

Trillium Tidbits

Issue No. 6



The Ontario Chapter

Dates to Remember

- October 2013, National Disability Employment Awareness Month
- Oct. 2nd, Parent Outreach at St. Ursula Catholic School
- Oct. 14th, Thanksgiving Day
- Oct. 16th, Special Ed. Advisory Committee Meeting at the Catholic Education Centre
- Oct. 21st, Urban Hero's Award Banquet
- Oct. 25th, World Forum on Disabilities Conference. Monterrey, Mexico
- Oct. 29th, York University Presentation to the Faculty of Education Students
- Nov, 11th, Remembrance Day



President's Report

Uniquely Individual, Yet Distinctly Different

Every person by reason of having been given life has earned the right to be respected. Our world is composed of differences in people which we describe as diversity. A variety of opinions and perspectives exhibit themselves in the general population. There are those that see individual differences as challenging to their world view. Their comfort zone is one that seeks uniformity within the realms of diversity. These realms include race, spirituality, gender, socio-economic status, culture and language just to name a few.

AAIDD Ontario promotes a philosophy and practice that embraces diversity in all its glorious realms. To experience the glory of our own community, we respectfully focus our sight through a lens that affirms inclusive practices. In doing this, we recognize and validate the skills and talents of the person and build on these assets. We work to support the person in being the best that they can possibly be. We joyfully foresee a future filled with full citizenship participation by our community. The practice of categorization based on difference is one that is limiting in its understanding. One only has to spend time with our families to feel empowered by the demonstrated achievements of what can be accomplished when believers provide support and encouragement. You have to believe that being uniquely individual yet distinctively different creates a community that invokes in us the response: "What a wonderful world!"

Dr. Ashleigh Molloy

Visit our website for regular updates

www.aaiddontario.org

Follow us on Twitter @AAIDD_Ont



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OUR MISSION

Mission Statement:

AAIDD promotes progressive policies, sound research, effective practices, and universal human rights for people with intellectual and developmental disabilities.

AAIDD's Principles:

AAIDD has adopted a 13-point set of principles (or core values) relative to its mission:

1. Achieving full societal inclusion and participation of people with intellectual and developmental disabilities.
2. Advocating for equality, individual dignity and other human rights.
3. Expanding opportunities for choice and self-determination.
4. Influencing positive attitudes and public awareness by recognizing the contributions of people with intellectual disabilities.
5. Promoting genuine accommodations to expand participation in all aspects of life.
6. Aiding families and other caregivers to provide support in the community.
7. Increasing access to quality health, education, vocational, and other human services and supports.
8. Advancing basic and applied research to prevent or minimize the effects of intellectual disability and to enhance the quality of life.
9. Cultivating and providing leadership in the field.
10. Seeking a diversity of disciplines, cultures, and perspectives in our work.
11. Enhancing skills, knowledge, rewards and conditions of people working in the field.
12. Encouraging promising students to pursue careers in the field of disabilities.
13. Establishing partnerships and strategic alliances with organizations that share our values and goals.

AAIDD's Goals

AAIDD's goals are to enhance the capacity of professionals who work with individuals with intellectual and developmental disabilities.

Participate in the development of a society that fully includes individuals with intellectual and developmental disabilities.

Build an effective, responsive, well managed, responsibly-governed, and sustainable organization.

Staff Reflections on Education



"Students don't care how much you know
until they know how much you care."

Anonymous

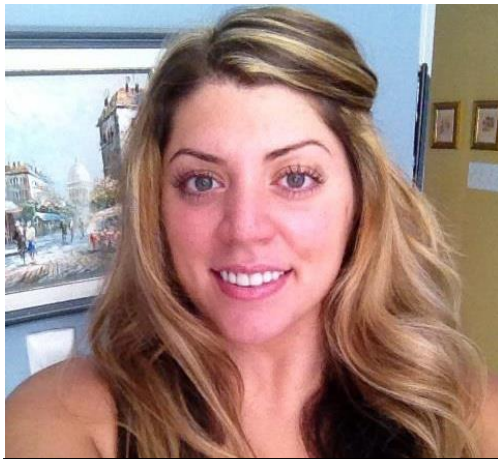


Carmen Lombardo,
Teacher

GEM Program Success = Collaboration

The key to a successful working and learning environment is collaboration. What makes the GEM Program successful is the ongoing collaborative strategies brought forth by teachers, students, and parents. Together as a team, we have had the opportunity to create both an educational environment, as well as an equitable environment that is based on unity and respect. Part of the GEM's success stems from our ability to all learn from one another, and make each other feel a sense of belonging as family. Collaboration allows individuals to share their unique skills and knowledge, and at the same time, it strengthens the group's overall dynamic. One central aspect to collaboration is the need for ongoing communication. Communication between all individuals allows everyone to not only address any concerns that they may encounter, but it also promotes unity among all involved. As a teacher, collaborative strategies are fundamental to any teaching environment, as different ideas may lead to shared goals, resources, and responsibilities; a successful teacher works with those surrounding him/her. Overall, at the GEM program, we are responsible for strengthening each other's learning strategies, and although we may bring forth diverse ideas and strategies, we are all striving for the same goal: SUCCESS for our students.

Carmen Lombardo



Jennifer Haddad,
Teacher

Practicing Positive Reinforcement

Working with students with special needs definitely makes educators more aware of the impacts that positive reinforcement and encouragement can have in students' academic and personal achievements. Students with special needs flourish when they are acknowledged for their efforts and will strive to accomplish their goals. The GEM program has certainly shown how creating a wholesome and encouraging environment helps the students overcome their struggles by continuously trying, focusing and engaging with their work and their willingness to learn new material.

As educators, it is in our best efforts to recognize our students' achievements and communicate our appreciation for their hard work. All students who receive this positive recognition will be more motivated and inspired to simply try, regardless of their cognitive abilities; strengths and weaknesses. It definitely is a way for teachers to demonstrate to their students that they are proactive, that they care

and appreciate their students' academic participation and efforts.

Furthermore, positive reinforcement within the classroom is a powerful and effective tool to model student behaviour. If students are taught what is acceptable and inappropriate by their teacher, they will learn what is expected of them socially and academically. Students at the GEM program model to each other appropriate mannerisms, assist each other when completing tasks and always offer inspiring words to each other. Positive reinforcement is a must to ensure a positive learning environment that will lead students to success.

Jennifer Haddad

The importance of Dramatic Arts for our students.

"Tell me and I will forget. Show me and I will remember. Involve me and I will understand.

- Chinese Proverb.



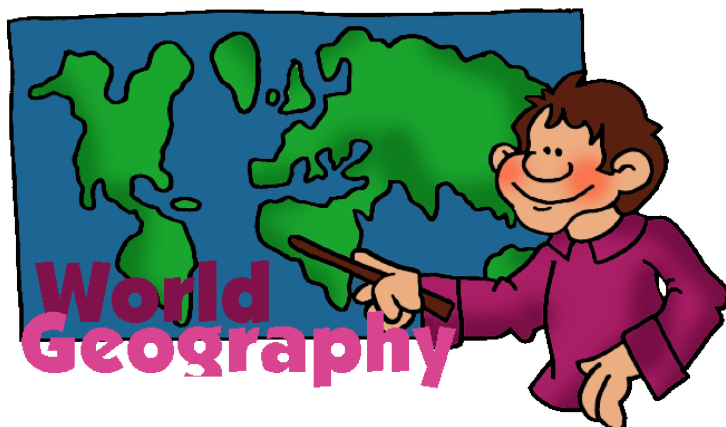
Audry Rodrigopulle,
Teacher

From a young age, children are exposed to play whether it is in their playhouses, or in costumes. They automatically learn to become a role that isn't their own based on what they have seen around them or on television. Symbolic play is an important part of a child's language development. Drama gives students the ability to create, and be creative. For those who may not enjoy subject areas, the arts, including drama could be the only enjoyment they find. When students are involved in their learning, they are motivated and eager to learn. Drama does just that. It involves and encourages students' ideas and participation. Moreover, drama challenges our students' outlook about the world and themselves. They learn to solve problems by separating themselves from the situation (scene). It is an excellent way for students to express their thoughts and emotions. It gives

them the chance to put on a new role, and experiment with choices that could very well look like answers to their own problems. Teachers can also use drama to build students' individual life skills. It engages learners of all types and styles, and can be integrated across the curriculum. Furthermore, students learn skills such as communication, cooperation, and concentration among others.

Audry Rodrigopulle

Giving Education Meaning G.E.M. Curriculum Reports



At the GEM program, the girls will be engaging in educational, interactive and fun lessons on the topic of World Geography. The focus will initially be on the country of Canada, where they will learn about the provinces and territories and indicate the differences between key terms such as continent, country, province and city. We will continue to study other country profiles, particularly the native countries of the girls' parents and backgrounds (Ireland, China, Philippines, etc.). The girls will get to experience the country's culture and people through various activities and crafts. The Smartboard will also be a great tool for the girls to employ their computer and elearning skills during weekly lessons. I look forward to the girls' sharing what they know about their culture and partaking in various activities to learn about others.

Jennifer Haddad



Lights! Camera! Action!

The girls and I have been, and will continue to be exploring elements of dramatic arts this unit. They have learned different skills such as voice projection, enunciation, and basic rules when acting. They know that their audience needs to understand what they are presenting, and be able to hear clearly the words that are being said. These skills will help us in the near future as we prepare to create and put on plays for an audience. Endless ideas have been given to me by the girls, and I will do my best to incorporate them all! They have been doing so well, and seem to be enjoying drama. They are fast learners, and so I am definitely sure we will have a great year ahead in drama

Audry Rodrigopulle

Trillium Tidbits

Issue No. 6

ARTS & CRAFTS



Beautiful Butterflies

In September, we created a simple butterfly plaque. The butterfly was a puzzle, which once solved, was coated, dried, and then glued to a wooden plaque. October's craft is a Fall wreath for Thanksgiving – a grapevine wreath decorated with leaves and other Autumn embellishments.

Denise Charlebois

Leaf Rubbings

Today I brought a variety of colourful leaves to the class. The different leaves included poplar, apple, maple, chestnut, oak, and semac. Our students learned about the veins of the leaf on one side and the smoother other side. They traced each leaf with crayons and created some colourful patterns which were quite beautiful. The theme of fall was visibly evident. Artistry is alive and well!

Sue Mitchell

Language Arts



Reading and writing are two fundamental life skills that help individuals within different communities, such as at school or work. This year, the students will begin Language Arts, and explore a variety of literary skills and terms through books and writing exercises. A lot of focus will be placed on reinforcing reading skills, specifically phonetic sounds, as well as reinforcing writing skills. Language Arts becomes essential within any educational setting because of its ability to strengthen communication between individuals. Reading and writing are two skills that have now become intertwined, and together, they help strength the development of any child or adult.

Carmen Lombardo



**"The more that you read,
the more things you will know.
The more you learn,
the more places you'll go."**

Dr. Seuss



Trillium Tidbits

Issue No. 6

Information Updates

Ministry of Education

Minister

Mowat Block
Queen's Park
Toronto ON M7A 1L2

Ministère de l'Éducation

Ministre

Édifice Mowat
Queen's Park
Toronto ON M7A 1L2



September 10, 2013

Dear Special Education Advisory Committee Chairs,

I am pleased to write to you today as Ontario's Minister of Education. I thank you for your continued contribution and commitment as Chairs of your Special Education Advisory Committee (SEAC). I value the work that SEACs play in advising district school boards to ensure that appropriate special education programs and services are available for students with special education needs.

The ministry is committed to implementing the recommendations made by the Minister's Advisory Council on Special Education to build the capacity of SEACs. I am pleased to share with you today the new SEAC website, which is available at www.edu.gov.on.ca/eng/general/elemsec/speced/seac/.

After consultations with SEACs, we have created a page on our website to make information and resources readily available for you to undertake your work with boards. I am confident that our continued efforts will result in enhanced collaboration to further the interests and well-being of students with special needs.

I ask you to share this website at your next SEAC meeting. You will notice that we have added a section called "Links and Resources" and included links to DSB SEAC resources. If after reviewing this page, you find that your DSB SEAC resource is not included and you wish to have it added please email Christine Riedel at christine.riedel@ontario.ca.

Please share this correspondence with members of your Special Education Advisory Committee. I look forward to the new school year ahead as we continue to support all students, including those with special education needs.

Sincerely,

A handwritten signature in cursive script that reads "Liz Sandals".

Liz Sandals
Minister

Resources



LIVING & LOVING
with down syndrome

Why People Have Such High Expectations of Parents of Children with Special Needs

By ELIANA TARDIO | August 29th, 2013 at 4:57 pm

Parents of people with disabilities are no different than, and yet are completely different than, every other parent. Some of them may take the news of their child's diagnosis with strength and determination, while others will forever mourn the perceived loss of control and the things that they will never be able to change about their child. As it turns out, this says nothing about the child, but speaks to us as individuals at the time of confronting unexpected challenges in life.

Pitifully, society is ready to judge without having so much as a clue about much of anything when it comes to children with disabilities and the parents who raise them. You may be easily labeled as a bad or indifferent parent if you treat your child like every other kid. The world out there expects you to be more patient than others, to smile more frequently than most, and to thank them for their uncomfortable smiles in your presence.

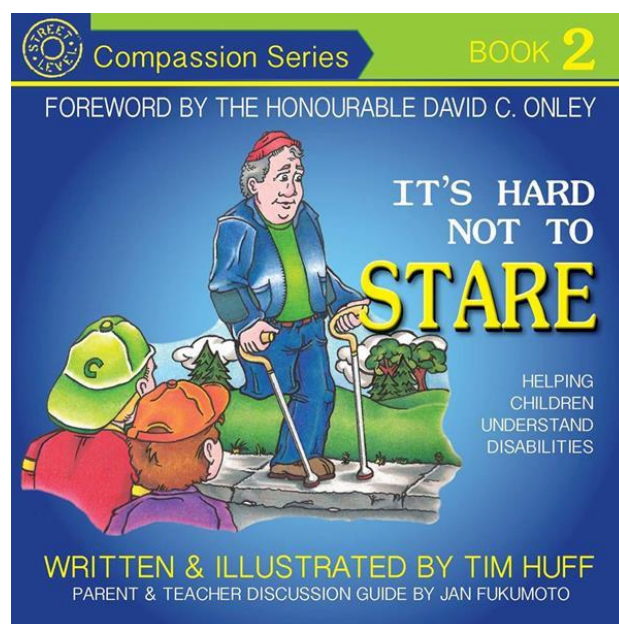
For the full article please visit www.babble.com, search word: **special needs**

It's Hard Not To Stare: Helping Children Understand Disabilities

Please join us as we celebrate the launch of the second book in Street Level's Children's Compassion Series, a school-aged program that addresses the complex issues of social justice in a safe, thoughtful and age-appropriate manner.

"My hope is that this book will encourage children to look at others through a lens of compassion and understanding, rather than assumption, judgment or fear," Tim Huff

Forward by Lieutenant Governor, David Onley
Teacher and Parent Guide by TDSB teacher, Jan Fukumoto



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Issue No. 6



PEOPLE FOR EDUCATION

because **education** matters most

Help! My Child Has Special Needs

Special Education can involve anything from a different way of teaching, to special equipment to help students with their school work, to simply providing students with extra time for writing tests. Students may be in specialized class for all or part of the day, or stay in their regular class with support from an educational assistant. People for Education has a tip sheet for parents of children with special needs. It is available in 13 languages, and provides step by step help and answers to questions such as:

What is an IEP (Individualized Education Program)?

How and when should I ask for an assessment for my child?

Does my child have to be “officially” identified to get special education support?

My child needs a full time educational assistant. Is the school required to provide one?

Download the tip sheet at <http://www.peopleforeducation.ca/>

People for Education can also be contacted through the toll-free Parent Support Phone Line at 1-888-534-3944, or [post your questions online](#).

Everyone Needs to Move: For fun, for fitness, for focus and attentiveness, for learning

GeoMotionTV is a revolutionary learning and fitness tool. It is a streaming video website that delivers a variety of activities for children ages 4-12. The videos are designed to get children up and moving while learning.

GeoMotion TV is a great way to improve academic performance, promote better health, and even fight childhood obesity. Sign up for GeoMotionTV today and what your child's health and learning soar!

GeoMotionTV is easy to use:

1. Log onto www.geomotiontv.com
2. Select a video
3. Follow the video and start moving!



Web Resources

National Down Syndrome Congress www.ndscentre.org

Canadian Down Syndrome Society www.cdss.ca

Down Syndrome Research Fund www.dsrf.org

Down Syndrome Footprint www.downsyndromefootprint.com

Down By the Border www.downbytheborder.org

TransEd Institute www.transedinstitute.org



Trillium Tidbits

Issue No. 6



Tutorwiz
Education Centre

9 Panter Cres Ajax, On
905-683-6341



PROGRAMMING COMPUTER GAMES SESSIONS

Tutorwiz Education Centre operates Programming Computer Games Sessions **for students 6 to 16 years of age**. Participants program their own computer games using Game Maker.

Participants learn the basics of Object Oriented Programming. All sessions are hands-on.

Although the sessions are very educational, they're intended to be - **FUN, FUN, FUN!!!!**

Sessions are 3.5 hours long (including a break)

Basic and Advanced Sessions are available

Cost of Sessions - \$65.00 + \$8.45 HST

Schedule – October – November 2nd

1:00 PM to 4:30 PM

Saturday October 5, 2013 Basic

Saturday October 19, 2013 Advanced

Saturday October 26, 2013 Basic

Saturday November 2, 2013 Advanced



Students may bring their own beverages to the sessions. Water will be available.

Payment Due
1week prior to session
Make cheques payable to:
Tutorwiz Education Centre

CALL – 905-683-6341 – TO ENROLL

Trillium Tidbits

Issue No. 6



Specialized Programs

Registered Charity # 85916 1176 RR0001

Building Communication, Social Skills and INSPIRING YOUTH LEADERSHIP

Nova's Ark is committed to **building acceptance** of people of all ages and abilities by providing opportunities for **understanding** through a wide range of activities and programs involving unique and gentle animals.

T. 905.706.1009 • novasark@sympatico.ca

WE NEED VOLUNTEERS LIKE YOU!

Change your Life! Gain New Skills! Love the Experience!

You are cordially invited to share your time and talent! Our association provides a weekly program on Monday (9:00am to 3:30pm). The program consists of teaching a variety of essential skills designed to meet the needs of our students with special needs. We seek to empower them so they can take their rightful place as fully contributing citizens. This program will be of particular interest to those college/university students pursuing a career in educational related fields. The program models a professional learning community where ideas and strategies are communally shared. Teachers/instructors learn from each other and from the students themselves. Further information and questions are welcomed by contacting Dr. Ashleigh Molloy at aaidd.ont@gmail.com or (416) 697-4067.

Nova's Ark offers opportunities for individuals with special needs to join trained and confident youth leaders to explore the many interesting animals and activities located on our ten acre property during our Summer Camp. The focus continues to be on social and communication skills through exploration, sensory stimulation and structured interactive activities. These programs provide, key life skills development, physical involvement and respite time with weather appropriate activities. For more information, Please contact Mary-Ann for more information or visit <http://www.novasark.ca/>

Forum on Abilities



Giving community residents the information they need to turn disability into ability helping them to live life to its fullest.

The Show airs at 7:00 PM on **Thursdays**,
Cable 10 & 63

Join Don Reist as he continues to be a supporter and advocate for the dignity of persons with special needs.



Trillium Tidbits

Issue No. 6

Acknowledgement with Thanks

It is with sincere gratitude that we acknowledge the generous support that our association has received from Next Steps, Knights Village, Starbucks and Kam at Tim Hortons. These organizations have gone above and beyond to provide us with the assistance we require in hosting the programs presented by the Ontario Chapter of AAIDD. They have demonstrated their concern for persons with Developmental and Intellectual Disabilities as collaborative community contributors. They have been a major support for our student programs enabling us to pursue the mission and vision of AAIDD Ontario.

Thank you! Xie Xie!
Merci! Shukran! Muchas gracias!
Salamat! Nanri!



The Ontario Chapter



Volunteer Board of Directors

President: Dr. Ashleigh Molloy

Treasurer: Blaine Morlock

Secretary: Carmen Lombardo

Members at Large

(Promotions): Charles Tonna

(Special Projects/ Facebook): Danielle Michele

(Outreach): Danielle Violo

(Community Activities): Michael Quan

Website Managers: Dee Anderson & Paresh Christian

Newsletter: Johann Gomes

Videographer: Mark Christian

Visit our website for regular updates

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