October is LD Month

The Learning Disabilities Association – London Region believes that everyone has the right to learn, the power to achieve, and the ability to succeed!

Let us all raise awareness, stop stigma and realize the abilities!

Nearly 10% of all Canadians have learning disabilities. Those living with LDs are the single largest population with disabilities, and with the collaboration of community agencies like LDA working with school and families we create positive life outcomes for our clients.

Over the next 3 years, our agency will serve close to 3000 children, youth, adults, families and professionals. During the same time, approximately 750 student and community volunteers will support us.

Please join our social media

www.facebook.com/ldalr
@LDALondonRegion
LEARNING DISABILITIES, “Did you know?”

It is Learning Disabilities Month across Canada!

Did you know?
- Students with learning disabilities (LD) have average to above average intelligence.
- 1 in 10 Canadians have an LD.
- Students with LDs represent the largest cohort of students with disabilities served in Ontario schools (42%).
- Students with LDs drop out of high school 2-3x more often than their peers without disabilities.
- 50% of students with LDs have social, emotional, and behavioural difficulties.
- 33% may have co-occurring ADHD.
- 29% of those with LDs, contrast to 51% of non-special needs students confirm an offer to university.
- The post-secondary graduation rate of students with LDs is as low as 3.6% compared to their peers without disabilities at 62.1%

Therefore at LDA-LR we focus on the following:
- Our children and youth will increase their literacy skills.
- Our children and youth will increase their numeracy skills.
- Our youth will be prepared for high school.
- Our youth will graduate high school with their cohort.
- Our young people will have the resources and support to foster success in education.

and

Imagine that we realized that Social Emotional Learning was the "missing link" for our student's success. Promoting social and emotional wellness in children and youth with LDs we believe that this intentional preventive mental health approach, a positive approach, a proactive approach, an early intervention approach, an approach that blends learning and reality for our students and provides our students with a sense of belonging. Studies consistently show that students who experience a sense of belonging are more engaged in classroom activities, more motivated, more dedicated to school, experience higher self-esteem, and have greater expectations of meeting their goals.

Choosing the right path to success!
The Right To Learn, The Power To Achieve
EVENTS – LD Month Fundraisers

All proceeds will go towards LDA-LR Programs and Services.

Let us all raise awareness, stop stigma and realize the abilities!
Paul Cook - Executive Director
Paul has been with LDA-LR for nearly four years. As the Executive Director, Paul provides leadership, collaboratively creates an annual plan for programs with the terrific staff of LDA-LR and works in partnership with our Board Of Directors on both an effective and efficient fiscal as well as the overall direction of the Association. In addition, our “Trifecta Model” of support for our children and youth, our parents and families, our local school boards and the close association of our many community partners and funders assists in his role and those of our staff at LDA-LR.

Ermina Melkic - Finance Coordinator and Marketing Specialist
Ermina Melkic has been in the role of Finance Coordinator and Marketing Specialist with LDA-LR for over 6 years. Ermina brings over 17 years of experience in marketing, corporate communication, graphic design, project coordination, budgeting and accounting experience in the service industry and in the non-profit sector. Some of Ermina’s contribution to LDA-LR are website and social media; bookkeeping, payroll and payroll related duties; accounts receivable, accounts payable; development and maintenance of marketing and promotional material; assistance with various funding requests, budgeting and fundraising initiatives.

Kate Chute - Program and Volunteer Coordinator
Kate Chute has been with LDA-LR for 10 years. As a Child & Youth Worker, Kate brings many years of experience working within an educational environment. As the Program Coordinator, she coordinates LDA-LR programs, scheduling and registration intake, building resources and the curriculum for summer camps. She designed and coordinates both the Academic Tutoring and Executive Functioning Tutoring programs. Kate is also our Volunteer Coordinator in charge of recruitment, screening and training of LD and ADHD awareness to our volunteers.

Debbie Shore Reid - Parent Support and Advocacy Coordinator
Debbie Shore Reid has been with LDA-LR for two years. She brings over 25 years of experience in the field of special education. She is a former Learning Support Teacher and administrator from TVDSB where she worked on several board initiatives. She was an instructor at Western University where she taught Additional Teacher Qualifications in Special Education. Currently in her role at LDA-LR of Parent Support and Advocacy Coordinator, she supports parents by running a Parent Group and Parent Advocacy Workshops. Debbie designed and coordinates the Moving Up Math Tutoring program.

Kathy Clark - Leap to Literacy Program Coordinator
Kathy Clark joined the LDA-LR team 3 years ago. She worked for the TVDSB and brings to LDA-LR 31 years of experience as a classroom teacher and as a learning support teacher. In her role as a Learning Support teacher, she worked mostly with grades 6-8 students preparing them for the transition to high school. She was also involved in creating and presenting technology workshops for other resource teachers to help them program for their students. In her role at LDA-LR, Kathy designed and coordinates the Leap to Literacy Tutoring program and organizes our Lexia Core5 online component.
**EVENTS**

**Fall Open House**
School, Family, and Community Partnerships: Sharing for the Children We Share!

Strong school-family-community partnerships foster higher educational aspirations and more motivated students. When parents, schools, and communities work together to support learning, students tend to earn higher grades, attend school more regularly, stay in school longer, and enroll in higher level programs.

When parents, teachers, students, and others view one another as partners in education, a caring community forms around students and begins its work. What do successful partnership programs look like? How can practices be effectively designed and implemented?

Please join us for a round table discussion that includes parents, educators from TVDSB and LDCSB and staff from the LDA-LR. This will be an opportunity to share and discuss ideas; best practices that ensures building a positive collaborative team that fosters the best interests of our children.

**Time:** 1:00 – 6:00 pm  Stop by to meet our staff, board members, and check out the programs and services we offer to students and families

**Time:** 6:45 – 8:15 pm  Round Table Discussion on creating positive collaborative partnerships in school in the best interests of our children and youth.

**Refreshments will be available!**

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**PARENT SUPPORT**

**Parent Support Group**

This group is **FREE** to attend by all parents and is a resource for you as a parent with a child with a learning disability and/or ADHD. This Support Group is designed to provide an open, supportive setting where parents can share their experiences, gain advice, new ideas, resources; to learn about “what’s new” in the schools today. We would love to see you come out!

**When:** Meets monthly from September to May (Not December)

**Time:** 7:00 to 8:30pm

**Register:** Please email Debbie Shore Reid at supportgroup@ldalondon.ca for more information, if you are interested in attending, or would like monthly email updates on schedule and topic of the month/guest speaker.

**Parent Advocacy /Consultations**

We help parents understand their child’s learning disability and/or ADHD as it applies to the learning environment. The purpose of the consultation meetings is to increase parent’s understanding of the educational system and Special Education supports. Our goal is to assist parents in developing effective communication skills and encouraging a productive relationship between home and school. We will attend school meetings as needed upon request. For obtain more information or to set up an appointment, please contact: Debbie Shore Reid at 519-438-6213 ext.26 or at supportgroup@ldalondon.ca.
PARENT WORKSHOP

Parent Advocacy Workshop

The special education system in elementary and secondary school can be a complicated, difficult place to navigate. Come learn more to help advocate effectively for your child. Sessions will integrate effective communication, understanding school board policies, procedures, and conflict resolution strategies.

TOPICS INCLUDE

What is an advocate?
- Role of the advocate and why advocacy is important
- Knowing your rights

Individual Education Plan (IEP)
- In depth look at IEP components including specialized supports
- Policies: Ontario Ministry of Education, TVDSB, LDCSB

Identification Placement Review Committee (IPRC)
- What to expect at an IPRC meeting
- How to successfully prepare and plan

Important skills and tools for effective advocacy
- Organizational & record keeping skills
- Transitioning from advocate to coach

Where: Westmount Family Center, 1019 Viscount Rd, London, ON
When: Part 1 - Tuesday, November 19 7-8:30
Part 2 - Tuesday, November 26 7-8:30

To register for the FREE workshop, please contact the Resource Development and Parent Support Services at LDA London Region
Phone: 519-438-6213 ext. 26
Email: supportgroup@ldalondon.ca

STUDENT PROGRAMMING INFORMATION

Upcoming News

- A reminder that we ask the students and tutors to bring their own water bottle or cup to their program. We always have cold water available. LDA-LR is an environmentally friendly organization and do not have disposable cups available.

- As snow will be developing in the next couple of months and boot season is upon us, we will be asking that students remove their boots at the door. We ask at that time that the students and tutors bring some indoor shoes or slippers with them to wear in our center.

- Winter program registration will be opened up no later than November 8th.
  - This fall, we have experienced a higher than normal request for programming and now have a sizeable waitlist.
  - Winter programming will fill exponentially fast so please register your son or daughter quickly in order to ensure you have a spot in the program you request.
  - A reminder: our registration acceptance process is completed on a first come, first served basis.
VOLUNTEERS

We have so many incredible individuals this fall who have one thing in common, their willingness to donate their valuable time. We are humbled by their generosity of time, their compassion and inspiring dedication for what they do for LDA London Region. Each volunteer brings with them their life experiences, skills and compassion each time they are with us. The key to LDA-LR success rests in our many volunteers, who embody the spirit of greatness in making a difference in the lives of others by giving hope, strength and the self-confidence to do well. You are a tremendous example to our community. We are very lucky to have so many dedicated volunteers and words cannot express how grateful we are to have you as part of our great TEAM. On behalf of the Staff and Board of Directors, we thank you.

October’s Volunteer Of The Month

Congratulations to Daniella Gritsiovouk who is Octobers Volunteer Of The Month. Daniella has been a volunteer with LDA-LR since September 2018. During her time with us as a Volunteer, she has tutored in both the Academic Tutoring and the Leap to Literacy Tutoring Programs. This past summer, Daniella volunteered during her summer vacation, to assist us as a Camp Counsellor in one of our summer camp weeks. This fall, Daniella has been contributing a great deal of her time to LDA-LR while she tutors three students in the Academic Tutoring Program.

Volunteer Board of Directors

We would like to acknowledge and pay tribute to our Volunteer Board of Directors who contribute to the behind the scenes of operation of LDA-LR. Thank you for your time and dedication in helping this Organization be the great organization that it is.

Executive
Michelle Kroonen - President
Trishul Jotangia – Past President
TBA – Vice President
TBA - Treasurer
Lien Peters - Secretary

Directors
Kimberly Knight  Stefania Nieto Arias
Dan Shekhar
John D’Oria
Elizabeth Hartley Wilkinson
Henricus Terpstra
Geoff Kerr
Self-Esteem

Self-esteem is how much kids value themselves and how important they believe they are in their world. Developing positive self-esteem is important for all kids but it can be harder for kids with learning and attention issues. That’s because self-esteem is tied to how capable kids feel. Kids with learning and attention issues often have to work harder to make progress in school. They may struggle socially, too.

You can help your child develop positive self-esteem by praising her efforts and helping her recognize and use her strengths. Here are specific ways to help your child do that.

1. **Open up a dialogue and be a role model.**
   Talk to your child, not only about their learning and attention issues, but also about things you find challenging and have to work to overcome. It is good for your child to hear you talk about how you value your own strengths, while also acknowledging your weaknesses.

2. **Provide clear, but not critical, feedback.**
   It can be hard to talk to kids about the things they need to get better at, but addressing those topics clearly can actually help your child develop self-esteem. The key is to talk about challenges in a way that motivates kids to improve without making them feel bad about themselves. Positive self-esteem comes from working hard toward a goal. So, rather than criticize, try offering your child a specific goal to work toward.

3. **Help foster a growth mindset.**
   Help your child reframe negative thoughts and statements. Kids with a growth mindset believe their abilities can improve over time. (As opposed to kids with a fixed mindset, who think their abilities are set and can’t change, no matter how hard they try.

4. **Teach that mistakes are learning experiences.**
   Part of having a growth mindset is acknowledging that mistakes are learning opportunities. When your child knows that it’s OK to fail and there are solutions to mistakes, it can help build self-esteem. Help your child find the “next time you can” in her mistakes. For example, you could say, “Yep, you spilled the juice. Next time you’re pouring the juice, you can hold your glass over the sink.”

5. **Praise your child’s approach and efforts—not just the end result**
   It is important to praise your child. How you praise your child matters, too. Rather than just focusing on the end-result, praise how your child went about it. By acknowledging the approach kids take to tackling challenges, you help them learn that they’re capable of overcoming obstacles. Specific, honest praise is key to building positive self-esteem.

6. **Encourage extracurricular interests or mentors.**
   Finding an extracurricular activity they enjoy and are good at can help kids discover their strengths and keep academic struggles in perspective. If your child has a nice voice and likes to sing, find a choir to join. Or if she’s interested in sports, talk about signing up for a local soccer or softball league.

7. **Point out successful role models with learning and attention issues.**
   Knowing there are successful people, including athletes, celebrities and entrepreneurs with learning and attention issues who faced similar struggles can be a source of inspiration. For example, actor Daniel Radcliffe has said that doing stunt work for the *Harry Potter* movies helped him overcome some of his struggles with dyspraxia.

LDA London Region Funders
We would like to express our sincere gratitude to all of our Funders who have supported LDA London Region Program & Services. Thank you!

LDA London Region Community Partnerships
LDA-LR would like to show our appreciation to our Community Partners who we have been fortunate enough to work with for the past several years.