

Special Education and Inclusion Newsletter for Parents and Guardians



October HIGHLIGHTS

PAGE 1

- Upcoming Parent/Guardian Sessions
- Check it Out Video

PAGE 2

- Occupational Therapy and Physiotherapy Services

PAGE 3

- Speech Language Pathology Services

PAGE 4

- Psychological Services

PAGE 5

- Planning for Transitions

PAGE 6

- Learning Disabilities Awareness Month
- Dyslexia Awareness Month
- ADHD Awareness Month

Check it Out Video



Join Indigenous artist Abigail Clarke in this video tutorial showing how she beads earrings using moose hide and birch bark.

Autism Regional Services Parent/Guardian Drop-in Sessions

Join us for a drop-in session to ask questions, share insights, and receive neuro-affirming strategies and practical suggestions to support students with Autism at home and at school.

These informal sessions provide an opportunity to connect with members of the Autism Regional Services team and access information, resources, and support in a welcoming environment.

All parents, guardians, and caregivers are welcome.

Where: Microsoft Teams

🕒 When: 12:00pm - 1:00pm

[Thursday October 22, 2026](#) (Click to join)

[Thursday November 19, 2026](#) (Click to join)

[Thursday December 17, 2026](#) (Click to join)

[Thursday January 21, 2027](#) (Click to join)

[Thursday February 25, 2027](#) (Click to join)

[Thursday March 25, 2027](#) (Click to join)

[Thursday April 22, 2027](#) (Click to join)

[Thursday May 27, 2027](#) (Click to join)

Special Education & Inclusion Parent/Guardian Engagement Sessions

Date	Description	Registration
October 5, 2026 6:30 PM	WEBINAR From Talking to Learning: Why Talking at Home Matters. Discover how everyday conversations at home can build strong foundations for your child's learning and language development.	Oct 5: Registration - PM Link
October 7, 2026 10:00 AM		Oct 7: Registration - AM Link
October 22, 2026 12:00 PM	DROP-IN Neuro-Affirming Strategies to Support Students with Autism at Home and School. Gain practical, neuro-affirming tools to better support your child's success, comfort, and engagement at home and school.	Link

More Than a Grip! The Hidden Secrets to Strong Printing

Text Only Version

Printing is a **whole-body activity**.

Consider adding activities in these skill areas to your child's day to help improve their printing.

Stability

Core Strength & Posture: Is needed to sit upright, preventing slouching, leaning, and fatigue

Shoulder Stability & Wrist

Position: A strong shoulder and extended wrist are needed to hold the arm steady and to allow finger movement.

Activity Idea: Try drawing or mazes on a vertical surface



Visual Motor & Perceptual

Eye-Hand Coordination:

Good communication between your hand and eye are needed to link the sensory and motor system so you can see and then form printed letters

Visual Spatial Awareness and Shape Recognition:

Are needed to understand concepts like up/down, left/right, and big/small, all required for letter sizing & spacing, and knowing an "A" is an "A" whether it's big, small, typed, or printed.

Activity matching games.



Fine Motor & Hand Strength

Hand & Finger Strength: Is needed to maintain your grip.

Palmar Arches & Hand

Separation: Arches allow a natural curve to cup & control a pencil. The pinky and ring finger stabilize while the thumb and index finger move the pencil. Fingers need to move independently.

Activity Idea: Hide small toys in a ball of playdough. Have your child use their hands to find them



Sensory Processing

Proprioception (Body

Awareness): Is needed to help understand how much pressure your muscles are using.

Tactile Discrimination: Is needed to feel the pencil in the hand.

Activity Idea: Try finger painting, forming letters in sand, or identifying objects with your hands when you are blindfolded.



Cognitive Executive Functioning

Motor Planning: Is a skill where the brain directs the body to move the fingers to form a letter.

Attention & Working Memory:

Are needed to hold an image in the mind long enough to write it down without getting distracted.

Activity Idea: Play imitation and memory games and do fun obstacle courses.



To learn more about strategies to support printing and writing, refer to our parent engagement session on

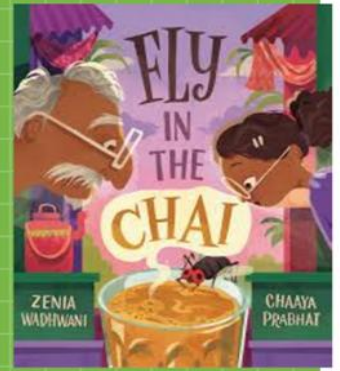
[Learning to Print and Write.](#)

There may be websites linked from this site that are operated by organizations outside of the Toronto District School Board (TDSB). These organizations are solely responsible for the operation and information found on their sites. Linking from this site does not imply any endorsement of the organization or information found on the website. Any comments or inquiries regarding the linked websites should be directed to the organization operating the website.



Speech Language Pathology Services

FLY IN THE CHAI During Reading - A Guide for Parents



Notes from the SLP

Support your child's understanding and language skills while reading. Talking about the story, asking questions, and making connections to your child's experiences can help them stay engaged and better understand what they read

Discuss Big Ideas

Talk about themes like:

- Problem-solving, Patience, Everyday challenges

Ask:

- "What would you do if a fly landed in your drink?"
- "Was the character calm or frustrated?"

Learning Focus

1. Ask questions

- Who, What, Where, When, Why, and How Questions
- Ask open-ended questions while reading (e.g., What problem happens in the story? What will happen next? Why is Nanu frustrated?)

2. Make comments

- Use sentence starters such as I think, I wonder...
- For example, "Look at the fly's tiny wings. I wonder where it wants to go". "I think he looks surprised to see the fly in the chai"

3. Explain

- Define new vocabulary - "Gulp is when you take a big sip"
- Explain the problem - "The fly goes into the Chai"

Notice Details

Ask your child to look closely at pictures:

- "What do you see in the cup?"
- "How do the characters look (happy, annoyed, surprised)?"
- "How can you tell the fly is bothering the character?"
- "What do you think might happen next?"
- "What clues in the picture help you understand the story?"

Encourage Expression

- Let your child act out parts (i.e., buzz like a fly, pretend to "shoo")
- Use different voices for characters

Link to story on YOUTUBE; <https://www.youtube.com/watch?v=IVoXfpU95OE>

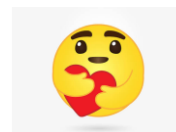


October marks Learning Disabilities Awareness Month, ADHD Awareness Month, and Dyslexia Awareness Month.

Helping Students Plan, Start and Finish

Executive functions act like “the director” of a student’s to-do list, helping them choose a priority, break it into steps and finish on time. Reading or spelling may take extra effort for a student with a learning disability. A student with ADHD may find it hard to stay focused on one task when other demands compete for their attention.

Elementary: Help your child complete a task or assignment by creating a short checklist with familiar words, or drawings, with one or two small steps. You can then support them to check off steps as they complete them with check-marks, or stickers in a paper document, or by using emojis in a digital checklist.



Secondary: Help your teen work backward from an assignment due date to set smaller steps/milestones. Assist them in blocking out time in their calendar to complete each small step. They can record these in a school-approved computer calendar or a paper planner and review progress as they complete the steps.

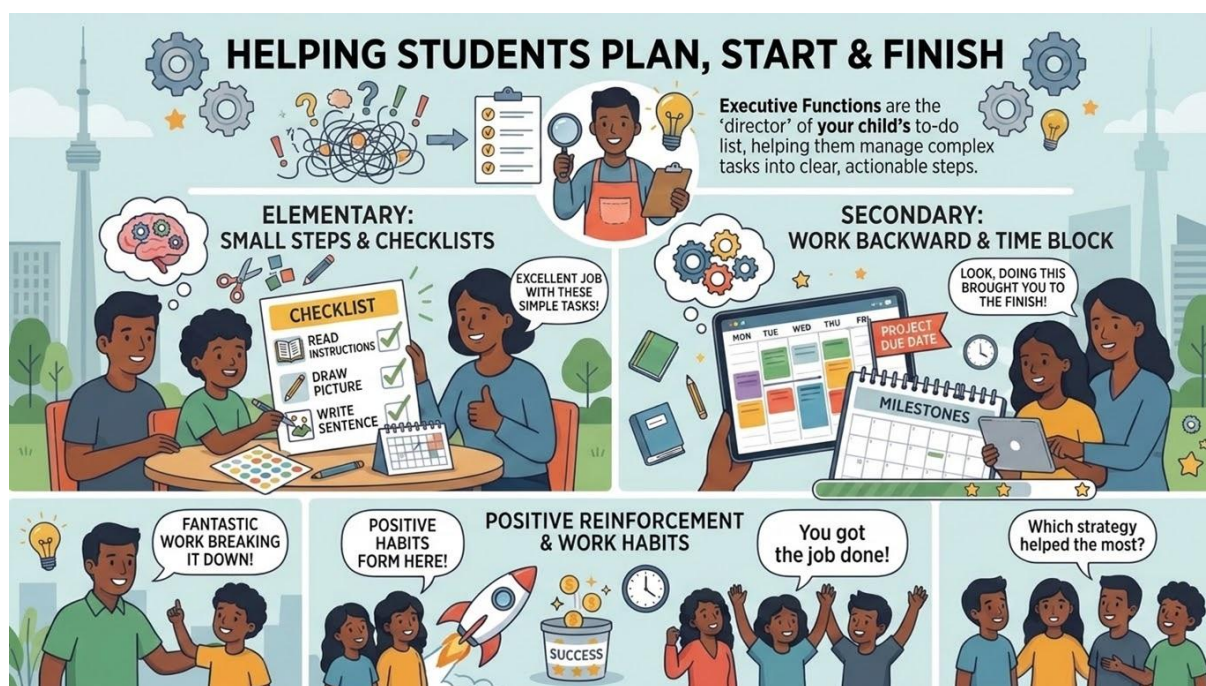


Remember to positively reinforce your child’s smaller accomplishments with verbal praise (e.g., “Great job finishing the small parts first - look doing this brought you to the finish!”). To help develop strong work habits, it is important to reinforce that they broke down the task into smaller parts.

Be sure to ask your child which strategy helped them the most, and share this insight with their school team.

Resources: LDAO – <https://www.ldao.ca/faq-items/improving-executive-function-skills/>

CADDAC – <https://caddac.ca/about-adhd/ages-7-17-yrs/>



STRONG
PARTNERSHIPS
SUPPORT
BRIGHTER
TOMORROWS

BRIGHT
FUTURES
TOGETHER

Planning for Transitions

Parents, guardians and caregivers are important partners in their child's IEP and transition planning. You will have opportunities to share information, ideas and priorities about your child through conversations with the school team and the IEP Parent Consultation Form.

Your Voice Matters

INCLUSIVE
SCHOOLS
THRIVING
STUDENTS

1.

KNOW THE IEP



Understand your child's strengths, needs, goals and supports.

2.

KNOW YOUR VOICE MATTERS



Your knowledge and perspective are an important part of the planning process.

3.

THINK BEYOND TODAY



Consider what your child may need next and ask questions about upcoming transitions.

4.

START EARLY



Transitions are easier when planning begins before a change happens.

5.

KEEP YOUR CHILD AT THE CENTRE



Keep the focus on participation, belonging, confidence and growing independence.

Different Paths. Brighter Futures.

BELONG
ACHIEVE
THRIVE

Learning Disabilities Awareness Month

Every October, the Learning Disabilities Associations of Ontario (LDAO) and LD@school celebrate Learning Disability (LD) Awareness month. The goal of the campaign is to raise awareness and reduce stigma to allow individuals with LDs to get the supports they need to reach their potential.

DON'T DIS MY ABILITIES (#LDmonth)

Please click the [link](#) for a Tip Sheet with more information.



*Click the image to access LDAO

Dyslexia Awareness Month

Mark it Read for Dyslexia Awareness Month 2025

For the past eight years, Dyslexia Canada has proudly celebrated Dyslexia Awareness Month each October with the *Mark it **Read** for dyslexia* campaign. Every October Mark it Read shines a light on dyslexia, a learning difference that affects 10–20% of Canadians.

ADHD Awareness Month

October marks ADHD (Attention Deficit Hyperactivity Disorder) Awareness Month, a time to build understanding, reduce stigma, and support students and families. This year, the Centre for ADHD Awareness Canada (CADDAC) is highlighting “[The Many Faces of ADHD](#),” reminding us that ADHD does not look the same for everyone.

The ADHD Awareness Month Vision: A world where understanding ADHD leads to support, connection, and real opportunities to thrive.

The ADHD Awareness Month Mission: To raise awareness of ADHD by sharing accurate information, elevating lived experience, fostering connection, and promoting access to support across the lifespan.

Please find information on ADHD in this [ADHD Fact Sheet](#) created by members of TDSB SEAC and staff.