



Learning Disabilities Association of Kingston

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A United Way Member Agency



ldao

Learning Disabilities Association of Kingston

LEARNING DISABILITIES *Spring 2006 Newsletter*

Annual General Meeting

The LDAK AGM is on **Monday April 24**, 7:00 p.m. at 417 Bagot St. 2nd floor. There will be a short business meeting before our regular meeting. The proposed slate of officers for 2006-2007 are:

President	Libby Running
Past President	Bruce Todd
Vice-President	Peter Bird
Treasurer	Pat Dudley
Recording Secretary	Cheryl Mayers
Members- at- Large	Judy Fox Bill Cormier David Williams David Allison

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

"Strategies 2006 Conference: Working Together for a Better Future"

The Learning Disabilities Association is sponsoring it's annual conference for people working, or living with, children and young adults with learning disabilities and ADHD. The conference will be of interest to parents, educators, and other professionals, and will be held on **Saturday April 1st, 2006** at **St. Lawrence College** from **9:00 a.m. to 3:15 p.m.** There are still spaces available in the various workshops. Please call **545-0373** for more information.

Kingston's Cooking Festival

The Learning Disabilities Association has postponed our one day event called "Kingston's Cooking Festival" which was planned for Saturday April 29, 2006. Look forward to seeing it the same time next year.

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PLEASE POST UNTIL JUNE 9, 2006

GROUPS AND MEETINGS

LDAK GENERAL MEETINGS

General meetings are held the 4th Monday of each month from September to April (except December). Meetings are held at 7:00 p.m. in the board room at 417 Bagot St. and all are welcome to attend.

Monday April 24, 2006

Topic: Behaviour Strategies for Home & School

Speaker: Kathy Morrocco, Special Education Program Co-ordinator, LDSB

Thank You....

We would like to thank the "Old Country Store" in Westbrook for selling Nevada tickets in support of our Association!

Secrets of Discipline

Featuring: Ronald Morrish, Author, International Speaker

Date: April 29, 2006

Time: 9:00 am - 3:30 pm

Site: Continuing Education Centre, 440 Albert St., Ottawa

Fee: \$75.00 / person

Fees include lunch and refreshments if registered by April 15, 2006

Audience: Teachers, Teacher Assistants, Parents, Therapists.

Parents will leave this session with a renewed commitment to discipline and with a host of practical strategies for getting discipline back on track.

Tomm Festival Present:

A Taste of Nashville

Saturday June 3, 2006, 7pm

At the Sydenham Street United Church

Starring

The Abrams Brothers and Ronnie Reno and The Reno Tradition

On Behalf of :

The Tristin Osborne Music Festival and The Learning Disabilities Association of Kingston

Tickets for Saturday night available at *The Grand Theatre* Box Offices

Check www.theabramsbrothers.ca for updated information or LDAK 613-545-0373

Sunday June 4, Family Day

Admission: *Good Will Offerings throughout the day*

The Tradition Continues, why not join us at **Country Pickin's Farm, 3401 Hwy. #15**

Sunday morning for: **9:30 Cowboy Church** starring Nashville Singer/Songwriter **Judy Marshall**

11:00 Auction by **Tim Potter & Cec Knight** of **Tim Potter Auctions**

1:30 Bluegrass featuring **The Abrams Brothers, Judy Marshall** plus an open mic for young talent

Food Available all Day

****Rough Camping available at County Pickin's Farm from Friday - Sunday-Pack In Pack Out****

Contact: John & Judy 613-545-8786 or Pete & Mary 613-353-2357

FOUNDATIONS FOR RESILIENCE IN TEENS WITH AD/

The following article was contributed by Sam Goldstein, Ph.D. who is a clinical neuropsychologist and member of the faculty of the University of Utah. In this article, he will describe how the quality of resilience in a teenager can steer him toward success. He will also explain how you can develop the knowledge and mindset necessary to raise a teenager with AD/HD. Finally, Dr. Goldstein will present strategies to reduce high risk behaviour in your teenager with AD/HD.

The Role of Resilience

Ultimately the life course for any human being is affected by varied and multiple factors. Having AD/HD is but one. It is not the severity of symptoms and problems related to AD/HD or even how well treatment helps a teen function that best predicts his outcome. Rather, the greatest predictor of his future life success is how resilient he is in dealing with life. A growing body of literature has demonstrated that a number of childhood variables can be used to predict, in a general way, risk of later life problems as well as identifying insulating and protective factors that reduce risk and increase the chances of a satisfactory transition into adult life. Researchers studying teenagers with AD/HD are beginning to examine these protective factors. These thoughts, feelings and behaviours fall under the umbrella of resilience.

A resilient teenager is able to:

- Deal effectively with stress and pressure.
- Cope with every day challenges.
- Bounce back from disappointments, adversity and trauma.
- Develop clear and realistic goals.
- Relate comfortably to others and to treat him and others with respect.

Resilience provides part of the explanation as to why some teenagers with AD/HD are “victims” of their condition while others overcome overwhelming obstacles. As a parent, there is much you can do—through support, empathy and nurturance—to help your teen develop resilience.

Develop a Realistic Mindset about Your Teen with AD/HD

As a parent, you must begin by accepting the adverse consequences of AD/HD and being alert and observant to your teenager’s emotions and behaviour. Here are some steps to help you develop such a mindset:

- **Consider your needs and those of other family members.** Families with one or more teens with AD/HD are likely to experience greater stress, more marital disharmony, and potentially more severe emotional problems in parents and siblings. It is important to understand the impact the behaviour of your teens with AD/HD may have upon the family. Try to approach your teen’s problems in a positive, preventive way, rather than a frustrated, angry, reactive and negative way—after you’ve exhausted your patience.
- **Become educated about AD/HD.** It’s important to become educated about AD/HD, understanding the risks it presents during the adolescent years, and the co-occurring problems of related disorders. You’ll want to understand the impact AD/HD has on developmental, academic, behavioural and

FOUNDATIONS FOR RESILIENCE IN TEENS WITH AD/

- **Develop a “learning to swim” mindset.** Learning to live with - and overcome - AD/HD is much-like learning to swim. Not all children learn to swim with their first lesson. Some children have poor co-ordination and require significantly more time to master the physical skills required to swim. In such cases, most parents don’t challenge their kids to try harder nor do they question their motivation and effort. Instead, they offer empathy, support, and most importantly recognize that for some individuals change and skill development takes time and may proceed in small steps. Similarly, teenagers with AD/HD can develop skills to strengthen their ability to think through and anticipate problems, consider alternatives, and make good choices. However, for these youth, change will take time and must be accompanied by parental support, patience, and symptom-relieving interventions, allowing them to function effectively as they develop skills.
- **Learn the difference between incompetence and noncompliance.** Try to develop an understanding of incompetence (unintentional performance and behavioural deficits that results when a teen is inconsistent in applying skills) and non-compliance (intentional behaviour which occurs when a teen does not wish to do what he is asked or directed to do). AD/HD is principally a disorder incompetence. However, since at least 50 percent of teens with AD/HD will also experience other disruptive, non-compliant problems such as Oppositional Defiant Disorder (ODD) and Conduct Disorder (CD), **parents must develop a system to differentiate between AD/HD and a secondary problem and develop effective strategies and interventions for each issue.** Sorting this out takes time, patience and careful observation of patterns in your child’s behaviour. It may also help to enlist the support of a therapist to learn to pinpoint the source of certain behaviours.

Strategies for Parenting Your Teenager with AD/HD

Youth with AD/HD require a higher level of supervision and clearly defined rules and consequences. In parenting your teen with AD/HD, you must be willing to set negotiable and non-negotiable rules and develop strategies to avoid power struggles. Here are some parenting strategies to try:

- **Involve your teen in his treatment.** Ideally, your teenager with AD/HD will be an active participant in the decision making and implementation of his AD/HD treatment program. He should understand how his medicine (if he takes it) and other treatment components will and will not benefit him.
- **Be a proactive planner.** Try to be proactive in utilizing your understanding of the negative forces and potential risks that affect your teen with AD/HD. Doing so can help you avoid placing him in situations in which he is likely to struggle. If your teenager becomes over-stimulated and overwhelmed in large crowds, for examples, you’ll want to help him avoid-or at least limit his exposure to-such situations.
- **Communicate clearly and briefly.** Many parents attempt to communicate so much information at one time that anyone,including a teen at the receiving end, would become overloaded. Two effective ways of keeping your communication manageable are to “pick your battles” with your teenager and avoid giving him too many directions at once. When you or your teen become angry or overwhelmed, it’s often best to simply table the discussion for another time when everyone has calmed down.
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FOUNDATIONS FOR RESILIENCE IN TEENS WITH AD/

- **Provide positive directions.** By telling your teenager **what to do** rather than **what not to do**, or giving him a “start” rather than a “stop” direction, you can reduce the likelihood of secondary problems resulting from AD/HD. Secondary problems would include conflicts that arise out of the well-meant efforts of parents to manage the behavioural difficulties caused by AD/HD. Thus, the problem occurs when your teen is not doing what he is supposed to be doing. It is further fuelled when you provide a “stop” direction which only makes things worse, leading to an increased likelihood of conflict and oppositional behaviour.
- **Reinforce with rewards.** More than their unaffected peers, youth with AD/HD require frequent predictable and consistent rewards to reinforce appropriate behaviour. While offering praise is important, teenagers may place a higher value on privileges such as permission to visit friends, engaging in a favourite activity in the community, or driving the family car. If you apply rewards and punishment consistently and as soon as possible following your teenager’s behaviour, it’s more likely the consequence will have an impact on either increasing or decreasing the behaviour.

A modified response cost program is often effective with teenagers with AD/HD. Such a system provides all the “reinforcing privileges” at the start of the day or the week. Your teen must work to keep those privileges. For youth with AD/HD, starting with a “full plate” is more effective than starting with a “blank slate.” For example, you might offer your teenage driver with AD/HD the privilege of using the car for a certain number of hours during the upcoming weekend. At the beginning of the week, you post the full number of hours agreed upon. As the week progresses, that time is reduced each time your teen neglects a responsibility or breaks a rule. Whatever time is left by the weekend, your teen can then use the car for that amount of time.

- **Maintain a sense of humour.** Humour and playfulness are important ingredients in communication. The more you can all upon humour at appropriate times, the more you will facilitate communication with your teenager. Many studies have found that humour can help children cope with adversity. One caution: If you and your teen are angry with each other, he may interpret your humour as sarcasm. Humour should be used to create a warm environment in which parents and teens feel comfortable and most importantly one in which teens will be more willing to listen and communicate.
- **Tend to your teenager.** Remember that while your relationship with your teen with AD/HD is likely to be strained, these years will set the foundation for a lifetime relationship. It is important to take extra time to balance the scales and maintain a positive relationship. Find an enjoyable activity and engage in this activity with your teen, at least once a week.

Keep in mind that any professional treatment plan for AD/HD must include the use of effective, research proven interventions. Reducing the symptoms of AD/HD reduces the level of impairment, consequently, risky behaviour and adverse outcomes are also reduced.

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SCHOLARSHIPS

Scholarships Available to Students with Learning Disabilities

a) Imperial Tobacco Canada Limited Scholarship Fund for Disabled Students:

For university or college studies for students with disabilities; \$5,000 annually; deadline for application is **June 1**. (see below)

b) Mattinson Endowment Fund Scholarship For Disabled Students:

For undergraduate studies in a degree granting program; \$2500 one year; deadline for application is **June 1**. (see below)

Association of Universities and Colleges Awards Program
600-350 Albert St., Ottawa, ON K1R 1B1
Tel:(613) 563-1236 Fax: (613) 563-9745



c) Doreen Kronick Scholarship: For graduate studies in a program which will train that student to work with persons with learning disabilities; \$700; application deadline is **May 15**.

LDA of Canada
323 Chapel Street, Ottawa, ON K1N 7Z2
Tel: (613) 238-5721 Fax: (613) 235-5391 www.ldac-taac.ca

d) Carol Thompson Memorial Fund Scholarship:

For students with learning disabilities attending college or university; \$700; application deadline **May 15**, LDA of Canada (see above).

e) Justin Eves Foundation Scholarship:

For students with learning disabilities attending college or university. Applications must be received on or before **April 15** to be considered for funding for the coming academic year.

The Justin Eves Foundation
40 Dundas St. W Suite 220 Toronto, ON M5G 2C2
Tel: 416-586-0085
Fax- 416-586-0050
Email: info@justinevesfoundation.com
Web site: www.justinevesfoundation.com



f) Roy Cooper Scholarship Award 2006:

A \$1000.00 scholarship award will be given to a high school student who has a documented learning disability and will be attending University or College during the 2006-2007 school year, majoring in engineering and /or physical sciences discipline. Deadline for submission is Monday May 29th 2006. Please contact LDAK at 545-0373 for an application.

See page 7 for information on the new arts scholarship.

RESOURCES IN OUR LIBRARY

It's So Much Work To Be Your Friend - Richard Lavoie- DVD and Book

This resource explores the causes and consequences of “social incompetence.” Richard Lavoie provides strategies for teaching friendship skills in the classroom, on the homefront, and in the community.

AlphaSmart Keyboard - All ages

The AlphaSmart 3000 keyboard is designed to let students take notes, write essays or practice keyboarding without having to use a computer. The text can later be transferred into virtually any application on a computer, or directly to a printer.



The Central Auditory Processing Kit - Ann Mokhemar - Ages 6 - 13

This comprehensive program provides central auditory processing exercises at increasing levels of complexity. The exercises have a direct impact on academics, including decoding, following directions, staying on task, and much more! You'll get helpful information about the characteristics of students with CAPD, the effect on classroom performance and guidelines for assessment.



Source for Non-Verbal Learning Disabilities - Sue Thompson

This book is filled with checklists, anecdotes, methods and resources for the identification and treatment of these children and youths.

New Arts Scholarship Now Available

The new “JoAnna Townsend Art Scholarship” complements the already existing three post secondary scholarships that LDAC administers.

According to the new scholarship description, the ideal candidate is a Canadian student with a learning disability who demonstrates an interest in pursuing an education and/or career in any of the various applied arts programs including the performance of music (instrumental or vocal), drama, dance and the creativity of visual art such as fine art (sculpture, painting), illustrations, including animation, film and graphic design. One scholarship will be awarded annually at a value of \$1000.00

The JoAnna Townsend Art Scholarship application and criteria for the 2006-2007 school year can be downloaded from the LDAC website at <http://www.ldac-taac.ca/english/scholars/scholars.htm> or by contacting the LDAC office at 613-238-5721 or information@ldac-taac.ca

**L. D. A. K. EXECUTIVE
2005 - 2006**

President	Bruce Todd
Past President	Libby Running
Vice-President	Peter Bird
Treasurer (acting)	Pat Dudley
Secretary	Cheryl Mayers
Members at Large	Pat Dudley Bill Cormier Judy Fox David Williams David Allison

RESOURCE CENTRE HOURS

417 Bagot St
Kingston, ON K7K 3C1

**Monday to Friday 11:30 a.m. — 4:30 p.m.
Saturday & Sunday Closed**

Resource Centre Co-ordinator

Lana Greenwood

Resource Facilitator

Janice Barling

Disclaimer

THE LEARNING DISABILITIES ASSOCIATION does not endorse or recommend any of the facilities listed or any of the methods, programmes, products or treatments offered by such facilities.

Our aim is to keep the community informed about services and facilities that are available to people with learning disabilities.

We urge consumers and service providers to review carefully any programmes and services listed in order to select those which will meet most appropriately the identified needs of the person with learning disabilities.

Membership Application Form

Name: _____

Address: _____

CITY PROVINCE POSTAL CODE

Telephone: (H) _____ (W) _____

ANNUAL DUES:(Effective April 2/04)

Family/Individual - 1 Year Fee -\$50

Student (1 Year Fee Only) - \$20

Institutional (1Year Only) - \$125

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

I would like to volunteer to help with:

- | | |
|--------------------------------------|-------------------------------------|
| <input type="checkbox"/> Fundraising | <input type="checkbox"/> Membership |
| <input type="checkbox"/> Publicity | <input type="checkbox"/> Newsletter |
| <input type="checkbox"/> Other | |

Membership Advantages:

- ⇒ subscription to Communiqué & National
- ⇒ quarterly publications of LDA Ontario and LDA Canada
- ⇒ affiliation with local, provincial and national levels of LDA
- ⇒ free information on learning disabilities
- ⇒ free access to Kingston's resource centre and the lending library of LDA Ontario
- ⇒ discount on LDA conferences

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

Please tear off and mail this form and cheque (made out to **LEARNING DISABILITIES ASSOCIATION OF KINGSTON**) to Learning Disabilities Association of Kingston 417 Bagot St., Kingston ON K7K 3C1.

THANK YOU