



North Durham Region

Providing support to families
with children who have
barriers to learning.

NEWS UPDATE — SUMMER 2001

Providing Support

Parent support group



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Parent Support Group

Our parent support group meets on the third Thursday of each month at various locations throughout North Durham. Complimentary childcare always provided. Don't miss the last meeting before the summer break!

Thursday, June 21st, 9:30 a.m.

in Uxbridge at St. Paul's Anglican Church
Discussion Topic: "Preparing for the Summer Vacation"

Please bring along any good resources, ideas or tips to share with other parents!

The Parent Support Group will resume again in September. Watch for a new format for the fall with two groups meeting simultaneously:

- Parents of children with Learning Disabilities
- Parents of children with Physical and Developmental Disabilities

Linking Resources

Summer Camp
3 Locations!



Linking Resources

Summer Camps

Precious Minds is hosting Summer Camps with the Speech, Language and Learning Centre.

Parents ask...what can my child with special learning needs do in the summer to give him/her a boost in learning?

CAMP SLLC NORTH combines summer learning and summer FUN!

Students, ages 4 to 12 are grouped according to skills in **Reading, Mathematics, Arts & Crafts, and Outdoor Education.**

There are three two-week sessions offered at different locations. These sessions will run Monday to Friday and are half-day programs from 9:30 a.m. to 12:30 p.m.

Session 1 in Port Perry

July 16 to 27
Emmanuel Pentecostal Church

Session 2 in Uxbridge

July 30 to August 10 (excluding holiday Monday)
Trinity United Church

Raising Awareness

High Impact - Low Intervention

Adapted Aquatics Program

Financial Assistance

One of the families we have assisted – their story.

Mark your calendar!

Family Resource Day
at Windreach Farm
Saturday, September 29th, 2001



Raising Awareness

High Impact Low Intervention Strategies

When you know that your child is struggling academically and it seems as though the support he/she receives is minimal, there are many things that you may choose to do as a parent to enhance your child's learning and confidence.

Strategies which do not require a lot of time, money or expertise but which yield favourable results can be called "High Impact - Low Intervention" strategies. Here are a few examples:

- 1) Always have your child's vision and hearing checked to rule them out as contributing factors to learning difficulties.
- 2) Allow your child to read to you every day for ten minutes. Ten minutes a day equals 5 hours of reading per month! If you don't have the time or the patience, hire a high school student to do it.
- 3) Read to your child as much as possible, stopping to talk about interesting words, ideas and predictions.
- 4) Keep a 'word box' of words misspelled from written work and use them to practice, to play games and to spell.
- 5) Use music cassettes/C.D.'s (a great memory strategy) for learning math facts, phonics rules, concepts (found in most stores that sell learning materials).
- 6) Use materials other than paper and pencil to learn to spell (playdough, cookie dough, pipe cleaners, letter blocks, alphabet macaroni or cereal, tray of sand for tracing)
- 7) Write as much as possible - at least one sentence a day. One sentence a day equals thirty sentences a month!
- 8) Count while you're in the car. Count backwards and forwards by 1's, 2's, 10's, 5's, 4's - try them all!
- 9) Make a number chart or a number wall, looking for patterns as your child adds to it.
- 10) If all of the above sounds like too much work, hire a tutor who can work one-on-one with your child once or twice a week.
- 11) Keep in frequent contact with your child's teacher so that you and your child are aware of upcoming assignments, projects, tests. If your child is well-prepared and organized it will make a huge impact on his/her success and self-esteem.
- 12) Take every opportunity to praise the small strides forward (e.g. not getting angry during reading, sitting still, paying attention for longer than usual, remembering a word from the day before, predicting the right ending, printing neatly - anything positive your child does!)

This article was written by Bonnie Noble. Bonnie is a special education resource teacher whose passion is to help children reach their full potential.

Adapted Awareness Program at Uxpool, Uxbridge

This is a program for children with special needs to have the opportunity to learn and have fun in the water while in a safe and friendly environment. Each child is matched one-to-one with a volunteer who spends one-hour per session working with the child. The program is free and the organizers are committed to offer this program for children of all ages with any kind of special need. For information and/or registration, contact Marc Goudie at 905-852-7082 or marcgoudie@hotmail.com

The Adapted Aquatics program is looking for volunteers to teach the children. If interested, please call Bill Hilton at 905-852-1085.



Financial Assistance

Late Identification of a Child: A True Story

Our son was a big, round, happy baby. He was content to sit and watch. He could play happily by himself and he was a good playmate. He learned his letters and numbers at the same time as his peers. His report cards always said that he was a polite and considerate student. He loved sports and was very talented and able.

By grade four, our son was bringing additional work home every night so he could get extra marks. We started to get comments that he was talking too much and not staying on task...but he was a very polite and considerate child. We wondered if extra reading help would be useful and he was involved in that for two or three years. We asked if something else might be wrong and wondered if he should be tested, but we were told he was not a problem child and that we should not worry.

By grade eight his marks began to slip. Teachers noted that he had difficulty staying on task and was easily distracted...but he was a very considerate and polite child.

By grade nine he was doing hours of homework and never seeing the end of it. Book reports were painful. It took him days to read a book and upon completion he couldn't remember the details about the content. He was tutored all through high school. We spoke with our doctor about testing, but discovered there were not many avenues for testing. We met with a pediatrician who specialized in learning problems, but the paperwork needed from three teachers and our son seemed overwhelming.

In grade eleven, marks were very close to failing. Teachers said he was not handing in assignments with the excuse that he had forgotten or had not completed them. We were nearing our limits of patience with him. We knew he was a bright kid and that once taught something, he could do it well. He had strong ideals and very clear ideas about issues. He could verbalize extremely well, but his frustration came when he attempted to communicate through written work. Our son became moody and quit trying to succeed. He thought of himself as stupid.

Through an acquaintance we heard about a psychologist who did learning evaluation. We were desperate for some answers. We talked with our son about being tested. He had fears and concerns...that there would be no problem found, the cost was high, he felt he might be insulted if treated like a child. He was not afraid that he might have to work to fix his problem. We saw his willingness and knew that we had to go ahead with the testing. The results were humbling.

At the age of seventeen, our son was identified with ADD-inattention. He has a verbal communication disorder that makes it difficult to follow verbal instructions or to organize information into a reasonable order. He has poor short-term memory. He is not stupid!

Does realizing his problems make life easier for him? Yes and no. He is attending intensive tutoring sessions to undo some of his unhelpful coping skills and to develop new strategies. He is learning how he learns and he is working very hard to approach tasks with this knowledge. Thanks to Precious Minds, we are able to afford the help that he needs. He is a very polite and considerate young man and, thanks to being identified even at this late stage and by getting professional intervention, he is becoming a confident young adult.

Precious Minds offers financial assistance for necessary therapies and interventions to enhance the learning of the child. Financial applications are available from our website or by calling our office.

Precious Minds operates through the generous support of individuals, businesses, service clubs, and grants. We have a large financial commitment to cover the costs of the Summer Camp programs. We appreciate your consideration about how you may be able to assist our efforts and thank you for your support. Tax receipts are available for all donations.

The Precious Minds Team

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