



Idawc • Learning Disabilities Association of Wellington County

The right to learn, the power to achieve

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.

In our July 2018 Issue:

LDawc News – 1

Articles – LDs and ADHD

Seamlessly Transitioning to
Summer – 2-3

Building Math Skills at Home – 4

Growth Mindset – 5-8

Upcoming LDawc events

Save the Date! – 9

Sept. IEP 101 – 10

Sept. Peer Support Network – 11

LDAO Membership Application – 12

LDawc News

The staff and Board of Directors want to wish you and your family a very happy summer, and a happy Canada Day. We hope that your summer is relaxing, rejuvenating and fun!



We're already planning for the fall, for programming for parents and children. We will be running our Reading Rocks program again for children aged 6-12. The program will run on Mondays and Wednesdays from 6:30 – 7:30 pm. Registration will open in mid-August. Stay tuned for more details!

Our fall workshop lineup for parents is coming together well. In September, we're offering an IEP 101 workshop. Also in September is our Peer Support Network, which is an excellent opportunity for parents to learn from other parents who are going through similar situations. Keep reading this issue for registration details.

Our 2018 Family Conference on Saturday, October 20 is coming together nicely, and we have some amazing speakers lined up throughout the day. We're so excited about our keynote, Dr. Peg Dawson, and the expertise she's bringing about executive functioning skills. Registration will open in the next few weeks, so watch your inboxes for an email about that!

Articles – LDs and ADHD

Seamlessly Transitioning to Summer



For children with LDs and/or ADHD, structure and routine can be key. So how can you help your child successfully transition from the school year, with all of its structure, to the summer, where, for many, anything goes? Understood.org hosted a twitter chat on this topic on May 17, 2017, and LD@home used this chat to inspire the ideas below. To access the full twitter chat, use the hashtag #LDchat and look for posts made on May 17, 2017.

End-of-Year Challenges

Expect a lot of changes to routine as the school year winds down, both in and out of school. Special events are constantly cropping up: field trips, school dances, concerts, report cards, etc. This is going to throw off your child's schedule, and it's been proven time and again that consistency is key for many students with LDs.

Why Are These Changes Difficult For Kids with LDs and/or Attention Issues?

- Uncertainty over what is coming next – both in their upcoming transition (new grade, teacher, classmates, school, etc.), as well as during the summer months
- Lack of consistency – routines tend to be much looser in the summer months and even leading into them
- Loss of control due to the lack of consistency, both at home and at school
- Increased social anxiety related to end of school year parties and events that are happening both in and outside of school

Reducing Anxiety and Challenging Behaviours

- Let kids know what's going to change in advance as much as possible. This will reduce uncertainty and accompanying anxiety
- Talk to your child's teacher about letting students know about upcoming changes to reduce uncertainties at school
- Set clear expectations – let children know how things will be changing and exactly what you expect from them as the changes take place
 - For example, if you are attending a graduation ceremony, talk to your child about approximately how long the ceremony will last, how they should behave during the ceremony, etc.
- If your child becomes anxious in social settings, talk to them about specific social events they will be attending – what can they expect the flow of the event to look like, how should they interact with others, how long are they expected to stay, etc.
- Talk to your child about upcoming transitions – it's hard to say the right thing when you don't know exactly how they're feeling, so opening up the lines of communication may help you have meaningful conversations with your child
- If your child thrives on having a set schedule, consider setting one for the summer. This could be visual, written, or whatever format works for your family. Here are some suggestions for how to set up a schedule:
 - Consider broad blocks of activity time, e.g. playing outside, doing chore, reading time, etc.
 - Aim to set up a consistent schedule by enrolling them in regularly scheduled activities and then keep a record on a weekly calendar
 - Consider a daily to-do list
- Set some summer goals to work towards, e.g. reading a certain number of books in a specific period of time, learning a skill, working towards a fitness goal, visiting a new place, etc.

The biggest takeaway message here is to find solutions that work for your family. Talking things through with your child and keeping them in the loop helps to reduce surprises and may help to prevent anxiety or challenging behaviours. Coming up with a plan to keep some consistency over the summer will also reduce uncertainties and help your family to create a routine that works for you.

Source: <https://www.ldathome.ca/2017/06/seamlessly-transitioning-summer/>

Building Math Skills at Home

By LDAO



Parents of children with learning disabilities (LDs) know that math can present some of the greatest hurdles in their academic careers, yet building math skills is necessary for succeeding in everyday life. We use math for cooking, shopping, playing games, sports and so much more. Math is everywhere and parents play an important role in supporting children's math learning. The video below explains how LDs can affect math learning, offers suggestions for collaborating with your child's school, and includes resources to support your child in building math skills at home.

LD@home has created a video on math to help parents help their children with LDs. The video, *Building Math Skills at Home*, can be accessed here: <https://www.ldathome.ca/2018/06/video-building-math-skills-at-home/>

LD@home also created a parent resource kit, which is a companion to the above video *Building Math Skills at Home* and provides parents with information and activities to do with their children to support their math learning. The resource kit can be accessed here: https://www.ldathome.ca/wp-content/uploads/2018/06/LDAO_ViewersGuide_FINAL_AODA.pdf

Source: <https://www.ldathome.ca/2018/06/video-building-math-skills-at-home/>

Growth Mindset

By Amanda Morin



At a Glance

- Growth mindset is a concept that refers to how we face challenges and setbacks.
- Having a growth mindset can have real benefits for kids with learning and attention issues.
- There are lots of ways to help your child develop a growth mindset.

Does your child take on challenges and persevere when it comes to learning? It may be more than just being motivated or resilient. Your child's approach may be the result of having what's called a *growth mindset*.

This term describes how a child faces challenges and setbacks. Kids with a growth mindset believe their abilities can improve over time. By comparison, kids with a *fixed mindset* think their abilities are a set trait that can't change, no matter how hard they try.

For kids with learning and attention issues, having a growth mindset can have real benefits. It can help kids (and parents) reframe how they approach challenges. It can also provide insight into what types of teaching and support can help kids be more successful.

Learn more about growth mindset and what developing a growth mindset can mean for your child.

What Is Growth Mindset?

The concept of growth mindset has been around for a while. It was developed by Stanford University professor Carol Dweck. Dweck and her colleagues did a series of studies that found that

kids who pushed through challenges held the belief that they could improve their abilities. Kids who pulled back from challenges believed their abilities were fixed.

Picture a child who struggles with writing and has gotten low grades on her recent papers. If she's convinced she's "just bad at writing," and that no amount of work will change that, she's showing a fixed mindset, and is likely to stop trying. If she says she has trouble with writing, but continues to try to improve at it, that shows a growth mindset.

But how a child approaches challenges isn't set in stone, according to Dweck. That's one of the misconceptions about growth mindset—that either you have it or you don't. In fact, we all have a mix of fixed and growth mindsets that change based on the experiences we have and the feedback we get.

Having a growth mindset means more than just accepting feedback and being open-minded. Kids with this mindset take feedback, and what they learn from experience, and create strategies for improving. They believe that even if they fail at something, they can still succeed.

Why Growth Mindset Is About More than Just Effort

Another misconception about growth mindset is that it's the same thing as effort. Knowing the difference can allow parents to use a type of praise that can help promote growth mindset.

Parents sometimes think it helps to praise their child's talent or "smarts." But if you say to your child, "You're really good at math," it actually promotes a fixed mindset. You're really saying that the ability to do math is just something your child "has."

Praising your child's effort—"you worked really hard"—is helpful, and can help build your child's self-esteem. But that's not enough to promote a growth mindset. Kids can try hard but not succeed because they aren't using strategies that work.

What's most important is to praise the way they approached the challenge, not how hard they tried or how well they did. For instance, you might praise your child for the way she solved a math problem or how she organized her homework to get it all done.

This is called *process praise*. It's the most helpful type of praise for promoting a growth mindset. It puts the emphasis on the steps your child took to get to the end result.

By focusing on process, you and your child's teachers can show how getting stuck, asking for help and trying new strategies are important, too. For instance, you might say to your child:

"I'm impressed at how hard you worked to complete that science project. I know you had trouble getting started, but it made a lot of sense to ask your teacher for help in figuring out how to break down the assignment. It seems like working with a partner really helped keep you accountable for getting all your work done. Your grade reflects all that hard work!"

Growth Mindset and Kids with Learning and Attention Issues

We all have times when we feel like we'll never get better at something, or that we're destined to fail. Kids with learning and attention issues often face more challenges and setbacks than other kids. That may lead them to have more of a fixed mindset about their difficulties.

Kids with learning and attention issues can feel judged and criticized. They know they're not doing as well as their peers, and they may feel "stupid." That can make them insecure or defensive, which can get in the way of growth.

The mindsets of parents and teachers can also get in the way. They may tell kids to just "try harder" using the same strategies or ways of learning that haven't worked before. Doing that isn't going to make kids feel good about the effort they're putting in.

How to Help Your Child Develop a Growth Mindset

A big part of having a growth mindset is not letting failing at something stop you from working to improve. It's important for your child to know that setbacks can actually provide a way forward. Tell your child it's OK to speak up when something isn't working. Encourage her to self-advocate and ask for help from the people around her.

Your child also needs to know that the people around her believe she can find ways to fix mistakes. Your natural response may be to reassure your child by saying something like, "Don't worry about it. Maybe science just isn't your subject." That reaction can promote a fixed mindset, however. It teaches your child that science is something she can't improve at.

Instead, it's better to have a conversation about next steps. Talk about what your child learned from the experience. For instance, you might say, "How would you study differently next time? Would it help to talk to your teacher? Would a study guide be useful?"

Developing growth mindset is an ongoing process. Getting and taking feedback from others, learning from mistakes and finding innovative ways to approach tasks isn't easy. But it's a valuable way to help your child learn that her talents can be developed.

Key Takeaways

- Kids with a growth mindset believe their abilities can improve over time.
- Praising the way kids approach a challenge is key to helping them develop a growth mindset.
- Talk with your child about what she learned from experiences. Ask questions like, "How would you study differently next time?"

On the next page are questions that you can ask your children to help foster this mindset!

Source: <https://www.understood.org/en/friends-feelings/empowering-your-child/building-on-strengths/growth-mindset>

Poster of Growth Mindset Questions to Ask

Shifting from a fixed mindset to a growth mindset takes daily work. Print out these questions and use them as a reminder to ask your child questions that will foster growth. Older kids can also post the list at their homework spot and ask themselves the questions.

15 Growth Mindset Questions to Ask

What made you think hard today?	How will you challenge yourself today?	What can you learn from this experience or mistake?
What would you do differently next time to make things work better?	What else do you want to learn?	What strategy can you try?
Who can you ask for honest feedback?	Did you work as hard as you could have?	If it was too easy, how can you make it more challenging?
Did you hold yourself to high expectations or did you accept "good enough"?	Did you ask for help if you needed it?	What can you do to manage distractions?
Have you reviewed your work or logic for errors or flaws?	Are you proud of the end result? Why or why not?	What's the next challenge to tackle?

Understood

Upcoming LDAWC Events & Workshops

4th Annual LDAWC Family Conference

SAVE THE DATE!

Saturday, October 20, 2018

**St. James Catholic High School,
Guelph**



This event is intended for parents and caregivers of children with learning disabilities. The focus is providing parents with tools and strategies to aid them in supporting their children.

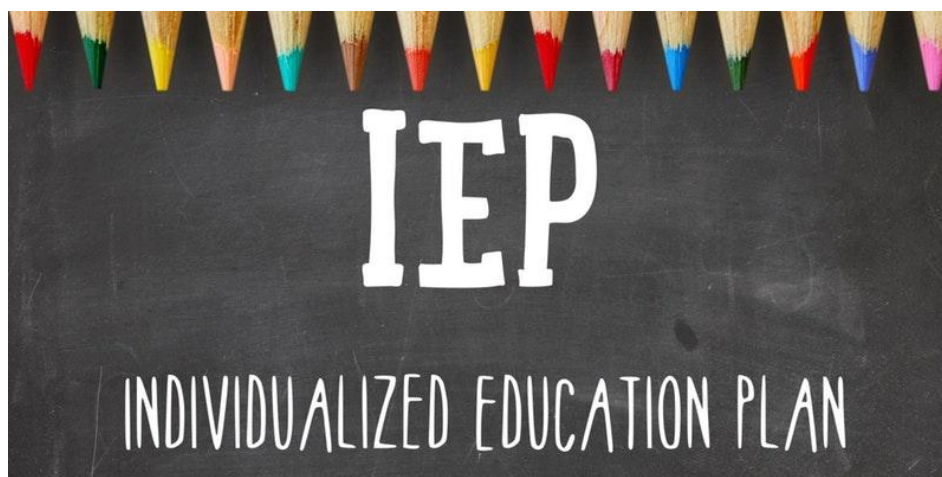
The day will include a keynote speaker and choice of break-out sessions lead by inspiring professional speakers.

We are thrilled to announce that this year's speaker is Dr. Peg Dawson, internationally acclaimed psychologist and co-author of the 'Smart but Scattered' series. Her keynote address is *Beyond "Lazy and Unmotivated" – Why Parents and Teachers Need to Know about Executive Skills*. Learn more about Peg at www.smartbutscatteredkids.com

Registration is FREE and will open shortly.

Watch your email or get updates on our website at www.ldawc.ca

Preparing for the School Year – IEP 101 – Sept. 19



About our Workshop:

IEPs are complicated, whether you are new to the special education world or not. There are many tips and strategies that can help. Parents need info to collaborate effectively with teachers and administrators and minimize intimidating situations. Learn exactly what information should be in an IEP, and some ideas to be able to craft an effective document to support your child's education goals. Bring your child's IEP along to the workshop!

About our Speaker:

Our speaker, Sue Shaw, is a parent advocate and teaching innovator who has been working to provide education and training opportunities for over 10 years. Sue supports many different entities including parents, administrators, teachers, government and service agencies, and especially people living with special needs. Come find out how you can improve your communication and writing skills to be part of the solution.

When: Wednesday, September 19, 7-9 PM

Where: Community Living Guelph – Boardroom (2nd floor); 8 Royal Road, Guelph

Cost: \$15, or \$10 for LDAWC members

We never want cost to be a deterrent! Please contact us about subsidies.

Register: <https://www.eventbrite.com/e/ldawc-preparing-for-the-school-year-iep-101-tickets-46892634131> or on our website at www.ldawc.ca

LDAWC Peer Support Network - September 26



About our Peer Support Network:

Come join our Peer Support Network and meet other parents on a similar journey to yours. LDAWC peer support network's goal is to provide an informal setting to share experiences, challenges, successes and resources. Living, learning and/or working with a LD, or supporting a family member with LD, has its ups and downs. Come learn from others.

Benefits are:

- Learning about relevant resources, supports and strategies
- Insights into what has and hasn't worked for parents and families
- Learning you and your student aren't alone through shared ideas and experiences
- Reduced stigma and stress

Jen Paterson, Resource Coordinator at LDAWC, will be facilitating the evening. She has extensive experience helping parents navigate the special education system, especially when LDs or ADHDs are involved.

When: Wednesday, September 26, 7-8:30 PM

Where: Eramosa Engineering - Boardroom, 650 Woodlawn Road West, Guelph

Cost: FREE

Register: <https://www.eventbrite.com/e/ldawc-september-peer-support-network-tickets-46892074457> or at our website at www.ldawc.ca

LEARNING DISABILITIES ASSOCIATION OF ONTARIO MEMBERSHIP RENEWAL APPLICATION FORM



**Idao • Learning Disabilities
Association of Ontario**

The right to learn, the power to achieve

Date: _____

Name: _____ Member #: _____ Chapter #: _____

Address: _____

City/Province/Postal Code: _____

Email address: _____

☐ Please check this box if you agreed to receive your copies of Communiqué by e-mail in the future

Type of Yearly Membership (please check one)

Family/Individual ☐ \$50.00 Professional ☐ \$75.00
Institutional ☐ \$125.00 Student ☐ \$20.00 (ID # Required) _____

Type of Payment

☐ Cash (only if paying in person) ☐ Cheque ☐ Money Order ☐ Visa ☐ Master Card
Card # _____ Expiry Date: _____

Name as it appears on the Credit Card: _____ Signature: _____

I would like to volunteer: ☐ at the local level ☐ at the provincial level

Benefits of Membership for all members:

- ☐ Member fee rates to all LDAO programs and services, including online workshops/courses, etc.
- ☐ Member fee rates to all chapter programs and services, where available
- ☐ 2 issues of the LDAO Newsletter Communiqué – by mail and now electronically to those who chose to receive their issues to a designated email address
- ☐ Chapter newsletters (frequency varies from chapter to chapter)

For Professional and Institutional Members only (In addition to those mentioned above)

- ☐ Professional members will receive 5 hard copies of each issue of Communiqué to use as they choose (if a member elects to receive their copy of Communiqué by email we will still send hard copies) and 5 member fee rate entitlements to any LDAO programs and services, including online workshops/courses, etc.
- ☐ Institutional members will receive 10 hard copies of each issue of Communiqué to use as they choose (if a member elects to receive their copy of Communiqué by email we will still send hard copies) and 10 member fee rate entitlements to any LDAO programs and services, including online workshops/courses, etc.

Please make all payments payable to **Learning Disabilities Association of Ontario** and forward to:

LDAO Membership Coordinator
365 Evans Avenue, Suite 202, Toronto, ON M8Z 1K2
Phone: 416-929-4311, Fax 416-929-3905



**Idawc • Learning Disabilities
Association of Wellington County**



**United Way
Guelph Wellington
Dufferin**