Support in our Schools for your Child with a Learning Disability

A student with a learning disability has average or above average intelligence. Due to a learning challenge, their academic performance does not match their expected progress. Their challenges may appear in one or more of the following areas:

- Getting information into the brain (input)
- Making sense of this information (organization)
- Storing and retrieving information (memory)
- Getting information back out (output)

Where to Start

A formal assessment under the supervision of a psychologist or psychological associate identifying the disability. The assessment must be reviewed by TLDSB psychological educational assessment staff and determined to meet TLDSB criteria.

You can help your child by:

- Understanding your child's unique learning disability
- Recognizing that your child will be successful, however accomplishing tasks may simply take longer
- Understanding and contributing to your child's IEP
- Learning when, where, and how the use of technology will help learning
- Advocating at school by participating in meetings, opportunities for discussions, and parent-teacher events

Students with learning disabilities are all unique learners and a variety of resources are available to support their needs within Trillium Lakelands District School Board.

Next Steps

Individual Education Plan (IEP)

A student may require "Accommodations" and/or "Modifications" to the curriculum. Accommodations may include special teaching, supports and assessment strategies. Accommodations keep the student working at their grade level. Modifications are significant changes to the number of curriculum expectations and/or a change to the grade level at which the student is working.

Identification, Placement, and Review Committee (IPRC)

A student may be formally identified through an IPRC process. Please see the Special Education Program page at tldsb.ca for more information. Students do not need to be identified to access special education support.

Special Education Resource Teacher (SERT)/Department Head of Special Education

The elementary school Special Education Resource Teacher (SERT) or secondary school Department Head of Special Education serves the needs of students who require assistance beyond that provided by the regular classroom teacher. This assistance can be direct to the student or providing programming support to the classroom.

Assistive Technology

Often technology can be effectively used as a tool to assist students with learning disabilities. In some cases, a professional assessment will determine whether dedicated technology is an effective tool to assist the student with their identified learning challenges.

Learning Strategies Classroom

A half-day resource program for Grade 5-8 students with significant learning disabilities. The focus is on development of learning strategies, use of technology for accommodations, and intensive instruction to close the gaps in literacy and numeracy. The other half of the day, students join a regular classroom.

More Information

For more information go to **tldsb.ca/programs/special-education** or contact your child's school. A formal definition and further information from the Ministry of Education can be found at https://www.edu.gov.on.ca/extra/eng/ppm/ppm8.pdf.

Information provided to you by TLDSB's Special Education Advisory Committee in collaboration with the TLDSB Specialized Services Department.

Community Partners and Resources

Provincial Schools Branch Sagonaska Demonstration School 350 Dundas St W Belleville, ON | K8P 1B3 613.967.2830 www.psbnet.ca/Eng/ schools/sagonaska

Learning Disability
Association of Ontario (LDAO)
365 Evans Avenue
Suite 202
Toronto, ON | M8Z 1K2
Phone: 416.929.4311
www.ldao.on.ca

The Integra Program Child Development Institute 197 Euclid Ave. Toronto, ON | M6J 2J8 416.603.1827 www.childdevelop.ca/ programs/integra-program

LDA Kawartha Lakes 705.324.2596 Idap.cklservices@cogeco.net

