

# communique

*A different way of learning can lead to success.*

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THE PUBLICATION OF THE LEARNING DISABILITIES ASSOCIATION OF ONTARIO

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the potential in people  
for 40 years**



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## Message From The Chairperson

As you all know March is Public Awareness Month for Learning Disabilities. This year has the added importance of being the 40<sup>th</sup> Anniversary year for LDAO. Our theme for awareness month is the same as that for our anniversary, "we have been seeing the potential in people for forty years."

It is hard to believe it is 40 years that our organization has been helping people with LD reach their potential. We have had some wonderful triumphs and a few disappointments over the years. At our AGM in September we will have a special retrospective display of what LDAO has accomplished over the forty years and who have been some of our special movers and shakers. We have much to be proud of as an organization.

On March 17, we had a major fund-raising event for LDAO. Many of you received information about this. Our timing of this event has coincided with a major legislative bill soon to be voted on in the U.S. The Individuals with Disabilities Education Act (IDEA) is up for reauthorization. Our friends at LDA of America have been working very hard over the past several months to ensure that the educational needs of students with learning disabilities will be well met. For this reason our guest speaker at our fund-raising banquet was Dr. Robert Pasternack, Assistant Secretary, U.S. Department of

Education, Office of Special Education and Rehabilitative Services. You may or may not be aware that Dr. Pasternack visited LDAO this past summer with Dr. Larry Silver, past-president of LDA of America. They both were interested in hearing about our Promoting Early Intervention Project (PEI). Our Executive Director, Carol Yaworski, was able to significantly impress them with what LDAO has been doing and promoting in Ontario. It was for this reason that Dr. Pasternack agreed to take time out of his incredibly busy schedule and come back to Toronto and talk about the future of special education.

Our PEI project has brought considerable attention to LDAO over the past four years. We have been able to produce a research-based best practices for the early screening of children at risk for academic failure, develop intervention strategies for primary grade teachers and house these materials on an online database, making the materials potentially accessible to teachers even in remote areas of the province. We have developed a protocol for the assessment of possible learning disabilities in children after they have been provided with numerous intervention strategies and continue to experience difficulties in school. We have also revised our definition of learning disabilities based on extensive review of the literature and focus groups



*Isabel Shessel, Chairperson*

around the province. Not bad work for a grass roots organization!

On February 26<sup>th</sup>, 2003 the U.S. Secretary of Education Rod Paige described the guiding principles in the reauthorization of IDEA. Among those listed, he included 3 items that have particular relevance for us at LDAO: a) to implement research-based practices that have been proven effective with students with disabilities; b) to promote early intervention and reduce the misidentification of students with learning disabilities; and c) to ensure that school districts and state departments of education quickly adopt research and evidence-based practices. If this appears somewhat familiar to you, it is because what LDAO has accomplished is just the direction where the U.S. Department of Education would like to proceed. Again not bad for the little organization that grew! ☺

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## Message from the Executive Director



Executive Director, Carol Yaworski.

The year 2003 marks the 40th anniversary of LDAO, a milestone that is noted throughout this issue of *Communique*. Much has changed in those four decades as the organization has grown. There are now chapters throughout Ontario and most of those chapters are now staffed. We are increasingly making our services available through the internet via our website, the Virtual Service and online services like the Web-based Teaching Tool and courses for teachers. These vehicles create broader access to LDAO and address the ongoing challenges posed by Ontario's size and diversity.

It is noteworthy as well to comment on how LDAO has stayed the same. We continue to be committed to advocating on behalf of individuals both locally and systemically. While always putting the concerns of individuals with learning disabilities first, we continue to take a broader view, recognizing a larger obligation to other associations and recognizing as well that there is strength in both numbers and collaboration.

Under the leadership of the Executive Committee, the Board of Directors is developing a renewed mission statement and vision for the organization. These activities complement the renewal of our strategic plan that took place last year. The strategic directions that we have set out for 2003-05 provide a map for the next several years. They are:

1. Create a regional centre model for front-line service delivery.
2. Improve communications both internally and externally.
3. Re-imagining and re-branding of LD in Ontario.
4. Research leadership:
  - Partnership in advancing research
  - Dissemination of existing and emerging research
  - Application of research into responsive programs through the development of programs and services
5. Continue to develop partnerships with government and non-government partners.

We are working hard to achieve these goals and to build on our heritage while embracing change. I would like to take this opportunity to thank some people for their support and assistance. Thank you to LDAO staff for their hard work and willingness to always think outside the box. Thanks to the LDAO Board and committee members for their reasoned leadership and willingness to take risks.

A special thanks to Peter Kinch, Douglas Waxman and Isabel Shessel, the three Presidents/Chairs with whom I've worked over the past six years. They are three very different individuals with a common commitment to LDAO and I have greatly enjoyed working with all three of them. A thank you as well to Lynn Ziraldo and Eva Nichols for their invaluable support over these years. They have made this job more interesting. ☺

## communique

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*Communique* provides a forum for information, news and opinions relevant to the field of learning disabilities. The Association does not, in any sense, endorse opinions expressed or methods or programs mentioned. Articles may be reprinted unless otherwise stated. Please mention *Communique* as the source if and when articles are reprinted.

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## ON THE LEGISLATIVE FRONT

### Investing in Public Education: Advancing the Goal of Continuous Improvement in Student Learning and Achievement: a response to the report of the Education Equality Task Force

The Report of the Education Equality Task Force, entitled *Investing in Public Education: Advancing the Goal of Continuous Improvement in Student Learning and Achievement*, was released on December 10, 2002. The Government responded immediately to the first three recommendations made by Dr. Rozanski by allocating a large amount of new money, some of which was for special education. This was welcomed by school boards and others who have been concerned about the funding formula and its impact on the educational system. A sum of 130 million dollars was distributed to 58 school boards with an additional 120 million promised for next year. Unfortunately, from the point of view of those of us who are concerned about the education of students with specific learning disabilities, these funds were all directed exclusively towards ISA funding.

At the same time, there were no matching or complimentary funds allocated to the Special Education Per Pupil Portion (SEPPA) of the special education funding formula, in spite of the fact that this allocation is expected to support the provision of special education programs and services for the vast majority of special education students, including most students with learning disabilities.

In spite of the fact that we do not as yet know the Government's intent regarding the full report and the recommendations contained within it, as has been its usual practice, LDAO has already communicated its observations and recommendations to the Minister of Education and others about the report and its contents.

In considering the report, it is important to remember that LDAO and most of the other special education focussed Provincial parent organizations believe that the funding formula for special education in Ontario is flawed and requires significant changes. It was these organizations' collective hope that the Education Equality Task Force would listen to and consider with careful attention the concerns and recommendations of the special education



related parent organizations, when it determined how to deal with the funding formula for special education.

The Education Equality Task Force was mandated to review the Province's education funding formula and to make recommendations on ways to improve equity, fairness, certainty and stability in the funding of Ontario's students and schools. Regarding the special education funding formula, the one of particular interest to LDAO and its membership, the Task Force was asked to determine whether the current approach to funding is the most responsive way to meet students' needs. Regrettably, Dr. Rozanski did not directly answer this very important question.

LDAO put forward a series of detailed and specific recommendations to the Task Force, which may be summarized as follows:

- The Education Equality Task Force should not endorse the current funding formulae.
- Instead, it should recommend a series of significant changes, especially in the special education funding formula area, that will lead to fair and equitable funding ensuring that **all** students, including exceptional students, will have their needs met and will receive an appropriate education, in accordance with Ontario's educational and human rights legislation. This, in LDAO's opinion, is dependent on the elimination of the ISA process, as currently carried out, although the funding of equipment (as in ISA level one) and of care and treatment programs (as funded through ISA level four) should be retained.

- The funding of special education must be retained as a separate and fully accountable funding envelope, with targeted special education funding spent on providing special education programs, services and supports to students in accordance with their strengths and needs and as they are set out in the student's IEP.
- The Education Equality Task Force should reflect in its recommendations that equality is not the goal of education funding and that equity must include the Section 15 entitlements of students with disabilities, under the Canadian Charter of Rights and Freedoms and the

*(continued on page 5)*



**On The Legislative Front**  
**cont. from page 4**

Ontario Human Rights Code. This must include access to a full range of special education placements, including self-contained congregated special education classes, established to ameliorate the innate disadvantages faced by exceptional students within the educational system.

- All exceptional students should have access to being taught by appropriately qualified special education teachers in the most enabling learning environment, as their primary special education program component. This must include access to a full range of special education placement options, including self-contained congregated special education classes in accordance with Section 31 of Regulation 298.
- School boards should be held accountable for meeting the needs of their exceptional students and for delivering to them the programs, services and accommodations contained in their IEP. Further, school boards should also be held accountable for providing to their exceptional students programs and services in accordance with their special education plan.

Dr Rozanski's report stated that the process for funding public education should be guided by the following interrelated and interdependent principles:

- adequacy
- affordability
- equity
- stability
- flexibility
- accountability

One cannot disagree with these principles. However, the specific recommendations contained within this report will not, in my opinion, assure that all students will receive an education that is appropriate for their needs and that will enable them to reach their potential. Nor do I see any

anticipatable progress towards enhanced equity or accountability for students with specific learning disabilities.

Dr. Rozanski generally appeared to support the current funding formula, since most of his recommendations focussed on adjusting the base amounts and the benchmarks related to the funding allocations rather than the actual formulae. Extra funds, allocated on the basis of faulty formulae, will not achieve the stated laudable goals of the Task Force. Nor will they necessarily benefit students who have very real but currently unmet needs.

Of course, extra funds are very important to enable school boards to carry on their day to day business. But as far as I see it, the required changes in special education do not simply rely on the provision of extra dollars. The report also contained some positive recommendations related to special education. For example, the recommendation, ignored so far by the Ministry, that the SEPPA allocation be increased for secondary school students could be very helpful. I was also pleased to see the references to the importance of the IEP and ensuring that students receive the programming set out in their IEP. However, I had hoped for more than a generic statement that "school boards should be held accountable for meeting the needs of students and for delivering the programs, services and accommodations set out in the students' IEPs". Without any accompanying references to incentives or penalties, I feel sure that such a statement will not result in any meaningful changes.

I was also extremely disappointed that Dr. Rozanski had chosen to ignore LDAO's very detailed and specific recommendations as well as the alternative funding model that we presented to him. Given that LDAO represents 50% of all exceptional students whose needs are met through the utilization of special education funding, it would have been appropriate to acknowledge, even if not approve, these very specific comments and recommendations.

So what is likely to happen now? The ISA funding has gone "live" and an additional 250 million dollars have been put into the pot. Reading about school board reactions in the media we are already told that this is not enough. And it is not clear how much would be deemed enough, such that school boards will turn their attention from trying to generate more dollars to providing an education to their students. The requisite changes to meeting the needs of students will not be made until such time that the Ministry of Education:

- implements meaningful changes to the SEPPA funding and the whole special education funding formula;
- releases and implements the long awaited exceptionality specific program standards;
- takes some real steps towards holding school boards accountable for meeting the needs of their exceptional students and for delivering to them the programs, services and accommodations contained in their IEP.

Since the introduction of the student focussed funding formula in 1998, much has been said about the Ministry of Education's plans for enhanced school board accountability. In spite of that, school boards are not held accountable for compliance with the Education Act, with the relevant regulations, with their obligations under the Human Rights Code, with the standards for school board special education plans and IEPs and even with the directions of the funding formula. The time has come for the Ministry of Education to undertake the development and enforcement of an accountability process which is meaningful and which sets out clearly the incentives for compliance as well as the penalties for non-compliance. Anything less is simply unacceptable! ☹

*Eva Nichols,*  
*Legislation Policy Consultant*

## 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 that you both deserve. Consider these factors when determining what camp program will best meet 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 vary 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



Be certain that your child is ready to cope with the length of the program you select.



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

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comfortable with this 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 encouraged, to write to his/her family during the camp stay? Will phone calls to/from home be allowed? Children with disabilities often have differing 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 camps, 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 schools 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 will feel comfortable in the particular setting offered by the camp.

### Staff

Camps accredited by the Ontario Camping Association are required to provide one

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counsellor for every eight children for 6-7 year 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 in the 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 counsellors 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. It is called The Ontario Camping Guide 2003. Contact: Ontario Camping Association, 250 Merton St., Toronto M4S 1B1, Tel: 416-485-0425; e-mail: info@ontcamp.on.ca.**

*By Ann Cathcart, LDA Newsbriefs, July/August 2001. Used with permission. The article was originally published in the Source: Cope Communicator, Salem, OR.*

## Summer is Here! Relaxing and Gaining Self-Esteem

As summer approaches, parents may find themselves wondering what would be the best way to help their child(ren). Summer plans for children with learning disabilities and other school problems are always a balance between the child's need to maintain academic skills and to be freed of the pressures of school. Individual decisions about summer activities need to take into account the child's age, interests and temperament, as well as the degree of academic difficulty and availability of programs and family resources. Professionals from the Children's Health Council in Palo Alto, respond to questions about how to help your child with learning disabilities relax and gain self-esteem.

*As summer nears, my child is way behind in several areas in school. Should I use the summer to help her catch up by enrolling her in summer school?*

Summer school programs typically provide skill maintenance in a relaxed environment. They usually do not enable a child to "catch up." If a child is behind in a specific area, tutoring is probably a better option.

*My child currently has an after-school tutor. Should I increase the tutor's hours this summer, since he is making so much progress in his tutoring sessions?*

Generally tutoring should not be increased in the summer. If a child is just beginning to make progress in a specific area, tutoring should be maintained but tutoring is usually most effective if the student views the process as something that helps him in school. However, if a child has a summer reading assignment, tutoring can be a great way to ensure it gets done.

*My child has had a stressful year coping with her learning difficulties at school. What are some tips to help her relax this summer?*

Being out of school will be a relaxing change itself. Many times children are very tired and need an opportunity to do very little for a few weeks. Talk with your child about selecting an activity that she would really like to do. Consider visits with family members or friends where there is no pressure to "perform." Also, use the summer to look carefully at what factors are causing that stress and see if something can be changed for next year.

*My child has attentional difficulties that make him a behaviour problem. Should I still enrol him in camp? Should I let the counsellors know about his problems?*

There are camps for children with ADD. Be sure to consider a camp you know well, so that the director and counsellors will be sensitive to the needs of your child-such as medication. The children need a camp that

*(continued on page 9)*



is structured but not too controlling and rigid, with sensitive counsellors who are able to avoid conflicts. Children with ADD are often young in their social maturity and may not be as ready for camp as their peers. A child should have several successful experiences before overnight camp is considered.

*School is hard for my child and she often equates it with failure. What can I do this summer with her free time to make her feel successful?*

Academic experiences that do not remind a child of school are often helpful in building self-esteem. The library summer reading program provides a certificate for reading at her level. Hands on learning experiences in museums, science camps, computer camps and field trips through parks and recreation areas provide enrichment without pressure.



*Should I take my child off his medication for his attention deficit and hyperactivity during the summer while he is at home with me? What about for day care?*

The question of whether to take a child off medication for ADD in the summer depends upon what your child is taking medication for—if it is for behaviour, then he will probably need it because summer is even less structured than school; if he is taking it for learning, it may be a good time to take him off unless he is in a summer school program. Summer has often been the time to take a vacation from medication to see how the child manages without it. If he is going to be in a new situation, it may not be the time. It is best to consult with your doctor about these issues.

*I want my child to pursue something she is good at this summer. But she doesn't seem interested in anything. Should I enrol her in a sports activity anyway, even though she is reluctant?*



Sometimes a child seems disinterested in everything, but if you observe your child carefully—What does she do in her spare time? What does she talk about? Who does she like to be with?—you will find some clues. Try to give your child a choice but once the selection is made, try very hard to follow-through with the commitment.

—  —  
**Hands on learning experiences  
in museums, science camps,  
computer camps and field trips  
through parks and recreation areas  
provide enrichment without pressure.**  
—  —

*I want to enrol my child in a fun summer class, such as art or drama, but I am not confident he will be good at these things. Should I take the risk?*

A child does not always need to be good at something to enjoy it. Sometimes going with a friend is enough. Take a chance in

an area where you think there is a good possibility that your child will have fun. You might also check with the instructor to make sure that his/her primary goal is that the children in the class have fun.

*My child has difficulty making friends in new situations. If she goes to camp, what can I do to help her with peer relations?*

Camp may not be the best selection for a child with peer difficulties. Be sure the camp is long enough to have her warm up and settle in. Have her go with a friend if possible. Talk with the counsellors ahead of time. Pick a camp that has the types of activities your child can really get involved in—sports, science or computers perhaps. ☺

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## Reintegration of Amethyst Students to Community Schools

At the Amethyst Provincial Demonstration School for students with severe learning disabilities, the students attend a residential program at the London campus for a period as short as one semester or for a term up to two years. The process of re-integrating students to their community school necessitates a systematic plan that involves the total Amethyst team, the parents, the student and the Resource Team at the receiving school.

Planning for a successful re-entry begins at the first Pupil Planning Conference, in October or late February depending on the student's entry date, where the topic of community school choices is introduced to the student and the parents. Parents are encouraged to become familiar with schools in their communities, investigate the programs and support services available for their child and acquaint themselves with the standards and opportunities available at their community schools. For our secondary students, plans for enrollment in a credit course and the provision of an integration experience at the secondary school adjacent to Amethyst are discussed. This program allows secondary students to experience high school expectations while continuing to receive support from the Amethyst academic and residential staff.

In January and early February, parents finalize their choice of community school. Contact with the Resource and Guidance team is established by the parents, registration is completed and course calendars and selection forms are obtained. Support from the Amethyst Resource Consultant is available if needed. In consultation with the

Amethyst consultant, teacher advisor, student and parents, programs are planned and the course selection process is completed. Our Resource Consultants verify that the process has been completed for all students whose re-entry will begin the following September. Special needs and accommodations are discussed with the Resource contact in the community school.



The final Pupil Planning Conference offers an opportunity to review and update the plan and ensure that the Individual Education Plan reflects the needs and accommodations for the student. For students who are returning to an Elementary School, plans for a week-long visit are developed with the goal of allowing the student an opportunity to re-establish friendships and assess their needs in their community school. The Individual Education Plan and a letter of support for an ISA application, for students who have become fluent and dependent on adaptive technology, are forwarded to the receiving school board.

During May and June, the Resource Consultant makes arrangements for an Identification Placement and Review Committee meeting at the receiving

school. At the community school, the Individual Education Plan and specific needs of each student are discussed with the Amethyst Team, the student, the parents and the community school team.

Following the student's return to their community school, the Amethyst consultant arranges a visit to support the student, parents, and school personnel through transition issues. Transition issues may include the effective integration of technology into the curriculum course program, issues affecting the social and emotional adjustments that students face in re-establishing peer relationships, or supporting students to initiate appropriate self-advocacy skills in their community school.

Although the mandate of the Provincial Schools is complete at this point, the Resource Consultant remains available for consultation and support through the transition period.

The effectiveness of our program is measured by the success of the Amethyst student in transferring the academic skills that they have acquired, in integrating the specific strategies that they have learned and in internalizing the social skills they have mastered as life-long habits. Ensuring the successful transfer of these skills is an essential and integral component of the Amethyst Experience and one our students must carry with them as they confront the challenges of the learning disabled student in a demanding educational environment. 🍀

*Clive Hodder, Superintendent of Programs, Provincial Schools Branch, Demonstration Schools, Ministry of Education.*

## Adult Issues: Fitting the Pieces Together

As an educator in the private sector and an aspiring author, I am pleased to have been invited to write this article to share with readers the story of my life as a person with a learning disability.

My difficulties with LD and ADHD began insidiously as I approached my teenage years. School felt to me like one long jail sentence. I had trouble sustaining my concentration during lessons and even when I tried to pay attention, I usually missed important information, so I could not follow what was said in order to carry out tasks as instructed. Most of my teachers accused me of being inattentive, disorganized and lazy in my work habits. Some teachers commented more optimistically on my creative writing ability but reported my efforts were inconsistent.

The negative effects of my LD carried over into my social life as well. I had difficulty relating to my peers since I could not keep up with their discussions about their new interests that they were exploring. Realizing that I was different from everybody else, I felt isolated and insecure. Often, I misinterpreted the motives of friends and potential boyfriends. My relationship with my parents was also suffering. I got frustrated, angry and resentful when they constantly complained about my underachievement at school and at home.

At the end of Grade 11 my parents and I were told by my high school guidance counsellor that because of my poor academic record, I would never finish high school and had no chance to enter college or university. At the time, I was wondering why there was so much focus on what I couldn't do and why the guidance counsellor wouldn't acknowledge my stories that both my teacher and peers had praised. My frustration heightened ten fold from that point in my life.

My parents took me to a special school where I underwent a battery of test that led to a formal diagnosis that I was neither lazy nor stupid but had learning disabilities. What a relief to hear my problem had a real cause! I then attended a private school where I requested and received more time to write tests and exams, managed to get on the honour roll and successfully completed my secondary school education. At York University, I continued to request extra time to write exams. I got the help of the campus LD Specialist who set me up with a "buddy" whom I could turn to for help with study and organizational skills. Consequently, I looked forward to my classes and excelled in my studies. After I had completed my three-year English degree, I felt so excited about my accomplishments that I wanted to continue learning. A few years later, I did a fourth year at York. As I received my Specialized Honours English degree at my convocation, my overwhelming joy seemed to match the glorious sunshine of that beautiful June day. Clearly, having specific accommodations enabled me to reach my educational goals, and to this day, I still need them in order for me to do any job well.

My next challenge after graduation was to find employment when I realized that getting accommodations in the workforce would be much harder than it had been in school.

I had already gone through the required psychological testing before my referral to the ALDER Centre this past fall. Therefore, Dr. Salmon and Associates reviewed my prior assessment to determine if I was eligible to receive their help and promptly responded to my case with their approval. By working these past few months with the ALDER Centre staff, I have gained more confidence and a positive attitude as well as a better understanding of my own abilities.

Having gone through the initial intake sessions, I entered the employment counselling stage to identify my career goals, assess my strengths and weaknesses, and determine what accommodations I would need in the workplace. I have also been sharpening pre-employment skills, such as stress management and interviewing techniques. Recently, I have entered the job search stage in which all the people at the ALDER Centre combined their efforts to help me find gainful employment in the publishing industry.

In the past, I had contributed a few articles to local publications, yet my inability to focus, difficulty organizing my thoughts and low self-esteem prevented me from pursuing a career in writing and publishing. However, with the encouragement of the ALDER Centre to write again, I have just submitted a travel article to JourneyWoman.com. Now, I am willing and able to continue to write as well as to contribute my creative talents to the publishing industry in whatever capacity would best suit me.

My journey has not ended yet. Despite increasing education and awareness, the world at large attaches a stigma to individuals with learning disabilities or attention deficits. Fortunately, we can achieve our goals and find fulfillment. The path towards empowerment begins with finding out what you can do well, learning about and asking for accommodations, finding supportive networks, working hard, and never giving up. 🍷

*By E.G. WONG. Submitted by the ALDER Centre, Toronto.*



## A Mutual Dream: 1963-The Beginning

I met Harry and Babs Wineberg in the fall of 1963. Joe (my husband) and I referred them to Ed Levinson for adequate assessment and direction for their son and, as part of the process, he sent them to Dr. Hewell Kephart (Purdue University, Indiana). While at Kephart's, they met Bob and Adrienne Shannon who were also from Toronto.

Later, Bob, Harry and I met and discovered that we shared a mutual dream of initiating services for L.D. children. Harry knew about the New York Association for Brain Injured Children and Bob knew about the United States Association for Children with Learning Disabilities and told us about their initial planning meeting held in 1963.

So, in November, 1973, we decided to form the Association for Children with Learning Disabilities (A.C.L.D.) including the Brain Injured Child, and incorporated in Ontario in 1964.

Almost all our initial members were professionals, since there were virtually no diagnostic facilities in Ontario. In order to reach parents we arranged media publicity and sent hundreds of parents to Montreal and New York to have their children assessed.

The publicity we received resulted in mail and telephone calls coming in from all over the world. I would receive letters addressed to "the lady in Canada who is interested in children with learning problems". Since I was secretary, I sent out cartons of mail daily, and spent countless hours on the telephone. Bob Shannon, Harry Wineberg, Alan Howarth, Ralph Fisher and I made it appear that a larger organization was at work. We arranged meetings, wrote letters, negotiated with local and provincial governments, dealt with parent and professional queries, and so on.

Much of the mail and telephone calls came from parts of Canada other than Ontario. In each instance, I would direct the person to the nearest diagnostic facility, sometimes hundreds of miles away. Then, based on the results of the assessment, I would suggest the type of remediation that might be carried out at home and in school. I would also urge the parent to initiate a local A.C.L.D., for which I had written a booklet with guidelines.

Two of the parents who visited me in those years were Ellen Sabin of Montreal and Yude Henteleff of Winnipeg. Yude was an old friend from the days when we lived in

Winnipeg. They, too, were encouraged to start provincial A.C.L.D.'s.

As a result of all of this, the directorate of the Ontario A.C.L.D. one day realized that we had helped in the formation of thirty-three affiliate Canadian groups that were now in operation in provinces outside of Ontario. Consequently we formed a Canadian A.C.L.D. around 1968. Ralph Fisher, Bruce Affleck and I each served as president in the early years. Bob Shannon, as president of Ontario A.C.L.D., exerted impressive efforts on behalf of Canadian children with learning disabilities. He was responsible for creating a liaison with all national organizations dealing with children with learning problems. The result was the setting up of a CELDIC commission that issued a landmark report in 1970 called *One Million Children: a National Study of Canadian Children with Emotional and Learning Disorders* (Leonard Crainford, Canada, 1970). ☺

*By Doreen Kronick. Doreen wrote this article in 1981 for a booklet called A History of the First Ten Years, issued to commemorate the tenth anniversary of LDA of Canada.*



MINDS IN MOTION  
giving power to potential  
The Justin Eves Foundation  
for Students with Learning Disabilities

**Deadline date for applications for Minds in Motion bursaries from The Justin Eves Foundation is April 15, 2003. Students with learning disabilities and in financial need who are entering their first year of college or university in September 2003 should have their application into the Foundation office by this date. Applications are available from: [www.justinevesfoundation.com/content.htm](http://www.justinevesfoundation.com/content.htm).**

**For information on the Gloria Landis Memorial Bursary and the Roy Cooper Scholarship Award visit the LDAO website: [www.ldao.on.ca](http://www.ldao.on.ca).**

## The Early Years

A little more than forty years ago, a little boy was struggling in grade two. He couldn't read, he couldn't spell and the niceties of social intervention with the other children quite escaped him. But Noah was lucky because his mother thought she knew what was causing his failure and she searched for a way to help him. She had read the writings of some of the early American pioneers in the new field of learning disabilities, such as Helmer Myklebust of Northwestern University in Chicago. When she discovered that there was a psychiatrist at Montreal Children's Hospital in Montreal who had trained with Dr. Myklebust and was assessing children with learning disabilities, Noah was taken there to be tested. The diagnosis was that Noah had a language-based learning disability and that he needed special help in what was then called an aphasic class.

Where was such a class to be found? Quite by accident, Noah's aunt sat next to a Toronto Board teacher at night school and discovered that her neighbour was a teacher in one of only two aphasic classes in this Board. The bad news was the waiting list of thirty children, but eventually a place was found for Noah and he spent two years in an aphasic class at Orde Street Public School. Noah then returned to the regular education stream and managed to pass, though it was often a struggle. After a half-term in grade twelve in a American private school for students with learning disabilities, he was able to successfully study political science at a college in New York state.

Where is Noah today? He still reads slowly and struggles with spelling but he has now worked for many years for a major media company. He is happily married to Judy, whom he describes as "my wonderful wife", and Judy has some perspective on his struggles because her son from a previous marriage has disabilities of another kind. Noah and Judy offer the



following advice to individuals with learning disabilities and their parents:

- An early diagnosis and a correct one are essential.
- Support your child throughout their school years and help them to learn and accept the accommodations that will help them succeed in life.
- Parents must persevere until their child receives the help needed to succeed.
- Contact the Learning Disabilities Association for help and support.

The Learning Disabilities Association must be a watchdog to ensure that education services to children are maintained.

In a sense, Noah's learning disabilities are the reason that a Learning Disabilities

Association (LDA) exists and that LDA of Ontario is celebrating its fortieth anniversary.

Noah's mother soon found other parents struggling to help their young children with learning disabilities. They met in each other's living rooms to talk about what could be done to help. They received newspaper publicity and other struggling parents called from around the world. In 1963 they formed the Association for Children with Learning Disabilities including The Brain Injured Child (as it was first called) and, at their urgings, other parents in other provinces formed their own associations. In 1971 a national association was formed to give these local groups a national voice. ☺

## A Conversation with Sally Sullivan

Sally Sullivan was the first executive director of our association starting in the mid-1960's. She originally contacted the early informal parent group for information to help her son who was struggling in the North York school system. The field of learning disabilities was so new that most school systems



The Association for Children with Learning Disabilities was swamped with calls from parents and teachers.



hadn't heard of this disability. There were "opportunity classes" for children who struggled with schoolwork but nothing specifically for children with learning disabilities except for two classes in Toronto board for children with aphasia.

Sally finally found services for her son at the Gow School, a school for boys with dyslexia, in northern New York State. He was assessed there and attended until he graduated in grade 12, as head boy in his year.

Meanwhile the struggling parents group in Toronto was able to access a grant of \$25,000 from the Ontario government and set up an office staffed by Sally and a part-time secretary. This grant became an annual one and continued for a number of years. The Association for Children with Learning Disabilities was swamped with calls from parents and teachers. They decided that public and professional education on the nature of learning disabilities and the needs of persons with this disability was a number one priority, so they mounted an annual conference for doctors, teachers and parents with most speakers coming from the USA.

Advocacy initiatives to bring about legislative change were essential. Sally spoke to her local MP about the need to be able to deduct from income tax the cost of private schooling for students with learning disabilities and other exceptionalities. He understood the issues since he had a daughter with a hearing impairment, so he sponsored this federal legislative change.

A lawyer on the association's board looked at existing provincial legislation and found that it should be possible, under vocational and rehabilitative services legislation, to obtain funding for private schools if the educational system did not have classes to meet the needs of exceptional students, including those with learning disabilities. The Ministry involved appealed the lower

court's positive findings here, but lost. So this Ministry had to pay for full-time private education for successful applicants.

Gradually learning disability classes were developed in some boards, with Toronto being the most proactive. Their head of special education, Joan Kershaw, was very supportive of the association in this period, and an advocate for increased services in her board.

We've come a long way since then, but owe a debt to the early parents who started with nothing in the way of services and made the first significant gains in recognition of learning disabilities and the needs for specialized services for these students. ☺

## CONFERENCE CALENDAR

### April 25-26, 2003 Choices, Options and Opportunities

Connecting Families to Advocate for Inclusive Schools and Communities  
London, Ontario  
Contact: (519) 642-4833  
pgillis@rogers.com

### May 7-8, 2003 Destination Success 2003

A National Conference on Learning Disabilities  
in Post Secondary Education  
Georgian College, Barrie, Ontario  
Contact: (877) 722-1523  
dnear@georgianc.on.ca  
www.destinationssuccess.org

### June 6-7, 2003 People in Motion 2003

Canada's Largest Exhibition for Disabilities  
Queen Elizabeth Bldg.  
Exhibition Place  
Toronto, Ontario  
Contact: (416) 702-1121  
www.people-in-motion.com

### September 25-26, 2003 A different way of learning can lead to success

New workshops with Richard Lavoie and Larry Silver  
Contact: Liz Brillinger, LDAO  
(416) 929-4311 ext. 29  
liz@ldao.on.ca  
www.ldao.on.ca

### October 2-4, 2003 14th. National Conference on Learning Disabilities

Calgary, Alberta  
Contact: (780) 438-0360  
ldaa@telusplanet.net  
www.telusplanet.net/public/ldaa





## Reminiscences of the Seventies

My first contact with the Association for Children with Learning Disabilities (as LDAO was then called) was in the late 1960's when I joined the Mississauga chapter. In 1971 my family and I moved into Toronto. Most people are unaware of the fact that City of Toronto did not have a chapter of the Association prior to 1972. Until that time, the provincial office had served as a resource to Toronto parents of the learning disabled.

It was at the request of the Association that a small group of women met in December, 1971 to organize the first meeting of what would become the City of Toronto Chapter, OACLD. As its first president, I was privileged to be a part of the birth and growth of the Toronto chapter. As such, I also participated during an important time in the Association's history and growth in Ontario as a whole.

I cherish the warm memories of friendships made during those busy years from 1972

through 1980. I'd like to share some of my special memories of those years with you.

How well I remember—

The challenge of many speaking engagements to high school and post secondary students, teachers, recreational and mental health professionals, parents and service groups.

The delicious luncheons we prepared for the Toronto Board principals and superintendents at which we also dispensed information about LD in large proportions.

The establishment of a parent-to-parent information sharing service by telephone and small group meetings.

The hours we spent with the Metro Toronto Legislative Committee devoted to the preparation of briefs and strategies.

The privilege of presenting the Metro chapters' brief outlining our concerns and recommendations for our local special education programs and services for the learning disabled in the presence of the then

Minister of Education, Tom Wells, his deputy ministers, and the six Metro Toronto School Board chairmen. At this meeting, Mr. Wells granted \$2 million to the Metro Toronto, Sudbury and Ottawa Boards, acknowledging certain special education costs for deaf and physically handicapped programs previously paid for by the Board themselves. This then freed up money that could be allocated to reducing the long waiting lists for special education throughout Metro.

At this same meeting, Mr. Wells gave the Metro chapters his Ministry's draft of special education legislation and asked for our opinions. This was the beginning of the drive to achieve Bill 82.

Those years from 1972 through 1980 were very busy ones. They brought home the fact that there was so much to do and so few of us to share the doing. ☺

*Excerpted from an article written for  
Communique by Kit Nero for the  
occasion of LDAO's 25th anniversary.*

### THE PSYCHOLOGICAL CORPORATION VOUS ANNONCE DES NOUVELLES SAISSANTES

The Psychological Corporation est fier d'annoncer une gamme élargie de services et de produits pour nos collègues francophones ici au Canada.

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- Un spécialiste bilingue en service à la clientèle prêt à répondre à vos questions ainsi qu'à donner suite à vos commandes
- Nous continuons de publier des versions canadiennes françaises de nos instruments d'évaluation. En 2002, nous avons publié la version pour francophones du *Beck Youth Inventory* et en 2003, nous planifions la publication de la traduction franco-canadienne du *Beck Anxiety Inventory*, du *Brown ADD Scales for Children* ainsi que des adaptations du **WIAT-II**, **WAIS-III**, et du **WISC-IV**.

Pour plus d'information ou pour commander une copie gratuite du nouveau catalogue, veuillez communiquer avec notre conseiller **bilingue** en mesure et évaluation, Darren Abrams, au 1-800-387-7278, ext 274 ou par courriel à l'adresse suivante : [Darren\\_Abrams@harcourt.com](mailto:Darren_Abrams@harcourt.com).

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## The Years 1976 to 1982

In January 1976, upon the sudden departure of the previous Executive Director I was appropriated by the OACLD Board of Directors to fill the gap on a “temporary basis” which lasted six years. My employment introduction was to a very overcrowded, unbelievably cluttered, understaffed office at 88 Eglinton Avenue East, a building destined for demolition. The only full time employee, a secretary/receptionist, was in hospital for surgery. A temporary volunteer who was replacing her announced she would be leaving for California on Friday. The only remaining part-time staff member tendered her resignation the day I arrived. I was discovering the meaning of it being lonely at the top! When I opened my desk drawer hoping to get some direction regarding what work was in progress, I found it filled with peanut shells, candy wrappers and the former CEO’s acceptance of employment letter from the Board from six months before. No one had told me the organization was financially bankrupt, likely because no one knew, including the elderly one-day-a-week bookkeeper.

Fortuitously, the Education Ministry had a \$5000 surplus in their special ed budget

which they had to spend by the end of March and offered to co-host a conference on Special Education providing OACLD did all the organization and, in the event of loss, absorbed the loss. I coerced the part-time employee to stay, hired one additional part time human dynamo, Ruth Briden, and together we arranged a conference from which we realized a \$45,000 profit which kept the organization afloat until some permanent funding could be arranged. The conference became an annual event attracting some 3000 delegates and approximately 100 speakers annually. All the arrangements were made out of our small office and this was our primary source of income for a few years.

In appreciation for some help given to his son, we were offered very attractive office space at 60 St. Clair Avenue East heavily subsidized by the generous lessee. But the arrangement only lasted a year and we were obliged to move once again, this time to the OPSEU Office building at the corner of Davisville and Yonge. This year we were fortunate to obtain the volunteer services of Dudley McGeer, then Senior Vice-President of Suncor, who organized a funding team of very high profile donors, which enabled us to add more staff as necessary. The organization continues to benefit to this day from contacts he made.

Primarily inspired by the heart-wrenching story of the “Special Ed Class” in Orangeville who were required to shovel the school rink they were not permitted to use, I embarked on a campaign, in cooperation with a number of other organizations to persuade the Ontario Government to institute mandatory special education for learning disabled kids. This was a round-the-clock effort for four years, but I was ably assisted by dozens of volunteer colleagues such as Marion Lane, lawyer and CEO with Justice for Children and communications expert Marshal McLuhan who became interested in some work I was doing on the correlation between LD and delinquency and persuaded Sol Littman at the Toronto Star to publish my study in his paper. The highlight of my career was on November 22, 1978 when I got off a plane coming into Toronto from Windsor where I had gone to assist one of our chapters, and the Toronto Star headlines caught my eye: “138,000 ‘forgotten’ kids need help, study says”. From then on the sailing became much smoother; that historic headline paved the way to make “appropriate” special education programs the law, although Bill 82 was not passed until Dec. 1980. Even then, the government apparently made one last effort to “do it their way”. When my Hansard copy was delivered to my home, I was horrified to see that the simple reversal of two words had changed the entire intent of the bill. A few frantic phone calls later resulted in the original Hansard being reprinted.

Even though exhausted and battle-scarred, we had come a very long way from our humble beginnings of a drawer full of peanut shells and candy wrappers! ❁

*Rosemary Underwood,  
Reg. N., B.Sc., Executive Director  
from 1976 to 1982*



## REMINISCING....looking back over LDAO's forty years

The Association for Children with Learning Disabilities was founded in 1963, forty years ago. Its primary purpose initially was to provide help and guidance to parents who were trying to obtain a reasonable education for their children who were known or presumed to have this condition, called specific learning disabilities.

Although I was aware of the work of the Association, as a school trustee on both the Scarborough and Metropolitan Toronto School Boards, I had little direct contact with the group prior to the introduction of Bill 82. But since both my school boards were among the 23 pilot boards for Bill 82 implementation, inevitably, I learned more about the organizations that were instrumental in the initiation of this legislation. At that time I met Rosemary Underwood, the ACLD's Executive Director. However, I certainly had no idea that this would be the organization where I would spend twenty years of my working life.

I joined the ACLD in 1983, twenty years ago. After a period of time as Co-ordinator of Client and Educational Services, I assumed the role of Executive Director on July 1, 1984.

During the first ten years of my involvement, much of our work focussed on the educational legislation and its impact not only on parents and children, but on organizations such as ours. But of course, parent and student support were the most important activities throughout the ten years. The Association provided parent training, advocacy support and numerous guidelines as to how to obtain the most appropriate help for children with learning disabilities. Let me share some of the highlights.

ACLD published its parent guide to special education in Ontario, called **Putting the Pieces Together**. This document was well received, not just by our own members but the other parent organizations as well. It

was our hope that after September, 1985, the date of full implementation for Bill 82, there would be no need for such in depth ongoing support, since all school boards would know what their mandated obligations were under the law and the Ministry of Education would ensure full compliance with the legislation.

Without dwelling on this too much, suffice it to say that you can now obtain the seventh edition of this document under the title **Still Putting the Pieces Together** from the LDAO.

In late 1984, ACLD took the lead in getting together all the parent organizations that were eligible for sitting on school board special education advisory committees, as mandated by Bill 82. It was felt that co-operation and collaboration among the parent organizations would be beneficial for all exceptional students. This was the birth of **PAAC on SEAC**, the Provincial Parent Associations' Advisory Committee on Special Education Advisory Committees. This organization still meets on a regular basis and provides support to the SEACs around the Province about effective practices and support for all exceptional students. LDAO is still an active member of it.

At the same time, we initiated the **SEAC Circular**, a regular publication sent out from the Provincial office to all SEAC representatives who are advocating on behalf of students with LD on the school board SEACs. The SEAC Circular is also shared with the member organizations of PAAC on SEAC, in recognition of the fact that we are primarily focussed at SEAC on all exceptional students rather than just a single exceptionality.

In 1985, ACLD became **ACALD**, with the addition of "Adults" to our name and the start of some adult focussed services to the Provincial organization's mandate. Although it is obvious that children with learning disabilities become adults with learning disabilities, the focus on adult

services and supports has been slow in infiltrating all parts of the Province.

During the next few years, ACALD saw many organizational and activity changes. The Board of Directors became a policy board focussed on governance issues, rather than management. Work began and then faltered on regionalisation, where the chapters were assisted by regional representatives. Recently, this initiative was revitalized. Many chapters embarked on the provision of services to adults with learning disabilities, while others remained focussed on children and family matters. Chapter activities were diverse in other ways as well, with some providing direct services to their members.

During the late 1980s we were very much focussed on systemic advocacy activities. We participated on and, in fact, for several years I chaired the Minister's Advisory Council on Special Education. This is an advisory group, established in 1978 by Dr. Bette Stephenson, then Minister of Education and the originator of Bill 82, appointed through an Order In Council.

I also participated as an ex-officio member of the **Interministerial Working Group on Learning Disabilities**, which was established by the government in 1988 and which reported in 1992. Many of the later initiatives related to services for persons with learning disabilities were based on the findings of this report. Regrettably, several of the key recommendations are still outstanding from this report.

In spite of these systemic advocacy activities, we continued our individual advocacy activities throughout this period. We also put a lot of effort into public education through our annual conferences. We also developed and distributed resource materials ranging from parent guides to teacher materials to the **LD Resource Directory**. Without a doubt, the Association was at the forefront of many of the special education activities of the

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## REMINISCING

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Province. Our reputation for strong and effective advocacy generally coupled with fairness and based on a comprehensive knowledge of both legislation and the scientific basis of the learning disabilities field arose as a result of so many people within the association, both staff and volunteers, at the Provincial level and at the chapters.

By 1990 we changed our name once again to become the **Learning Disabilities Association of Ontario**. This put us in line with the changes made in the USA, where the ACLD also became LDA of America. It was also time to undertake some strategic changes to the mandate and regular activities of the Association. All organizations need to grow and change in order to avoid becoming superfluous.

As I retired from the Executive Director's position in 1994, I felt hopeful that the torch had been passed to someone with different interests and strengths, but a similar commitment to the work of the LDAO in supporting members and in achieving systemic changes for the benefit of persons with learning disabilities. Well, the best laid plans of mice and men....

In September 1996, I returned to LDAO as its interim acting Executive Director. The following nine months saw many changes and even more challenges. In some respects, these were the most difficult months that I spent at LDAO. But there was definitely light at the end of the tunnel, as Carol Yaworski assumed the Executive Director's role in April, 1997. This time I was justified in my confidence that my successor would take the Association in a different direction, but maintain the best of the past for a more effective future.

People are often surprised that I have continued to work as a legislation policy consultant to LDAO and to Carol for the past six years. I have enjoyed this work, have contributed to the ongoing reputation

of LDAO in the advocacy field and have had a solid working relationship with Carol throughout the period.

It is twenty years since I first came to LDAO. They have been interesting and challenging years for me and good years overall for the Association. While we have not yet achieved the ultimate goal of ensuring that there is no longer any need for our systemic advocacy activities, we have come a long way. And without a doubt, the past forty years have seen tremendous changes in the way we identify and meet the needs of persons with learning disabilities. While I have not touched on the scientific advances in the diagnosis and genetics of learning disabilities, LDAO and its membership have had much to celebrate in this regard.

We no longer have to talk about "presumed" neurological conditions and can effectively counter the nay-sayers and doubters.

We have truly shown to the world that a different way of learning can lead to success, even when the learning is done by an association and its members. My thanks go to those who went before me and my congratulations and best wishes to those who are working with and for the Association now. It has been a grand time and I have enjoyed being one of you. Thank you for giving me this opportunity! ☺

*Eva Nichols, Executive Director,  
1984 to 1994 and 1996/97*

## Useful Websites

*Here is a list of websites (presented in alphabetical order) that provide helpful information on learning disabilities:*

### **Eric Clearinghouse on Disabilities and Gifted Education, <http://ericec.org>**

Look for their series of fact sheets on such topics as Children and Youth with LD, Gifted Students with LD, and their listings of journals on special education.

### **LDA of America, [www.ldanatl.org](http://www.ldanatl.org)**

Go to [What's Inside](#) for a list of articles and fact sheets to download (but ignore the topics on U.S. legislation).

### **LDA of Canada, [www.ldac-taac.ca](http://www.ldac-taac.ca)**

Check out the new set of articles on technology, then look at [LD in Depth](#) for other interesting articles.

### **LD On Line, [www.ldonline.org](http://www.ldonline.org)**

Click on [LD in Depth](#) for a comprehensive list of topics with many useful articles under each topic. Read Dr. Larry Silver's Question and Answer column. Kids can check out the [Kids Zone](#) section.

### **Learning Disabilities Resource Community, [www.ldrc.ca](http://www.ldrc.ca)**

Read the [Be an Informed Consumer](#) series and other articles on various topics. This site contains a listserve, but it is an open forum, so approach opinions you read there cautiously.

### **NLD on the WEB, [www.nldontheweb.org](http://www.nldontheweb.org)**

Read articles on assessment, interventions, and resources for nonverbal learning disabilities (disorders).

### **Schwab Learning, [www.schwablearning.org](http://www.schwablearning.org)**

Look at their collection of articles, expert interviews and resource lists, directed mainly at parents.

### **Smart Kids with Learning Disabilities, [www.smartkidswithld.org](http://www.smartkidswithld.org)**

Check out this practical, parent-oriented site, with an [Ask the Expert](#) section.

## Chapter Histories

### South Waterloo Association for Children with Learning Disabilities (Cambridge Chapter) 1968 - 1985

On December 12, 1968, the chapter received its charter from the Canadian Level and held their first general meeting chaired by Mr. B. McVittie. First speaker, Mrs. Barb Seaton a Special Education Teacher from North Dumfries Public School, spoke about gross motor control. Second speaker was Mrs. B. Foley from the Waterloo County Health Unit, and she advised parents where they could get their children diagnosed in order for them to attend special classes for handicapped children. Mr. Don Martin was elected as the first president, membership dues were set at \$4 per year, approval was given to start a gross motor control class on January 8, 1969 and they were presented with a cheque in the amount of \$100 from the Preston Hespler Rotary Club.

In September 1969, the chapter started to assist teachers with methods and materials concerning children with learning disabilities. They provided parent support and held public meetings in both public and catholic schools with a wide variety of speakers. Programs that were run over the years included Special Training Program (consisted of gross motor control, swimming and classroom activities), CLIMB, Summer Program (recreational), Grand Side Centre (school specifically for kids with learning disabilities - ran for 4 months), Auditory Programs and Camp Pioneera with the Kitchener-Waterloo Chapter.

In 1985 the Cambridge Chapter closed its chapter and all memberships, files and resources were transferred to the Kitchener-Waterloo Chapter.

### LDA of Etobicoke

The Etobicoke chapter was one of the first in the province and, in the 1960's, grew out of a Saturday morning recreation program run by a special education teacher from the local school board. Until it closed in 1999,

the chapter had a strong emphasis on providing recreational opportunities with a social skills training component for children and adolescents with learning disabilities. At its height, the chapter ran a recreation program, a skating program and a swimming program (the latter in conjunction with Etobicoke Parks and Recreation Department) on a weekly basis throughout the school year. A highlight of this yearly program cycle was the annual Christmas party where long-time Etobicoke mayor, Dennis Flynn played Santa. Mayor Flynn was a great supporter



of the chapter's activities and the recreation program was partly funded by an annual grant from the Borough of Etobicoke.

After the chapter closed in 1999, the membership continued to receive support from the other Metro chapters, LDA's of North York and Toronto.

### LDA of Kingston

How do you put into words the good works of an organization that has been growing, evolving and consistently helping its community for the last twenty-two years? It isn't easy but it certainly deserves the effort.

Our association began in 1980 as a group of parents concerned about their LD kids. In the early days public meetings were held wherever space was available, private homes, schools or office space. Parent volunteers provided telephone support from their homes and our resource library consisted of a portable cart rolled out at public meetings.

Our facilities have come a long way since we shared space in the basement of a local church. Today we are fortunate to have the wonderful space we occupy in the United Way building here in Kingston. One of our most significant moments as an organization was becoming a United Way member agency. It allowed us to hire office staff, expand our programming and build our resource library.

Our organization is in the business of providing support to individuals with learning disabilities, their families, educators and professional support. We have been very successful in doing this through a variety of offerings. Lana Greenwood, our Office Co-ordinator and Janice Barling our Resource Facilitator have seen a three fold increase in client contact over the past two years. Our resource library is considered one of the best in our area and is used extensively by LD clients, parents, educators and professionals. We lend print material, videos, audio tapes, computer software and electronic devices such as AlphaSmarts and reading pencils. We are also represented on both of our local Boards of Education SEAC committees and have good partnerships with them.

All of our funding, our physical premises and our programming would amount to very little without the support and hard work of our office staff, our volunteers and our Board of Directors. It takes a strong and consistent effort by many individuals to keep us strong and growing. We are so fortunate to have that dedication in spades.

*(continued on page 20)*

### **Chapter Histories - cont. from page 19**

Through our monthly public meetings, our Annual Strategies Conference, summer reading camps and employer seminars we strive to provide the most up-to-date information, coping strategies and networking opportunities for all of our participants. We partner with other community organizations whenever possible and this has proven to be a valuable strategy in our program delivery. Our focus on providing these types of events has earned us a significant and marked increase in public awareness in the Greater Kingston area and beyond. We hope to continue moving forward in leaps and bounds for many years to come.

### **LDA of Kitchener-Waterloo**

The owner of a bookstore in Kitchener is credited with connecting parents whom he observed purchasing materials to assist their children. This group met in their homes and on June 6, 1966, 12 parents in the newly formed Kitchener-Waterloo Chapter accepted the OACLD's constitution and elected Elizabeth Breithaupt as their first president. Their first public meeting on January 19, 1967 had 125 individuals attend. The guest speaker Joan Kershaw, Superintendent of Special Education in Toronto School Board spoke about "Perceptually Handicapped". The local chapter was instrumental in having the Kitchener School Board start a class for perceptually handicapped students at Victoria School in September 1967. Membership grew from the initial 12 to 70 during the first year. The office for the chapter was in Victoria School until 1997 when it moved to Suddaby Public School. Suddaby Public School was previously call Berlin Central School and Canada's first Kindergarten class was held there in 1882.

The chapter has offered a variety of programs and services over the years. Summer Start and Learn Now! (tutoring programs); Kaleidoscope (recreational program); Teen Spectrum, (social skills program); Camp Pioneera; Deryk J. Farrell

Scholarship; adult and parent support groups; parenting course; library and support for individuals dealing with a learning disability is offered at the Resource Centre. We have Special Education Advisory Committee representatives on both school boards. We offer evening workshops with guest speakers for parents and professionals. Presentations in the community help the chapter raise awareness about learning disabilities. In 2002, with the help of a volunteer, we launched our web page to increase awareness of learning disabilities and our chapter.

In 1991 the chapter held its first day-long conference. Our conference chairperson, Dr. Richard Steffy, over the years was able to secure high caliber speakers such as Dr. Mel Levine, Dr. Bonnie Kaplan, Don Meichenbaum, Mary Anne Wolf, Priscilla Vail, Margaret Jo Sheppard, Donald Deshler, Marilyn Jager Adams, Dale Willows and Ross Greene. This year Dr. Charles Cunningham focuses on "Management of Bullying and Playground Aggression".

Over the years Elizabeth Breithaupt, Deryk J. Farrell, Greta Cramer and Dr. Richard Steffy were involved at both the chapter and provincial level. The chapter still has a dedicated group of volunteers and staff that continue to carry out the mission statement of the organization.

### **LDA of London Region**

Since its inception in 1973, the Learning Disabilities Association of London Region (LDA-LR) experienced many growing pains and changes throughout the years. Funding and chapter relocations were major issues. The first 20 years involved numerous study committees, briefs, public awareness activities, symposiums and conferences championed by ever changing staffing arrangements, parent and professional volunteers and boards of directors. These groups of individuals were committed to assisting and supporting the learning disabilities (LD) community,

especially children and later on adults. Both the public and separate Boards of Education were challenged and pressured to develop specific learning disabilities classes and programs in the elementary and secondary levels. The need for early identification of LD was recognized and promoted. Eight high schools developed special learning disability classes over a seven-year period. In 1986 discussions were initiated at the University of Western Ontario (UWO) regarding developing a policy to support LD students in UWO programs.

Some of the Programs that the Association developed over the years were initially volunteer driven with no fee for service with the exception of the Adult ADD Support Group. These volunteer programs include; Crisis Counselling, Tutor Program, Parent Support Group, PULS (People with Unusual Learning Styles), a Peer Power Program. All of these programs are operating today. An extensive library of support materials has been developed and made available to the public.

Starting in 1979 the association submitted a grant application to the United Way of London and Middlesex. In 1986, the LDA-LR received \$13,300 in funding and was given agency status. In 1994 the Board of Directors started the transition from a Volunteer Board to a Governance Board.

In December 1996, Joan Simons, Executive Director, Learning Disabilities Association-London Middlesex (LDA-LM), tendered her resignation of 23 years. Joan started the association as a volunteer parent. She later became employed as secretary/bookkeeper and was promoted to Direct Service Coordinator, and progressed to become the Executive Director.

A reception was held in December of 1998, to honour Joan Simons for her dedicated service over the years. The Board of Directors and Staff presented Joan with a plaque and then dedicated it to

*(continued on page 21)*



### Chapter Histories - cont. from page 20

the LDA of London-Middlesex, which would also be known as the JOAN SIMONS CHAPTER.

In February of 2002, LDA-LM officially changed its name to Learning Disabilities Association – London Region to service the city of London and the counties of Middlesex, Elgin, Oxford, Huron and Perth Counties. (Grey and Bruce – phone consultations only).

And the march goes on

### LDA of North Bay and District

The LDA North Bay & District was conceived by 2 mothers chatting at hockey games about the difficulty our LD children were experiencing in school. We decided the only way to help our children and other parents and children was to form a group. I contacted the LDAO and was informed just how to start a group by Joan Schiff. Joan's guidance and assistance was so valuable to our small humble beginnings. We became a Satellite 10 years ago and had our first meeting at the Literacy Office in North Bay.

The goal of the LDA North Bay & District today is to promote a better understanding of learning disabilities. Our association provides information for people with learning disabilities, parents, students, teachers, school boards, professionals and community agencies and associations. We offer presentations, workshops and one-on-one consultations. The LDA North Bay also offers advocacy on behalf of a student, parent or adult. We have developed resource materials to enhance public awareness and understanding of learning disabilities. We promote post-secondary educational learning and employment services. The North Bay satellite receives numerous phone calls from all over the North requesting

information or needing someone to listen to their concerns and struggles regarding learning disabilities.

Our monthly meetings offer insight into the world of learning disabilities. We look at the latest legislative changes, new programs and technology available for learning disabled students are just some of the topics we cover at our meetings. Everyone is welcome to attend.

The Learning Disabilities Association of North Bay & District is pleased and proud to be a part of the Learning Disabilities Association of Ontario. We in the north are



able to do our job here much better because of all the hard work and efforts of the staff and the Learning Disabilities Association of Ontario. Happy 40th Anniversary!

### LDA of North Peel

The North Peel Chapter of the Learning Disabilities Association started from the basement of a parent's home on April 23, 1985. These parents started a group to support each other in order to deal more effectively with their learning disabled children.

Over the past eighteen years this small group of parents grew into a stable chapter. We deliver many programs and services. Parent, youth, and adult support groups are offered as well as resource information and

advocacy training. Our library is stocked with over 1000 items. A full day remediation and social skills program is offered in the summer. Social skills and keyboarding classes are offered during the school year. Our staffing has grown over the years to include two full time employees and six part time employees. Much of the success of the association is due to a dedicated, hardworking group of volunteers. Over 6000 volunteer hours in 2002 were recorded. We also offer conferences and workshops throughout the year. Over the years we have worked in close partnership with the Mississauga Chapter. We are partially funded by the United Way and have just received a

Trillium grant for \$193,000 over three years, for program and community development in collaboration with the Mississauga Chapter.

### LDA of Simcoe County

LDA of South Simcoe began in 1991. A parent group concerned with their children's ability to succeed in the school system without appropriate supports contacted the LDA of Ontario and began a chapter in Alliston. There were also chapters in Barrie and Midland at that time

In 1996 LDASS successfully obtained a New Initiatives grant with the United Way to hire a Resource Coordinator.

1999 marked the year of growth with a 3-year grant from the New Ontario Trillium Foundation to initiate new programs for children & adults with LD. LDASC programs include a Children's Social Skills Day Camp, Adult Support Group, Computer Loan Program, Parent Advocacy Support & Resources as well as a Children's tutoring program.

In July of 2001, the LDA offices located in Barrie, Midland and Alliston were amalgamated and became the regional

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## **Chapter Histories - cont. from page 21**

office of the LDA Simcoe County serving all of Simcoe County. Partnerships include Simcoe/Muskoka Literacy Network and all of its affiliated literacy programs, County of Simcoe Children's Services, SCDSB, SMCDSB, New Path, Georgian College Centre for Access, Volunteer Barrie, as well as all local service agencies previously mentioned.

### **LDA Windsor-Essex**

In Windsor and Essex County there has been an LDA chapter then satellite for over 20 years. For much of that time there has been active representation on the local SEAC's. In 1993 a group of parents who met at a children's mental health treatment centre decided to become involved with the local LDA group. At that time the satellite was basically comprised of one SEAC representative and a handful of paid members.

An information night was held with about 60 people in attendance, who completed a questionnaire to inform us of their needs. At that time tutoring programs were the top request, followed by workshops and a parent support group. It was apparent that families in our community were in desperate need of information and resources to help them cope with many aspects of learning disabilities.

A core group of approximately 10 volunteers was formed and decided to begin holding public meetings in an effort to share the wealth of information available from LDAO. This core group began to meet on a monthly basis and was determined to work toward the goal of again becoming a chapter and providing the much-needed services to the Windsor - Essex County community that many other chapters were offering around the province.

Over the next five or six years the core group of volunteers functioned like a board of directors and continued to meet on a monthly basis to plan workshops with a variety of guest speakers, and to

participate in annual Public Awareness events including information displays at libraries, community awareness days at local malls and presentations to other service providers and organizations. Fundraising activities included car washes, bake sales and Valentine gift baskets. For several years we held Family Picnics for members and their children.

Several of our Board members visited LDA Chatham-Kent to tour their office and the programs offered. Our group began collecting resource material, made frequent contact with the media and other organizations in the community, and began setting up information booths whenever we could. A phone line was established and our volunteers took turns responding to the calls. We found ourselves providing advocacy assistance to help families with the IPRC process, as well as support and assistance for adult students at the college and University of Windsor.

As a volunteer group we found that one of the most effective ways to disseminate information and raise awareness of LD issues was through the creation of information packages on various topics relating to learning disabilities and to distribute the packages as widely as possible. One year we sent over 160 packages out to area physicians focusing on Health and Well-being for persons with learning disabilities. In 1997 we put together packages for teachers that were sent to 200 elementary and secondary schools in the area.

We have worked very hard to ensure that we always have representation on SEAC, and our volunteers have represented LDA on a number of other committees such as the Children's Services Council and the Ontario Training and Adjustment Board.

In 1997 we logged a total of 94 contacts for the year. By 1999 this had increased to approximately 20 calls per month and it was becoming clear that the volume was beyond what we could cope with on a voluntary basis.

In early 1999 we decided to pursue Ontario Trillium Foundation funding to establish a resource library and hire the necessary staff to man the centre to respond to enquiries. We submitted a proposal to the Trillium Foundation that was declined. The Foundation indicated they were interested in funding our project but asked that we partner with other established organizations. We then made the necessary arrangements to partner with the Children's Achievement Centre (a long time supporter of our group), LDA Chatham-Kent and LDAO, and, in May 2001, our proposal was approved. In August 2001 we opened our Resource Centre and lending library, hired a Service Co-ordinator and a part-time Administrative Assistant, and began a social skills program for children ages 8 - 12.

The Resource Centre has been a huge success! Our Co-ordinator Bev Clarke has been instrumental in helping us reach many of our goals. The Centre now receives well over 100 contacts each month, and we have successfully implemented a number of programs including children's social skills, and LEAP. We have secured project funding from Green Shield for a youth social skills program, and from Casino Windsor for a series of workshops on adult issues. Bev also makes regular presentations to community organizations and the Faculty of Education at the University of Windsor.

### **LDA of York Region**

The Learning Disabilities Association of York Region has been in existence for 26 years. Last year marked an exciting milestone for us, as we celebrated our 25th Anniversary in December. The theme of this event was "25 Years of Caring," a statement attributed to the hard work and dedication of the Presidents, Directors, volunteers, members and staff, who have contributed so much to serving our association. Since our start we have had 11 presidents; our current president is Marlina

*(continued on page 23)*

## Chapter Histories - cont. from page 22

Oliveira. A gala was held on December 4, 2001 and it was a chance not only for celebration and gratitude, but also a time to reflect on the past 25 years and all that we have accomplished. We started out our humble beginnings in a church basement with limited resources. In 1985 our first Executive Director, Lynn Ziraldo was hired and we are now fortunate to have a great team and a resource library as well as developing many partnerships in the community, with doctors, physicians, health care workers, social service agencies professionals and educators. In 1992 we established the V.I.P award to honour persons in the community for their contribution to people with learning disabilities. To date we have presented 11 persons/groups with this prestige award.

In 2001 the Junior League of Toronto north Geographic Group developed a program called the "Bake Sale", in which students of grades 4, 5, and 6 are sensitized to the different learning disabilities that their fellow classmates may be experiencing. It was distributed in all schools in York Region as well as all LD chapters across the province and other provinces. Activities in the module include how to help other students better understand how persons with learning disabilities feel and how leaning disabilities affect their day to day lives.

Our chapter offers many resources and programs. They are Resource Facilitators, Advocacy, Parent Support Group, Parenting Course, Adult Self Support Group, Adult Employment Preparation Program, Learning and Employment Assessment Profile (LEAP), Social Skills Program, Summer Camp, Educational Services, Resource Centre, training, volunteer development, community liaison and Learning-to-Learn differently program. 🌟

*(Only a few of our 23 chapters and satellites are covered here. We will continue this journey through history in the next issue of Communique.)*

## Volunteer Recognition

***Jennifer-Ann Heward-Eastham, a long time volunteer with the Ottawa-Carleton chapter, was awarded the Queen's Jubilee Golden Medal on December 16, 2002 for making a significant contribution to Canada, to her community and to her fellow Canadians. Congratulations Jennifer-Ann !***



*Jennifer-Ann at the recognition ceremony.*



## Thank You to Our Donors & Funders

for gifts received from November, 2002 to March, 2003.

*Your support helps LDAO provide a level playing field of opportunities and services for children, youth and adults with learning disabilities!*

### Project Funders

#### Promoting Early Intervention

Ontario Ministry of Education

#### Learning Disabilities & Literacy

Ontario Ministry of Training,

Colleges and Universities

Human Resources Development Canada

#### Chapter Development Project

The Ontario Trillium Foundation

### The President's Council

The President's Council was initiated to recognize an outstanding level of commitment through annual contribution to LDAO and the learning disabilities network.

Allen & Deborah Edward

Carol & Randy Jones

Glenn Jones

Peter & Mary Elizabeth Kinch

Dr. & Mrs. William Mahoney

Robert M. McDerment

Annette Quinn

Mr. And Mrs. Robert Quinn

Robert & Penny Richards

Isabel & Stephen Shessel

Carol Yaworski

The welcome and invitation is still open! You will help us and our chapters maintain our position as the only organization in Ontario providing services to the learning disabled population. Please contact Denise Harding, Fund Development Consultant @ (416) 929-4311 ext. 40 or e-mail [deniseharding@rogers.com](mailto:deniseharding@rogers.com) for further information.

### LEAP (Learning and Employment Assessment Profile)

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**Commemorative Gifts**

LDAO appreciates gifts made in honour of anyone of your choosing. Please consider

a commemorative gift to support the work of LDAO and mark birthdays, anniversaries, memorials, graduations or any other milestone. Please contact Denise Harding, Fund Development Consultant @ (416) 929-4311 ext. 40 or e-mail deniseharding@rogers.com for further information about **Commemorative Gifts** or the **Lifetime of Learning Monthly Donor Program**. Gifts of \$50+ will be listed in the subsequent newsletter.



**SOARing with TD Bank**

For more than five years the TD Bank Financial Group has been helping Ontario's secondary students make successful and strategic academic and career choices through their critical funding support for SOAR (Some Assembly Required). As a sponsoring partner, TD Bank helps guide youth with learning disabilities through the educational system and paves the way for their success in a wide variety of environments. Their most recent donation of \$25,000 will enable LDAO to develop the next chapter in books aimed at assisting students in grades 9 through 12.

"The TD Bank Financial Group supports LDAO because we care about the future of Canada's children," said Shirley Matthew, manager, Diversity & Work/Life Balance. "We know that children with learning disabilities have a great capacity to learn, and we hope that SOAR will help these students realize how capable they are and will inspire them to achieve in both their schools and communities."

Thank you, TD Bank!

**Brian Tobin Hosts Anniversary Dinner**

Former Newfoundland and Labrador Premier Brian Tobin was the chair of LDAO 40th Anniversary Fundraising Dinner on March 17. One of Canada's most colorful political figures, Tobin won two consecutive majority governments in provincial elections held in 1996 and 1999. As Premier, Tobin set an aggressive development agenda, initiating a dramatic economic turnaround in his province during his tenure.

Mr. Tobin also served as a Member of Parliament from 1980 to 1996 (at age 25, he was the youngest MP of his era) and served as Minister of Fisheries and Oceans in the federal cabinet from 1993 to 1996 where he earned the respect of all Canadians for defending our fisheries against foreign incursions and the nickname "Captain Canada".

Mr. Tobin now serves as an advisor at Fraser Milner Casgrain LLP, one of Canada's top national legal firms. He is also vice-chairman and a director of Kruger Inc., and a member of the board of directors of CHC Helicopter Corporation, the Canadian Recording



Industry Association, and INCORETEC Inc. Tobin is also a member of the advisory board of TaxSave Consultants and ACE Security Laminates.

Mr. Tobin's volunteer interests include his work as co-chair of the Innu Healing Foundation and a board member of the Canadian Youth Business Foundation. He recently completed his memoirs, All In Good Time, published by Penguin Books and continues to provide thoughtful insight as a regular columnist for The Globe and Mail and as a commentator for CTV News.

Mr. Tobin and his wife, Jodean, have three children and live in Ottawa.

## Linkonlearning

LDAO is pleased to welcome Linkonlearning—a newly launched Internet-based learning program—as a sponsor and partner. Linkonlearning serves students in kindergarten through grade eight with more than 10,000 lessons derived from the public education curriculum, spread over nine courses (math, spelling, language arts, reading, writing, science, social studies, history, and geography) and three levels (beginner, intermediate, and advanced).

Their fully interactive and auditory lessons offer students with varied learning styles the opportunity to improve their grades, gain self-esteem, and increase their comfort level in a

computer-oriented environment. Linkonlearning helps students become successful by harnessing their fascination with technology and customizing both the content and the pace of their learning. Their courses are available 24 hours a day, seven days a week, anywhere throughout the world.

This unique service places a strong emphasis on the motivational side of learning and offers important elements above and beyond tutoring, complete with chat rooms, a resource centre, educational game links, and online help, and integrated with educational systems from around the globe. Linkonlearning provides a well-rounded environment and an online home for both students and parents.

“I believe the partnership between Linkonlearning and LDAO is based on mutual goals and ideals,” says Linkonlearning President Janice Frohlich. “I firmly believe in the value our program will provide to children with learning disabilities. I am very excited to be working with LDAO to further the educational opportunities available to children with learning disabilities and, most importantly, to help each child reach his or her potential.”

To contact Linkonlearning, call 1-888-215-3909 or visit [www.linkonlearning.com](http://www.linkonlearning.com).

## PEI Update: November, 2002

In the 1999 provincial budget, the then Treasurer of Ontario, the Honourable Ernie Eves announced a grant to the Learning Disabilities Association of Ontario to undertake a series of activities that would lead to the earlier identification of students with learning disabilities. A Steering Committee was formed to oversee the project and five working groups were struck to undertake key activities.

Among the most important undertakings of the Promoting Early Intervention (PEI) project was the development and piloting of the Dynamic Screening and Intervention Model for Senior Kindergarten (DSIM-SK). The DSIM provides a practical guide to the systematic

observation, screening and support of students at risk for school failure.

PEI succeeded in enlisting 35 boards throughout Ontario, including three Aboriginal School Authorities. Because of the broad level of participation from across the province, the sample reflected a cross-section of Ontario communities, including rural and urban, as well as large and small school boards.

From mid-November to early December 2001, 3,251 Ontario senior kindergarten students in 114 schools were screened by their teachers using the screening package developed for DSIM-SK. The sample was evenly split between males and females. The average age was 5.5 years, with the vast majority of students falling between the ages of 4.5 and 6.0.

In 2002, first year findings were tabulated and support the view that DSIM-SK and its associated supports can reduce the risk of academic difficulty among a significant percentage of senior kindergarten students. An assessment of pre versus post intervention standings showed that students who received intervention made significant gains in school readiness, phonological awareness, language and mathematics skills. Gains in the areas of reading and writing were especially strong.

For a comprehensive overview of these results please go to the PEI section of the LDAO website: [www.ldao.on.ca](http://www.ldao.on.ca).

LDAO is currently piloting PEI in grade one in some twenty Ontario school boards.



# A different way of learning can lead to success!!!!

## NEW WORKSHOPS BY RICK LAVOIE AND DR. LARRY SILVER

**DATES:**

Thursday, Sept. 25<sup>th</sup>, 2003 - Social Skills, Self Esteem and  
Self Advocacy Skills

Friday, Sept. 26<sup>th</sup>, 2003 - Treatment and Programming for  
Learning Disabilities

**TIME:** 8:30 am – 5:00 pm

**LOCATION:** Holiday Inn- Toronto- Don Valley

1100 Eglinton Ave. East, Toronto (Room Rates for those attending the conference \$121.00 per night single or double occupancy, call (416) 446-3700 and ask for the Reservation Department). Be sure you mention that you are there for the Learning Disabilities Association of Ontario Conference

For more information contact Liz Brillinger @  
(416) 929-4311 Ext. 29 or email [liz@ldao.on.ca](mailto:liz@ldao.on.ca)

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### Registration Form

Sign up for:	Early Bird	After June 1/03
<input type="checkbox"/> Thurs. Sept. 25/03	\$200.00	\$225.00
<input type="checkbox"/> Fri. Sept. 26/03	\$200.00	\$225.00
<input type="checkbox"/> Both days	\$400.00	\$450.00
<input type="checkbox"/> PLP Credit Course	Additional:	\$50.00

Method of Payment:  Visa  Cheque- Make Payable to LDAO

Visa Number: \_\_\_\_\_ Expiry Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Name: \_\_\_\_\_ Organization: \_\_\_\_\_

Position: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_

# Your Community Contacts

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Barrie: (705) 726-5553  
Local Tollfree: (888) 684-5855

## Thunder Bay

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## Toronto District

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## Wellington County (Guelph)

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ennui@albedo.net

## Windsor-Essex County

Contact: Beverly Clarke  
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learningdisabilities@on.aibn.com

## York Region (Richmond Hill)

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A different way of learning can lead to success.

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