca/disability/welcome-to-cusp>



University  
of Windsor



ST. CLAIR  
COLLEGE