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### Welcome

Exciting things are happening for the Learning Disabilities Association of Wellington County. We have our first ever Cut A Thon with Eros and Apple Salons happening on August 30, just in time for the back to school, back to work haircuts! Boston Pizza has approached us to partner on a fundraising event, look for us at Boston Pizza in July. Our chapter is very grateful for the support of these businesses, as well as the community as a whole in helping us fulfill our mission of enriching the lives of people with learning disabilities. We'll see you in September, when we bring a guest speaker into the Centre Wellington area. As well we will be supplying teachers packages containing useful information for select elementary teachers in the Upper Grand District School Board and the Wellington Catholic District School Board.

We wish everyone a fun, safe and hot summer !

### Plant Sale Success

The Chapter held a successful plant sale in May raising \$350.00. Fundraising is vital to keep our chapter going.. Thank you for supporting us!

Do you have a  
fundraising idea to share  
with us?  
Email your idea to  
[info@ldawc.ca](mailto:info@ldawc.ca)

The Learning Disabilities Association of Wellington County is a non-profit charitable organization. We are a chapter of The Learning Disabilities Association of Ontario and affiliated with The Learning Disabilities Association of Canada. Led by a volunteer Board of Directors who advise and guide the actions of the association, we also have two part-time staff members. Our local Chapter is supported by the United Way of Guelph-Wellington and our chapter fundraising activities. Mailing address: 233 17A—218 Silvercreek Parkway N. Guelph, Ont. N1H 8E8, Phone: 519-837-2050, E-mail: [info@ldawc.ca](mailto:info@ldawc.ca), Website: [www.ldawc.ca](http://www.ldawc.ca)

# Summer Learning:

## Maintain What's Been Learned

During the summer, you should spend a good deal of time helping your kids maintain skills and knowledge they acquired during the year. Mastery is the key here.

- Use fun ways, such as computer or board games, to practice or apply skills introduced this past year. Remind your child that a basketball player or gymnast never stops training!
- Expansion of skills or introduction of new academic skills is a secondary goal (or challenge) for kids with learning disabilities in the summer. It's probably wiser to leave this up to next year's teachers.

### Who Can Help?

Who can do this work of summer teaching and learning? Here are some options:

- Your child takes responsibility.
- You (father or mother) and your child work together.

- Grandparents can help.
- Your child can work with an older sibling.
- You can hire a tutor to work one-on-one (or with small groups of your child's friends). This can be a baby-sitter, a college student, a professional tutor, a teacher or aide who wants to work over the summer, or a senior citizen or retired person.
- How about trading your kids for your relative's kids? It's amazing how much better a child will work around other adults!

Source: Jerome J. Schultz, Ph.D.  
Familyeducation.com.

*learning  
disabilities,  
different  
paths, same  
destination*

## Summertime Health for Kids

Summer vacation often means less structured time for kids. Between summer camp and family vacations, parents may be looking for activities to keep their offspring occupied during the summer months — whether they are toddlers or teenagers. Why not include activities that contribute positively to their health.

In keeping with the recommended goals for children's health, a major focus for parents should be to encourage fun physical activity.

With generally good weather this time of year, consider all the possibilities for age-appropriate exercise. It is suggested that children and teens get at least an hour a day of moderate to vigorous physical activity. This could be involvement in an organized physical activity or sport, or some type of lesson/

camp that includes body movement. It could also mean family activities or vacations that include being active — hiking, biking, kayaking, canoeing, swimming, etc. Having family, friends or relatives over for a cookout? With the goal of healthier options, have your child help plan the meal and assist with the shopping and cooking.

Start by setting some guidelines and discuss what constitutes a healthy food. Does the food fit into a healthy food group? Is it too high in sugar, salt or saturated/trans fats? Find some recipes that include steps your child is able to do. Working toward a common goal can also be great for parent-child communication and provides an opportunity to spend quality time together.

*Continued on next page*

# Summertime Health for Kids

Why not have your child and their friends plan a healthy picnic to take to the beach or a nearby park? Brainstorm some menu ideas together. Have them choose at least one item from each food group. Let them help with the preparation of their choices.

Try a "cook-over." Have your child plan a menu that involves foods that are healthy, kid-friendly, and can be made by your child and his or her friends. Maybe it could be a meal that they each take home to their families — with pleasure and pride.

Plan a hike based on your child's physical capability. Invite several of his or her friends to come over to pack a backpack for snacks to take on the hike. Set out some health food options and provide guidance. Discuss how each food can give the body strength and energy for the hike.

If there are times when your adolescent is home alone, put your heads together to come up with some new food ideas for healthy snacks. See who can come up with a novel new snack idea.

If you have a vegetable garden, have your child look through cookbooks with you to find a new way to prepare some of the garden's harvest. Children are more likely to eat foods they grow. It also encourages increased intake of vegetables which can be limited in many children's diets.

Fruit, calcium sources and fiber also tend to be weak links in many children's diets. With the help of your child, think about ways to include more of these in meals and snacks.

Use these food-related activities as a chance to talk about the reasons to eat well. Ask them to brainstorm all that their bodies do throughout the day, (breathing, walking, brushing their teeth, tying their shoes, chasing the dog, playing catch, etc.) and how each relates to their food intake.

Discuss where the food they are eating has come from. How was it grown? If it started out as a seed, what jobs needed to be done to turn it into the final product at the store? Many children and adults take the food we eat for

granted and forget the process. An added benefit is that increased awareness can also encourage less food waste.

Take your child to the grocery store and talk a little about food marketing so he or she is more aware of advertising gimmicks. Look at food labels together to make wiser decisions about foods to put in your cart. Labels can also teach about portion sizes. Find some new healthy foods to try.

Don't forget to discuss beverages as well. Based on survey research, many children spend a lot of calories on less healthy beverages. Since adequate fluid intake is especially important in the warmer months, talk to your child about getting enough fluids throughout the day that contribute positively to health.

Source Pamela Stuppy

[www.seacoastonline.com](http://www.seacoastonline.com)

# Can Learning Disabled People Become Famous?

**Submit an  
article to our  
newsletter**

The Learning Disabilities Association of Wellington County accepts articles for inclusion in our newsletter. Articles will be chosen at the discretion of the newsletter committee and as space allows.

Contact us at:  
**519-837-2050**

or email

[info@ldawc.ca](mailto:info@ldawc.ca)

for newsletter

deadlines.

Most people tend to think that a learning disability would prevent someone from becoming really successful or famous. This is not so! Some of the most highly successful people achieved in spite of a learning disability. For example, Winston Churchill failed Grade 6 and yet went on to become one of the best know Prime Ministers of England, while Louis Pasteur was rated as “mediocre at best” in chemistry because of the problems he had with mathematics.

How is it that these people were able to overcome that invisible roadblock? Let us consider some examples:

Virginia Woolf was one of the greatest literary figures of the 20<sup>th</sup> century. She was unable to speak until she was over three years old. In her writing, she concentrated on presenting the “inner essence” of her characters by revealing their thoughts, rather than using extensive amounts of dialogue. This may well have been due to her personal discomfort with dialogue. Another person who did not speak until age 3 was Albert Einstein. Even in adulthood Einstein found that searching for words was laborious. He found schoolwork, especially arithmetic, difficult, and was unable to express himself in written language. He was thought to be simple minded, until it was realized that he was able to achieve by visualizing rather than by the use of language. His work on relativity, which revolutionized modern physics, was created in his spare time.

Auguste Rodin was a world famous sculptor who found it almost impossible to learn to read and had no skills in mathematics. His family and teachers decided that he was clearly “uneducable”. Although he was able to draw very well by age 5, his family destroyed his efforts because involvement in art seemed inappropriate for their only son. This was a clear case of the very common situation that many learning disabled

individuals face; focusing on their weak areas with a total disregard for their areas of strength or talent.

The list goes on-

Thomas Alva Edison was unable to read until he was twelve years old and his writing skills were very poor throughout his life.

Paul Ehrlich, the well known German bacteriologist and biochemist, was almost totally dysgraphic and took all his school examinations orally. His thesis for his degree in medicine was dictated to a friend.

General George Patton was unable to read until the age of 14 and even then he was almost illiterate. His memory was extraordinary though and he got through West Point by memorizing all of his lectures.

George Washington was unable to spell throughout his life and his grammar usage was very poor. His brother suggested that perhaps surveying in the backwoods might be an appropriate career for young George.

Woodrow Wilson, President of the United States and Nelson Rockefeller, Vice-President, were both severely dyslexic, while Werner Von Braun regularly failed his high school mathematics examinations.

Jesse Oppenheimer, a highly successful TV writer, has virtually no eye muscle control and is, as a result, severely perceptually handicapped. He claims that a difficult childhood, facing many obstacles, should be a prerequisite for a comedy writer, since that gives them an appropriate background to focus on people's weaknesses.

Susan Hampshire and Tom Cruise are two actors who are unable to read due to severe dyslexia. Yet both of them have successfully memorized lines and performed on stage and screen.

The approach to learning disabled youngsters should be “Let's talk about what you can do well. We'll focus on the problem that you have later”.

Written By  
Eva Nichols, Coordinator Client and Educational Services

# Enhancing Parent-Teacher Interviews

Many parents miss opportunities to influence what goes on at schools. You may come away from a parent-teacher interview wishing you had asked for clarification of some items, or had asked for evidence of whatever it is the teacher pointed out to you as excellent or sadly lacking in your son's or daughter's performance. The teacher, too, may wish you had requested further information because the purpose of parent-teacher interviews is to improve communication between parents and the school.

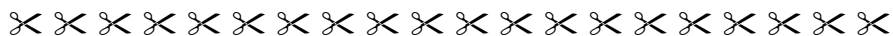
The interview questions, below, are designed to assist you and the teacher at your next school interview. If needed, similar questions should be asked of the school principal, the school superintendent, and members of your school board. Get to know the administrative network in your area so the best information can be obtained and the best channels of communication used.

## SAMPLE INTERVIEW QUESTIONS

### General

- What types of tests were used to evaluate the work assigned? What can be learned from the tests? What limitations do the tests have?
- What tests were used to assess ability? How well did my child respond to the person giving the test? Was the tester satisfied that my child seemed motivated in the test situation? Do the results agree with your assessments of my child in the classroom? How are the test results used in planning for my child?
- What strengths does my child display in the classroom? How are these strengths used to help him feel good about himself? How are these used to help him in areas where he experiences more difficulty?
- **Special Problems- examples**
- Since written tests are clearly a problem (**because of test anxiety, or a learning disability, or a broken arm**) might a research paper be substituted from partial or extra credit? Could it be tape recorded instead of written?
- My child has **difficulty doing written work**. As typing is being taken to eventually become a substitute for handwritten assignments, how important is speed as a test criteria? Can we substitute a high level of accuracy and a reasonable quantity of output in a given block of time but allow short rests for poorly coordinated hands?
- The report card states that my **child interacts poorly with his peers**. Has he been observed on the playground? Is he less cooperative there than in the classroom? What special approaches are planned to assist him to change?
- The report card says “**He needs to take more pride in his work**”. I notice many children have their work displayed, but I do not see any of my child's work. Has he ever had his work displayed? If he cannot get a piece of work done in school that is acceptable, can he do a special assignment after school which would be displayed?
- “**Would benefit from drill**” is another statement on his report card. What programs could I initiate at home? How can I make this fun? What practice is he given at school? How much time is spent on this at school?
- With evidence indicating **the need for special help** in a particular area, such as poor comprehension, what special learning assistance is the school planning to provide?
- My child appears to **need a program adjusted** to his special requirements, but the program appears to be lock-step. Is my child expected to adjust to the program, or are there adjustments that can be made in the program? What specific recommendations do you have?
- If I feel my child is **not benefiting from the present classroom** as much as I would wish, what options are open to me? What special programs does the school board offer? Have these options been considered?
- **Individualized help** is often recommended. Does the school have enough personnel to carry out the specialized programming the teachers would like to see? Is there a volunteer program? How might I assist with this? Are there other ways that parents could assist the school to meet its objectives?
- Become involved and informed. Be helpful and practical. Be persistent when you've been promised action. Be appreciative of open communication. Solid planning and cooperative support can follow for the full benefit of your child. Exercise your skills as a consumer to help acquire the service you expect.

Mary Jean Martin is an Educational Psychologist with Child and Youth Services, Regina Mental Health Region, Saskatchewan Department of Health.



## Cut-a-Thon

Have your hair cut for  
Back-to-School by  
the stylists at  
Eros Hair Salon  
A Fundraiser for the  
Learning Disabilities Association  
Of Wellington County

Sunday, August 30, 2009

To book an appointment contact  
Eros Hair Salon, 30 MacDonnell Street, Guelph  
10 am – 4 pm  
\$40 adults, \$15 children

519-837-3767

**Upcoming  
Fundraiser**

## Boston Pizza

(parking lot)

Fundraiser for the  
Chapter will take place

July 26/09

2:00–5:00 pm

- Face painting
- Ward Staff demonstrating skateboard tricks and painting grip tape on skateboards
- Guelph Fire Department and Guelph Police Service will also be in attendance.

## Upcoming Workshops

**Save the Dates**

**Tuesday, September 22, 2009**

**Barbara Post**

**7:00 pm to 9:00 pm**

**Location: Maranatha Christian School  
Wellington Rd 19/East Garafraxa St  
Fergus**

**Cost: No charge for this event.**

Topic: Nonverbal Learning Disabilities  
Barbara Post Itinerant NLD Resource Teacher  
Waterloo Region District School Board

**Saturday, October 24, 2009**

**Lindsay Moir**

**8:30 am— registration**

**9:00 am— Noon**

**Location: ARC Industries, 8 Royal Rd, Guelph**

**Cost: \$20.00 for LDA Members  
\$25.00 for non-members**

**Topics:** A Guide to the IPRC Process, an overview of the legislation and process of Identification, Placement, and Review, as well as Appeals and Tribunals.

Writing Effective Needs Statements/ IEP'S, people are given the opportunity to practice developing effective needs statements for their exceptional students (or clients).

Lindsay Moir of Comhnadh Consulting retired from the Ministry of Education in 1997 and has been assisting agencies, associations and parents in obtaining appropriate special education services for exceptional pupils since. Since special education is a “needs-driven” process, and boards have a statutory obligation to meet the needs of the exceptional pupil, it is critical that parents and professionals develop this skill. Parents have difficulty in enunciating their child’s needs, and the school often doesn’t know what the parents expect.... good programming starts with clear communication of the student’s needs.

**The Learning Disabilities Association of Wellington County is committed to ensuring equal opportunity to our workshops, so if you cannot afford our fee, please contact us at 519-837-2050 to discuss.**

# Tips for choosing a Summer Camp

When choosing a summer camp program for a child with disabilities, the most important question is: will they understand and take good care of my child? This can be answered by lengthy conversations with camp personnel or the director well in advance of the camping season. If a camp is too busy to return your phone calls, or take the time to talk at length with you, will they be too busy for your child as well? Regardless of all that a camp may have to offer, if the director or the staff are too busy for you now, it should be a red flag. Find a camp that will give you and your child the time and attention you both deserve. Consider these factors when determining what camp program will be best for the needs of your child.,

## Type of Program

Decide early in the process what type of program you want for your child. Camps are offered as day programs (campers go home at night) and residential programs (campers board at the camp facility for the length of their stay) Length of programs varies from as long as a few days to several weeks. Be certain that your child is ready to cope with the length of the program you select. Camp programs are available in both single sex format and co-ed. Consider your child's social skills level and ability to cope with the demands of mixed social situations when deciding which of these environments would be best. Program philosophy should be clearly stated in the camp literature. Your family should be comfortable with the philosophy and confident that it will deliver an enjoyable experience for your child. Of particular importance is the camp's policy regarding family communication with the child.

Will the child be expected, in fact encour-

aged, to write to his/her family during the camp stay? Will phone call to/from home be allowed? Children with disabilities often have different needs for family contact and you should be certain that the camp policy will not conflict with those needs.

## Type of Camp

There are many choices. Your child can be mainstreamed into a regular camp setting, or be at a camp that focuses on their particular needs. There are also camps that mix up the needs, such as learning disabilities, emotional disabilities and physical disabilities. And then there are camps that truly specialize. You'll need to decide what type of environment will best address your child's needs.

## Size

What are you ideally looking for? Camps range in size from 500 or more children per session to as small as 30-35 per session. It is purely a personal decision for each family. Make a point of asking the camp director for information about the number of campers in the program.

## Educational vs. Recreational

Many camps are purely recreational, while other programs combine both recreational and educational activities. Some programs, while calling themselves camp, have a strong instructional focus. Inquire about the percentage of camp time devoted to varying activities and decide what mix will best serve your child's specific needs.

## Location and Facilities

Choose the type of setting that you think your child will enjoy. There are camps with lakefront, mountain and forest locations, and school that convert to summer camps.

Some camps are luxurious and others are true camping experiences. Ask about eating, sleeping and bathing facilities and be sure that your child feels comfortable in the particular setting offered by the camp.

## Staff

Camps accredited by the Ontario Camping Association are required to provide one counselor for every eight children for six to seven years olds and one to ten for eight years plus.

When dealing with children with disabilities a higher staff ratio is preferred. For residential programs, be sure to determine the level of staff supervision to evening hours.

You want your child to receive the attention needed in the camp environment. In addition, it is important to determine if the teachers and/or counselors are educated, certified, and trained to work with children with disabilities. In addition, determine the level of medical training the staff has received. If your child takes regular medication, who will administer the medication each day?

Summer camp should focus on enhancing your child's self-esteem and independence.

The successful camp experience should improve social skills and provide quality peer relationships. Hopefully your camper will return with better self-esteem than when the summer began.

The Ontario Camping Association publishes a useful free guide to choosing a camp. Telephone: 416-485-0425

# The Overlap Between ADHD & Learning Disabilities

Attention Deficit Disorder with Hyperactivity is traditionally viewed as a psychiatric disorder that affects both children and to a much lesser extent adults. The Ontario Child Health Study, carried out by a team of Ontario based researchers lead by Dr. Dan Offord, identified the incidence of the problem in Ontario children as 6%.

The question that arises is what is the correlation between ADHD and Learning Disabilities?

Researchers in the United States have come up with the following statistics:

- 20 to 25% of people who have Learning Disabilities have ADHD
- 60 to 80% of people who have ADHD have Learning Disabilities

Further, there appears to be general agreement that 50% of children who have ADHD will retain the disorder into adulthood, although the symptoms may vary significantly.

The symptoms of ADHD usually present as hyperactive behaviour, distractability and impulsivity. These behavioural symptoms, though, are not always the result of the true neurological dysfunction.

According to paediatric neurologists, these behaviours will result from anxiety or depression in children, as well as from true ADHD. In fact the latter is the least common cause of these symptoms. In order to determine the nature of the condition, it is important to look at when the symptoms began, whether they are intermittent or chronic and pervasive. Further, in order to determine what is an appropriate intervention for the condition, it is important to determine what part of the brain is implicated.

In summary, the two conditions, ADHD and Learning Disabilities, overlap to a sufficiently significant extent, that they must be considered in conjunction with one another.

## Donation/Membership Form

Name: \_\_\_\_\_ Address: \_\_\_\_\_  
City: \_\_\_\_\_ Province: \_\_\_\_\_  
Postal Code: \_\_\_\_\_ Tell: (H) \_\_\_\_\_ (W) \_\_\_\_\_  
Email: \_\_\_\_\_

**Annual Dues:** Family/individual \$50; Student \$20; Professional \$75

I am interested in making a donation: \_\_\_\_\_ and/or volunteering: \_\_\_\_\_

### Membership Advantages:

Awareness and advocacy efforts on behalf of those with learning disabilities or ADHD at the local, provincial and national level, subscription to local and provincial newsletters, information on learning disabilities and ADHD use of local resources and support services.

Please mail this form and cheque to: Learning Disabilities Association of Ontario  
365 Bloor Street East, Suite 1004, Toronto, ON M4W 3L4

The Learning Disabilities Association of Wellington County does not endorse, recommend, or make representations with respect to the research, services, programs, medications, products, or treatments referenced in this newsletter. The material provided in this newsletter is designed for educational and informational purposes only.