

My name is Nicole Carbone, I am currently eighteen years old, and I am an approachable and friendly person who is always willing to help others. I graduated high school in June 2023 and will be attending Conestoga College this September for their paramedic program. I am also very excited to be a member of their women's varsity basketball team.

Unfortunately, school was not easy for me. In second grade, I began to realize that I was different. I felt that I was “stupid” because I never understood what we were doing in class. I tried to cover up my learning difficulties by getting into trouble often and being sent away from the group so that others could not realize my lack of understanding. Poor behaviours continued and learning challenges became even more obvious throughout the junior grades.

At the age of thirteen, I was formally diagnosed with a learning disability with an impairment in reading and mathematics. It helped explain some of my learning challenges and was a validating experience for me and those who supported me. An Individualized Education Plan (IEP) with accommodations was implemented to support my learning needs. For the first time during my elementary education, in grade eight, I had teachers that believed in and supported me with my learning. I also knew that I had to prepare for high school, so I started developing strategies, using my IEP accommodations, and asked for help when I did not understand material.

I wanted a fresh start for my high school journey and chose an out of boundary school that was away from my friends. I did my best to put past behaviours in the classroom behind me. I wanted to be free from the person I had been labeled as for the duration of elementary education and rebuild my academic identity. I took the initiative to develop strategies and skills, and worked very hard to succeed in my schoolwork. I learned to advocate for myself and my needs with academics, and communicated those needs to my teachers and guidance staff. I challenged myself by taking academic and university level courses even though I always knew

that I wanted to pursue first-responding and that my pathway to this would be through college. I continued on this academic challenge in spite of a lack of support and confidence demonstrated to me by many teachers, who mainly encouraged college-level courses. I am proud that I took on this challenge and showed them that even though I have a learning disability, I was capable of doing the work. It was with my determination, perseverance, and self-advocacy that I was able to meet the high standards that I set out for myself. It was often a struggle to specifically explain to teachers exactly what accommodations I needed, especially when I was taking university level courses. One example is memorization of terms; part of my learning disability and IEP allows for word banks on tests. It can be difficult for me to remember specific terms but I can remember their definitions. Some educators felt that I was being given an unfair advantage and did not understand that I needed the accommodations in order to be on par with the other students. One-on-one support, oral testing, extra processing time, making connections to things that have personal significance, like basketball, and making connections to other concepts that make sense to me helped immensely.

My career choice of becoming a paramedic will allow me to serve others in my community. My learning disability has taught me that we all learn and communicate differently. As a paramedic, I hope I will be compassionate and understanding. I hope I will be able to support others that may also need accommodations in order to understand and communicate. Being patient, being able to listen, and trying to understand the needs of my patients are skills that my learning disability has taught me. I want to understand and help others who have psychological, medical, and mental and physical health issues. I appreciate this opportunity to share my story and thank you for taking the time to consider my application for the Disability Credit Canada: DCCI Scholarship.



Ontario

# Ontario Secondary School Diploma Diplôme d'études secondaires de l'Ontario

This Diploma is granted to  
Ce diplôme est décerné à

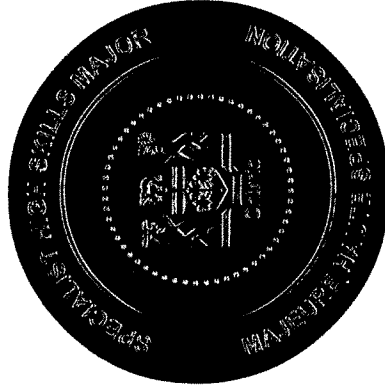
*Nicole Alma Carbone*

a student of  
élève de

*The Guelph Collegiate-Vocational Institute*

who has fulfilled the requirements for the Ontario Secondary School Diploma  
in accordance with the provisions of the Ministry of Education, Ontario.

qui a rempli les exigences prescrites pour l'obtention du diplôme d'études secondaires de l'Ontario,  
en vertu des dispositions du ministère de l'Éducation de l'Ontario.



Dated at  
Délivré à

*Guelph, Ontario*

the  
ce

*29<sup>th</sup>*

day of  
jour de

*June 2023*

Minister of Education /Ministre de l'Éducation

Principal of School/Directeur ou directrice de l'école



March 22, 2023

Nicole Carbone

16 Coutts Crt  
Guelph, ON  
CANADA N1L 1S9

Student Number: 8908014

Congratulations Nicole, you're in!

**Re: Paramedic 0052 - Doon**  
**Start Date: 2023-09-05 - Level 1 - Full-Time**

### **Conditional Offer of Acceptance**

You have been accepted to the program and campus outlined above.

**Please note that this offer is conditional upon completion of the program admission requirements, as indicated below:**

#### **OSSD or Age 19**

Let's make it official though! Starting tomorrow, you can confirm your offer on [www.ontariocolleges.ca](http://www.ontariocolleges.ca). If you have any questions along the way, please call the toll-free number for OntarioColleges.ca at 1(888)892-2228 and they can walk you through the steps.

**Please confirm your offer by: 2023-05-01.**

To help you make an informed decision, we've prepared an [admissions package](#) with useful information and next steps.

#### **Check your applications status**

Check the status of your application on our new [Applicant Page on the Portal](#) by logging in with your 7-digit Student Number (see above) and date of birth. After you have logged in, check the 'Admissions Info' tab for ongoing updates.

Please see our website for ongoing [COVID-19](#) and [program delivery](#) updates.

We hope you'll say 'yes' to Conestoga. We are confident that the skills you learn at Conestoga will help you soar to your potential.

Welcome to the nest!

A handwritten signature in black ink that reads "Scott Walker". The signature is written in a cursive, flowing style.

Scott Walker

Associate Registrar, Admissions and Pathways

CANADA  
ONTARIO

BIRTH CERTIFICATE  
CERTIFICAT DE NAISSANCE

NAME - NOM

CARBONE, NICOLE ALMA

DATE OF BIRTH - DATE DE NAISSANCE

MARCH 21, 2005

BIRTHPLACE - LIEU DE NAISSANCE

GUELPH

DATE OF REGISTRATION  
D'ENREGISTREMENT

JULY 15, 2005

ISSUED IN THE PROVINCE OF ONTARIO  
DELIVRE DANS LA PROVINCE DE L'ONTARIO  
OCTOBER 30, 2005

CERTIFICATE NUMBER  
NUMERO DU CERTIFICAT

05307074-001

SEX - SEXE

F

REGISTRATION NUMBER  
NUMERO D'ENREGISTREMENT

2005-05-031621



*Sandra M. Hartman*  
DEPUTY REGISTRAR GENERAL  
PROFESSEUR GÉNÉRAL ADJOINT DE L'ÉTAT CIVIL

CERTIFIED EXTRACT FROM BIRTH REGISTRATION  
EXTRAIT CERTIFIÉ CONFORMÉ DE L'ENREGISTREMENT DE NAISSANCE  
FORM 28 VITAL STATISTICS ACT 11128

*Larry Phillips*  
REGISTRAR GENERAL  
LE REGISTREUR GÉNÉRAL DE L'ÉTAT CIVIL



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## **CONFIDENTIAL**

### **PSYCHOEDUCATIONAL ASSESSMENT REPORT<sup>1</sup>**

**NAME:** Nicole Carbone  
**DATE OF BIRTH:** March 21<sup>st</sup>, 2005  
**AGE:** 13 years  
**GRADE:** 7  
**SCHOOL:** St. Ignatius of Loyola Catholic School  
**PARENTS:** Mr. Paul Carbone and Ms. Patricia Carbone  
**REFERRAL SOURCE:** Wellington Catholic District School Board

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**CONSULTATION DATES:** March 28<sup>th</sup>, 2018

**REPORT DATE:** May 5<sup>th</sup>, 2018

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#### **REASON FOR REFERRAL**

Nicole is a 13-year-old grade 7 student at St. Ignatius of Loyola Catholic School in Guelph, Ontario. According to Nicole's parents, Nicole has struggled academically since the second grade. Currently, she continues to struggle in the areas of reading, writing and vocabulary, and as such, Nicole's parents requested a psychoeducational assessment to explore her learning strengths and needs. At the time of the referral, Nicole was being supported by an Individualized Education Plan (IEP).

#### **BASIS OF ASSESSMENT**

##### **Tests Administered:**

##### **Cognitive and Achievement Testing:**

Wechsler Intelligence Scale for Children – Fifth Edition (WISC-V) Canadian norms,  
Wechsler Individual Achievement Test – Third Edition (WIAT-III) Canadian norms  
Wide Range Assessment of Memory and Learning - Second Edition – (WRAML-2)

##### **Visual-Motor:**

The Beery Buktenica Developmental Test of Visual Motor Integration – Sixth Edition (VMI)

##### **Phonological Processing:**

Comprehensive Test of Phonological Processing – Second Edition (C-TOPP-2)

##### **Behaviour Rating Scales:**

Achenbach System of Empirically Based Assessment – Parent (CBCL), Teacher (TRF) and Self (YSR)

<sup>[1]</sup> Distribution: Parent/Guardian, Student OSR, Education File/Special Education Consultant, Psychology File

**Weaknesses:**

Listening Comprehension  
Reading Comprehension  
Math Problem Solving  
Inhibition  
Self-Monitoring

**DIAGNOSTIC STATEMENT AND FORMULATION**

Nicole presented as a cooperative, friendly and confident girl, who is highly motivated to participate in activities at which she succeeds but may be more likely to withdraw from tasks that are more challenging for her. Reports reveal that Nicole has struggled with her academics in the areas of reading, writing and vocabulary, which has been addressed by her school team through an Individualized Education Plan. Throughout the assessment, Nicole was pleasant and agreeable, attended well to instructions and participated in testing to the best of her ability.

Given that Nicole's cognitive skills span the average range based on her FSIQ, one would expect her to perform equally well on tasks of achievement. However, findings from the current assessment found Nicole's reading comprehension, oral comprehension and math comprehension (math problem solving) to be substantially below her cognitive profile. **Based on the current findings, Nicole meets DSM-V diagnostic criteria for a Specific Learning Disorder (315.1; impairment in mathematics; 315.00; impairment in reading) and LDAO criteria for a Learning Disability, particularly manifesting in difficulties in mathematics and reading.**

It is important to note that Nicole's performance on the other subtests within the area of oral expression, mathematics and reading fell within the expected range, however Nicole consistently struggled on tests requiring comprehension. Nicole's learning disability is likely related to her low receptive language skills, as measured by her previous speech and language assessment.

**RECOMMENDATIONS**

Based on the assessment completed, the following recommendations may prove to be beneficial for a student with Nicole's profile.

1. Given the results of this assessment, in conjunction with school input, as well as Nicole's history of academic difficulties as reported by her family, Nicole would be a **good candidate for identification as an exceptional student (Communication – Learning Disability)**. Nicole presented with academic achievement below her cognitive ability in reading comprehension, listening comprehension and math problem solving. Given Nicole's current performance in school, Nicole would continue to benefit from support provided by an Individual Education Plan (IEP).
2. Nicole presents with weaker **verbal comprehension** skills. Generally speaking, students with this profile tend to have some difficulty dealing with academic tasks that require a major emphasis on language-based skills and conceptual analysis.
  - a. It may be necessary to repeat, reword, simplify or chunk information.
  - b. Whenever possible, accompany lessons with visual aids and manipulatives