

communique

A different way of learning can lead to success.

VOLUME 31 NUMBER 1 WINTER 2002

THE PUBLICATION OF THE LEARNING DISABILITIES ASSOCIATION OF ONTARIO



INSIDE THIS ISSUE:

President's Message.....	2
Executive Director's Message	3
Conference & Seminar Calendar	3
Virtual Service Launch	4
Virtual Service Information	5
On the Legislative Front.....	6
Adaptive Technology in the Schools ..	8
Adaptive Technology-Postsecondary..	9
New in the Library	10
Virtual Reality.....	11
Thank You to Donors/Funders.....	12
Audio Archives.....	14
Community Contacts.....	16



In partnership with LDAO, Sobeys Ontario is a proud sponsor of Communique and the Learning to Learn Differently Project.

President's Message

In the last issue of *Communique*, I advised readers that LDAO would be undergoing a strategic planning process to set our future priorities. The process has involved extensive consultations with a broad representative cross section of our key stakeholders, including corporate sponsors, government ministries and agencies, school boards, professional associations, educators and parents. These consultations were carried out by Joe Couto, a consultant whom we hired from Enerprise Canada.

I would like to highlight some of the observations garnered by Joe from the external stakeholders whom he interviewed. A general perception of LDAO was that we were strong advocates for our cause, that we are a knowledgeable and important voice for people with learning disabilities and that we provide strong support and resource services for persons with learning disabilities.

The stakeholders perceived our objectives to be promoting public awareness of learning disabilities, advocacy, the provision of services for the population with learning disabilities and research. Most stakeholders felt that LDAO was achieving its objectives and that our



President, Doug Waxman.

strength lay in our advocacy, our knowledge of LD issues and our dedicated staff and volunteers.

This consultation, I believe, had been the most extensive snapshot of the organization ever conducted. While I do not want to leave the impression that there is not more work to do and areas to improve, it is heartening that these important third parties hold us in high regard.

I look forward to communicating more about the plan that results from this strategic planning exercise, when it is finalized next spring. ☺

communique

the newsletter of LDAO, is published three times yearly, on February 1, June 1 and October 1. Articles should be submitted to the Editor, Joan Schiff, approximately 5 weeks before publication date. Advertising rates are available upon request. Subscription rate for non-members is \$25.00 yearly.

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.

LDAO Board of Directors 2001-2002

EXECUTIVE

President - Douglas Waxman, LLB., Toronto
Past President - Peter Kinch, C.A., Toronto
Vice President - Isabel Shessel, Ed.D., Thornhill
Treasurer- Massimo Marinelli, C.A. Toronto
Jean Carberry, LLB., Toronto

DIRECTORS

Jerry Baum, Toronto
Peter Chaban, Toronto
Roy Cooper, Ottawa
Bill Cormier, Kingston
Peter Cuddy, London
John Lubert, Burlington
Jay Rosenfield, M.D., Thornhill
Lorna Scott, Sault Ste Marie
Randolph Sealy, Pickering
Ruth Taber, Barrie
Vera Woloshyn, Ph.D., Grimsby

LEGAL COUNSEL

Paul Baston, Fraser Milner Casgrain LLP

STAFF

Executive Director - Carol Yaworski
Manager of Membership & Chapter Services - Karen Quinn
Communications & Public Relations - Joan Schiff
Resource & Adult Issues Consultant - Diane Wagner
Chapter Liaison & Development - Tim Savage
Office & Technology Coordinator - Richard Massey
Manager-Program & Service Development - Kate Lloyd
Administrative Assistant - Claudia Marroquin
PEI Project Coordinator - Liz Brillinger
Legislation & Government Relations Consultant
- Eva Nichols
Fund Development Consultant - Denise Harding
PEI Evaluation & LLDP Consultant - Adam Lodzinski
Webmaster - Tina Giangrande

MASTHEAD: By Design

LAYOUT & PRINTING: The Perfect Page
Publications Agreement #40062755

An illustration of a vintage computer system including a CRT monitor, a keyboard, and a mouse, all rendered in a stylized, sketch-like manner.

**Please Visit
Our Web Site**
www.ldao.on.ca

Message From The Executive Director

On March 1, 2002, LDAO will launch our Virtual Service (VS), a means of making the Association and its products and services available to communities in parts of Ontario where no chapter is accessible. When we conceptualized such a service three years ago, it seemed an almost impossible dream but it is indeed coming to life and will greatly improve our capacity to serve Ontario.

Technology has come to LDAO rather recently. We introduced email for staff late in 1997 and with the support of the Ontario Trillium Foundation, we developed a website in 1998. That website, located at www.ldao.on.ca has been well received and used by the public and is currently being given a refreshed look that will be in place by mid-March, 2002.

The VS represents an important next step for us by providing additional access for membership services. It will enable us to offer on-line courses on topics such as

parent advocacy, employment preparation for LD adults and youth-specific topics. It will also allow us to establish province-wide access to information for Franco-Ontarians and next year we will add specific information and services for First Nations people.

The VS development is being funded by the Ontario Ministry of Citizenship, Xerox Canada Ltd., the George Cedric Metcalf Foundation, the Richard Ivey Foundation and TransCanada PipeLines. This combination of government and the public and private sectors represents a new approach for LDAO and one that we hope to continue through the on-going development of the VS and other initiatives such as the Web-based Teaching Tool. The latter is a product of the Promoting Early Intervention initiative and is currently being piloted by 500 educators in 35 school boards and aboriginal school authorities.



Executive Director, Carol Yaworski.

In addition to creating access for people throughout our province, on-line services such as the Virtual Service create access throughout Canada and beyond. While we continue to have much to do in advocating on behalf of our membership throughout Ontario, technology such as this provides a means for us to learn what is going on in other jurisdictions and to influence this as well. ☺

CONFERENCE AND SEMINAR CALENDAR

April 15, 2002

What the Eye Doesn't See: Understanding & Managing LD Children

Maggie Mamen/LDA Thunder Bay
Thunder Bay, Ontario
Cost: \$200-250
Contact: LDA Thunder Bay,
640 River St.
PO Box 21090,
Thunder Bay, ON P7A 8A7
Tel: (807) 622-9741
vanesres@tbaytel.net

April 15-16, 2002

14th. Annual Conference Ontario Assoc. for Students at Risk

Toronto, Ontario
Cost: \$110-325
Contact: Carol Carr
Tel: (877) 741-4577 X 2183

April 20, 2002

ADHD in Adults: Diagnosis, Assessment & Treatment

Dr. Barry Benness
Waterloo, Ontario Cost: \$100-120
Contact: Dr. Barry Benness
279 Weber St. North, Suite 23
Waterloo, ON N2J 3H8

May 6-7, 2002

Destination Success

Building Successful Learning Communities
Holiday Inn, Barrie, Ontario
Contact: Denise Near
(705) 728-1968 X1208
www.georgianc.on.ca/c4a

May 17, 2002

Windows to the Future: Understanding & Helping Disappointing Children

Melvin Levine/LDA Kitchener-Waterloo
Kitchener, Ontario
Cost: \$85-135
Contact: LDA Kitchener-Waterloo
(519) 743-9091 ldakw@golden.net

May 31-June 1, 2002

People in Motion 2002

Exhibition for People with Disabilities
Free Admission
Queen Elizabeth Bldg.
CNE, Toronto, Ontario
Information: (905) 702-1121
www.people-in-motion.com

October 16-19, 2002

The Future of Learning

Effective Schools in the 21st. Century
Ottawa-Carleton CDSB
Ottawa Congress Centre
Cost: \$399 (discount before April 1)
Contact: (800) 531-0082
www.twblearn.com/conferences.html

November 7-9, 2002

Ontario CEC Conference Call for Papers

Oakville, Ontario
Information: Cindy Perras
(905) 890-1010 X 3125
cindy.perras@peelsb.com

Citizenship Minister Jackson Kicks Off Learning Disabilities Month by Helping Learning Disabled “Get Connected”

With the push of a button on March 1, Citizenship Minister Cam Jackson launched a wide range of new Internet-based “virtual services” that will help Ontarians with learning disabilities, parents and educators access a host of resources for learning disabilities anytime, anywhere. The services are being made available by the Learning Disabilities Association of Ontario (LDAO).



The Ontario government is committed to finding shared solutions for people with disabilities.



“The Ontario government is committed to finding shared solutions for people with disabilities and, as Minister of Citizenship, I am personally committed to supporting people with disabilities so that they can receive the same opportunities as all people in Ontario,” said Jackson. “This is a fine example of the partnerships we have developed with community organizations, with businesses, schools and social agencies everywhere toward this goal. Real change must come through co-operation by all sectors involved.”

Jackson joined LDAO officials, educators and other stakeholders at the Ontario Government’s Trillium demonstration school in Milton to launch the services and designate March as Learning Disabilities Awareness Month. Local LDAO chapters will be promoting the theme of “Get Connected” to information, services and resources locally, from the LDAO and on-line

throughout the month and raising public awareness of learning disabilities.

“Anyone with Internet access can now join the LDAO and its local chapters and access services and resources to help adults and youth with learning disabilities reach their full learning potential.” said LDAO Executive Director Carol Yaworski.

The Ontario Ministry of Citizenship provided \$100,000 to develop the virtual service. TransCanada PipeLines Ltd., Xerox Canada Ltd., the Richard Ivey Foundation and the George Cedric Metcalf Foundation also provided financial support to make the virtual services possible.

“TransCanada is proud to help facilitate learning through our support of the LDAO,” said Janice Badgley, TransCanada’s Community and Aboriginal Relations Liaison. “One of the top priorities of our community investment program is to improve the quality of life for people who live in the communities where we do business. We recognize the importance of access to education and

encouraging students to learn in positive, healthy environments.”

Tony Martino, vice president of human resources, quality and communication at Xerox Canada said that, “Xerox Canada is proud to help facilitate learning through our support of the LDAO. Our ongoing support of educational initiatives within the Aboriginal community allows us to help create a well-prepared pool of young Canadians ready for hire into Xerox Canada and other companies. We also recognize that this partnership connects us to a significant pool of potential business partners, customers, shareholders and employees.”

Services will include bulletin boards, advocacy courses, video and print library access, downloadable written resources, on-line access to expert advice, training and professional development opportunities for local chapters as well as French language services. The virtual services are accessible through the LDAO’s Internet site at www.ldao.on.ca.



Facts about LDAO's New "Virtual Services"

Changing to Meet New Needs

- Since the LDAO launched its Web site (www.ldao.on.ca.) in November 1999, more than 13,000 users have visited the site.
- The "Community Resources" page, which lists all the chapters across the province, is the most frequently visited section of the site. However, the site has not been interactive until now.
- The LDAO's resource and adult issues consultant takes approximately 2,000 calls a year and an additional 500 emails from individuals outside of chapter range.
- While most LDAO members come from southern Ontario and have reasonable access to local chapters, many people from rural or isolated communities have limited access to our information and resources. With the introduction of virtual services previously unavailable on-line, anyone with access to the Internet can access LDAO's services electronically when they join the LDAO.

Improving Service Delivery

- With new virtual services now available, anyone living anywhere in Ontario with Internet access will be able to join the LDAO, receive its publications, use its on-line support

and problem-solving resources and access on-line education such as a parent advocacy training course.

- The virtual services will make resources available to people and communities previously without access to them, including francophone and First Nations communities.
- Virtual services will include bulletin boards, national and provincial newsletters, children's games and literature, job search tools and career information, online courses and counseling, listservs, mailing lists, professional development opportunities, links, and access to LDAO's video/print library.

Helping Chapters Serve Their Communities

- Virtual services will allow the LDAO to provide its chapters with resources specifically targeted to their needs, helping to increase the quality of their work. For example, LDAO provides its chapters with a wide range of article sets, which are a series of specific information kits on relevant topics. These topics range from social skills to technology and education to learning strategies. This information can now be converted into a digital format and placed in a password-protected area for the chapters to access on-line as needed.

Strip In Camp Kirk Ad From Previous

ON THE LEGISLATIVE FRONT

Accommodations: a key component of educational and employment success for people with learning disabilities

Under the **Canadian Charter of Rights and Freedoms** and the **Ontario Human Rights Code**, everyone in Canada has the right to be free from discrimination because of a real or perceived disability. This means that persons with disabilities have the right to equal treatment, including the right of access and the right of accommodation.

Accommodation is defined as the provision of diverse supports and services which level the playing field and eliminate the innate disadvantage resulting from having a disability for persons with disabilities. Accommodations never create an unfair advantage to the person with the disability. Unfortunately, people often suggest to the individual with the disability that by utilizing perfectly appropriate accommodations, they are somehow cheating the system. Students with learning disabilities often hear the comment, both from fellow students and from their teachers, that if only everybody could have the extra time, the use of a computer, the support of a scribe, etc., they all would do better. And therefore, in the name of equality, the student with the learning disability should not have those “advantages”. These attitudes often create the greatest disadvantage by far for persons with disabilities.

Ontario law states that persons with disabilities must be accommodated to the limits of **undue hardship**. This is a high standard indeed, but it is one that must be maintained and enforced. Undue hardship may only be established under law if the provision of the accommodation:

- represents such high costs, that they may jeopardize the continued existence of the business, organization or institution that is expected to provide the accommodation; and
- creates health and safety related dangers.

Within the educational system the duty to accommodate is frequently challenged under a third, indirectly derived concept, namely that the accommodation will lower the standards of the course or program in which the person with the disability is enrolled or interfere with the integrity of the educational institution. It must be clear to all concerned, including the person with the disability, that lowered standards, modified or limited outcomes are not and cannot be the results of the provision of appropriate accommodations.

In order to determine an appropriate accommodation, the following must be taken into consideration:

- the individual’s specific areas of difficulty and whether these difficulties are in fact a disability under law;
- the essential requirements of the job or the educational course in question;
- the circumstances where the accommodation is expected to be provided and whether the accommodation is beyond the undue hardship standard.

In considering the duty to accommodate, it is essential that the most appropriate accommodation be determined and then be undertaken, short of undue hardship. The most appropriate accommodation is

one that most respects the dignity of the individual with a disability, meets his or her individual needs, best promotes integration and full participation and ensures confidentiality. An accommodation is usually considered appropriate if it will result in equal

It is important to realize that it is never too late to learn these skills and to start to advocate for the appropriate accommodations.

opportunity to attain the same level of performance or to enjoy the same level of benefits and privileges experienced by others or if it is adopted for the purpose of promoting equal opportunity and meets the individual’s specific disability related needs.

For example, placing a wheelchair ramp on a loading dock rather than at a building’s main entrance is not appropriate if we wish to focus on dignity and equality of access for the wheelchair user.

Since the most appropriate accommodation must be individualized, it cannot be denied on the grounds that if everybody were to demand such an accommodation, the costs would be unmanageable. This claim is often made in educational settings, where the student with the disability is considered as part of a group such as a class, rather than as an individual. Each person’s accommodation needs are unique and must be considered individually when the request is made.

Integration and full participation is one of the other key goals cited. However, integration in this context does not mean

(continued on page 7)



On The Legislative Front
cont. from page 6

that persons with disabilities are provided with exactly the same things as their non-disabled peers, in the name of integration or inclusion. We have to remember the quote from Judge Rosalie Abella who wrote *“that there is nothing so unequal as the equal treatment of unequals”*. Denying a person with learning disabilities the right to use a computer or extra time to carry out tasks is as unequal as telling a person who uses a wheelchair that they could manage to climb the stairs if only they tried a bit harder.

It may be essential for employers to consider modified performance or productivity targets. It may also be appropriate to reorganize job descriptions so that people with disabilities do not have to carry out non-essential tasks which impact on their area of disability. However, it is important to recognize that employers are not obliged to modify qualification standards for a particular job. Just as a lowered pass mark in an educational setting is not an accommodation, employers have no obligation to reduce the skill and knowledge levels deemed essential to obtain and maintain a given job.

What does all this mean for the person with the disability?

In order to obtain an accommodation, the person with the disability is expected to:

- ◆ advise the potential accommodation provider of the disability, although he or she does not have to provide proof or disclose the nature of the disability;
- ◆ make his or her accommodation needs known, preferably in writing;
- ◆ be prepared to answer questions or provide information about his/her limitations, including information from health care providers where needed;
- ◆ participate in discussions regarding the accommodation, accept that accommodation under certain circumstances is a process rather than



an all or nothing proposition and cooperate with any experts brought in to help manage the accommodation process;

- ◆ meet mutually agreed upon performance standards, once the accommodation has been provided.
- This, in turn, means that persons with disabilities need to understand their own disabilities, be able to explain their accommodation needs under diverse circumstances and accept that the provision of the most appropriate accommodation is a process for which they also have some responsibility.

That means that students with learning disabilities should be helped, as early as in secondary school, to participate in discussions related to their special education programming, service and accommodation provisions. A key component of their future success is the ability to become and function as an effective self-advocate. That means understanding and being able to explain their learning disabilities to others, describe their accommodation needs and be able to clarify why the specific accommodation is needed under certain circumstances and not others.

Both parents and teachers have a major role to play in facilitating this. Withholding information on the grounds that we do not want the student to feel badly about him or herself is very short sighted. The student will certainly know that he or she is different. Understanding the difference and learning how to build on his/her strengths to compensate for and cope with the difficulties arising from a learning disability is one of the greatest benefits that we can give to our sons and daughters with learning disabilities.

It is also important to realize that it is never too late to learn these skills and to start to advocate for the appropriate accommodations. The most important A words for people with disabilities are: access, advocacy and appropriate accommodation. Without these, future success is questionable; with them, future success, equal opportunities and outcomes are achievable. We must therefore ensure that everyone who has learning disabilities as well as other disabilities is supported in gaining access to the most appropriate accommodation of their disabilities. ☺

*Eva Nichols, Legislation and
Government Liaison Consultant*

Technology Supports for Students with Learning Disabilities

A grade ten student walks into the computer lab and sits down at a computer station with her English assignment. She takes her novel and inserts it into a scanner, presses a button and puts on her headset with microphone. The words of the novel appear on the monitor, and the student clicks the mouse. The computer begins to read the novel, highlighting each word on the screen as it moves from left to right. The student clicks the mouse again and begins to dictate the answer to one of the homework questions. A “sticky note” with her answer appears on the screen. She hesitates, trying to find just the right word. She clicks the mouse again and suggested words appear on the screen and are read to her. She picks the one she likes best. Forty minutes later, she saves her work to disk, and leaves the lab with her homework completed, knowing it has been checked for grammar and spelling.

This is not on the Starship Enterprise. It is in Cathy Paul’s classroom at the Amethyst Provincial Demonstration School in London Ontario. Cathy has been integrating text-to-speech, speech-to-text, word prediction, and organizational software into the school programs of students with severe learning disabilities with great success since 1997.

In the early grades, children in school learn to read. After about grade four, the structure of our school system expects them to read to learn. Children with reading difficulties will begin to experience program gaps as the pace of the learning increases.

Computer technology can help students with learning disabilities keep up with the content while good teaching continues to address the skill deficits that hamper the child’s reading and writing.

The software programs that assist the students at Amethyst to compensate for

their reading and writing deficits are grouped under the heading of Adaptive Technology (AT). AT are compensatory tools that allow students with learning disabilities to perform tasks on the computer that they ordinarily have difficulty with, typically reading and writing. Adaptive Technology circumvents decoding and encoding so that students are able to work in content areas without struggling with the reading and writing in those subjects.

AT for students with learning disabilities often refers to either text-to-speech or speech-to-text programs.

Text-to-speech programs work in combination with scanning equipment to scan print material into the computer using Optical Character Recognition (OCR) software that enables the computer to recognize the millions of different combinations of type fonts and sizes as distinct letters. The text-to-speech software can then read the words as sentences that students with severe learning disabilities can understand as speech. In the better text-to-speech software, students can control the type of voice, the speed, pitch, and volume. They can have a word repeated, or spelled letter by letter. Highlighting can be by the word or by the paragraph.

Speech-to-text programs, sometimes called speech recognition programs, take spoken words and translate them into text or actions. As the program “learns” how the user speaks, recognition improves. For students who have difficulty with written production, students for whom other methods of completing written work have been unsuccessful, or students whose oral skills are better than handwritten and keyboarding skills, speech recognition can be an effective tool.

A significant obstacle to the implementation of appropriate AT with students who have learning disabilities is a lack of awareness and training. Education must occur at a number of different levels:

- First, we need awareness. Many students, parents and teachers simply do not know that this technology exists, and that it can work.
- Second, we need professional development for the educational community to learn how to determine which children can benefit from AT, and prescribe the best programs for each child. They need support in accessing funding for AT through vehicles like the ISA programs. The Intensive Support Amount (ISA) provides funding based on the specific needs of individual students who require intensive supports in the classroom.
- Third, teachers need training in how to use the software, how to teach students with learning disabilities to use it effectively, and how to integrate AT into the curriculum so that increased student learning occurs.

One board on the right track is the Durham District School Board, who have a learning disabilities facilitator, Gail Ivanco, who is an experienced advocate for AT. Gail is in constant demand as a speaker and presenter, as well as assisting her colleagues in understanding AT and how to appropriately and effectively implement these learning supports for students with learning disabilities.

For more information on AT, go to the Special Needs Opportunity Windows website (SNOW) at <http://snow.utoronto.ca> or the Amethyst School website at <http://www.Amethyst.tzo.net>.

For more information on ISA funding go to:

<http://mettowas21.edu.gov.on.ca/eng/funding/t4-old.pdf> 📄

*By John Lubert,
Strategic Technology Planner,
Provincial Schools Branch*

Assistive and Adaptive Technology – Helping Students Determine Their Needs on Their Own Terms

Assistive and adaptive technology (AT) can have an incredibly positive impact on the life of students with learning disabilities (LD). As both service providers and actual users of AT, we have seen how it truly can enhance the lives of university-level students with learning disabilities. Through the use of AT, students with learning disabilities have the opportunity, often for the first time in their academic careers, to become more aware of their needs and how to provide support for themselves.

It is especially true at the university level that the range of possibilities for technological support widens exponentially. Students who previously may have had access only to word processing programs, may arrive at the university to discover software that can assist with the planning process in writing, allow students to visually map their ideas, assist them with vocabulary development and study skills, teach them to become more effective writers and editors of their own work, dictate documents for instant transcription and have print material read aloud to them. While this software could have been available at other levels of the students' education, it often is only at the university level that they become aware of the range of possibilities for technology. This may be the case because funding has become available for these resources and because the level of academic tasks being performed can truly benefit from the use of these technologies.

These technologies are effective tools that are not meant to replace other support services or academic accommodations currently in place for students, but should be used to augment the current level of support. The AT allows for more rapid personal academic development and

independence that traditional supports might not provide at the time that the student most requires it. For example, technology can be present at 10pm in the evening as a student is completing a piece of work while a tutoring session could not occur at this time. Technology also allows students to do research and have the software program read library articles that were found today in time for tomorrow's



class. The immediate support that technology can provide allows students with learning disabilities to interact more effectively in peer group settings as they can integrate the necessary academic material more readily at a pace consistent with their classmates.

AT can also extend both the academic independence and academic options for a student. Technological supports can not only be present in environments where traditional supports might not be as readily available (e.g. in a group project meeting) but they also allow the user to be the one to actively determine when and how that support is used. Finally, AT can follow the student through the transition from the academic to the professional work

environment. This helps facilitate a situation whereby the employee with learning disabilities can be as productive as other employees by using "different methods of producing".

There are some caveats to encouraging students to use AT. Students need to understand that there definitely is a learning curve when it comes to using and mastering these supports effectively. Students need to have adequate learning and trial periods with new software. They

also require ready access to individuals who can assist them when they run into technical difficulties and who can help with customizing the use of the software to their individual needs. Without this type of support, students tend not to use the technology to its full potential

AT is now more accessible to students with learning disabilities because the technology has become more commonplace in recent years and is more attainable economically. These technologies can be more student-driven than traditional supports and in many ways encourage more effective use of the traditional supports. ☺

*Co – Authored by Maureen Haig,
Educational Specialist, Learning
Disabilities Program, York
University and Carren Tatton,
Adaptive Technologies Specialist,
Learning Disabilities Program,
York University*

New in the LDAO Library

Understanding Girls with AD/HD,

by Kathleen G. Nadeau, Ph.D., Ellen B. Littman, Ph.D. and Patricia O. Quinn, M.D., 1999, Advantage Books, Silver Spring, MD (\$31.95)

This innovative book looks at ways that girls with ADHD are typically different from boys with this diagnosis, and therefore are under-identified. The authors have based their discussion on research findings combined with their clinical experiences with ADHD girls and the insights of women who have been diagnosed as ADHD later in life. There are chapters describing common difficulties and helpful strategies for age groups from preschool through high school. Educational and treatment approaches especially geared to girls' needs are presented, taking into account such factors as the effects of puberty and the fact that depression and/or anxiety often co-exist with ADHD in girls.

People Skills for Young Adults,

by Marianna Csoti, 2000, Jessica Kingsley Publishers, London, U.K., distributed by Irwin Publishers (\$44.80).

Marianna Csoti has developed a curriculum for young adults, aged 16 to 20's, to learn and practice social skills. She presents a series of scenarios for group discussions and role-plays, exploring such issues as understanding how friendships develop, dealing with loneliness and shyness, reading voice and body messages, learning what behaviours are socially appropriate, and assertiveness (saying no, making complaints and asking for what you want). Some scenarios need to be adapted for a Canadian context, but they can be a good starting point for setting up a social skills program.

Helping Adolescents with ADHD and Learning Disabilities,

by Judith Greenbaum, Ph.D. and Geraldine Markel, Ph.D., 2001, Center for Applied Research in Education, Paramus, NJ (\$50.50).

This practical how-to book for educators looks at programming for middle and high school students with LD and/or ADHD. While two chapters on the special education process pertain to American legislation, the rest of the book is full of useful ideas in such areas as creating a positive learning environment, teaching reading and writing within content areas, developing homework completion strategies and self-management skills, and dealing with difficult behaviours.

The authors also address the issues of gifted/LD/ADHD, working with families (including those from different cultural backgrounds) and transition to postsecondary settings. There is an appendix containing 20 common classroom problems with a list of suggested strategies for each.



*Check for these books in
your local bookstore,
or call Parentbooks
1-800-209-9182,
www.parentbookstore.com .*

Destination Success 2002: Building Accessible Learning Communities

*May 6 & 7th, 2002,
Barrie Holiday Inn*

Destination Success is an annual national conference on learning disabilities in post secondary education. This year's conference, sponsored by Georgian College and held at the Holiday Inn in Barrie, Ontario, has events, exhibitors, speakers and workshops focused on how we as parents, students, professionals and educators can help build truly accessible learning communities at home, work or school. Conference events address building accessible learning communities from a student, educational and technology perspective. Don't miss the opportunity to join us for dinner and our Keynote Speaker Michael Rosenberg, "The Flexible Thinker", who will inspire and entertain us. Michael has been described as "The most dynamic speaker I have ever seen" (Jan Nevins, Director of Organizational Development, Region of Peel) and is the author of *The Flexible Thinker: A Guide to Creative Wealth*.

Visit the conference website at www.destinationssuccess.org for more information on conference registration or contact the conference coordinator, Denise Near at (705) 728-1968 ext 1208 or 1-877-722-1523.

Virtual Reality: The Future

In a recent American CEC newsletter, an article regarding a research conference held last summer, reported on some findings that will have a revolutionary impact on special education. Particularly interesting was one researcher's report on the use of virtual reality for assessment, teaching and therapeutic purposes.

According to Skip Rizzo, research assistant/professor at the University of Southern California virtual reality has been used to test students' depth perceptions with different results from traditional tests. In addition, by exposing students with autism or developmental delays to virtual supermarkets, public transportation and streets, it can help them learn such transition skills as shopping, using public transportation and crossing the street.

Virtual reality allows students to work in a safe environment and this is useful when working with students with behavioural problems. For example, after the student has learned appropriate techniques of anger control, s/he can practise these techniques in progressively more difficult virtual social situations. In future teachers may be exposed to virtual classes to help them learn to use behaviour control techniques.

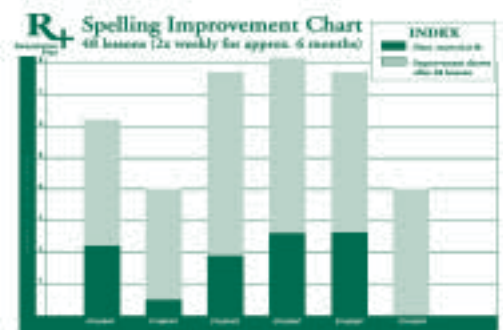
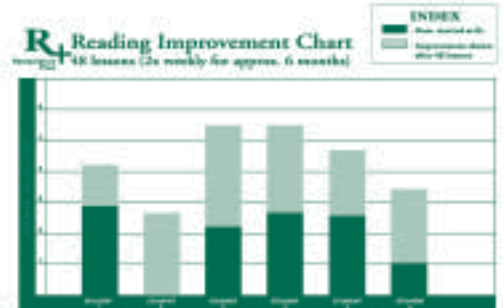
Virtual reality can also help in the assessment of attention deficit hyperactivity disorder, says Rizzo. Using virtual reality, a series of audio and visual distractions can be systematically provided and a record of how quickly the child reacts to tasks and the attention challenges can be obtained.

Adapted from an article that appeared in *today*, the newsletter of the Council for Exceptional Children (in the USA), Vol. 8, No. 3, September, 2001.

Get your whole school or school board trained in the new science of reading with the Remediation Plus System Curriculum!

Implementing all the new research confirmed by the National Institute of Health, The Remediation Plus System includes:

- Phonemic awareness training
- Phoneme grapheme correspondence
- Elements of Orton-Gillingham methodology
- Phoneme segmentation drills
- Pattern word lists
- 7 rule lessons
- Syllable instruction
- Games
- 44 sounds in 90 phonogram cards

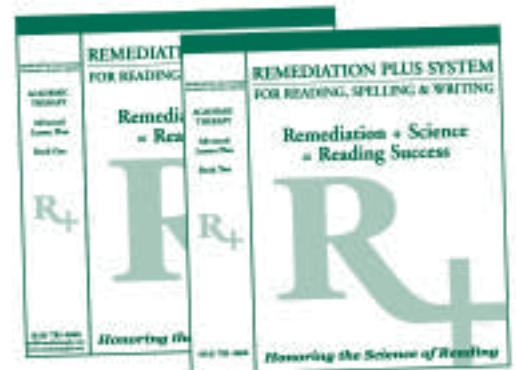
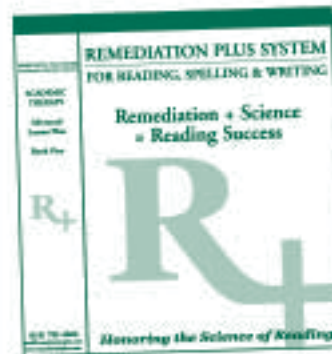


The ultimate in multisensory, systematic phonics.
CD Rom or live training

For more information, please call (416) 785-4666

Email: mail@remediationplus.com or

Web: www.remедiationplus.com



Honoring the Science of Reading

Thank You to Our Donors & Funders

for monies received from November 2001 to February, 2002.

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

LEAP, French Translation

Learning Opportunities Task Force

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.

Sheri Cohen

Allen & Deborah Edward

Carol & Randy Jones

Peter & Mary Elizabeth Kinch

Dr. & Mrs. William Mahoney

Robert M. McDerment

Annette Quinn

Bob & Karen Quinn

Robert & Penny Richards

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 @ (905) 853-7283 or e-mail mdharding@rogers.com for further information.

Communicate and Learning to Learn Differently Sponsor

Sobeys Ontario

Learning and Employment Assessment Profile (LEAP) Partners

Justin Eves Foundation

Royal & SunAlliance Insurance

Imperial Tobacco

Virtual Services Partners

Volunteer @ction Online, Ministry of Citizenship

The Charles N. Ivey Foundation

The Richard Ivey Foundation

The Alice and Murray Maitland Foundation

George Cedric Metcalf Foundation

The Paul Newman-Newman's Own Fund of the Fairfield County Community Foundation



TransCanada
In business to deliver™

Xerox Canada Ltd.

Encouraging Early Readers Sponsor, Peterborough Chapter

Children's Literacy Toronto

SOAR (Some Assembly Required) Partners

Dynamic Mutual Funds Foundation



Bank Financial Group

Magna International

Ontario Power Generation

Benefactors \$1,000+

A & A King Foundation

Patrons \$500+

Book Events Company

Canada's Wonderland

Matthews and Associates

Minto Foundation

Molax Properties

Elise & Leon Pape Foundation

Standard Life

Contributors \$100+

Roy Cooper

Robert Dobson

Marlene Edwards

Ruth Elder

Employees' Community Fund of Boeing

Gloria Frallick

Denise Harding

Elizabeth Howson/Greg Marlett

Marriot-Eaton Centre

Massimo Marinelli

Mr. & Mrs. Hugh Nelson

Michael & Eva Nichols

Ontario Power Generation, Employees' & Pensioners' Trust

Roberta & Mitchell Osak

Stanley Tick

Friends \$50+

Norman & Elizabeth Alexander

John Alford

Lyla Coran

Mitchell Paul Faigan

J. Graham-Foscarini

Katherine Hatton

Warren Kotler

Barb Muskat

Diane Wagner

Laura Weintraub

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 @ (905) 853-7283 or e-mail mdharding@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.

In Memory of Audrey Watts

Joan, Jen & Horne Ing

In Memory of Gary Reid

Lesley Reid



TransCanada PipeLines Helps LDAO Get Connected

Help is just a click away for thousands of Canadians living outside the range of an LDAO chapter, thanks to our new Virtual Services Web site. Developed with some start up funding from TransCanada PipeLines Limited, this new tool makes LDAO resources available to anyone online at any time, including Francophone and First Nations communities.



We recognize the importance of access to education and encouraging students to learn in positive, healthy environments.



The new site features bulletin boards, provincial newsletters, children's activities and literature, access to professionals, job search tools and career information, online courses and counseling, listservs, mailing lists, professional development opportunities, links, and access to LDAO's video/print library. Professionals, family members, employers, and individuals can now find the latest news and best practices associated with learning disabilities without ever leaving their community.

"TransCanada is proud to help facilitate learning through our support of the Learning Disabilities Association of Ontario," says Janice Badgley, community and aboriginal relations liaison for TransCanada. "One of the top priorities of our community investment program is to improve the quality of life for the people who live in the communities where we do business. We recognize the importance of access to education and encouraging students to learn in positive, healthy environments."

TransCanada is a leading North American energy company focused on natural gas transmission and power services. The company's network of approximately 38,000 kilometres of pipeline transports the majority of Western Canada's natural gas production to the fastest growing markets in Canada and the United States.

Additional sponsors of the Virtual Services program include the Ontario Ministry of Citizenship, the Richard Ivey Foundation, and the George Cedric Metcalf Foundation and Xerox Canada Ltd. ☎

TD Bank Financial Group Helps Students SOAR

Thanks to some start up funding from the TD Bank Financial Group, LDAO will launch SOAR (Some Assembly Required), a new multifunctional special education tool for students in grades seven through twelve. Using targeted materials and instruction, SOAR helps secondary school students with learning disabilities understand the ways they learn best and gives them the support and guidance needed to advocate on their own behalf and to make successful and strategic academic and career choices.

"TD Bank Financial Group is proud to support a program for children with learning disabilities," said Tim Tiernay, associate vice president, employee relations. "Because learning disabilities tend to be invisible, the need for intervention may not always be apparent, leaving these children with feelings of isolation and inadequacy. We hope this program will help provide these special students with the support, guidance, and tools they require to be happy, healthy, and productive members of society."

The program represents an opportunity to generate significant improvement in the lives of youth who struggle with learning disabilities and who are at a serious disadvantage in the public school system. The need is strong: there is no other transitional program specifically directed to students with learning disabilities in North America. SOAR supports students as they acquire control of their lives, increase their self-esteem, and maximize their potential and success in school and beyond.

Additional sponsors of SOAR include Dynamic Mutual Funds Foundation, Magna International, and Ontario Power Generation. ☎



AUDIO ARCHIVES

Audiotape Order Form Learning Disabilities Association of Ontario

METRO TORONTO CONVENTION CENTRE

November 1 – 2, 2001 Code #: 011101

A Live Recording by

AUDIO ARCHIVES & DUPLICATORS INC.

First Name		Last Name	
Company			
Address		City	
Province/State	Country	Postal code/Zip	
Phone	Fax	E-Mail	

TITLE	CODE	PRICE	QTY	TOTAL
Thurs Nov 1				
<input type="checkbox"/> Plenary – “Thinking Straight About LD”: <i>Linda Siegel</i>	010	\$10.00		
<input type="checkbox"/> Reading Disabilities CAN be Remediated: <i>Maureen Lovett, Nancy Benson</i>	020/021	\$20.00		
<input type="checkbox"/> Assessment of Reading Disability in Second Language Learners: Beliefs, Research Evidence and Implications: <i>Esther Geva</i>	030/031	\$20.00		
<input type="checkbox"/> Nonverbal Learning Disability and Asperger Syndrome: Can You Tell the Difference?: <i>Wendy Roberts</i>	040	\$10.00		
<input type="checkbox"/> Organizing the Disorganized Learner: <i>Diane Vandenbossche</i>	050/051	\$20.00		
<input type="checkbox"/> Promoting Self-Direction and Problem-Solving in the Classroom-Especially for Lower-Achieving Children: <i>Andy Bemiller</i>	060	\$10.00		
<input type="checkbox"/> Post Secondary Provisions: Implications from the Work of Ontario’s Learning Opportunities Task Force: <i>Eva Nichols, Allyson Harrison, Larry McCloskey, Laura Weintraub</i>	070	\$10.00		
<input type="checkbox"/> Emotional and Social Functioning of Children with LD: Does Special Education Placement Make a Difference?: <i>Judy Wiener</i>	080	\$10.00		
<input type="checkbox"/> How to Talk to Your Child About Learning Disabilities: <i>Barbara Bresver</i>	090	\$10.00		
<input type="checkbox"/> Reflections on Method: Accountability & Research Dilemmas from LOTF’s Action Research Framework: <i>Eva Nichols, Larry McCloskey, Laura Weintraub</i>	100	\$10.00		
<input type="checkbox"/> Bendable Ruler: Guided Journals in Inclusive High School English Classes: <i>Bernice Wong</i>	110	\$10.00		
<input type="checkbox"/> Lunch “The Art and Soul of Teaching”: <i>Michael Tudor</i>	120	\$10.00		
<input type="checkbox"/> Paying Attention to Those Genes: Genetics of Attention Deficit Hyperactivity Disorder: <i>Molly Malone</i>	130	\$10.00		
<input type="checkbox"/> Bridging the Understanding of Social-Emotional, Language and Learning Problems: <i>Nancy Cohen</i>	140	\$10.00		
<input type="checkbox"/> Learning Through Challenge: Challenges and Support Needed by Volunteer Tutors of Children with Special Needs: <i>Deborah Berrill</i>	150	\$10.00		
<input type="checkbox"/> Implementing Technological Supports for Students with Learning Disabilities: <i>John Lubert</i>	160	\$10.00		
<input type="checkbox"/> Disclosure Practices of Adults with Learning Disabilities: <i>Diane Galambos</i>	170	\$10.00		
<input type="checkbox"/> Assessment and Programming for Math Computation Difficulties: <i>Cynthia McCall</i>	180	\$10.00		
<input type="checkbox"/> Predicting Learning Difficulties in the Premature Population: Who is Most at Risk and Why?: <i>Virginia Frisk</i>	190	\$10.00		
<input type="checkbox"/> Epilepsy in the Classroom: Strategies for Promoting Learning and Self-Concept: <i>T. Humphries, J. Mulligan, R.A. Coleman McKay, K. Engels</i>	200	\$10.00		
<input type="checkbox"/> Independent Learning Skills: The Missing Piece of the I.D. Puzzle: <i>Michael Shoore</i>	210	\$10.00		
<input type="checkbox"/> Learning Disabilities Screening for Adults: <i>Cathy Smith</i>	220	\$10.00		
<input type="checkbox"/> Evaluation of a School-Based Intervention for Young Offenders with Learning Disabilities: <i>Barbara Muskat</i>	230	\$10.00		
<input type="checkbox"/> Are Psychoeducational Test Scores Predictive of Success at University?: <i>Pearl Levey</i>	240	\$10.00		
<input type="checkbox"/> Special Education Policy Reform in Ontario: Where Will this Market-Driven Reform Take Us?: <i>Anne Jordan</i>	250	\$10.00		

TITLE	CODE	PRICE	QTY	TOTAL
Fri Nov 2				
<input type="checkbox"/> Plenary – “Routes for Channelling Research into Practice”: <i>Bernice Wong</i>	260	\$10.00		
<input type="checkbox"/> Promoting Early Intervention Initiative Task Force Findings: <i>S. Dukoff, G. DiPasquale, F. Rauenbusch, P. Carney, S. Bennett, V. Woloshyn</i>	270/271	\$20.00		
<input type="checkbox"/> Rethinking ADHA: Implications for Assessment, Management and Education: <i>R. Tannock, R. Martinussen</i>	280/281	\$20.00		
<input type="checkbox"/> The Good, the Bad, and the Truth About Depression and Learning Disabilities: <i>Nancy Heath</i>	290	\$10.00		
<input type="checkbox"/> The Balanced and Flexible Literacy Diet: Putting Theory into Practice: <i>Dale Willows</i>	300/301	\$20.00		
<input type="checkbox"/> LD & ADHD in Adolescents and Adults: Don't They Just Grow Out of it?: <i>Allyson Harrison</i>	320/321	\$20.00		
<input type="checkbox"/> Learning Disabilities and Bullying: Vulnerability and Victimization: <i>Faye Mishna</i>	330	\$10.00		
<input type="checkbox"/> Children's Perceptions of their Special Education Placement: <i>Laura Demchuk Sloan</i>	340	\$10.00		
<input type="checkbox"/> Linking Theory & Practice in Reading: Helping Students with LD Crack the Code: <i>Eva Rhode, Shannon Scullion</i>	350	\$10.00		
<input type="checkbox"/> Alcohol and Pregnancy: A Cocktail that Doesn't Mix: <i>Joanne Rovet</i>	360	\$10.00		
<input type="checkbox"/> Metacognition and Learning Disabilities: The Role of Strategies in the Acquisition of Skills: <i>Bruce Ferguson</i>	370	\$10.00		
<input type="checkbox"/> Nonverbal Learning Disabilities: From Practice to Research: <i>Maggie Mamen</i>	380	\$10.00		
<input type="checkbox"/> Self-Determination at Work: Co-Operative Education for Adolescents with Learning Disabilities: <i>Nancy Hutchinson, Jenny Taylor</i>	390	\$10.00		
<input type="checkbox"/> How Can I Tell If an ESL Learner is at Risk for Reading Disabilities?: <i>Alexandra Gottardo</i>	400	\$10.00		
<input type="checkbox"/> Using Technology to Enhance Written Expression: <i>Cathy Paul</i>	410	\$10.00		
<input type="checkbox"/> Voices from the Workplace: What Adults with LD Tell Us About their Experiences: <i>Lynda Price, Isabel Shessel, Paul J. Gerber</i>	420	\$10.00		
<input type="checkbox"/> A Self-Advocacy Program for Adolescents with Learning Disabilities: <i>Loreta Brunello-Prudencio</i>	430	\$10.00		
<input type="checkbox"/> Closing Panel Discussion: “Where Do We Go From Here?": <i>Wendy Roberts, Linda Siegel, Rosemary Tannock, Judy Wiener, Bernice Wong</i>	440	\$10.00		
<input type="checkbox"/> Complete Set of Conference tapes (includes storage album)	CON	\$429.00		
<input type="checkbox"/> Additional storage albums (8 tape capacity)		\$4.00		
<input type="checkbox"/> Additional storage album (16 tape capacity)		\$7.00		
Sub-total				
Shipping & Handling charges per order (\$5.00) Outside North America (\$15.00)				
Shipping charges by courier (Please call for quotation)				
Sub-total				
7% GST (exempt outside Canada)				
8% PST (exempt outside Ontario)				
PLEASE INDICATE (011101) WITH CODE # WHEN ORDERING TAPES				TOTAL
PAYMENT: <input type="checkbox"/> Cash <input type="checkbox"/> Cheque (payable to Audio Archives) <input type="checkbox"/> Visa <input type="checkbox"/> M/C <input type="checkbox"/> AMEX				
Cardholder's Name			Credit Card No.	
Signature			Expiry Date	

GUARANTEED POLICY

If for any reason you are not happy with the tapes you have received from AUDIO ARCHIVES, please advise. It is our policy to **REFUND YOUR MONEY**, **replace** a defective tape, or allow you to select another tape from the listing. **YOUR SATISFACTION IS GUARANTEED.**

CODE # 011101
Nov 6, 2001



*conference recording
audio, video & “proCDings” on cd-rom*
100 West Beaver Creek, Unit 18
Richmond Hill, Ontario L4B 1H4
TEL: (905) 889-6555 ext 22
FAX (905) 889-6566
email: archives@idirect.com

SPECIAL OFFER
Buy Six Tapes, Get the 7th FREE

Your Community Contacts

Chatham-Kent

Contact: Dawn Babbirk
Tel: (519) 352-2024
ldack@netrover.com

City of Kawartha Lakes

Satellite (Lindsay)
Contact: Barb Overwijk
Tel: (705) 324-5119
overwijk@atccanada.ca

Durham Region

(Ajax-Pickering)
Contact: Mrs. Marlene Avery
Tel: (905) 509-4182
platers@pathcom.com

Halton County

(Oakville-Burlington)
Contact: Heather Holden
Tel: (905) 844-6905

Hamilton-Wentworth

Contact: Ben Bishop
Tel: (905) 523-1332

Kingston

Contact: Lana Greenwood
Tel/Fax: (613) 545-0373
ldak@kingston.jkl.net

Kitchener-Waterloo

Contact: Charlotte Buchan
Tel: (519) 743-9091
ldakw@golden.net
www.ldakw.on.ca

Lambton County

Contact: Theresa Perfremont
Tel: (519) 344-7745
www.sarnia.com/groups/lda-lc

London Region

Contact: Carl Sinclair
Tel: (519) 438-6213
lda@linkd.net
www.ldalr.on.ca

Mississauga

Contact: Karen Thornton
Tel: (905) 272-4100
ldamiss@idirect.com

Muskoka Satellite

(Huntsville)
Tel: (705) 788-7097

Newmarket-Aurora and District

Contact: Terri Hamilton
Tel: (905) 853-6542
ldanad@email.com

Niagara Region

Contact: Kay MacDonald
Tel: (905) 641-1021
ldaniag@becon.org

North Bay & District Satellite

Contact: Kathy Honeysett
Tel: (705) 476-8177
air.repair@sympatico.ca

North Peel (Brampton)

Contact: Susan Silver
Tel: (905) 791-4100
lda@idirect.com
www.ldanp-peel.org

North York

Contact: Dena Tenenhouse
Tel: (416) 229-1680
www.ldany.on.ca
admin@lgany.on.ca

Ottawa-Carlton

Contact: Melanie McDonald
Tel: (613) 567-5864
LDAO-C@freenet.carleton.ca
www.ncf.ca/ldao-c

Parry Sound Satellite

Contact: Becky Smalldon
Tel: (705) 389-3320 or
Debby Junk-Lloyd
(705) 432-2858

Peterborough

Contact: Mary-Ann Meagher
Tel: (705) 748-9455
Tollfree : (866) 503-3303
ldaptbo@pipcom.com
Cobourg : (905) 373-7033
ldanorthclar@rol.ca

Sault Ste. Marie

Contact: Jessica Bernhardt
Tel: (705) 942-4310
lda-ssm@on.aihn.com
www.soonet.ca/lda

Simcoe County

Alliston: (705) 435-0376
ldoffice@ldass.org
www.ldass.org
Barrie: (705) 726-5553
Midland : (705) 527-5372
Local Tollfree: (888) 684-5855

Thunder Bay

Contact: Linda Van Es
Tel: (807) 768-8786
www.ldatbay.ca

Toronto

Tel: (416) 229-9046
admin@ldany-on.ca
www.ldany.on.ca

Wellington County (Guelph)

Contact: Margaret Burnett
Tel: (519) 837-2050

Windsor-Essex County Satellite

Contact: Beverly Clark
Tel: (519) 252-7889
ldawin_ess@hotmail.com

York Region (Richmond Hill)

Contact: Lynn Ziraldo
Tel: (905) 884-7933/471-1620
ldayr@idirect.com
http://webhome.idirect.com/~ldayr/



A different way of learning can lead to success.

communiqué

365 Bloor Street East,
Suite 1004, Box 39,
Toronto, Ontario
M4W 3L4

Tel: (416) 929-4311

Fax: (416) 929-3905

E-mail:

membership@ldao.on.ca

Website:

www.ldao.on.ca

