



ldac•acta

Learning Disabilities Association of Canada

The right to learn, the power to achieve

LDAC NEWSLETTER

April 2024



Thealzel Lee

Immediate Past Chair

English

(Français çï-bas)

As we approach the end of April, which is Neurodiversity Month, it becomes crucial to recognize how a wide range of neurodivergent conditions impacts people's lives at home, in school, at work, and within the community. While learning disabilities (LDs) represent one aspect of neurodiversity, it's essential to acknowledge that the neurodiversity spectrum extends beyond LDs to include conditions such as Autism Spectrum Disorder (ASD) and Attention Deficit Hyperactivity Disorder (ADHD).

Supporting individuals within the LD community is an ongoing effort that spans every stage of development—from childhood to adulthood and beyond. Often, neurodiverse conditions coexist, adding complexity to identifying and providing the right support. For instance, ADDitude magazine reports that fifty percent of children and adolescents with ADHD also have some form of LD. This underscores the need for tailored assistance for those in the LD community.

In Canada, awareness of neurodiversity is growing, and organizations like LDAC (Learning Disabilities Association of Canada) play a vital role in advocating for individuals with learning disabilities. Regardless of age, LDAC strives to ensure that everyone can experience success and reach their full potential.

Neurodiversity celebrates and embraces the neurological variations present in human beings. By recognizing and valuing these differences, we contribute to individual well-being and the overall health of our communities. Neurodivergent individuals often bring unique perspectives to problem-solving. Educators can foster creativity and innovation by leveraging the diverse abilities of students in the classroom. Tailoring teaching strategies and accommodations to each student's learning style promotes an inclusive environment and academic achievement.

Similarly, workplaces can benefit from the diverse talents and perspectives of neurodiverse employees. Their unique cognitive abilities and divergent thinking patterns lead to innovative approaches for complex challenges, resulting in creative solutions. When provided with necessary support and accommodations, these employees feel valued, contributing to a more inclusive, supportive, and innovative work environment.

Whether in the classroom, workplace, or broader community, acceptance of neurodiversity has positive effects. People who feel accepted experience less stress, higher self-esteem, and better mental health outcomes. Recognizing and embracing neurodiversity ultimately benefits society as a whole.

We need your help!

Despite progress, obtaining necessary services and tools for education remains a struggle for parents and young adults with learning disabilities. Working adults also face difficulties revealing their LD for fear of negative consequences.

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LD NEWS



Benefits Canada (2024)

This article raises the question about the need for more consistent advocacy for learning disabilities, as 68% of US employees say they are unfamiliar with the concept of neurodiversity.

[Learn more](#)

LA School Report (April 2024)

The importance of early screening and early intervention in conjunction with the science of reading.

[Learn more](#)



The Independent (April 9th 2024)

British tv presenter and wildlife cameraman shares their experience of living with dyslexia

[Learn more](#)

The Learning Disabilities Association of Canada has no affiliation with the media outlets or organizations, and is not responsible for the content reported in each article. We are simply providing some highlights of the publicly available stories that hit the news this month. To keep all of us aware of what is happening in the world, we provide Canadian, US and global stories where relevant. This is by no means an exhaustive list, but hopefully it provides you with some food for thought:



RESEARCHERS HIGHLIGHT

Dr. Frédéric Guay



English

Since being hired as a professor at Laval University in 1998, Frédéric Guay has assembled a multidisciplinary team comprising researchers from several countries (Australia, Canada, China, United States, Singapore, Switzerland, France). Their cutting-edge research aims to explore the school, familial, and social factors that promote motivation, perseverance, and academic success. Frédéric Guay is a member of the Motivation in Education Research Laboratory at the National Institute of Singapore, where he has served as a scientific advisor for approximately a decade. Additionally, he has been part of the executive committee for the Self Biennial International Conference—an international symposium held every three years—for nearly 10 years.

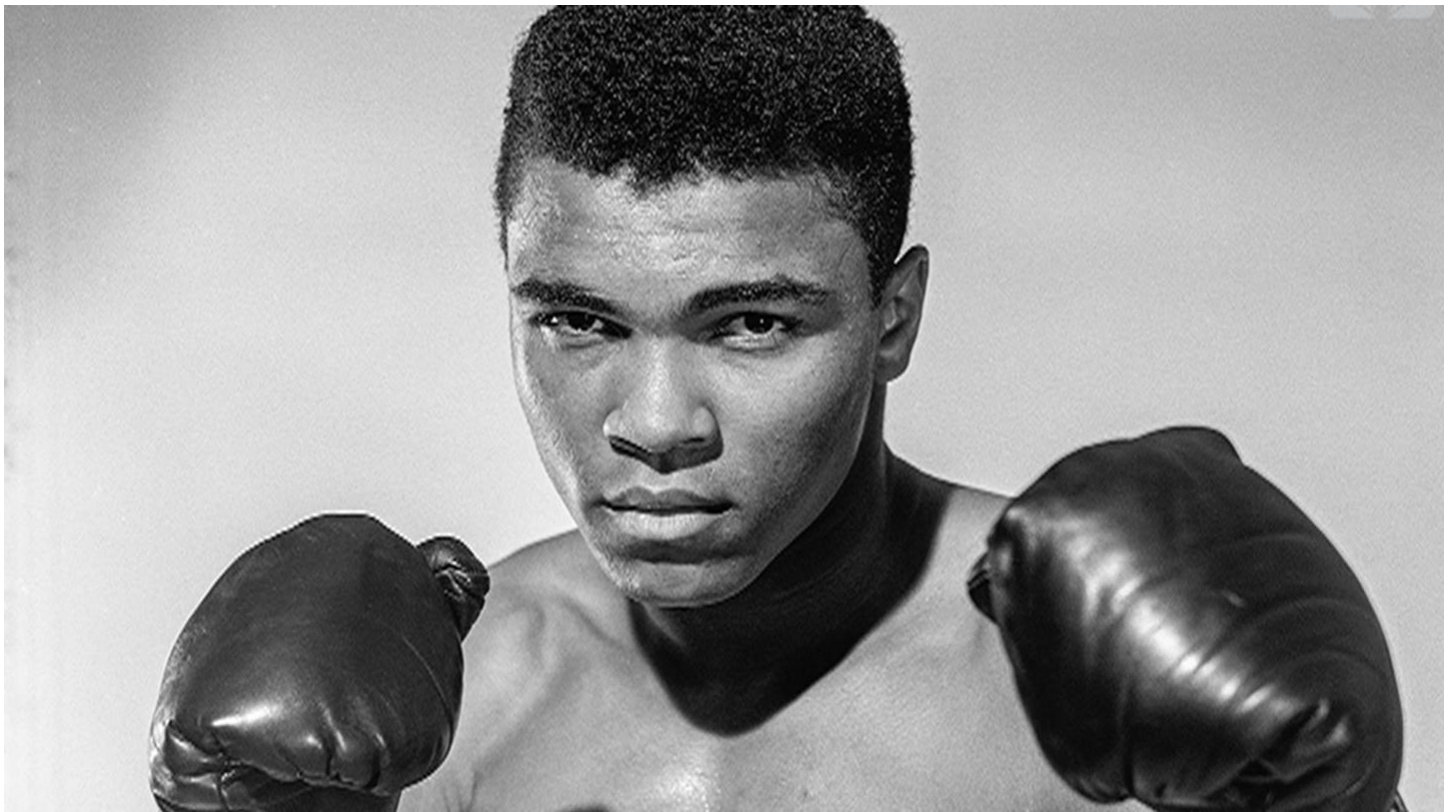
In recognition of his dedication to the largest international research networks focused on academic motivation, Frédéric Guay was elected President of Division 5 (Educational, instructional, and school psychology) within the International Association for Applied Psychology in 2014. He holds the prestigious Canada Research Chair (Tier 1) in motivation, perseverance, and academic success. Furthermore, he is the author or co-author of over 150 articles, book chapters, and popular texts related to motivation.

In 2016, Frédéric Guay received acknowledgment from the Whitworth committee for his significant contribution to education research in Canada. Over the years, he has developed professional training programs for elementary school teachers, aiming to mobilize specific pedagogical practices that enhance students' motivation for writing. This training, evaluated as part of his research, has proven effective in fostering students' motivation to write. Throughout his career, Frédéric Guay's research has focused on reducing achievement gaps among students, particularly between those facing learning difficulties and those with more typical educational development.



GREAT MINDS THINK DIFFERENTLY

Muhammad Ali



English

In this edition of "Great Minds Think Diferently," we honor Muhammad Ali, a legend who showed us that true greatness transcends physical capabilities. Born on January 17, 1942, in Louisville, Kentucky, Ali became "The Greatest" heavyweight boxer of all time. Yet, it's his battle with dyslexia that underscores his extraordinary resilience.

Facing dyslexia, Ali was reclassified in 1964 by the U.S. Armed Forces as Class 1-Y, fit for service only in a national emergency. Ali tackled this challenge with his signature blend of humor and grace, famously quipping, "I said I was the greatest, not the smartest!" This moment exemplifies Ali's spirit, proving that one's worth isn't dictated by conventional measures of intelligence or skill but by the courage to overcome and the will to succeed. Ali's journey reminds us that greatness blooms through perseverance and self-belief. As we remember Ali, let's celebrate him not just as a boxing champion but as a beacon for those who think differently and dare to dream big. Explore more about Muhammad Ali's inspiring legacy and his triumph beyond the ring through these resources.

Ali's story teaches us that the greatest victories often come from facing life's challenges with resilience and a positive spirit.

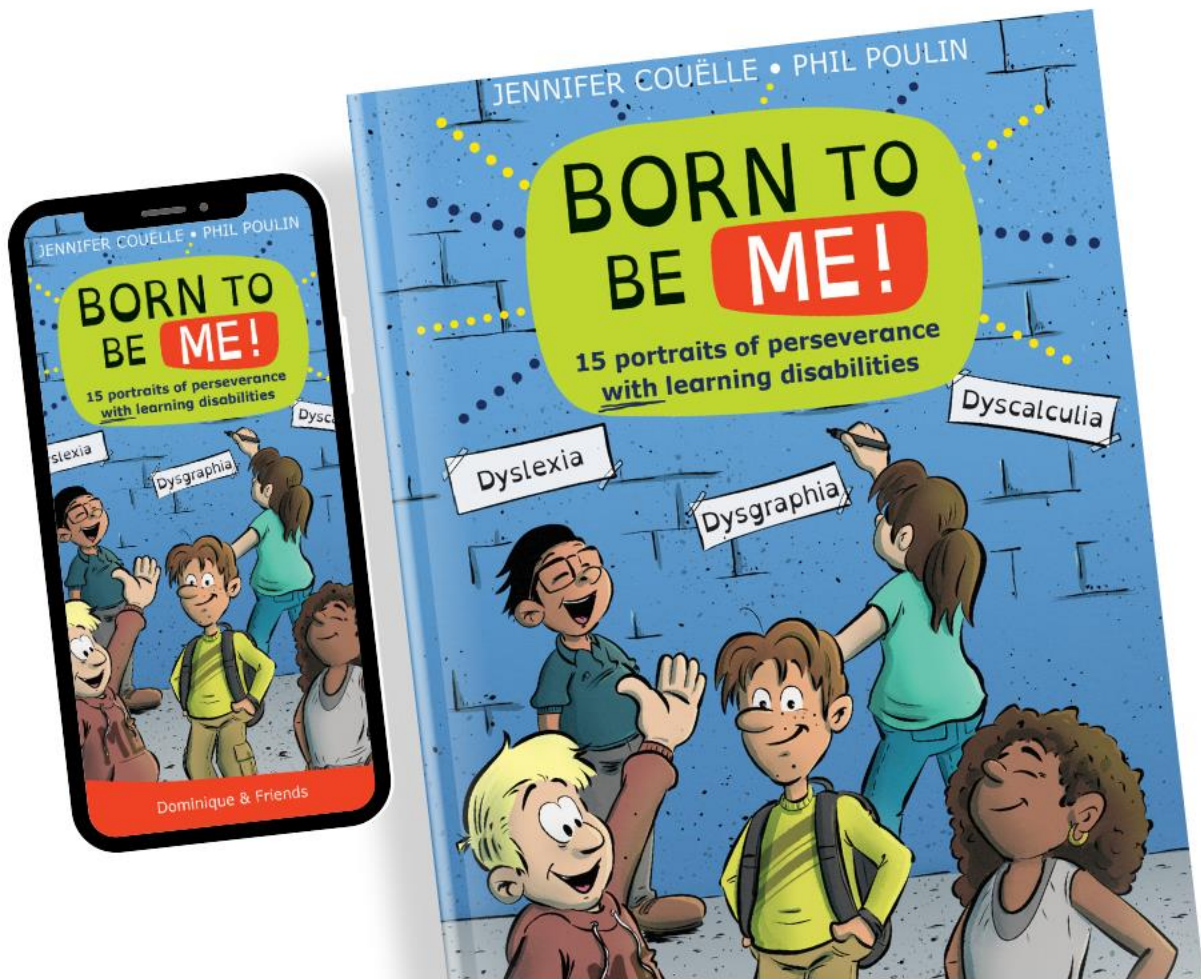
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Dyslexia, dysgraphia, dyscalculia, ADHD... The new children's book BORN TO BE ME! Presents 15 true stories of amazing Canadians from all walks of life who live with a learning disability or difficulty.

BORN TO BE ME!



Dyslexia, dysgraphia, dyscalculia, ADHD... The new children's book BORN TO BE ME! Presents 15 true stories of amazing Canadians from all walks of life who live with a learning disability or difficulty.



"We distributed "Born to Be Me" to grade 6 and 7 families for parents and kids to read the testimonials and experiences of Canadians with Learning Disabilities. The book can help individuals with their own self-perception, esteem and confidence".

Simon Williams, Executive Co-Director, Foothills Academy Society

[Click Here to Purchase](#)

Published by Dominique & Friends, in collaboration with all of the 9 provinces and territories of the Learning Disabilities Association of Canada, this new book follows the publication of the French books " Non aux étiquettes! " and "Mission : Non aux étiquettes!" Jennifer Couëlle's lively texts are illustrated in full color by Phil Poulin. Adapted fonts make reading easier for dyslexic persons. A glossary at the end of the book explains the different diagnoses.

YOUR DONATION IS IMPORTANT!

Despite progress, obtaining necessary services and tools for education remains a struggle for parents and young adults with learning disabilities. Working adults also face difficulties revealing their LD for fear of negative consequences.



English

(Français çï-bas)

Your donation can help us continue our work and expand our reach. With your support, we can:

- Advocate for policies and programs that promote inclusion and accessibility for people with learning disabilities
- Conduct research and disseminate knowledge on learning disabilities issues and solutions
- Educate and train parents, teachers, employers, and professionals on how to support people with learning disabilities
- Provide services and resources to individuals and families affected by learning disabilities

[Donate Here](#)

LDAC, where together, we can make a difference!

Sincerely,

The LDAC Team



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