



Idak • Learning Disabilities Association of Kingston

The right to learn, the power to achieve

116-993 Princess St. Kingston ON K7L 1H3 (Phone) 613-546-8524

Website: www.ldakingston.com E-mail: ldak@ldakingston.com

Spring 2016 Newsletter

LDAK Annual Meeting

The LDAK Board of Directors invites all members and, anyone else interested, to our Annual Meeting to be held at:

**Ongwanada Resource Centre
Board Room (191 Portsmouth Ave.),
Tuesday April 26th, 2016, 7pm - 8:30pm.**

There will be a brief business meeting before our regular meeting begins, with the election of officers to the new Board.

The proposed slate of officers for 2016 - 2017 :

President	Lynn Sadlowski
Past President	Gail Eaton-Smith
Vice President	
Treasurer	Pat Dudley
Recording Secretary	
Members-at-Large	Ellen Bater Aimée Clark Djenana Jalovcic

Written nominations will be accepted at the LDAK office until 21 days before the Annual Meeting date.

LDAK Annual Meeting Presentation

**From Chaos to Calm
Building School Success at Home for a
Child with AD/HD**

**Tuesday April 26th, 7pm - 8:30pm
Ongwanada Resource Centre Board Room
191 Portsmouth Ave.**

Presented by Lynn Sadlowski

Life with a child with AD/HD can be frustrating and overwhelming, but it is important to remember that children with AD/HD can and do succeed. As a parent, you can help your child succeed in school by helping them overcome daily challenges, channel his or her energy into positive arenas, and build strategies for “learning to learn”.

Presenter: Lynn Sadlowski, has more than 20 years in the field of education. Her advocacy began as a mother of an LD student, but she has held a variety of roles including Head of Student Services, secondary and elementary teacher and Advocacy and Resource Counsellor for the Learning Disabilities Association.

**Limited seating. Pre-registration required.
www.ldakingston.com 613-546-8524
ldak@ldakingston.com**

PLEASE POST UNTIL JUNE 2, 2016

GROUPS AND MEETINGS

LDA Kingston Accessibilities Workshop Series 2016

Workshops will consist of 1 hour sessions followed by 1/2 hour Q&A. Parents and students welcome.

The workshops are **free**, but there is limited seating. Pre-registration required.

Info: 613-546-8524 ldak@ldakingston.com www.ldakingston.com

[NOTE: Please bring your own device to the workshops if possible. A limited number of iPads will be available for usage during workshops #2 - #4. Please indicate your interest at time of registration.]

Workshop #2- Re-Scheduled date: Tuesday March 29 6:00-7:30 pm 164 Van Order Dr.- First Floor

Accessibility Features on the iPad

Presenter: Mark Ryan, Limestone District School Board

Hands on information on accessing features on the iPad. More info: www.ldakingston.com

Workshop #3 O365 Microsoft Accessibility Features

Date: Tuesday April 12, 2016 **Time:** 6:00 p.m. - 7:30 pm **Location:** 164 Van Order Dr.- First floor

Presenter: Gary Greer, Limestone District School Board

Hands on information session on accessing O365 Microsoft accessibilities features on any device.

Workshop #4 Making it Work: Accessing Documents on any Device

Date: Tuesday May 17, 2016 **Time:** 6:00 - 7:30 pm **Location:** 164 Van Order Dr. - First floor

Presenter: Mark Ryan, Limestone District School Board

Hands on workshop to learn how to access and manage documents on different devices and bridge learning from school to home.

The Reading Clinic

UNLOCKING POTENTIAL, RESHAPING FUTURES SINCE 2001

www.thereadingclinic.ca

Specialists in Dyslexia and Learning Disabilities

Yes! Reading, Writing and Math

New! Twice Weekly After School Sessions Available

2 locations: 559 Bagot St 1287 Woodbine Rd

Contact: Jan MacLean 613 547-5179

jan@thereadingclinic.ca

SCHOLARSHIPS

Scholarships Available to Students with Learning Disabilities

Association of Universities and Colleges Awards Program:

600-350 Albert St., Ottawa, ON K1R 1B1 Phone: (613) 563-1236 Fax: (613) 563-9745

Website: www.AUCC.ca

Mattinson Endowment Fund Scholarship for Disabled Students: For undergraduate studies in a degree granting program; \$2,500 one year; application deadline May 16, 2016

Imperial Tobacco Canada Limited Scholarship Fund for Disabled Students: For university or college studies by students with disabilities; \$5,000 annually; application deadline is June 1st.

The Justin Eves Foundation:

595 Bay St., Ste 1202, Toronto, ON M5G 2C2 Phone: (416) 586-0085 Fax: (416) 586-1480 Website:

www.justinevesfoundation.com

⇒ **Justin Eves Foundation Scholarship:** For students with learning disabilities attending college or university

⇒ Deadline **April 30, 2016** for the 2016-2017 academic year.

LDA of Ontario:

365 Evans Ave., Ste. 202, Toronto, ON M8Z 1K2 Phone: (416) 929-4311 Fax: (416) 929-3905

Website: www.LDAO.ca

Roy Cooper Scholarship:

⇒ LDAO offers an annual \$1,000 scholarship award in memory of Roy V. Cooper, whose volunteerism within his own chapter community and the LDAO is recognized.

⇒ The scholarship recognizes an Ontario high school student who has a documented Learning Disability and/or ADHD who will be attending a postsecondary institution in the upcoming school year. The student must be pursuing a bachelor of engineering or a bachelor of science in a physical sciences discipline (please note: physical sciences do not include social sciences or technology majors).

⇒ **Deadline for applications to be submitted to local chapters is June 17, 2016**

Shire Canada ADHD Scholarship Program:

www.shireadhd scholarship.com/CA-EN/default.aspx

The Program will award recipients with a unique scholarship that combines financial support for tuition (\$1,500) as well as one year's worth of ADHD coaching services provided by the Edge Foundation (approximate value: \$4,400). The deadline for applications is **April 22, 2016**.

This Scholarship is intended for individuals who are:

⇒ Legal residents of Alberta, Ontario, or Québec;

⇒ Accepted to or enrolled in a post-secondary program at a Canadian accredited two-year to four-year college, university, trade school, technical school, or vocational school located in Alberta, Ontario, Quebec

⇒ Of the age of majority in their province of residence; and

⇒ Diagnosed with Attention-Deficit/Hyperactivity Disorder (ADHD) and under the care of a licensed health care professional for ADHD

ELSEWHERE

Bits and Pieces of LD/ADHD News Collected from around the World...

Singapore:

All Primary Schools to Benefit from School-Based Dyslexia Remediation Programme in 2016

The Ministry of Education (MOE) has further expanded the School-based Dyslexia Remediation (SDR) Programme to 60 more primary schools in 2015, to now cover 121 primary schools, or two-thirds of all primary schools. Another 290 students are expected to benefit from the programme in the additional 60 schools. This is on top of the 1,510 students who have benefited from the SDR since 2012. The programme will be made available to all primary schools in 2016.

First piloted in 2012, the SDR programme is a two-year intervention programme for Primary 3 and 4 students. Students with weak language and literacy skills at Primary 1 will receive early intervention through the Learning Support Programme (LSP). For students whose literacy difficulties persist, they would be systematically referred for further assessment and diagnosis by the end of Primary 2. Students confirmed to have dyslexia would receive specialized remediation through the School-based Dyslexia Remediation (SDR) programme in Primary 3 and 4.

A unique feature of this remediation is the specially designed curriculum by MOE Reading Specialists catering to the dyslexic profile of students. The remediation programme adopts a systematic approach to teaching reading and spelling which is based on methods tested and proven internationally. The approach addresses key difficulties faced by children with dyslexia, such as phonological deficits, difficulty in making connections between letter sounds and letter names and weak memory. Students are taught letter names and letter sounds, as well as how to read and spell words, and read connected text explicitly with methods that involve multiple senses-of sight, sound, movement and touch. Repeated practice is built into each lesson to help students better internalize the knowledge and skills. The programme is conducted by Allied Educators (Learning and Behavioural Support) and English Language teachers who have received specialized training to conduct the programme.

LDAO Communique

<http://www.moe.gov.sg/media/press/2015/03/all-primary-schools-to-benefit-from-school-based-dyslexia-remediation-programme-in-2016.php>

United States:

Experts debate the pros and cons of giving kids a break from ADHD drugs

Are you considering giving your child weekends off or even a summer-long break from ADHD medications?

It may work just fine. Your child may regain his appetite and catch up on his growth (some ADHD drugs may slow a child's height and weight gains).

Then again, a so-called medication vacation may unleash the very behaviours that have been controlled so well by prescription drugs. That could put a strain on the child, you, and other caregivers. And there is some evidence that keeping a child on their ADHD medications will lessen symptoms better than stopping and starting.

Unfortunately, there is no one-size-fits-all answer. It comes down to what works best for you, your child,

ELSEWHERE

Bits and Pieces of LD/ADHD News Collected from around the World...

and your family. Doctors say it's easy to get on and off the stimulants that are typically prescribed for ADHD, which is characterized by hyperactivity, impulsivity, and/or inattention.

“The bottom line, it isn't harmful and it's part of personalization of care—not to have a standard that fits all, but to have a flexible approach that meets the needs of the individual child and family,” says psychiatrist Benedetto Vitiello, MD, who leads the Child and Adolescent Treatment and Preventive Intervention Research Branch at the National Institute of Mental Health in Bethesda, Md.

LDAO Communique

Retrieved March 28: for full article check: http://www.webmd.com/add-adhd/childhood-adhd/features/adhd-drug-holidays?src=RSS_PUBLIC

United States:

Lower verbal test score for toddlers who play non-educational games on touch screens

A recent study by pediatricians from the Cohen Children's Medical Centre of New York examined infants 0-3 years old that used touch-screen devices to determine if their use was of any educational benefit to infants and toddlers. The study showed that children who played non-educational games using touch-screen devices had lower verbal scores upon testing.

The results also showed that although the majority of parents cited in the study believed their children received educational benefits by using smart phones, readers and tablets, there was no statistical difference in developmental scores in children who played educational games versus non-educational games.

“We have observed in our neonatal clinic that the number one “toy” parents are giving their toddlers are smart phones,” said Ruth Milanaik, DO, chief investigator of the study and an attending developmental and behavioural physician at the Cohen Children's Medical Centre of New York in New Hyde Park. “It was striking to see that parents were substituting books and general baby toys for smart phones. Many parents did not seem to bring any other distraction for their children except the touch screen devices.”

Dr. Milanaik noted that the 2011 American Academy of Pediatrics' (AAP) policy predated recent technological advances such as smart phones and tablets and discouraged the use of electronic media in children younger than age 2, citing potential adverse development risks and lack of evidence supporting educational benefits. The new 2013 AAP guideline cites positive and prosocial effects of media use but does not address children 0-3. The relationship between using touch screen devices and cognitive development of this population had yet to be studied, according to Dr. Milanaik.

Of the 65 families surveyed, 63 (97 percent) owned a touch screen device. The average age of the child when starting to use a touch-screen device was about 11 months and average use was about 36 minutes daily. The most common forms of touch screen device usage was watching children's “educational shows” (30 percent), using educational applications (26 percent), pressing buttons on the screen aimlessly (28 percent), and playing non-educational games (14 percent). Sixty percent of parents reported “educational benefits” of their child using a touch screen device. The study showed there was no significant difference in testing scores between children who used touch-screen devices and children without the same exposure to touch-screen devices. However, results indicated that children who play non-educational games (ie. Angry Birds, Fruit Ninja, etc.) have a lower verbal score on developmental tests.

ELSEWHERE

Bits and Pieces of LD/ADHD News Collected from around the World...

“Technology can never replace a parent’s interaction with his or her child. Just talking to your child is the best way to encourage learning” Dr. Milanaik said.

LDAO Communique <http://www.sciencedaily.com/releases.2014/05/140503082728.htm>

United States:

A Brain System that Appears to Compensate for Autism, OCD and Dyslexia

Individuals with five neurodevelopmental disorders—autism spectrum disorder, obsessive-compulsive disorder, Tourette syndrome, dyslexia, and specific language impairment (SLI) - appear to compensate for dysfunction by relying on a single powerful and nimble system in the brain known as declarative memory.

This hypothesis being proposed by a Georgetown University Medical Center neuroscientist is based on decades of research.. It is published online and will be in the April issue of Neuroscience and Biobehavioural Reviews.

The proposed compensation allows individuals with autism to learn scripts for navigating social situations; helps people with obsessive-compulsive disorder or Tourette syndrome to control tics and compulsions; and provide strategies to overcome reading and language difficulties in those diagnosed with dyslexia, autism, or SLI, a developmental disorder of language.

“There are multiple learning and memory systems in the brain, but declarative memory is the superstar,” says Michael Ullman, PhD, professor of neuroscience at Georgetown and director of the Brain and Language Laboratory. He explains that declarative memory can learn explicitly (consciously) as well as implicitly (non-consciously)

“It is extremely flexible, in that it can learn just about anything. Therefore it can learn all kinds of compensatory strategies, and can even take over for impaired systems,” says Ullman.

“Nevertheless, in most circumstances, declarative memory won’t do as good a job as these systems normally do, which is an important reason why individuals with the disorders generally still have noticeable problems despite the compensation,” he adds.

Knowing that individuals with these disorders can rely on declarative memory leads to insights on how to improve diagnosis and treatment of these conditions. It could improve treatment in two ways, Ullman says. First, designing treatments that rely on declarative memory, or that improve learning in this system, could enhance compensation. Conversely, treatments that are designed to avoid compensation by declarative memory may strengthen the dysfunctional systems.

Ullman says compensation by declarative memory may also help explain an observation that has long puzzled scientists—the fact that boys are diagnosed with these disorders more frequently than girls. “Studies suggest that girls and women are better than boys and men, on average, in their use of declarative memory. Therefore females are likely to compensate more successfully than males, even to the point of compensating themselves out of diagnosis more often than males.” Ullman says.

LDAO Communique

https://meistercody.com/en/press/details/92/Meister_Cody_%E2%80%93_Talasia"_wintheDyslexia_Quality_award_2015/

Reading, Writing & Math Tips from The Reading Clinic

Reading Tip:

Did you know that **ch** and **tch** represent exactly the same sound in English? So after we help our kids get that figured out, how do we know which one to spell with?

Well, '**ch**' is always the only choice at the **beginning** of a word, but at the ends of words we've got to know the pattern: '**-tch**' will only occur at the **end** of one syllable words (or suffixed words) immediately after a **single** vowel. Just like in: pitch, catching, fetch, sketch, and matches. In all other circumstances, use the '**ch**', like in: lunch, peaches, coach, pinching, starch, and munch.

We call this spelling convention the '**Catch a Leech for Lunch**' rule, and have students use their ears to help them figure out what sound they are hearing before the final /ch/. If they hear a 'short' vowel sound just prior, they should use the longer pattern, '**tch**', if they hear any other sounds immediately before, just use '**ch**'.

Now you know why '**itch**' and '**inch**' sound so similar, but spell so differently! (*Jennifer Harrison is an Orton-Gillingham trained Reading Therapist and co-developer of the Yes! Reading Program*)

Writing Tip:

Are your children keeping a journal? Challenge your children's writing by showing them how easy it is to write a compound sentence. If they can write short simple sentences, then they can write a compound sentence. A compound sentence is just two related simple sentences joined together. One way to join them is to put a comma and use a joining word such as **or**, **so**, **but**, **yet**, or **and**.

Examples:

Simple Sentences	Compound Sentences
It is raining outside. I need my umbrella.	It is raining outside, so I need my umbrella.
I was tired. I went to the picnic.	I was tired, but I went to the picnic.
The water was cold. I swam all day!	The water was cold, yet I swam all day!

(*Catherine Oakley is a retired teacher with a Specialist in Special Education and developer of the Yes! Writing Program*)

Math Tip:

Often math students make mistakes by over applying a rule they learn. For instance in subtraction, they are told to take the bigger number to subtract the 'smaller number'. The examples below illustrate where they can over apply this rule.

$$\begin{array}{r} 34-17=23 \quad 72 \\ \quad \quad \quad -65 \\ \quad \quad \quad \underline{13} \end{array}$$

In the first question, they make the error of taking 7 the bigger number to minus 4 the smaller number. For the second question, they make the error of taking 5 as the bigger number to minus 2 the smaller number.

This type of error begins to occur when they have to work with two-digit numbers, and they have a poor understanding of how a two-digit number is derived. It will contradict their understanding and confuse them if in the correction process they are only told you have made a mistake here; you should not take the bigger number to minus the smaller number.

A helpful exercise is to get the student to expand a two-digit number into its component parts, tens and ones and combine tens and ones into a two-digit number. With a clear understanding of what a two-digit number is, the student can then be corrected from the above errors by pointing out to them that the 'smaller' number is not a value by itself but part of the two-digit number. Therefore in the first question, 4 is part of 34 and thus it is a part of a bigger number. With this dealt with, it is then safe to point out how to apply the rule and proceed to teach the concept of borrowing to solve the problem. (*Jade Gunn is an Orton-Gillingham trained Reading Therapist and developer of the Yes! Math Program*)

L. D. A. K. EXECUTIVE

2015- 2016

President	Gail Eaton-Smith
Past President	David Williams
Vice President	
Treasurer	Pat Dudley
Secretary	
Members at Large	Bill Cormier Lynn Sadlowski Aimée Clark

RESOURCE CENTRE HOURS

Tuesday-Wednesday-Thursday

11 am—3 pm

(or by appointment)

Saturday & Sunday Closed

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

LDAO has a new online membership application, with a secure payment option, that you can use if you like. Or there is a pdf form to fill out and print, if you prefer.

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

If you want to use cash or cheque, you should fill out the pdf form and give that directly to us, and we will submit your membership application for you to LDAO.

Be sure to check out our website at www.ldakingston.com and find us on **Facebook** for current news!

Like us on Facebook!

For Your Information.....

LDAO Resources:

Links to learn more about LD and related issues
www.ldao.ca/websites-and-online-resources/

Through Your Child's Eyes - simulations:
www.understood.org/en/tools/through-your-childs-eyes

Grammarly: Spell Check Your Text (it's free)
www.grammarly.com/spell-check

Video: Apps for Teens with Organization Issues
www.understood.org/en/school-learning/assistive-technology/finding-an-assistive-technology/video-apps-for-teens-with-organization-issues