

National

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Get involved, Support the “Right to Learn” campaign

Education gives every student the tools they need to reach their dreams – and achieve their full potential!

Every Canadian with a learning disability has the right to learn. With your support they will. Please sign our petition today, and help us tell the various levels of Canadian governments that you support every Canadian's “Right to Learn”.

www.righttolearn.ca

Winter 2007 - Volume 1

Message from our Executive Director

In January of this year, I accepted the position of Executive Director for the Learning Disabilities Association of Canada (LDAC). I was drawn to the opportunity and the cause despite the fact that I had a position I really loved. My two oldest boys both have learning disabilities.

As a parent, I am very aware of the struggle one goes through to ensure that your children have what they need to cope and succeed.

In February, shortly after I began, I read the findings from LDAC's three year Canada wide study called Putting a Canadian Face on Learning Disabilities (www.pacfold.ca). This study further solidified my passion and conviction for this cause. In March we released the study and the response from journalists across the country was tremendous. We received coverage via a variety of media outlets - TV, print and radio – and it stretched from Newfoundland, to the Yukon, to B.C. For the first time ever the findings in this study gave voice to the issues faced by the 1 in 10 Canadians with learning disabilities. Using all Canadian data and Canada wide individual focus groups it portrayed what the true cost of learning disabilities are to



Judy Kerr
Executive Director

all Canadians – from an individual, societal and economic standpoint.

Among the most profound findings are that young adults aged 15 to 29 years living with LD (compared to non-disabled adults) are:

- less likely to have a secondary school diploma or certificate,
- less likely to be working (even part-time) or looking for work; those who are working, earn less,
- more likely to be part of a low-income family, and
- more likely to report suicidal thoughts, depression and distress.

Continued on page 4

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Welcome, Lynn Green, St. John's, NL, as LDAC's new Chair 2007-2009

Described by colleagues, a "real-go getter," Lynne has experience as a public school trustee and still serves on several committees with the department of education. She has two daughters with learning disabilities. She is a former nurse, and has played a significant role in the redevelopment and growth of the Newfoundland LDA.

Lets Talk!

By Fraser Green,
Past Chair



As this is my last report to you as Chair of the LDAC national board of directors, I'd like your permission to wax philosophical.

As I write this, I'm preparing to attend my third national Learning Disabilities Conference in St. John's Newfoundland. I've often thought about the mix of people who attend. There are teachers who 'get it' and want to do a better job of educating our kids. There are adults with LD who want to make the world of employment more accommodating to people with LD. There are psychologists and neurologists who are interested in the human brain and how it works. And, of course, there are parents (like me) who want to be better advocates for our kids.

We all come from our own perspective – our own 'place' if you will. And, those perspectives and places can be very different.

But I'm convinced that what unites each and every one of us is our beliefs.

We believe that every human being deserves dignity – and the opportunity to reach his or her own human potential. We believe that children deserve to learn in the way that best suits them. We believe that every teenager has the right to the self-esteem that's so critical in the transition from childhood to adulthood. We believe that every adult deserves to earn his or her way – and make a full contribution to neighbourhood and community.

"I've gained more than I've been able to give."

These beliefs are what makes learning disabilities such an important cause. It's not just about education, employment, social cost to the GDP or medical tax credits. It's about our duty to each other as citizens in a community. It's about our right to seek our potential and our responsibility to allow our neighbours to do the same.

My heroes had very similar beliefs. Martin Luther King believed in racial equality and civil rights. Mahatma Gandhi believed that every person in India deserved dignity and respect, regardless of caste. Germaine Greer believed in gender equality – politically, socially and economically. Nelson Mandela believed in the right of the majority in South Africa to shape its own destiny. Stephen Lewis believes that HIV/AIDS sufferers in sub-Saharan Africa deserve the same access to information and treatment as those of us in the developed world.

I'm convinced that to move our cause forward – and move it we must – we must talk more openly and explicitly about our beliefs and the cause we're all so committed to. This is how powerful constituencies are built.

And I, for one, will continue to talk about my beliefs to anyone who will listen to me. I'll do it for as long as I draw breath.

In closing, I want to say a simple thank you to everyone who receives this newsletter and who advances our cause. Leading LDAC for the past three years has been a rich and rewarding experience. And, trite as it sounds, I feel like I've gained more than I've been able to give. Thank you for this privilege.

It also revealed that learning disabilities are complex and difficult to understand, even for the individual with learning disabilities. For this reason many children and young people with learning disabilities also suffer from depression and sadly, some even commit suicide. Another incomprehensible finding is that youth and adults with learning disabilities only have a 51% chance of being employed as compared to 89% of the general population. These statistics hit home when I began to think about what lay ahead for my own children. What would their future look like?

The study also reinforced that for those of us who have family members with LD (or are LD), we need to be far more vocal and work to remove the misconceptions associated with having a learning disability. Personally, the fact that my children learn differently has taught me to push the boundaries on conventional methods for learning. We need to think “outside the box” – are not most great solutions arrived at by using a variety of methodologies?

The findings from the PACFOLD study put forward a number of recommendations and also showed us that action is needed now on a number of fronts. A primary recommendation is that early screening and identification is essential and needs to take place between the ages of 4 and 8 to ensure that children don't slip through the cracks.

Connected to this is teacher training so that all teachers are equipped with the tools they need to teach all students no matter how they learn. LDAC now has an active national committee working to make this happen.

This brings us to the issue of accommodation. In June of this year LDAC adopted a Policy Statement on the need for all students with LD to be accommodated at all grades and levels of education (www.righttolearn.ca).

The Policy Statement on Educational Accommodation for Individuals with Learning Disabilities provides guidelines, to Ministries of Education, school districts, teachers, post secondary institutions, parents and individuals with LD, to use for policy development, administration, selection and evaluation of accommodations for instructions and assessment of students with LD.

Your support of all our initiative is greatly needed. Our national office, our 12 provincial and territorial LDA's and our local chapters are all working hard to ensure that individuals with learning disabilities have the supports they need, at all levels of life, to reach their full potential. **Please join with us to bring about this change.**

Initiative for Equitable Library Access

LDAC is a key member on the planning committee of the Initiative for Equitable Library Access (IELA) and is pleased to announce that on October 2, 2007, the Honourable José Verner, announced funding of \$3 million to support IELA for those Canadians who are unable to read standard printed material.

“Less than five percent of published materials are currently available in multiple formats. This project will help raise this percentage.” said Minister Verner.

The mandate of IELA is to coordinate activities designed to develop and cost the implementation of a nation-wide strategy that provides equitable library service to Canadians with print disabilities.

The initiative will be carried out over a period of 3 years, in partnership with Canadian libraries, people with print disabilities, publishers, producers of multiple formats, and other stakeholders, including the CNIB, LDAAC and the education sector. With the cooperation it is receiving nationwide, the government of Canada will be able to offer equitable library services to meet the information needs of people with visual, perceptual and physical disabilities.

Putting a Canadian Face on Learning Disabilities (PACFOLD)



Release of Study Brings Media Attention to Learning Disabilities

By Claudette Larocque, Director of Public Policy & Programs

On March 26th, LDAC released its landmark research study on what it means to be a Canadian child, youth or adult with learning disabilities. **Putting A Canadian Face on Learning Disabilities (PACFOLD)**

uncovered compelling evidence of what our national network has witnessed anecdotally for decades—left undiagnosed, untreated and/or not accommodated, Canadians with LD are unable to reach their potential, resulting in high costs to the Canadian economy.

PACFOLD demonstrates how the issues Canadians with LD face are both linear and cyclical. They are linear, in that there is a direct correlation between the problems not identified in school, and/or not accommodated in school, with the end result of low literacy levels. This, in turn, impacts the employment opportunities and the financial situations of people with learning disabilities. The issues are cyclical, because these challenges feed into one another. Low literacy levels, higher rates of unemployment, lack of independence, and lower incomes contribute to higher rates of mental and physical health issues, and impact the relationships of people with LD.

This message was heard across the country. LDAC purchased the services of Canada NewsWire to distribute the press release to over 500 media outlets across Canada on March 26th, the official release date. LDAC reviewed its media contact list and targeted specific journalists and reporters for media coverage. These were followed up by the Communications Expert who worked with the journalists, the Research Team and the LDAC staff to develop story lines.

LDAC Chair, Lynn Green, was interviewed that morning on Canada AM and Judy Kerr, Executive Director was interviewed on CBC Radio Morning in Ottawa which was picked up by several other CBC radio stations across the country. The front page of the Toronto Star had an exclusive article on the Study which was picked up by many other newspapers across the country. Talk radio stations were scrambling to book LDAC staff and the researchers for interviews for their programs. Provincial/Territorial LDA offices were busy with their own media events. LDA Yukon held a news conference attended by over 30 participants which included all major media outlets, the Minister of Education and other elected officials and bureaucrats, partners and funders. The Vancouver Sun reported on the Study and many television stations such as Global Toronto, Montreal, Halifax, had coverage during their news hour with interviews with LD adults.

According to Canada NewsWire representative, the media coverage for PACFOLD was, in her words, “very, very good and above average.” She said that LDAC received the most print, broadcast, and Internet media hits of any of her many clients.

For more information on the study
and its findings you can view the study at
www.pacfold.ca

It's About Self-Esteem!

Re: Putting A Canadian Face On Learning Disabilities,
By Henri Audet

Thank you for the well-researched LDAC study "Putting a Canadian Face on Learning Disabilities." I would like the opportunity to extrapolate on the thesis contained therein "people with LD are often prevented from realizing success at school, at work, and in everyday activities."

The study cited three prominent examples of factors that effect achievements and accomplishments outside government support, including A) finding a teacher who is trained to work with a student with LD; B) having family support that includes financial resources; and C) finding the 'right' employer that understands learning disabilities and provides the necessary accommodations.

I would like to add another factor to the list. One that is just as crucial as detection and treatment. Specifically, It is important to stress the necessity to constantly boost self-esteem in these kids.

Recently, I outlined this idea in a speech to school principals affiliated with Ontario's Education Quality and Accountability Office (EQAO). After showing a slideshow of the youth at Camp Kirk, I asked a simple rhetorical question – "When you looked at their faces, did you once detect a disability?" The answer was an unequivocal no. These kids are not freaks; they are not weird or slow. They are fundamentally average and normal kids.

That normality, as ironic as it may seem, is part of the problem. Learning disabilities and attention deficit disorders are invisible disabilities. People rarely take notice of these kids' challenges and if they do, they often accept the familiar refrain that these kids are simply lazy, dumb, crazy or just do not give a damn.

This attitude often prevails until that one illuminative moment when a parent discovers their own child has one or more learning disabilities; all of a sudden, the

light goes on and they begin to understand that their child is not lazy – this is real and something must be done.

Yet, in addition to any clinical environment or treatment regimen, kids with learning disabilities also need a nurturing, non-competitive and structured environment that allows them to develop social, emotional and physical skills – this is how you raise their confidence and self-worth. Once within this environment, these kids will have the courage to take risks and increase their opportunities for success and happiness.

This self-esteem boost can be sparked by support from a teacher, parent, camp counsellor, employer or friend. If these people (professionals, friends and relatives) give children with learning disabilities an environment and the tools to develop social and physical skills, they will be able to encourage many kids to take risks and increase their opportunities for success and happiness.

As one parent said to me after her son attended Camp Kirk, "the transformation came when he realized that being different does not mean being worse, that each person

has something special to bring to the world and that trying is the first step along the road to succeeding."

No matter the degree of disability or difficulty children have, they must be given the opportunity to discover their strengths, to learn to accept their limitations and be given the opportunity to shine.

About the author

Henri Audet is Executive Director for Camp Kirk, a residential summer camp in Kirkfield, Ontario for children with learning disabilities and attention deficit disorders. Camp Kirk takes the focus away from children's learning disabilities and puts it on them as children and their strengths.



Update on LDAC's Position

Adopted June 2007

ADHD RESOLUTION

LDAC officially recognizes the significant rate of co-morbidity between LD and ADHD and that this co-morbidity complicates a person's learning disability and therefore a person's potential for learning.

LDAC accepts that the provision of services to people with ADHD strengthens and adds value to the support the LDAC, its Provincial/Territorial LDAs and local chapters provide to people with LD.

LDAC endorses the provision of services to individuals with ADHD as part of the overall program of services provided by its Provincial/Territorial LDAs and local chapters.



POLICY STATEMENT

Educational Accommodations for Individuals with Learning Disabilities

The Learning Disabilities Association of Canada (LDAC) states that all students who are diagnosed as having a learning disability, as defined by LDAC, be guaranteed full access to appropriate accommodations, which will enable them to optimize their potential, in accordance with the mandates of the Canadian Charter of Rights and Freedoms and the Human Rights legislation of the Provinces and Territories.

This policy applies to all educational programming including pre-school, elementary, secondary, post-secondary and post-graduate education as well as

professional licensing and apprenticeship tests and examinations.

The determination of the accommodation and its appropriateness must be based on the type, severity and complexity of the identified learning disability as well as the essential requirements of the educational course or examination. An accommodation request may only be denied if it is proven that the required accommodation will create undue hardship, as defined in law, for the institution or organization that provides the educational service or administers the examinations or tests in question.

A MUST read for everyone involved with Learning Disabilities!

Adopted June 2007

A copy of LDAC's Resolution and Policy Statement can be found at www.ldac-taac.ca

Successful Job Readiness Program Terminated...

By Mel Phelan, Editor

In March of 2007, LDAC received word that its Destination Employment (DE) program would no longer receive funding from the federal Opportunities Fund. This was a sad time for our program staff and for the many adults across Canada who used this service.

The primary objective of this project was to implement a job-readiness program for adults with learning disabilities. The program had funding for one part-time staff person who had the mandate to work intensely with 18 adults a year after a screening interview. Candidates for the program had to know or suspect they had a learning disability, had to be out of work and could not be EI eligible. In other words, we were serving adults who were experiencing chronic and long term unemployment because of a learning disability.

Started in 1999 and active in 13 different LDA sites across Canada, Destination Employment exposed the need for an employment program to support Canadians living with learning disabilities and the

necessity to locate a secure source of funding for this program.

To date more than 1000 adults with LD have participated in the program. Slightly more than forty-two percent of these adults have returned to the workforce on either a full time or part time basis. Sixty-five percent have increased their formal education level.

These numbers can leave no doubt as to the success of the program and its continued need.

Where do we start to rebuild?

- Most Canadian governments are starting to understand the savings available to them through proactive strategies relating to quality of life issues. The employment and education of people living with learning disabilities is one such issue.

Public education on the need and benefits relating to a DE program must run in tandem with government proposals.



ENGAGE ENCOURAGE EMPOWER



An inspiring camp experience for 6 to 13 year olds with Learning Disabilities, AD(H)D, including those with incontinence and/or enuresis (bedwetting) difficulties.

- fun, structured, non-competitive programs including: karate, rope courses, climbing walls, archery, arts & crafts, ceramics and more.
- ideal setting with only 36 campers per session & a staff of 28 caring and nurturing individuals.
- 10 day or 2 week sessions.



Contact 416-782-3310 or
campkirk@campkirk.com



- Corporate sponsorship would not be unlimited or secure. While corporations like to picture themselves as good corporate citizens and donate to Canadian charities, there are approximately 64,000 charities in Canada vying for that support.

Starting a corporate education program about an employment program like DE and its benefits in a province like Alberta, where there is a work force shortage, would be much less difficult than in the eastern provinces, where all workforce sectors are fighting for the opportunity to be employed in their home province.

Corporate education on the need and benefits relating to a DE program must run in tandem with corporate proposals.

- Build a trust to cover the administrative costs incurred by each of the Provincial and Territorial Associations. Destination Employment is an issue of importance to all of us. Through collaborative

effort, a trust could be established to secure a stable funding source for a national Destination Employment program. The Canadian public has established priorities in the areas of health, child care and the environment. All quality of life issues. This quality of life issue while having upfront costs establishes long term savings for all Canadians and ties into their number one priority. Without the skills required to obtain employment both a person's mental and physical health are affected.

Public education on the need and benefits relating to a DE program must run in tandem with public fundraising.

So while we determine the best way to proceed on Destination Employment, one thing is clear, we must communicate the need and benefits to everyone and anyone who will listen to us today, in order for our long term strategies to be effective.

2006 Scholarship Recipients



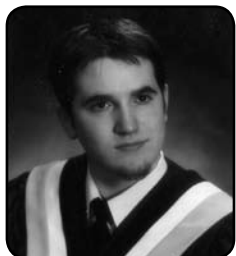
The Carol Thomson Memorial Scholarship for Students with Learning Disabilities

This scholarship was awarded to Kathryn Smith of Dundas, Ontario. Kathryn is enrolled in the Culinary Management Apprentice Program at Georgian College in Barrie, Ontario. Upon successful completion of her program, she plans to travel the world and open her own bakery or restaurant business.



The 2006 Doreen Kronick Scholarship

The 2006 recipient is Jessica Toste of Verdun, Quebec. Jessica is completing her Masters in Educational Psychology at McGill University in Montreal, specializing in Special Populations. Her research explores the working alliance between teachers and students with learning disabilities in the classroom in relation to the development of resiliency for students with LD.



The JoAnna Townsend Applied Arts Scholarship

Charles Cameron of Trenton, Nova Scotia is the 2006 recipient. Charles has been intrigued with animation since grade three and attended summer Animation Camps throughout high school. Charles is entering his first year of a two year program in Digital Animation at the Nova Scotia Community College, Truro campus. His future plans are to enter the animation industry and help create cartoons or video games, possibly creating his own series.

Criteria and applications for next year's program can be found at www.ldac-taac.ca/scholarships

Donating Securities to LDAC

The May 2006 Federal Budget made it much more lucrative and easier for Canadians to donate eligible securities to a charity. If you donate your securities, instead of cash, to LDAC you will be entitled to enhanced tax relief.

Under the new rules, none of the capital gain on the eligible stock or mutual fund is included in your income!

You do not have to pay tax on the gain. In addition, the donation provides you with a tax credit equal to the highest marginal tax rate in your province.

For example, let's say that a donor makes a \$100,000 donation of publicly traded securities to LDAC. If the original cost was \$20,000, there would be an \$80,000 capital gain. LDAC would receive the full amount of \$100,000, and the donor would receive significant tax savings. The following table displays the advantages of donating securities versus selling securities and donating the cash.

Advantages for Business Owners

If you own your business, you can benefit through the corporation's ***"capital dividend account"***.

When you donate securities to charity, the tax free portion of the capital gain resulting from the donation, which is now 100%, would be added to the capital dividend account and can be removed tax free.

Example	Cash Donation (cash out securities, then donate)	Donate Securities Directly
Fair market value of donation	\$100,000	\$100,000
Assumed adjusted cost base	(\$20,000)	(\$20,000)
Capital gain	\$80,000	\$80,000
Taxable gain (50% vs 0%)	\$40,000	\$0
Tax on capital gain (@39%)* (a)	(\$15,600)	\$0
Tax on benefit of gift (at 41.7%)* (b)	\$41,750	\$41,750
Net tax benefit (a+b)	\$26,150	\$41,750
Tax savings from donating securities instead of cash		\$15,600

* Averaging national tax rates and tax credits

This is an opportunity for you to ensure the 3,000,000 Canadians living with learning disabilities have an opportunity to function as citizens with equitable opportunities and to develop to their individual potential.

Donations made prior to December 31, 2007 will be eligible for a 2007 tax deduction.

***"The Right to
Learn. The Power
to Achieve."***

Charitable Registration # 119010312 RR0001

Turn your gift into a pledge...

see other side.



All gifts receive a tax receipt.

The Real Cost of Learning Disabilities to all Canadians

And What We Are Doing About It.

Learning Disabilities affect us all. One in every ten individuals has a learning disability and the cost to society is not just monetary. Brilliant minds are being wasted! And we are doing something about it. With early screening, more support and specialized training for our teachers as well as tools for young people entering the workforce we will reduce the overall societal and human costs of learning disabilities
- and benefit from these bright minds.

Starting Off

The formative years between age 4 and 8. Help us build our case for early mandatory screening covered by the health care system.

Moving Up

The impressionable years. Help us to provide teachers with additional supports and customized training.

Moving Out

Adulthood. Help us to create tools, like a job preparedness website, to help young people reach their potential in the workforce.



You are invited...

...to uncover their
unique abilities.



Dear Friend,

If you accept our invitation today, you will help change the lives of deserving children, teenagers and adults across Canada. With your help and support we can empower everyone with a learning disability - both young and old.

You see, we know that everyone possesses a **learning ability** and can succeed with the right tools and strategies in place.

\$50 Starting Off

Will you help make this happen by renewing your pledge to Learning Disabilities Association of Canada?

\$75 Moving Up

Please accept our invitation and join us with your support at one of three levels.

\$125 Moving Out

Children between 4 and 8 years old deserve early mandatory screening and diagnosis. **LDAC is working to make this happen.**

Teachers need training, tools and time to support students with a learning disability. **LDAC is working to make this a part of teacher training programs.**

Students in post-secondary settings soon to transition to the workplace need strategies to cope, learn and share. **LDAC will build an interactive community where young adults can find jobs and learn life skills.**

Yes! I agree! We all have the right to succeed. Please accept my support for these bright minds!

\$50 Starting Off

☐ **\$75 Moving Up**

☐ **\$125 Moving Out**

☐ **Other \$** _____

Name: _____

Address: _____

City: _____

Province: _____

Postal Code: _____

Telephone Number: _____

My Gift Information

☐ Enclosed is my cheque in the amount above, payable to Learning Disabilities Association of Canada (LDAC)

Credit Card: Please charge my ☐  ☐ 

Credit Card Number Expiry

Signature Date

My phone number Email

Monthly Giving Plan

Monthly Giving is a great way to spread your generosity throughout the year. With monthly gifts, you can support valuable programs and services all year long for children and adults with learning disabilities. **You will be helping us help others...all year round.**

Start This Month!

To join our Monthly Giving program, please fill out the necessary details on this form and the amount you choose will automatically be withdrawn from your bank account or credit card.

This is Your Monthly Giving Plan.

You can alter your gift at any time simply by contacting our office. We will send you a tax receipt for the full amount of your gift at the end of the calendar year (January). Thank You.

☐ Each month, I want to contribute the amount of:

☐ \$10 ☐ \$15 ☐ \$20 ☐ \$30 (\$1.00 per day)

☐ Other _____

Donation Method

☐ Please deduct this monthly amount from my bank account.

My sample cheque marked void is enclosed.

Signature Date

☐ Please charge my: ☐  ☐ 

Card number Expiry

Signature Date

Please return to: Learning Disabilities Association of Canada (LDAC)
250 City Centre #616 Ottawa, ON CANADA K1R 6K7 or Fax to: 613-235-5391

Provincial/Territorial Executive Directors SPEAK OUT...

Bob Ward, Executive Director

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In Oct 2006, the LDAA Board decided that before it could adequately focus on the policy issues surrounding LD, it was important to ensure that the LDAA had the capacity to undertake this work with the professionalism it deserved.

One of the critical issues was to strengthen the LD network in Alberta. Currently, there are 3 chapters plus

the LDAA. Prior to 2006, each was an independent, autonomous organization doing its own thing, to a great extent, with almost no collaboration among the 4 parts.

We have been working diligently to build the 4 parts into a whole so that we are able to capture the organizational and membership synergies that exist throughout the network. Great progress has been made and more needs to be accomplished.

The vision is not to bring everyone into one organization: the vision is more federal; to maintain local ownership of programs and property while at the same time working together to develop standards of operation, governance, etc. At the end, the network will be tied together by a web of agreements, protocols and memorandums of understanding

Dale Rempel, Executive Director

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Branch Director



Shelley Kemp,
Regina
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Laurie Garcea,
Registered
Psychologist



Eldeen Kabatoff,
Program
Co-ordinator



Colette Gauthier,
Senior Admin.
Assistant

LDAS is presently meeting with Saskatchewan Learning in order to incorporate a Kindergarten Screening Tool that will become part of the Curriculum. Future initiatives will include teacher and school board training to ensure equal services to all students with learning disabilities.

SPEAK OUT..... con't

Diane Sugar, Executive Director
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Website: www.ldav.ca

Please meet Rickie, a 7 year old boy. When Rickie's family found out about his disability they went out of their way to educate themselves about it – they were determined to help him be successful and feel good about himself.

At school, when Rickie enrolled in his grade 2 class, Mr. Smith, his teacher became aware that to help accommodate Rickie, he needed to be more organized and plan his classes ahead of time. This way he could provide course material, such as vocabulary lists, to Rickie's classroom aid, in advance. This would provide

Rickie the ability to review lessons and work on them with his aid and still keep up with his peers.

Rickie's aid worked with him on a one-to-one basis privately but when Rickie was in class she would only assist him as needed – she encouraged him to work on his own, be confident with his abilities and to not fall back on his disability as an excuse. In that regard, she was adamant that others not expect less of Rickie because of his disability. Rickie is blind.

One of the issues we face in BC is equitable access to services and supports for children with learning disabilities. The general population would have no problem accepting (and even demanding) that a child with visual impairments requires specific supports and services to make learning accessible – many don't believe this is necessary for the child with LD. And they are so very wrong.



Annie Baert, Executive Director
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Left to Right: Rachel Linley, Special Events and Communication Coordinator; Annie Baert, Executive Director; Jason Sharpe, Adult Programs Coordinator; Cara Rhyno, Speech Language Pathologist; Kerri Fougere, Psychologist

NS Issues related to P-12 Education

LDANS is currently drafting a response to the Education Minister's Review of Services for Students with Special Needs' Review Committee's Report and Recommendations. **The report recognized that the needs of students with LD are not being adequately met and recommended a provincial strategy be developed to more effectively do so.**

LDANS has been asked to submit a written submission regarding teacher education in our province.

SPEAK OUT... con't

Lori McCarthy, Coordinator

Learning Disabilities Association of Prince
Edward Island
Resource Centre
40 Enman Crescent (Royalty Centre)
Charlottetown PE C1E 1E6
Phone: (902) 894-5032
Email: ldapei@eastlink.ca
Website: www.ldapei.ca



LDAPEI's key challenge is in providing necessary services relying solely on project-based funding.

Operational support has yet to be secured; the result being temporary access to supports and services for Islanders.

The dedication of staff, volunteers and the community are what make the difference for individuals with LD/ADHD in PEI.

Kathy Pader, President

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to develop a provincial strategy for students with Learning Disabilities - and we are part of the committee sponsored by the Department of Education for this purpose.

One of the major concerns we confront on an on-going basis is the lack of appropriate assessments and access to targeted interventions.

There are still too many school districts in our province that do not provide psycho-educational evaluations and many more it seems that are cutting back this service where it is available. Nevertheless, we will press on in our commitment to advocate for these necessary services!

Greetings from New Brunswick! On a positive note, we are very pleased with the recommendations from the MacKay Report on Inclusive Education, in particular, the recommendation to our government

Maggie L. Wygant, Executive Director

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Website: www.ldao.ca



Most immediately I sense a common concern for sustainability - the ability for Chapters to continue to deliver services to communities and to remain financially viable. We face the challenge of being "an invisible disability".

Considering the percentage of people affected and the impact learning disabilities have on so many aspects of life, we lack public support, understanding and awareness



Learning Disabilities Association Of Canada

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Publications

ADULTS

Roadmap on Learning Disabilities for Employers



Provides employers with the most current general knowledge and information about learning disabilities, and the challenges that employees with learning disabilities face in the workplace. Built on best practices, approaches and strategies, the Road Map addresses important issues such as disclosure, accommodations and assessment. It is supplemented by strategies and actions that

researchers, practitioners and professionals who work with adults with learning disabilities report as being the most successful.

2003, 80 pages

3001: Binder + Video CD + Audio CD

\$60.00

3003

Destination Literacy: Identifying and Teaching Adults with Learning Disabilities



Designed for those who work in the adult literacy field, Destination Literacy includes information, practical teaching strategies, and materials on accommodations, adaptive technology, and self-advocacy that reflect new challenges for adults with learning disabilities.

1999, 288 pages (binder) \$50.00

3004

Barrier Free Interviews and Competitions pamphlet

This reader friendly booklet provides the adult with learning disabilities and human resource practitioners with useful information on the types of appropriate accommodations available during the interview and the competition process; identifies workplace barriers; determines appropriate accommodations for those seeking employment; and explores the advantages and disadvantages of disclosing learning disabilities during or prior to the interview.

1998, limited quantities

\$ 8.00

ADULTS

Together for Success: A Road Map For Post Secondary Students with Learning Disabilities



A "how to" book for students with learning disabilities entering post-secondary education. A handy resource guide for high school Guidance and Special Needs Counsellors.

1994, 60 pages

3008: Book

\$10.00

3009: Book and audio cassettes

\$14.50

3010: Audio cassettes only

\$ 8.00

3011

Introducing Learning Disabilities to Post Secondary Educators: An In-service Training Program



Developed with postsecondary institutions in mind, this comprehensive resource is well suited for a wide range of institutions and agencies. The series of seven units each with its own objectives, time frame, overheads etc. provides all the materials needed to deliver effective workshops on learning disabilities for facilitators who would like to increase their understanding of learning disabilities.

1996, 101 pages

\$25.00

3012

Learning Disabilities in the Classroom: Handbook for Postsecondary Instructors



Serves as a resource guide for instructors at the postsecondary level who are aware of the particular challenges presented by learning disabilities and offers instructors specific strategies and tools to help them work most effectively with their students.

1996, 40 pages

\$15.00

CHILDREN

3021

Advocating for Your Child with Learning Disabilities



This easy-to-read, concise book will help parents advocate effectively for their 8 to 12 year old child who has a learning disability.

1998, 100 pages

\$15.00

3020

A Family Affair: Preparing Parents and Students with Learning Disabilities for Postsecondary Education



A Family Affair will help steer families through the transition from secondary to postsecondary education with greater confidence and greater ultimate success. This book offers three sections: Section A, for parents; Section B, for the whole family and; Section C for the student covers academic and non-academic concerns, information on how to pick the right postsecondary institution

guidelines for documentation and much more.

1998, 80 pages

\$15.00



Learning Disabilities Association of Canada

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Together For Success			
3008: Book	_____	10.00	\$ _____
3009: Book and audio Cassette	_____	14.50	\$ _____
3010: Audio cassette alone	_____	8.00	\$ _____
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E-mail: info@campkodiak.com Website: www.campkodiak.com

Dear Dave,

Thank you so much for such an amazing summer. Being at Camp Kodiak was the best summer I've ever had! It was so much fun. The campers and staff were all so nice and caring, and the activities were awesome too. I am really looking forward to coming back next year. It's only what, three hundred and something days away right? hahaha. Thanks Sooooo Much (again).

Lauren (14), Richmond Hill, Ontario

Hi Everyone at Camp Kodiak,

I just wanted to write and say thank you for taking such great care of our son Alex. He is extremely happy and healthy. THANK YOU, THANK YOU! Alex said, "This has been the best summer of my life! Can I go back to Camp Kodiak next year?!"

I imagine you are all exhausted but please know that we are very appreciative of all your hard work! You have done a terrific job and we cannot thank you enough. Please send Jill from Cedar 1 a big hug from our family for taking such great care of Alex. We can't wait until next summer!

Alex's mom and dad, Madbury, New Hampshire

Dave,

I just wanted to thank you for Michelle's terrific summer camp experience. She came home with such a glow of confidence, pride and improved self-image as a result of her many achievements at camp. I can't believe the change in her! She is running for classroom representative. Win or lose, she has won back a lot of her self-esteem. Thank you! We see the results of your camp magic daily.

Michelle's mom, Menlo Park, California

Hi Dave

Our son, Jacob, very much enjoyed Camp Kodiak during the past two summers. It is an outstanding camp and we are very grateful that he had the opportunity to be a camper there! You all do such a great job.

Jacob's mom and dad, Chicago, Illinois

Dear Dave:

I wanted to write you a quick e-mail to say thank you for another amazing camp experience. We picked Matthew up last weekend and during the week we have heard such wonderful stories about his month at Camp Kodiak. He had a great time! I wanted to share one particular conversation, as I think it speaks volumes and is real testament to your camp. Matthew told me that he really has a great time at Camp Kodiak and that he fits in there. He said at school I don't fit in and I don't have many friends but at Camp Kodiak I have lots of friends and I feel like I belong. Thank you Dave for creating a camp where special kids feel like they belong. I have in the past recommended your camp to others and I will continue to do so. We will see you next year. Enjoy the rest of your summer.

Matthew's mom, Toronto, Ontario

Dear Dave & Staff of Camp Kodiak:

Thank you so very much for making Kat's summer experience so positive. After 3 short weeks, she returned home happy, confident and more independent. We were thrilled to hear about her activities - dances too - and all that she learned from your magical place. We were also delighted to hear that she had no sugar or caffeine or TV, and didn't seem to mind it! That is incredible! We look forward to another summer!

Kat's mom and dad, Tacoma Park, Maryland

Hi Dave,

Just a quick note to thank you again for Luke's great summer. He showed us all around the camp today. What an amazing site. We can see why he had such a fabulous time. He was so proud to show us the sights, it was as if he were showing us his new home. We had only spent about five hours with Luke since we put him in the car and we have heard nothing but amazing stories. He claims he misses camp already.

We sent you a great kid with a few issues and got back an even greater kid that appears to be confident and self reliant in many ways. He even helped unpack, he refolded clothes. He told me how he now realizes how much work it is to care for a home and do laundry. He seems even more caring toward his little brothers!!! (I hope it lasts).

Thanks to the entire staff!! Especially, Adam, Corey, Jill and John.

Luke's mom and dad, Toronto, Ontario

Update on the Jeffrey Moore Case

December 23, 2005	<ul style="list-style-type: none"> B.C. Human Rights Tribunal ruled that the B.C. Ministry of Education and North Vancouver School District # 44 discriminated against Jeffrey Patrick Moore and other students with Severe Learning Disabilities (SLD). They ruled that the cutbacks disproportionately impacted children with learning disabilities and failed to provide them with the necessary programs and services to accommodate their needs. Due to the systemic issues of this case, and the support from the LDA network across Canada, the Learning Disabilities Association of Canada (LDAC) applied and was granted Intervener status.
February 23, 2006	<ul style="list-style-type: none"> BC Ministry of Education and School District #44 appealed the decision of the Tribunal. Once the grounds of the appeal were defined, LDAC had to re-apply for Intervener Standing for the appeal hearing.
January 30 th , 2007	<ul style="list-style-type: none"> The material in support of LDAC's application for Intervener Standing was filed.
May 18 th , 2007	<ul style="list-style-type: none"> LDAC and the BC Teachers Federation both receiving Intervener Standing in Vancouver court case. Many objections by both the Vancouver School Division and Ministry of Education made the full day hearing difficult. LDAC was granted intervener status with the following conditions: <ul style="list-style-type: none"> All arguments from LDAC had to be filed by June 4th with the BC courts The arguments could not be more than 20 pages LDAC's representatives would have only 30 minutes to present them at the appeal hearing. Tom Beasley, partner with Coutts Pulver (also a parent associated with the Vancouver Chapter) assisted LDAC's lead counsel Yude Henteleff in court.
June 4, 2007	<ul style="list-style-type: none"> Preparation on the case completed based on the evidence the intervener decision allowed LDAC Counsel to bring forward at the appeal hearing. Tom prepared the arguments on School District #44 and Yude prepared the arguments on the Ministry of Education. 32 binders of evidence pertinent to the case reviewed.
June 11, 2007	<ul style="list-style-type: none"> Hearing scheduled for 8 days however, it went on until June 22nd, took a recess and resumed July 7th until July 16th. LDAC's position presented on July 9th.
<p>Members of LDA Vancouver were in attendance in the court most days. "There were some days that were difficult and very frustrating listening to some of the arguments and the legal proceedings" said Rick Moore who took his holidays to attend court. Rick said he was very pleased overall with the proceedings.</p> <p>According to both Tom Beasley and Yude Henteleff, the appeal decision will take a minimum of three to six months. Together Tom and Yude have spent over 130 hours preparing for their court appearances in both the application for Intervener Standing and the appeal hearing.</p> <p>For further information contact Claudette Larocque, Director of Public Policy & Programs</p>	

The Learning Disabilities Association of Canada's goals are:

- To create a climate of public awareness about the nature and impact of learning disabilities.
- To encourage and monitor research in the field of learning disabilities.
- To collaborate with others who affect the lives of people with learning disabilities.



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What are Learning Disabilities?

"Learning Disabilities" refer to a number of disorders which may affect the acquisition, organization, retention, understanding or use of verbal or nonverbal information. These disorders affect learning in individuals who otherwise demonstrate at least average abilities essential for thinking and/or reasoning. As such, learning disabilities are distinct from global intellectual deficiency.

Learning disabilities result from impairments in one or more processes related to perceiving, thinking, remembering or learning. These include, but are not limited to: language processing; phonological processing; visual spatial processing; processing speed; memory and attention; and executive functions (e.g. planning and decision-making).

Learning disabilities range in severity and may interfere with the acquisition and use of one or more of the following:

- oral language (e.g. listening, speaking, understanding);
- reading (e.g. decoding, phonetic knowledge, word recognition, comprehension);
- written language (e.g. spelling and written expression); and
- mathematics (e.g. computation, problem solving).

Learning disabilities may also involve difficulties with organizational skills, social perception, social interaction and perspective taking.

Learning disabilities are lifelong. The way in which they are expressed may vary over an individual's lifetime, depending on the interaction between the demands of the environment and the individual's strengths and needs. Learning disabilities are suggested by unexpected academic under-achievement or achievement which is maintained only by unusually high levels of effort and support.

Learning disabilities are due to genetic and/or neurobiological factors or injury that alters brain functioning in a manner which affects one or more processes related to learning. These disorders are not due primarily to hearing and/or vision problems, socio-economic factors, cultural or linguistic differences, lack of motivation or ineffective teaching, although these factors may further complicate the challenges faced by individuals with learning disabilities. Learning disabilities may co-exist with various conditions including attentional, behavioural and emotional disorders, sensory impairments or other medical conditions.

For success, individuals with learning disabilities require early identification and timely specialized assessments and interventions involving home, school, community and workplace settings. The interventions need to be appropriate for each individual's learning disability subtype and, at a minimum, include the provision of:

- specific skill instruction;
- accommodations;
- compensatory strategies; and
- self-advocacy skills.

Publication of the Month

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Landmark East School Class of 2007 (photographed at Acadia University)

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Graydon Mitchell, Director of Admissions
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Over 3,000,000 Canadians live with learning disabilities – You CAN help!

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- Sign the LDAC's "Right to Learn" petition (www.ldac-taac.ca)
- Stay informed, bookmark the LDAC website and come back often to stay updated on the issues and on our work
- Spread the word! Talk with your family, friends and colleagues about the issues surrounding LD
- Volunteer your time to your local Chapter or Provincial Association
- Organize a special LD event in your school or community
- Attend LD fundraising events in your community
- Become a member of your Provincial or local Learning Disabilities Association
- Make a monthly or yearly donation to your local Chapter, Provincial or National Association
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