



## 2022-23 ANNUAL GENERAL REPORT

Persevering and forging forward together.



“HOW WONDERFUL IT IS THAT  
NOBODY NEED WAIT A  
SINGLE MOMENT BEFORE  
STARTING TO IMPROVE THE  
WORLD.”

— ANNE FRANK



## A Message from Our Executive Director

Evolving, Changing, Adapting, Developing – continues to be themes of our agency over the past 3 plus years and this year was no different.



At LDA-LR, our community outcomes (as driven by our United Way focus) are children and youth that are engaged in learning, and success in education. We do this by focusing on the specific outcomes of:

- Children and youth with increased literacy skills and numeracy skills.
- Young people who have resources and support to foster success in education.
- Children and youth with increased engagement in school.
- Youth who feel prepared for high school and graduate with their cohort.

And now we look back over our 22-23 year. Our successes begin as always with our amazing staff team. They are the ones who have strategically planned our new website implementation, new intake process and data collection. They collaboratively implemented, enhanced or communicated within and across all programs and services for parents and community stakeholders. This included moving to a multiple format delivery including in-person, virtual and blended/hybrid models.

Our approach is always a complete and comprehensive 360-degree view of providing programs and services for all our clients. We are fortunate to be able to continue to enhance our partnerships especially in the research community. This includes our reading research with Dr. Lisa Archibald from Western’s School of Communication, Dr. Karen Bax and her M3 (Making Mindfulness Matter) team and this year introducing a new partnership with the ‘Shared Decision Making’ team from London Health Sciences Centre.

I am so proud of our staff, our volunteers, our board of directors and especially our student clients and their parents. And as always, the last word should be from one of our clients:

From a Parent

**For the first time in my son’s life, we are getting good news emails from teachers. It has been so nice to see him proud of what he can accomplish - this from a kid in Grade 5 who’s teachers told me he was just a C student. Wish I could show them all the A’s he is pulling in now. Just wanted you to know how wonderful your organization is and that I recommend your services to others regularly.**

Paul Cook, Executive Director

# Our Vision/Mission

## Our Mission:

Our mission is the attainment of a society in which people with learning disabilities are enabled to reach their potential.

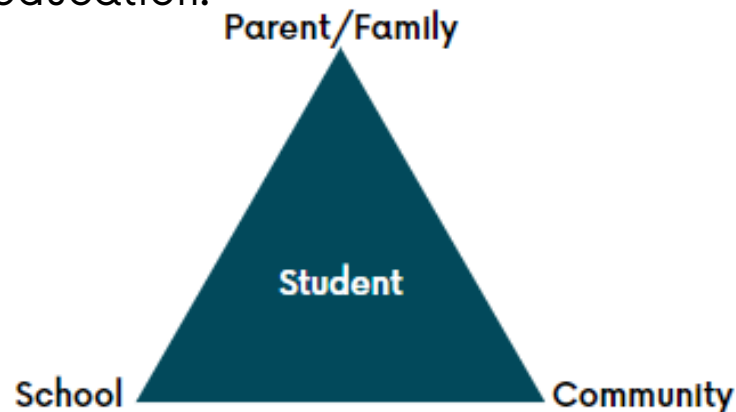
## Our Belief:

We believe that people with learning disabilities can succeed when coping strategies and accommodations are developed.

## Our Vision:

Right Path, Right Tools. Bright Future

We believe it is vital to recommit each year to the structure that drives our efforts as an organization. The Trifecta of Beliefs Approach include the three pillars that make up a student's support system: the Parent/Family, the School, and the Community. When each pillar understands the importance of the others and recognizes their shared purpose, they work together as partners in education.





**This team makes a difference and if there is one thought that stands out, it is this:**

"If you are entrusted with bringing about change, you likely possess the knowledge needed to advance the organization, and you might have a plan—but knowledge is not enough. You have to bring yourself to each interaction in a deeply authentic way. People don't care how much you know until they know how much you care."

- Doug Conant

## Kate Chute

Program Coordinator



## Wendy Murray

Financial Coordinator



## Debbie Shore Reid

Literacy and Parent Support Coordinator



## Allan McCulloch

Information and Technology Coordinator



## Danica Flores

Community Coordinator



## Melissa Reid

Literacy Coordinator



## Jessica Kennedy

Website Innovation Project Manager and Literacy Coordinator



# 2022-2023 Program Overview



## Read-UP\*

This program focuses on improving reading fluency, reading comprehension, and vocabulary skills with individualized support.



## Academic Tutoring

This program involves one-on-one support with specific or general subject areas, homework help, and further developing academic skills/strategies.



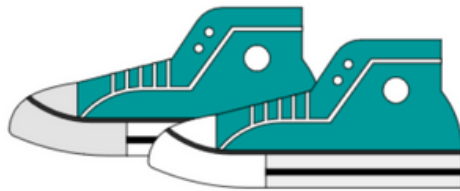
## Essay Writing

This one-to-one mentoring program will assist students as they learn or build upon their essay writing skills and strategies.



## Tools for School

In a small group format, students will come together to learn strategies that are helpful for those with learning disabilities and/or ADHD.



## Virtual Walk In Help

This program offers **online** drop-in help with homework as well as strategies for learning, guidance for test and exam prep, executive functioning help, and mentorship



## Pathways To Your Future

This program focuses on providing students with planning strategies for transitioning to post-secondary opportunities including college, university, apprenticeships and the workplace.



## YOUUnique Club

A small group program that will engage participants with fun weekly activities and open discussions on the topics like self-esteem, building growth mindset, healthy relationships/ friendships and stress.

# 2023 Camp Plans



## Home Alone LD and Me

This program is designed to help children with LD/ADHD be safe when alone at home, before and after school.



## Reading Camp

This camp aims to help improve reading skills by focusing on fluency, vocabulary, and comprehension skills.



## Stepping Stones to High School

This program provides LD/ADHD students with activities, strategies and interventions that will help them as they move to secondary school.



## Tech Discovery Camp

This camp gives campers the opportunity to practice their computer skills, typing skills, and explore the different uses of assistive technology.



## Adventures in Learning

Designed to help campers with the transition from vacation to the social, academic, organizational expectations of school.



## Young Einstein's Camp

Campers will participate in hands-on activities in the areas of Science, Technology, Engineering, and Mathematics.



# Parent Services

## School Advocacy

Need someone in your corner to help advocate for your child? Ask how we can offer our support in parent-school meetings and IEP planning sessions.

## Parent Advocacy Workshops

Come learn more to help advocate effectively for your child. Sessions will integrate effective communication, understanding school board policies, procedures, and conflict resolution strategies.

## Parent Group

For parents of elementary and secondary school aged children with learning disabilities and/or ADHD. The sessions provide an open, supportive setting to share experiences, to gain advice or new ideas with new topics.



## Initial Consult

Not sure where to start? Book an initial consult with one of our helpful staff members. Can take place by phone, email, or in-person meeting.

## Documentation Analysis

For parents who would like help decoding their child's psychological/medical/speech and language assessments, IEPs, and/or report cards.

**Throughout 2022-2023, we continued to have an unprecedented need for advocacy services. Parents rely on our services to understand the intricacies of navigating the special education and how to best advocate for their special needs children. Parents often remark about how are involvement has been a "game-changer" for their child.**





## Specific Data from the Last Year

4,377 hours were logged for students attending programs this year

6,705 hours logged volunteer hours by a total of 233 volunteers this past program year

57% of students attending LDA-LR programs were registered for Online Delivery

32% of students attending LDA-LR programs were registered for In-Person Delivery

11% of students attending LDA-LR programs were registered for Blended Delivery

# Amazing Results That Come From Our Work:

## 100%

of students in the Read-UP program felt more independent using the skills/strategies you have learned in order to improve your confidence, grades and success in school.

## 100%

of students in the Academic Tutoring program enjoyed it.

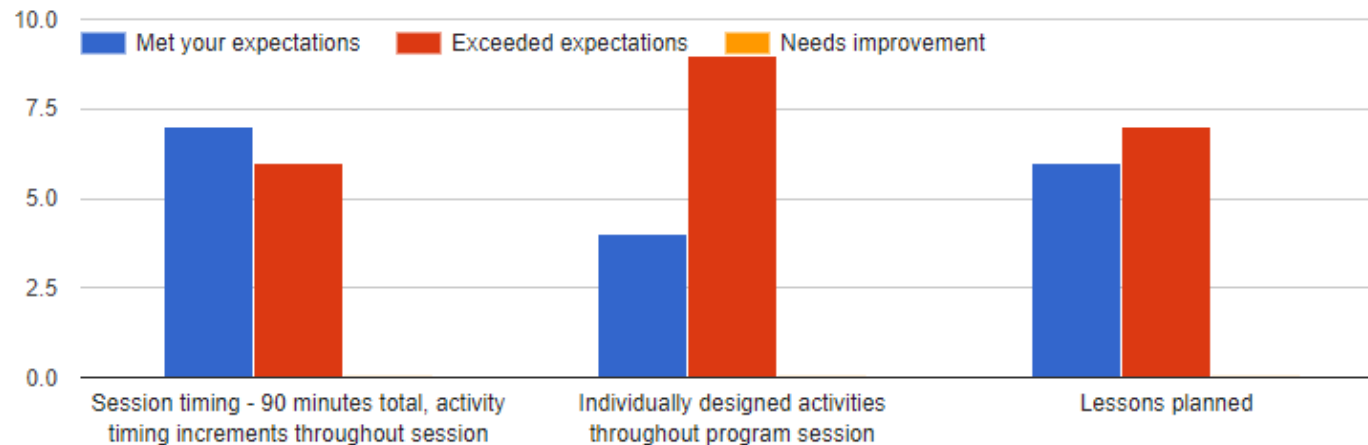
## 100%

of the Executive Functioning program felt their tutor helped to improve their overall executive functioning strategies throughout this program.

"I feel the LDA of LR is a great resource in the community. It is well organized and the programming is thoughtful and super useful for families with children that need a little extra help when it comes to school."

-LDALR Parent

### Parent Survey: How did you find the **CONTENT** of the program?



"We can't thank you enough for the support your organization has given our child in developing the skills to understand their learning style and to maximize their potential. In addition they have gained the confidence to advocate for themselves to ensure that their needs are met in the learning environment as they progress into the post secondary learning environment."

-LDALR Parent



# President's Message



## Board of Directors

### Executive

John D'Oria

- President

Sheri Mayhew

- Vice-President

Michael Nemcek

- Treasurer

Joanna Smith

- Secretary

### Board Members

Jude Bian

Joe Zangari

Ethan Taylor

Meghan Foster

Kim MacLean

Barnini Bhattacharyya

First and foremost, I would like to express our sincere appreciation for your continued support and dedication to our mission. With your help, we have made significant strides in supporting individuals with learning disabilities and their families throughout our community. Paul and his team continue to do an outstanding job supporting children in our area reach their full potential.

One significant change this year was the departure of Sherri Mayhew from her role as Vice President on our board. Sherri has been an invaluable member of our organization, contributing her expertise and passion for the past 3 years. Her commitment to our cause has been exceptional, and we are incredibly grateful for her efforts. Sherri's guidance and leadership will be greatly missed, and we extend our heartfelt thanks and best wishes for her future endeavors.

Alongside Sherri's departure, I am delighted to announce that we have welcomed Kim to our Board of Directors. Kim brings with them a wealth of knowledge and comes from a place of caring and compassion for whom the LDA serves. We are confident that their dedication and insights will greatly contribute to the continued growth and success of our organization.

One notable event was our participation in the United Way Stair Climb. Our team of enthusiastic climbers tackled the arduous challenge of ascending countless flights of stairs, all in support of the United Way's vital initiatives. Not only did we conquer those stairs, but we also were able to raise funds that directly support initiatives in our home community.

In addition to participating in the United Way Stair Climb, we also organized a highly successful Krispy Kreme fundraiser. This delectable initiative not only delighted the taste buds of our supporters but also helped us raise much-needed funds for our ongoing programs. The community response was overwhelming, and we are incredibly grateful for the support we received. The funds raised from this fundraiser went directly to children's programming to support educational opportunities to individuals with learning disabilities and their families.

As we move forward, our board is committed to serving the learning disabilities community remains and our support remains waivered. We will continue to expand our presence in community initiatives and collaborate with like-minded organizations, advocating for inclusive policies that ensure every individual with learning disabilities has access to the support and resources they need to thrive.

On behalf of the entire board, I extend my deepest gratitude to all our members, volunteers, and donors for their unwavering support and belief in our mission. Together, we will continue to make a lasting difference in the lives of individuals with learning disabilities and create a more inclusive and accepting society. Thank you once again for being an integral part of our journey. Your contributions have truly made a significant impact.

Warm regards, John D'Oria

# Our Partners Who Helped Us Achieve

Thank you- together we make an impact in our community!

"An investment in knowledge pays the best interest."  
-Benjamin Franklin



## Grants



**United Way**  
Elgin Middlesex



An agency of the Government of Ontario  
Un organisme du gouvernement de l'Ontario



**London**  
CANADA



Funded by the Government of Canada  
Financé par le gouvernement du Canada



## Donors/Sponsors

- Sifton Family Foundation
- Katelyn Murray
- Great Lakes Copper Ltd.
- Kate Chute
- D Jean Zak
- Wendy Murray
- Peter Cook
- MaryEllen Cornelius
- Copp's Buildall
- Deborah Shore Reid
- Marjorie and Brayl Copp Family Fund
- Sheri Mayhew
- Ian Mcilraith
- Duncan Archibald
- Robert Horton

## Community Partners



Child and Youth  
Development Clinic



School of Communications  
Sciences and Disorders



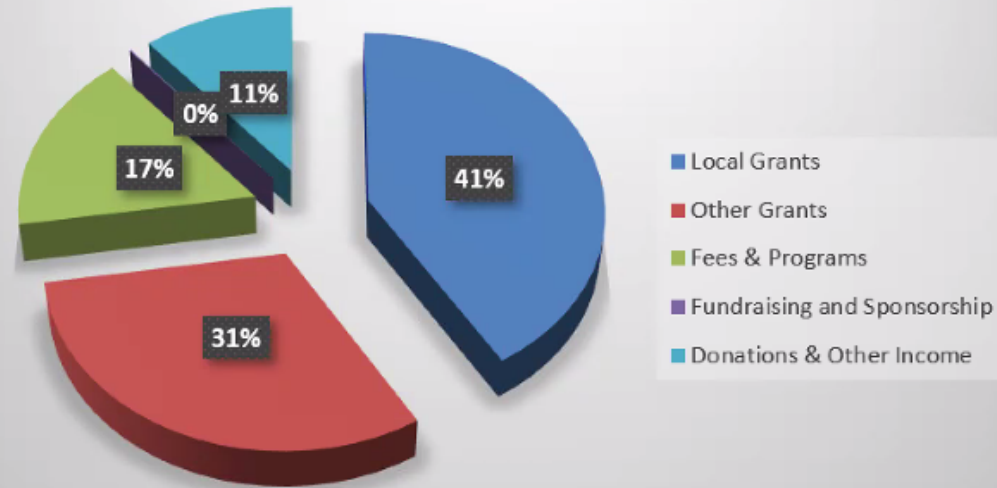
Creating a Culture of Resiliency in the Family

**Shared Decision Making Team  
with London Health Services**

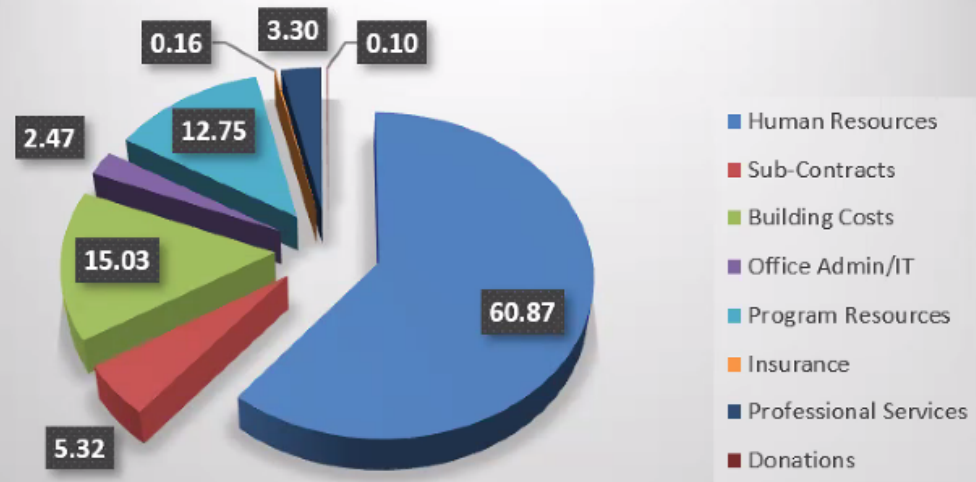
# 2022/2023 Financial Report

Over the past year, LDA-LR continued to exhibit sound financial management of its activities in order to fulfill the organization's mission. We were grateful to receive continued financial support from community partners including the City of London, United Way, the Thames Valley District School Board, the Government of Canada and Westminster College Foundation. As well, we secured a two-year grant from the Ontario Trillium Foundation which is enabling us to improve our infrastructure and technology and to enhance our multiple-format programming. Additionally, our organization received funds from generous donors, most notably, from the Copp Family. These funds have allowed us to expand our program offerings and to recognize the positive impact our volunteer mentors make in the lives of children and youth with learning disabilities.

## Revenue



## Expenditures



# MAKING MINDFULNESS MATTER © (M3): A COMMUNITY CONTEXT

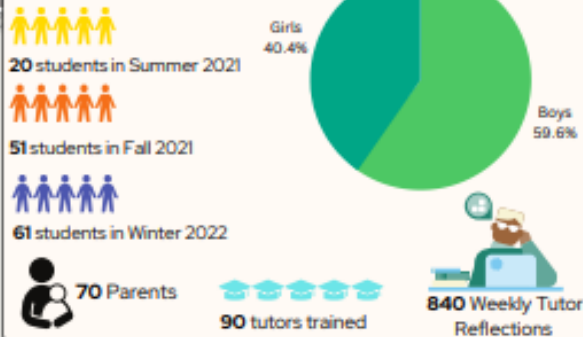


## M3-LDA

## FINDINGS FROM THE M3-LDA PROGRAM

The M3 © program which teaches mindfulness and social-emotional concepts to help young children improve self-regulation, mindful awareness and kindness and gratitude, was taught to tutors from the Learning Disabilities Association of London Region (LDALR). The LDALR tutors then embedded these concepts in their tutoring lessons, sharing knowledge and skills associated with regulating stress and emotion, forming positive relationships, increasing executive functioning and developing good social/emotional competencies, with students.

### Participants Involved in Camps and Tutoring



### Pre-Programming Findings

What is Mindfulness?



60% of students reported "I don't know"



### Post-Programming Findings

What is Mindfulness?



2% of students reported "I don't know"

- "Coming back to the present moment"
- "Being focused on your mind and thoughts"
- "Clearing your mind"
- "Focusing on things around you"

There was a **significant** positive difference from pre (M=8.95, SD=3.28) to post intervention (M=11.1, SD=2.55) for acquired knowledge of the concepts of the M3 Program.  $t(19)=-4.06, p = .001$ .

### Study Design

36 students participated in research (in-part or in full)  
58 parents participated in research (in-part or in full)



### Tutor Feedback

"The student actually found the brain lessons interesting"

"My student was a lot more focused after taking mind breaks"

"You could feel a sense of calm in the sessions"

### Other Findings

We saw an overall decrease in parent-reported AND child-reported levels of anxiety and executive functioning challenges



### Key Takeaways & Next Steps

Students who participated in the M3 program reported a **better understanding of mindfulness compared to their reports before the intervention** began. Future programming could incorporate parents in programming to continue the use of mindfulness skills learned in programming, within the home.

# Mindfulness and The M3 Team at LDA-LR

We are so excited to be continuing our work with Dr. Karen Bax and her research team from Western University to implement concepts and skills from M3: Making Mindfulness Matter, within our camps and other programs and services. M3 is a concurrent parent and child program that helps participants explore how our brains work under stress and how to manage our emotions. The program teaches how to use social emotional skills like mindfulness, perspective taking, positive thinking, kindness, and gratitude to respond in stressful situations.

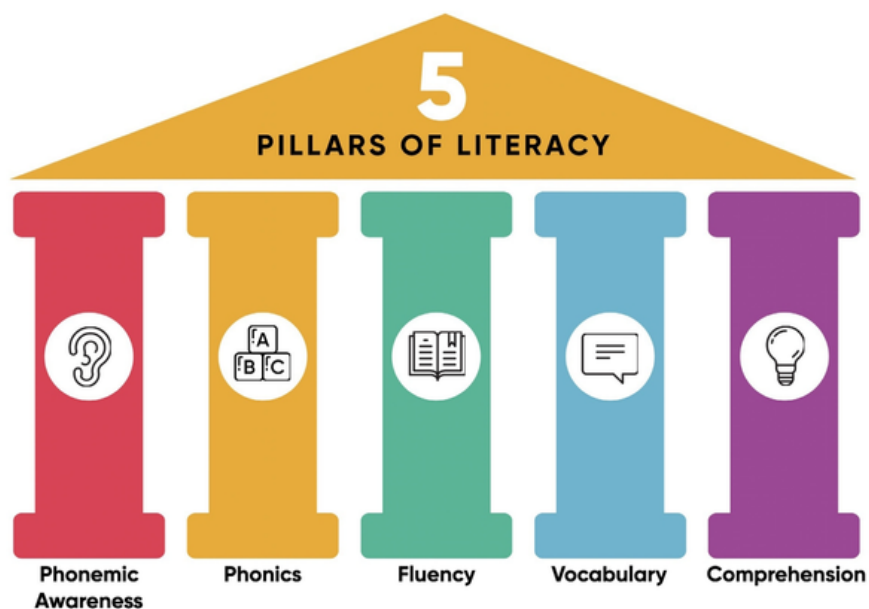
# LDA-LR Reading and Research for 2023/2024



We had an exciting year in our Read-UP programs! As well as our regular programs that were offered both online and in a blended fashion at Western's Child and Youth Development Clinic, we also introduced a new Read-UP Code Breakers. With the help of our partner Dr. Lisa Archibald -Director of Western's School of Communication Science and Speech and Language Pathologist Stacey Rickman, the program was based on the University of Florida Reading program. With the help of our partners, we continue to adapt the program into Read-UP Plus+ which uses a comprehensive reading assessment to determine the best intervention for each child. We look forward to expanding this partnership next year!

With the purchase of new Decodable Books as well as the continued use of Lexia Reading Software, we were also able to offer a focused reading approach in our Academic Tutoring Program. We are also busy planning for a new Reading Summer Camp!

We are looking forward to Read-UP+ 2023-24! It will be a 20-week program that assists students from grades 3-8 with literacy skills. Read-UP+ includes a comprehensive reading assessment that leads to a powerful and detailed intervention program.



# What The Future Holds For Us

"The best way to predict your future is to create it - Abraham Lincoln

Harvard Business School marketing professor Theodore Levitt put it, "People don't want to buy a quarter-inch drill. They want a quarter-inch hole!"

And then - The 5 Whys we hold dear at LDA-LR: Why Self-efficacy, Why Reading, Why Mental Wellness, Why Shared Decision Making, Why the Trifecta approach.

1. Why Self-efficacy - Self-efficacy is a person's belief in their ability to complete a task or achieve a goal. It encompasses a person's confidence in themselves to control their behavior, exert an influence over their environment, and stay motivated in the pursuit of their goal.
2. Why Reading... The habit of reading goes parallel with the attainment of knowledge. The benefits of reading together go far beyond learning to read.
3. Why Mental Wellness - Research has shown that teaching social and emotional skills as well as mindfulness can help children: manage stress and worries, regulate their emotions & behaviour, focus on tasks, increase feelings of optimism and Increase empathy and compassion.
4. Why Shared Decision Making - A sound approach allows all people to participate and elevate their thinking. There is no limit to what can be achieved when people value themselves and others for the perspectives, information, creativity, and thinking we each provide.
5. Why the Trifecta approach - family, school, community working in partnership - a team that believes in making decisions in the best interests of their children.

Last thought as we continue to evaluate our programs and services - we attempt to take a 'Community of Inquiry' approach. The Community of Inquiry (COI) model describes how a positive and collaborative learning experience takes place for a group of individual learners through the educational experience that occurs at the intersection of social, cognitive and teaching presence.

'Our job together is not to prepare students for something, but to help students prepare for anything.' - A.J. Juliani





# How You Can Help

Help us turn our vision into reality. Here are ways you can lend a hand:



## Volunteer

We are always looking for dedicated volunteers to help us run our amazing selection of programs and services. If you would like to volunteer with LDA-LR, please fill out the volunteer inquiry form found on our website and email it to our Program and Volunteer Coordinator Kate Chute at [k.chute@ldalondon.ca](mailto:k.chute@ldalondon.ca).

## Donate

If you would like to contribute a donation to the programs and services we offer, a donation can be made through the "DONATE" button on our website. We appreciate your financial support and will issue a registered charitable receipt when requested.

## Sponsor

If you would like to sponsor one of the key programs or services we offer at LDA-LR, please email our Executive Director Paul Cook at [ed@ldalondon.ca](mailto:ed@ldalondon.ca).

**THANK  
YOU!**

