

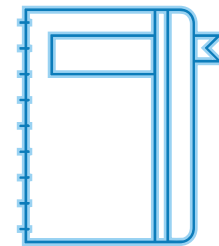
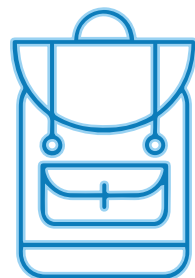
What You Need to Know About Learning Disabilities



LEARNING DISABILITIES ASSOCIATION OF PEEL

IN PARTNERSHIP WITH

REGIONAL DIVERSITY ROUNDTABLE OF PEEL



WHO IS THE RDR?

The Regional Diversity Roundtable (RDR), a charitable not-for-profit is committed to being a leader in engaging community organizations and institutions to deliver human care services that are equitable, socially just, culturally competent, and serves the needs of a highly diverse community. RDR developed and launched the Community Leadership Program and in its second phase currently is working with 30 Ambassadors and 7 partner organizations to collaboratively offer Community Projects that further the DEI mandate. The community projects are supported by mentors from each organization dedicated to promote Equity and Inclusion with program participants through meaningful conversations and activities that are mutually beneficial. The participants are also engaged in 9-month training program that is part of the two-year Project funded by the OTF.

This booklet is a part of the project activity undertaken by CLP program ambassadors under the mentorship of LDAPR Executive Director – Maria Reolin and the host organization, RDR.



WHO IS THE LDAPR?

The Learning Disabilities Association of Peel is a charitable, non-profit organization dedicated to improving the lives of children, youth and adults with learning disabilities. Its strength comes from the community and we rely on our members and volunteers to ensure children and their families receive the support they need to achieve success.

The LDAPR works together with its partners to assist people with learning disabilities and their families by offering specialized programs, workshops, support groups, all while raising public awareness about learning disabilities.

With the generous support of our community, the LDAPR works to ensure that their programs reach all that are in need, helping them thrive and providing families within Peel Region with resources and supports.



" I F A C H I L D C A N ' T L E A R N
T H E W A Y W E T E A C H , M A Y B E
W E S H O U L D T E A C H T H E W A Y
T H E Y L E A R N . "
~ I G N A C I O E S T R A D A



WHAT IS A LEARNING DISABILITY?

A learning disability can be defined as:

A variety of disorders that give rise to difficulties in obtaining knowledge and skills of the same expected level as other children within the same age group. These disorders result from challenges in thought processes related to learning, in combination with otherwise average abilities for thinking and reasoning. Learning disabilities are specific and as such are distinct from intellectual disabilities.

Learning disabilities are due to genetic, or biological factors. They are not caused by factors such as cultural or language differences, inadequate instruction, socio-economic status or lack of motivation. Frequently learning disabilities exist with other conditions, including attentional, behavioural and emotional disorders, sensory challenges or other medical conditions.



COMMON LEARNING DISABILITIES



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

- oral language (e.g., listening, speaking, understanding)
- reading (e.g., decoding, comprehension)
- written language (e.g., spelling, written expression)
- mathematics (e.g., computation, problem-solving)

Learning disabilities may also cause difficulties with organizational skills, social awareness, and social interaction.

The impairments are generally life-long. However, their effects may be expressed differently over time, depending on the environment and the individual's characteristics. Some impairments may be noted during the pre-school years, while others may not become evident until much later. During the school years, learning disabilities are suggested by unexpectedly low academic achievement or achievement that is only possible through high levels of effort and support.



" PEOPLE WITH LEARNING
DISABILITIES LEARN DIFFERENTLY,
OBVIOUSLY. DOES THAT MEAN
THE WAY THAT THEY LEARN IS
WRONG? "

~ JOANNE DUMM



MISCONCEPTIONS ABOUT LEARNING DISABILITIES



1. Accommodations given to children with learning disabilities give them an unfair advantage. They simply need to learn to cope.

FACT:

- Providing them with the necessary accommodations will help them to develop the necessary tools that they need to succeed.
- Accommodations allow people with LDs to work to their level of their ability and not their disability.

2. Learning Disabilities are all the same.

FACT:

- LDs are complicated and vary from person to person.
- LDs come in many forms and affect everyone differently.
- The impact of LDs may change in different settings depending on the demands of the situation.

3. All Learning Disabilities are outgrown by adulthood.

FACT:

- Often times, LDs are found in childhood. When early intervention is made, then coping skills and strategies can be put into place so that the young person can learn to manage their LD.
- Adults with LDs have learned to navigate the world around them. They will often seek employment that is a proper fit for the learning disability that they have.



TIPS FOR PARENTS

For success, persons with learning disabilities require specialized interventions at home, school, community, and workplace settings, appropriate to their individual strengths and needs, including:

- specific skill instruction;
- the development of compensatory strategies;
- the development of self-advocacy skills;
- appropriate accommodations.

Most importantly, it is important to diagnose a learning disability, so that children can be assessed early. This will allow for students to develop the skills that they need early and receive necessary supports.



CONTACT US:

26-5155 Spectrum Way
Mississauga, ON L4W 5A1

Tel: (905) 272-4100

Fax: (905) 272-4863

WEBSITE: WWW.LDAPR.CA



LEARNING DISABILITY ASSOCIATION OF
PEEL REGION



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