



THE BEAR FACTS

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London Scottish Rite Learning Centre Newsletter



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Winter Wonderland

The London Scottish Rite Learning Centre
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The Journey: One Student's Success Story

"They must think I'm an idiot". At one time in her young life, that thought crossed Laura's mind on a daily basis, often more than once a day. Laura was diagnosed with dyslexia but not before she struggled with schoolwork, had bouts of self-doubt, and lost confidence in herself and her abilities. But thanks to the persistence of her parents, Laura was able to access a program that changed all of that.

Laura's parents, Danielle and Chris Annable, recognized their daughter's early struggles, her inability to comprehend and retain much of the material in the French immersion program. They transferred her to the English language curriculum but the problems persisted. So they went to work to determine the cause of her academic difficulties and to find appropriate supports and assistance for her.

But this was not an easy road for Laura. She underwent frequent academic and psychometric testing to try to determine the cause of her struggles all while trying to fit in amongst her peers. After much searching and questioning, Danielle and Chris learned about the London Scottish Rite Learning Centre, something that Laura wasn't exactly excited about. In her view, she felt she had missed a good deal of her childhood because of testing, various interventions with other programs, being pulled out of class for remedial help, and the loss of hope from most of her teachers; all were reminders, in her mind, of her incapacity to achieve success because she was dyslexic. Going through another program intervention was merely going to highlight her flaws yet again.

Laura credits her tutor, Daniel Martin, whom she describes as the kindest person she has ever

met, with changing that perspective. He made the program fun and dyslexia something less to contend with. He made it so much easier for her to attend the program and the Learning Centre, which she came to love and which made dyslexia so much more manageable in her life. While in grade seven, Laura graduated from the Learning Centre and served as valedictorian for her group of graduates.



Laura Annable

When it came time to register for high school, Laura was certain she would have to take the Applied route but because her success in the Learning Centre brought her up to the same standard as her peers, and in some areas ahead of them, she took the Academic stream. This was a difficult choice because it typically takes her double the time to complete assignments but with a lot of hard work and parental support and encouragement, she got through her high school years. In fact, she did more than just get through. She was an Ontario Scholar and received academic awards for Grade 12 English (University), Grade 12 World History since the 15th Century (University), Grade 11/12 Media Arts, and an academic bursary from the Rotary

Club of London East, finishing with a 96% average in the Academic stream. Perhaps the highlight was earning the Justin Eves Foundation: The Friend scholarship for students with learning disabilities who best exemplify the Foundation's motto: "He looked for the best in others; he gave the best of himself."

Laura is now in her first year in Huron College at Western University where she plans to major in History with a minor in Curation and Museum Studies. She still has moments when she doubts herself and wonders if her profs question her academic abilities. Her struggles with dyslexia surface frequently and regularly. But she also realizes that with dyslexia there often comes an increased creative ability, a great memory and good interpersonal skills, all of which she possesses. With these positive thoughts, her self-doubts quickly pass.

Laura has gained many other insights along the way. Among them is that academic ability is not the only measure of intelligence, and that dyslexia should not, and does not, define who you are as a person or what your abilities may or may not be.

Laura feels considerable gratitude towards her parents for their persistence and their support as well as to other academic figures throughout her schooling and especially to the London Learning Centre and her tutor, Daniel, because they helped her gain her reading and writing skills, something she felt certain would never happen. While the journey is not over, Laura's wish is that all children with dyslexia are able to find the support they need as she did through the London Scottish Rite Learning Centre so that they will no longer have to feel less than other students.

The London Scottish Rite Learning Centre is now accepting applications for our tutoring program for children with dyslexia (reading difficulties).

Application forms may be found on our website: www.lsrhc.ca

New Learning Centre Director Needed

The London Scottish Rite Learning Centre is still seeking an individual to be the Learning Centre Director. If that is you, or you know of someone who wants to help transform the lives of children with dyslexia, this can be a very fulfilling opportunity.

The Director will work with a volunteer Board of Directors, tutors, children, parents and volunteers to support and implement the Learning Centre's goals and objectives. The Learning Centre follows the Orton-Gillingham approach in the tutor program.

This is a real opportunity to make a difference in the lives of our children. To learn more about this valuable and rewarding position please contact Cathee Crinklaw at ccrinklaw.lsrhc@gmail.com.

International Dyslexia Association Annual Conference

Recently, Cathee Crinklaw, our Tutor Trainer and Supervisor, had the opportunity to attend the International Dyslexia Association Annual Conference in San Antonio, Texas. She has provided us with this summary of some of the key points as well as some photographs.



San Antonio Scottish Rite Learning Centre

Attending the 2022 Annual Conference, "Reading, Literacy and Learning", has been a real gift . . . not only because this is the first in-person IDA conference since Covid took over our lives, but also because the IDA conference has global representatives as speakers and attendees. It is a worldwide challenge to teach all children to read in any language. The emphasis of the IDA Conference is the **Science of Reading**, providing us with evidenced-based brain research to support instruction and intervention for Structured Literacy.

Several take-aways from this year's conference include:

1. **The importance of preventative instruction/intervention for all children.** Like our preventative medical model, we need to find the children, who are at-risk of learning to read, at an earlier age. Fewer children would need intervention later on.
2. **The importance of phonological awareness, especially phonemic awareness, in predicting success for children to learn to read.** Children need more regular phonological awareness activities in the pre-school years when they have the most effect on a child's success to learn to read.



Cathee Crinklaw with members of the San Antonio Learning Centre

3. **The teaching of all children with a direct, explicit, structured and sequential literacy program would benefit all children.**

4. **The importance of raising awareness of dyslexia.** Dyslexia affects 5-20% of the population. However, literacy problems and basic reading skills affect an even more alarming portion of our population.

Although these take-aways may be oversimplified in this newsletter, I would encourage parents, educators and other interested individuals to seek further understanding with the following links:

1. <https://www.thereadingleague.org/what-is-the-science-of-reading/>
2. <https://www.idaontario.com>
3. www.dyslexiaida.org
4. <https://www.ohrc.on.ca/en/right-to-read-inquiry-report> Ontario's 'Right To Read' report and recommendations.



Scottish Rite Cathedral in San Antonio



Cathee Crinklaw with Natasha Rennie,
Director of Membership for IDA

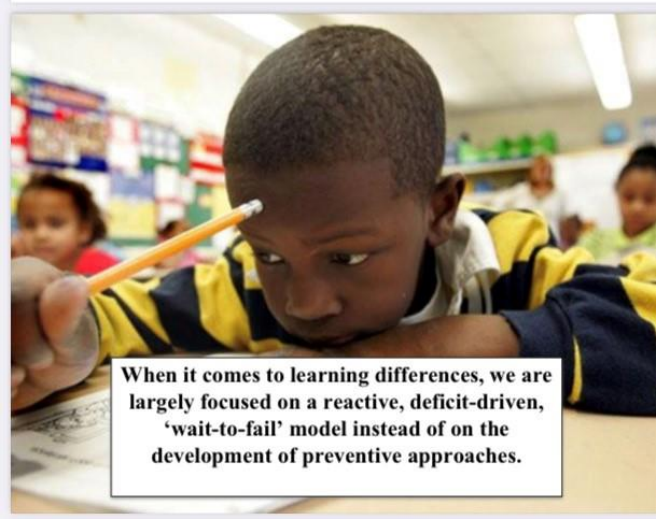
The picture above is after Cathee won the raffle for the "passport" to next year's conference. The passport includes registration, airfare and hotel accommodations all paid in full. Congrats!

Cathee was able to do some touring and networking with her peers and took the opportunity to visit The Alamo.



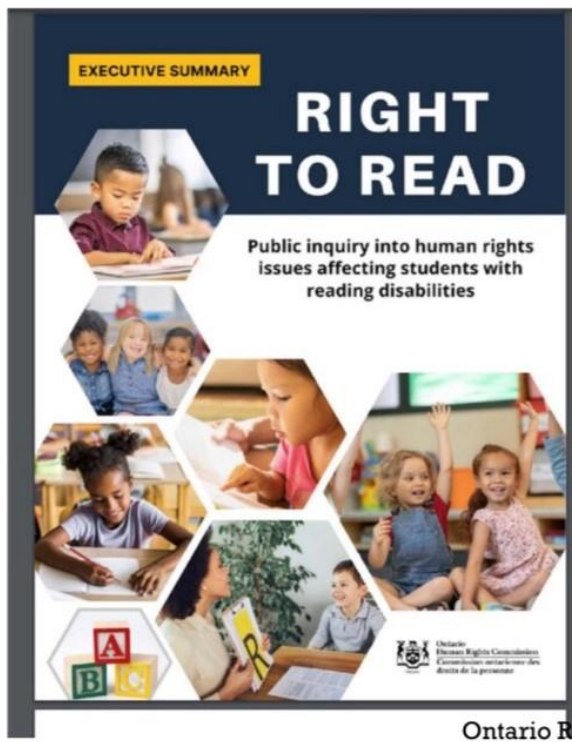
If a child does not feel embraced by a village, he will burn it down to feel its warmth.

African proverb



The 'Dyslexia' Paradox ("the wait to fail approach")

A reading disability is generally diagnosed after the most effective intervention window



Recommendations

The OHRC recommends the Ministry of Education work with its external expert(s) to mandate and standardize evidence-based screening on foundational skills focusing on word-reading accuracy and fluency. The Ministry should require boards to screen every student twice a year from Kindergarten Year 1 (formerly known as Junior Kindergarten) to Grade 2 with valid and reliable screening tools, and provide boards with stable, enveloped yearly funding for screening. The tools that are selected should correspond to each specific grade and time in the year (in other words, they should measure expected knowledge for that grade and point in time in the school year). The selected screening tools should have clear, reliable and valid interpretation and decision rules [Recommendations 59 to 61].

Recommendations

The OHRC recommends that the results of early screening be used to identify students at risk of failing to learn to read words adequately, and to get these children into immediate, effective evidence-based interventions [Recommendations 60 to 62].



Tutor Jeannine and student Quinn

From one of our students:
I like to play all the word games.
It's a fun way to learn.

The President's Report



Director, Margaret Cowan, is proving to be more difficult than anticipated. If you or someone you know would be interested in taking on this vital and rewarding position, please contact me at sutherlandjames16@gmail.com or Cathee Crinklaw at ccrinklaw.lsrlc@gmail.com.

I would like to wish our tutors, volunteers, donors, our children and their families and Board members a wonderful Holiday Season and a Joyous New Year.

James Sutherland
President of the Board

The Holiday Season will soon be upon us. Which means that before we know it, we will be starting 2023.

The year 2022 was the Learning Centre's first full year of Face-to-Face tutoring in our new facility. Also, it marked our return to Face-to-Face tutoring since March 2020.

The tutors and the children have settled into their new surroundings. There are always some minor problems in adjusting to a new location, but they have for the most part been resolved. One worry during the past year was an unsolicited offer from a developer to purchase the Mocha Shrine property where our new Learning Centre is located. On November 9th a fourth and final vote was held on the proposed sale. The proposed sale was defeated. Hopefully we will now have stability for the foreseeable future.

New tutors are being trained which should enable us to take on some more children for tutoring in 2023. We are now accepting applications. If you know of a child with dyslexia that our Learning Centre could help, please have the family go to www.lsrlc.ca and complete an application.

The search for a new Centre Director continues. Finding a replacement for our former Centre

The Kindly Old Grocer

I recall the kindly old grocer
When sugar he would pour
He'd tip the scale to balance
Then he'd add, just a little more.

My how his business flourished,
Folks were always in his store
For he'd give an honest measure
Then he'd add just a little more.

So it is with life, my brother
If you would make a better score.
Just do what is expected
Then add just a little more.

Author Unknown

Merry Christmas
Happy Holidays
Happy New Year
To one and all



THE LONDON SCOTTISH RITE LEARNING CENTRE PROVIDES FREE TUTORING TO CHILDREN WITH DYSLEXIA



There is nothing more rewarding than working with a child who needs your help.

Tutor Training and all supplies provided

Candidates must have a Post Secondary Degree or Certificate

Teaching Experience an asset but not required

To find out more, contact

londonsrlc@gmail.com

FREEMASONS HELPING CHILDREN

www.lsrlc.ca



Your Support is Still Needed

If you would like to financially support the London Scottish Rite Learning Centre, knowing that your gift will have a lasting impact on children with dyslexia, there are several ways you can do this.

1. Make an **eTransfer** to secretarylsrlc@gmail.com. Ensure that you include your name and address in the message section so that we may thank you for your donation and send you a tax receipt.
2. Mail a **cheque**, payable to London Scottish Rite Learning Centre, to London Scottish Rite Learning Centre, 453 Dufferin Street, London, Ontario N6B 1Z7
3. Become a **Sustaining Donor** and pledge an amount of your choice each year over the next three years.

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All donations will be acknowledged and an official tax receipt for income tax purposes will be mailed to you. Please note, we do not trade, sell, rent or otherwise share our mailing list information. If you would like your donation to remain anonymous simply indicate so with your donation. If you require additional information, please contact the office at 519-434-5081.

BECOME A VOLUNTEER

The Learning Centre continues to search for additional assistance.

We especially need volunteers who would be willing to donate three to four hours once or twice a month to greet the kids and their parents when they arrive at the Learning Centre, to act as observers of the tutorial sessions, to prepare snacks for the kids, to wipe down all surfaces before and after sessions.

If you are interested in helping, or know someone who might be interested, please contact the Learning Centre office at **519-646-2904**.