



ldak • 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 2015 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 21st, 7pm--8:30 pm.**

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 2015-2016 :

President	Gail Eaton-Smith
Past President	David Williams
Vice President	
Treasurer	Pat Dudley
Recording Secretary	
Members-at Large	Bill Cormier Pamela Ayearst Tanya Jordan

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

LDAK General Meeting Presentation

**Tuesday April 21st, 7pm-8:30
Ongwanada Resource Centre Board Room
191 Portsmouth Ave.**

Topic:

The Stepping Stones Project. Becoming an Effective Self Advocate and Finding Your Voice through Art.

Presenter, *Angela Moslinger* will speak about "The Stepping Stones Project" for junior grade students. The students collaborated with an artist in residence. They created multimedia visual art pieces that explored concepts related to knowing your own strengths and learning needs, your rights and responsibilities as advocates, and your attitudes towards living with Learning Disabilities (LD's). Students also explored understandings of fairness, and how to explain LDs with analogies.

Presenter:

Angela Moslinger, teaches the Junior Learning Disability Program at the LDSB and is committed to helping students become independent advocates for their learning needs. Angela has her Masters in Education in the field of Learning Disabilities research.

Pre-registration recommended.

Email: ldak@ldakingston.com 613-546-8524

Visit: www.ldakingston.com

All Welcome!

PLEASE POST UNTIL June 5th 2015

GROUPS AND MEETINGS

IS YOUR CHILD STRUGGLING WITH READING, WRITING, OR MATH?

THE READING CLINIC CAN HELP!

**OUR UNIQUE YES! READING, WRITING AND MATH PROGRAMS ARE RESEARCH
BASED, RESULTS DRIVEN AND HIGHLY EFFECTIVE.**

SINCE 2001 OUR TEAM OF SPECIALISTS HAVE HELPED HUNDREDS OF STUDENTS SUCCEED.

GET IN TOUCH TO LEARN HOW THE READING CLINIC'S YES! PROGRAM
CAN HELP YOUR CHILD.

SUMMER SESSIONS AND SUMMER TEACHER TRAINING

TO FIND OUT MORE: www.thereadingclinic.ca

To register contact Jan MacLean (613) 547-5179 jan@thereadingclinic.com

Quintilian Social Club Grades 3+

An opportunity to meet new friends and practice social skills in authentic social situations.

Contact **Laura DeSousa, Director of Programming** 613-542-0400 www.quintilianschool.org

KINGSTON'S ADHD PARENT SUPPORT GROUP

Our group supports parents who have children with ADHD in the Kingston and surrounding area.
We are a not-for-profit parent to parent support group.

OUR MISSION: "To better the lives of children and Families living with ADHD"

Monthly Support Meetings (Nov-June) **Yearly** ADHD Awareness Campaign (June)

Event: Sunday May 3: Walk for Children's Mental Health (FREE) For additional info:

adhpsgkingstonon@gmail.com 613-389-3894 www.adhdsupportgroup.ca 255 Kingscourt Ave.

The Reading Room: Intervention, Remediation, Treatment

The Reading Room offers students with language based learning disabilities the opportunity to learn using research based, multi-sensory programs. Before, during and after school sessions are offered throughout the school year.

Call 613-328-0223 or email: info@the-reading-room.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 June 1st.
- ⇒ **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, 2015** for the 2015-2016 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 Wednesday June 17, 2015.**

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 20th, 2015 8pm Eastern Time**

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

APPetie For Life!

Scholarships and Bursaries cont'd

Online Scholarships Resources:

- ⇒ www.neads.ca National Directory of Financial Assistance Programs for Post-Secondary Students with Disabilities posted by the National Educational Association of Disabled Students
- ⇒ www.studentawards.com/english/can/ Canadian database of thousands of scholarships, bursaries, fellowships, grants and other financial awards

Article printed from LDAO: <http://www.ldao.ca>

APPetie for Life!

When using digital systems (like email for communication) there can be a good bit of overwhelm involved with many passwords and messages. These simple but serious obstacles can be overcome with:

1. Determination 2. Determination and an application.

Onwards to the applications and technology!

Unroll Me

This web-based app is very cool and very useful. Basically, you connect to your email account, and **Unroll.me** goes through all of your archives and gathers any reoccurring email subscriptions that you receive. It then lets you unsubscribe, or centralize them into one email that you receive daily.

After I connected my email account, I learned that I was subscribed to over 100 email lists! I was able to unsubscribe from the ones I did not want. The rest are sent in one daily email. An ADHD/LD beneficial app if I ever saw one! Plus it is free!

www.unroll.me Cost: FREE

1Password

Annoyed at always having to remember four different passwords for twelve different (online and offline) accounts? Login and password prompts pop up all over the place, and remembering what's what can be challenging for an adult with ADHD/LD.

1Password is the ultimate way to have one password and still have all the security of multiple long passwords via a super-long and secret algorithm.

Basically, 1Password manages and secures passwords as well as completely automates logins, whether it be a website account, your online banking or PayPal account, or anything else of that nature.

Here are a few features of 1Password that I like:

1. It stores a variety of vital information, like your web usernames and passwords, information that you might find in your wallet (licenses, social security numbers, credit cards, etc.) software serial numbers, non-web account information, and freeform secure notes to store any data you'd like to keep safe from prying eyes.

APPetie For Life!

2. It locks your data behind your choice of a strong password or a 4-digit unlock code. Even if your mobile device is stolen or misplaced, your Password information is safe.
3. It syncs safely and securely from 1Password for Mac and 1Password for windows using the free Drop-box service. (To read up on how to sync with Dropbox, you can check out the 1Password User Guide.)
4. It supports multitasking by syncing your data even when you switch to another app or lock your device. Or, you can automatically lock 1Password when switching to another app or set it to lock after a time-out.
5. It lets you copy and paste. You can easily copy passwords into other applications or credit card numbers into web forms.
6. 1Password is available for Mac, Windows, iPhone, iPad, and Android.

www.1password.com

Cost: VARIED

30/30

I am often asked to do a review of 30/30. Many ADHDers like it for a multitude of reasons.

The base concept has been around awhile, but the idea is very simple. You work for 30 minutes, focused only on a single task. WITH NO DISTRACTIONS. When the time is up, you give your mind a break and do something completely unrelated, also for 30 minutes. You repeat the cycle: work/break, work/break—30/30, 30/30. The tasks you do are completely up to you. The activities you do during breaks are also completely up to you.

The display is simple but attractive. It shows you:

- ⇒ What am I supposed to be doing right now?
- ⇒ How much time do I have left to do it?

Cost: FREE

Physical Technology: Reading Focus Cards

Reading Focus Cards isolate one or two lines of text as well as block out more surrounding text than any other reading aids available. The cards have optional colored filters (that are included) that can also help decrease visual stress that can be caused by white page backgrounds. This allows and helps children and adults with ADD, ADHD, dyslexia, autism, low vision, stroke recovery or TBI issues to focus and read better.

www.readingfocuscard.com

COST: VARIED

Please never overwhelm yourself with technology. If you do feel overwhelmed, please take a step back and obtain your bearings. We want to continue to work together as a community. I am very glad that LDAO and many other Provincial/State/Local organizations exist to help us all find the sometimes frightening way through our struggles that are just a part of our lives!

I just want to continue and say if ANYBODY has a question regarding technologies or apps and ADHD/LD/ASD, please do not hesitate to email me directly at mark@appsforadhd.com. We must stick together and learn about ourselves individually!

LDAO Communique-Mark Kawate Reprinted with permission

CELEBRITY QUIZ

CELEBRITY QUIZ

See if you can match the following personal description to the names below:

- a. Albert Einstein
- b. Walt Disney
- c. Nelson Rockefeller
- d. F. W. Woolworth
- e. Winston Churchill
- f. Hans Christian Anderson
- g. George Patton
- h. Tom Cruise



1. As a child he was labelled as slow. He clerked in a village grocery store. He suggested putting slow-moving merchandise on a counter and selling it for five cents. This venture was so successful that it was continued with new goods. He became the principal founder of a chain of five and ten cent stores.
2. When he was 12 years-old, he could not read, and remained deficient in reading all his life. However, he could memorize entire lectures which was how he got through school. He became a famous general during WW II.
3. He was slow in school work and did not have a successful school experience, but later became a well-known movie producer and cartoonist.
4. This noted Englishman had much difficulty in school. He later became a national leader and an English Prime Minister.
5. This young boy had difficulty reading but was able to write some of the world's best loved stories.
6. This boy could not talk until the age of four. He did not learn to read until he was nine. His teachers considered him to be mentally slow, unsociable and a dreamer. He failed the entrance examination for college. Ultimately, he developed the theory of relativity.
7. He is a famous movie star. He learns his lines by listening to a tape. He suffers from dyslexia.
8. This young man had much difficulty reading and throughout his life was unable to read well. However, he was the governor of the state of New York for four terms and later won congressional approval to be appointed vice president of the United States.

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The source of this quiz is unknown. It was reproduced from Take A Walk In My Shoes-A Guide Book for Youth on Diversity Awareness activities by Yuri Morita, June 1996.

Answers to the Celebrity Quiz:

1. d, 2. g, 3. b, 4. e, 5. f, 6. a, 7. h, 8. c.

Reading, Writing & Math Tips from The Reading Clinic

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Reading Tip:

Super Suffixes!!!

We love suffixes and they're everywhere! Suffixes attach to the ends of words and change their meanings.

Let's look at the 2 common plural suffixes: **-s** and **-es** like in **cats**, **hugs**, **wishes** and **boxes**. Have your child look for these suffixes, explain how they attach to base words and change their meaning from one to more than one. Explain too, that the suffix **-es** at the ends of words is often pronounced more like 'iz'.

But when I'm spelling, how do I know whether to use suffix **-s** or **-es**? It's easy! If your child is spelling 'bumps', ask them to say just the base word: 'bump' and then tell you how many claps (or syllables) they hear. There's only 1. Now have your child say the word 'bumps' and clap the syllables. There's still only 1.

So spell 'bumps' with just an **s**.

Now we'll try to spell the word 'boxes'. First clap just the base word: 'box', it's just 1 clap. Now say 'boxes' as you clap. You should hear 2 claps! If your child hears an extra clap (or syllable) when a word becomes plural, then they should spell with the suffix **-es**.

When spelling plurals, use your ears! If you hear an 'extra' clap when something becomes more than one, then spell it with the **-es** suffix: **witches**, **buzzes**, **taxes**. Otherwise, just use the suffix **-s**: **bugs**, **pens**, **balls**.

(Jennifer Harrison is an Orton-Gillingham trained Reading Therapist and co-developer of the Yes! Reading Program)

Writing Tip:

Does your child forget to start sentences with a capital letter and end sentences with punctuation? Explain that these are cues for a reader to know when to start and stop.

An easy trick to ensure that they check their work is to give them the analogy of traffic lights. Green means go and red means stop. Once they have written a sentence, they must go back and put a green dot at the beginning *if* they have a capital and a red dot at the end *if* they have end punctuation. This visual check will eventually become a habit!

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

Math Tip:

Can you spot the errors in these questions just by looking at the remainder?

$$26 \div 4 = 5 \text{ R}6$$

$$463 \div 6 = 77 \text{ R}6$$

To be able to spot the errors, we need to know that the remainder cannot be equal to or be greater than the divisor. If it is, we should make more sets out of it instead of keeping them as remainders.

The concept of remainders is an important pre-requisite to working with long division. This concept is first introduced at grade 3. Children who are unable to spot these errors do not have a firm concept of divisibility. It will be helpful to do more practise exercises to get the children to uncover why the remainder cannot be equal to or be greater than the divisor.

You can help them discover this fact by doing some exercises using the divisor 2. Use different numbers to be divided by 2. Ask them to check if their remainder is always 0 or 1. Ask them what happens if they have a remainder of 2. Ask them if the remainder could be 3 or any other greater numbers. Once the children can see that the remainder cannot be equal to or greater than the divisor, test their knowledge further on divisor 3,4 and so forth.

(Jade Gunn is an Orton-Gillingham trained Reading Therapist and developer of the Yes! Math Program)

L. D. A. K. EXECUTIVE

2014 - 2015

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

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 Form

Name: _____

Address: _____

CITY PROVINCE POSTAL CODE

Telephone: (H) _____ (W) _____

ANNUAL DUES:

Family/Individual - 1 Year Fee -\$50

Student (1 Year Fee Only) - \$20

Institutional (1Year Only) - \$125

Professional (Private Practices)
1 Year Fee - \$75

I would like to volunteer to help with:

- Fundraising Membership
 Publicity Newsletter
 Other

Membership Advantages:

- ⇒ subscription to Communiqué
- ⇒ affiliation with local, provincial and national levels of LDA
- ⇒ free information on learning disabilities
- ⇒ free access to Kingston's resource centre and the lending library of LDA Ontario
- ⇒ discount on LDA conferences
- Please check this box if you agree to receive your copies of Communiqué (provincial newsletter) by e-mail.

Your membership is important in providing a stronger voice within all levels of the Association.

Please tear off and mail this form and cheque (made out to **LEARNING DISABILITIES ASSOCIATION OF KINGSTON**) to Learning Disabilities Association of Kingston
116-993 Princess St. Kingston On K7L 1H3

THANK YOU