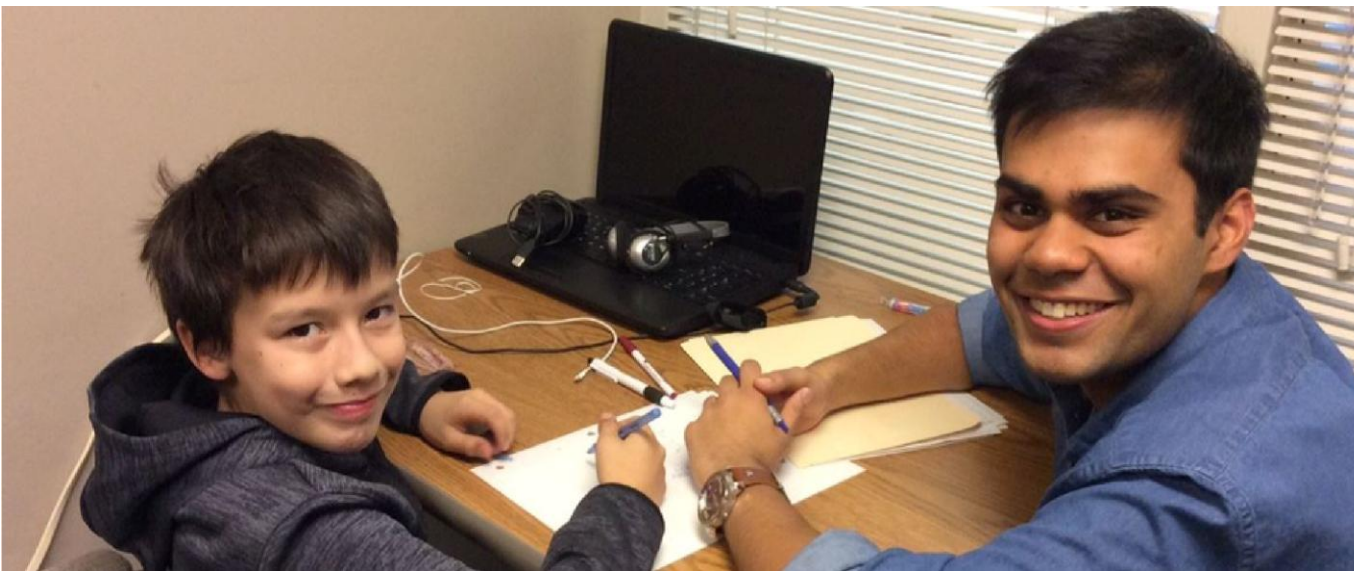


COMMUNICATIONS REVIEW:

Learning Disabilities Association of London Region



By students of Western University's MMJC Program:
Leah Coyne, Vanessa Santos, Amanda Starkes and Elina Zhou

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EXECUTIVE SUMMARY

The Learning Disabilities Association of London Region (LDALR) collaborated with candidates of the Master of Media Journalism and Communication program at Western University to increase their social media reach and engagement. As representatives of the community, we support LDALR's commitment to creating a space where individuals with learning disabilities can reach their full potential.

To help LDALR reach more young working professionals seeking volunteer experience, we assessed their external communications strategies. Our review focuses on analyzing their Facebook analytics. Furthermore, an examination of the Instagram content of other LDA branches took place. Following this review, this document outlines our assessment of LDALR's Facebook performance and recommendations to launch an Instagram account.



INTRODUCTION

The LDALR is a not-for-profit organization serving the residents of London and Middlesex, Elgin and Oxford counties. Their overall goal is to improve the life outcomes of individuals with learning disabilities (LD), specifically children who are at-risk of being neglected in the classroom. Their programs and services cover areas from one-on-one coaching to advocacy for children with LD and attention deficit hyperactivity disorder (ADHD). For example, their Pathways to Your Future program prepares students in their transition to post-secondary opportunities, including college, university, apprenticeships and the workplace. Meanwhile, their YOUUnique Club is a weekly gathering where children engage with activities to facilitate discussions on self-esteem, building a growth mindset, healthy relationships and stress. Among the 1000 individuals, families, and professionals the LDALR serves each year, they also provide services for parents. This includes an initial consult, documentation analysis, school advocacy, parent advocacy workshops and group sessions.

DESCRIPTION OF THE REVIEW PROCESS

For this communications review, the LDALR's social media communication was analyzed. Their website was reviewed to establish the organization's mission, key messages, and programs. This analysis provided a foundation for assessing whether the organization's social media presence aligns with and supports its overall mission.

Currently, the LDALR primarily relies on Facebook to communicate with its audience and does not have an active Instagram account. Although the organization has made several attempts to create an Instagram account, internal restructuring has prevented these accounts from becoming active or consistently managed. In contrast, other LDA regions use Instagram as a primary communication platform, offering useful points of comparison for identifying effective communication practices the LDALR could adopt.

This communications review examines the LDALR's Facebook presence alongside Instagram communications of other LDA regions, identifying strengths, weaknesses and potential opportunities. It concludes with recommendations for the LDALR's use of social media to target their key audiences and strengthen the clarity and reach of their messaging.

REVIEW AND RECOMMENDATIONS (FINDINGS)

Mission, Vision and Values

Mission

The LDALR's website homepage states their "mission is the attainment of a society in which people with learning disabilities are enabled to reach their potential."

Vision

The LDALR is founded on the belief "that people with learning disabilities can succeed when coping strategies and accommodations are developed." To meet this goal, the organization uses the "Trifecta of Beliefs Approach." A child's parent/family, school and community make up their support system.

Values

Compassion, responsiveness, innovation and accountability are the LDALR's core values.

Facebook

Audience

The LDALR's primary audience on Facebook is London families with children who have learning disabilities, as well as other local organizations. Facebook is a hub for community groups, where parents and care givers can connect, share resources and support one another. According to Sprout Social, [Facebook is used most by Gen X, followed by Baby Boomers and Millennials](#) (See Appendix 1). Another study conducted by Pew Research Centre shows how [75 per cent of parents who use social media](#), turn to social media for parenting-related information (See Appendix 2). The study found mothers are most likely to come across helpful parenting information—with [66 per cent having done so in the last 30 days, compared with 48 per cent of fathers](#). Thus, Facebook is a key platform for the LDALR to reach their target audience of family members of children with learning disabilities.

Analysis

The LDALR currently has an active [Facebook account](#) with 971 followers. Their posts primarily consist of partnership event promotion with organizations like Western University, Children's Health Foundation and others. These partnerships are a strength, as they help them connect to a broader audience and build relationships with local organizations. Since most of their posts consist of partnership events with other organizations, the LDALR's key messaging and overall goals are less prominent for

their Facebook audience. The aesthetics of the page are controlled by the post their partnerships provide. In contrast, the LDALR Facebook cover page aligns well with the aesthetic of the website. The cover photo depicts a child with a clear message detailing LDALR's services. While some posts maintain visual consistency, others do not. There are a few graphics with dense text about events, which can overwhelm viewers.

The captions for posts are direct and include calls to action, contact information and information regarding the event. These calls to action are clearly shown in the post and caption, encouraging their audience to join programs, attend events and participate in studies. However, followers may feel overwhelmed by the number of calls to action on the LDALR's page (See page Appendix 3). For example, posts encouraging parents to participate in research studies or to enroll their children in camps should be spaced out.

Engagement on the LDALR's Facebook page is summarized in the table presented in Appendix 4. Over the last 10 posts, the LDALR's average likes are 2.9, average comments are zero, and average shares are 3.1. The LDALR has a large reach; however, it is [essential to analyze Facebook metrics to understand the effectiveness of the social media strategy](#). Overall, the current Facebook is a helpful tool for parents to stay informed about events and stay updated on research related to children with learning disabilities.

1. Build the LDALR Brand

The LDALR's Facebook should be centralized around their mission of creating a society where people with learning disabilities can achieve their full potential. By creating educational posts (See Appendix 5), their Facebook account will more prominently align with this mission. Through educational posts, they can also encourage engagement with caregivers of children with learning disabilities. According to Pew Research Centre, [59 per cent of social-media-using parents have come across useful parenting information in the last 30 days.](#) Providing shareable educational posts about children with learning disabilities incentivizes parents to interact with the LDALR's content. For example, this could be a simple infographic that includes common myths versus facts related to learning disabilities as well as practical tips for supporting a child at home or in school. Specifically, the LDALR should aim to raise their average shares to five per post. Focusing on the share function allows the LDALR to increase reach, specifically, caregivers with common interests with the LDALR's current following. According to the Pew Research Centre, [79 per cent of parents get useful information via their networks.](#) Thus, posting educational content encourages community engagement and raises awareness about learning disabilities.

2. Creating a Community

Creating community helps the LDALR increase their engagement and strengthen relationships with families and local partners. Currently, their page is focused on event promotion and partnership but lacks posts spotlighting people in the organization and the families they support. By sharing organizational achievements, volunteer spotlights

and stories of community members, the LDALR can foster a more close-knit community on Facebook. Sharing videos and photos of these achievements leverages the power of visuals. According to Sprout Social, [visual content like short-form video and images are more likely to be shared.](#)

The LDALR can introduce series such as Family Feature Fridays, Staff Spotlights and Learning Disability MythBusters, using pre-made templates (See Appendix 6 and 7). These regular series would help followers connect with the content, offering insight into the organization and the people behind it. By sharing community stories, these series can help viewers better understand those with learning disabilities.

3. Aesthetic Cohesion

The LDALR currently uses graphics and photos from their partners to help promote events. Therefore, the aesthetic branding on Facebook is varied due to their focus on promoting partnered events. Aesthetic cohesion is key to building a strong brand and ensuring the LDALR's page appears organized and credible. To improve aesthetic cohesion, creating graphics like their Facebook cover photo and those recommended in the Instagram section (see page XXX) will promote visual recognition. This can be achieved by creating a brand kit consisting of a colour palette, font and pre-made templates (See Appendix 6, 7 and 8). Additionally, to accommodate partnership posts, the LDALR can create and use pre-made templates and plug in the given information to ensure cohesion. Furthermore, limiting the text-heavy graphics and using clean, accessible templates will improve readability and allow viewers to receive the information more easily.

Instagram

Audience

Instagram presents new opportunities to engage a wider range of audiences than Facebook. According to recent Pew Research data, [78 per cent of adults aged 18 to 29](#) say they use Instagram as their main social media platform. By having an Instagram page, the LDALR will be able to engage a younger and broader audience. This includes younger parents, students, volunteers and other community partners.

The absence of an Instagram presence limits the LDALR's ability to:

- Connect with younger audiences and potential volunteers
- Promote time-sensitive opportunities and events (such as tutor recruitment)
- Strengthen awareness and engagement of the organization's mission and values

Given the increasing importance of social media platforms for community engagement, establishing an Instagram presence is essential for expanding reach and reinforcing the LDALR's visibility.

Analysis

The LDALR does not currently have an active Instagram account. Although previous efforts were made to create one, the platform was never fully implemented. This gap limits the organization's social media presence and represents a key weakness in its communication strategy.

Other LDA's across Ontario, including the Learning Disabilities Association of York-Simcoe (LDAYS) and the Learning Disabilities Association of Wellington County (LDAWC), have active Instagram accounts. The LDAYS Instagram account has nearly 2,000 followers and over 600 posts. Their profile maintains a consistent aesthetic and shares event updates and resources (See Appendix 9). In terms of posts, their account features written testimonials and photos of volunteers and staff, creating a sense of community and showcasing the people behind the organization (See Appendix 10 and 11). They also use their platform to recruit volunteers, highlighting the role they can play in the organization (See Appendix 12). Finally, they share posts about their hosted events, such as their open house. They also promote other interesting ways LDAYS is involved in the community, such as participating in a CN tower climb in support of United Way, partnerships with places such as Bingo World Gaming, and community give-aways.

LDAYS also utilizes Instagram's "Highlights" feature, which allows story posts to be visible for only 24 hours and saved permanently on the profile. York-Simcoe's highlights are used in a more casual, engaging way, showcasing day-to-day activities such as outreach events and what LDA camps look like in action. Additionally, their Instagram contains a Linktree in their bio (See Appendix 13), which serves as a centralized page that allows users to access multiple resources from a single link. This Linktree leads users to LDA's program registration link, a link to donate, upcoming presentation links, as well as their articles and videos from other platforms. Instagram also includes built-in Meta tools that allow posts to be automatically shared between Facebook and Instagram, meaning content only needs to be posted once to appear on both platforms.

This feature can help save time to ensure messaging remains consistent across social media channels. Although they typically post images and graphics, they have also posted over 30 reels, which are short videos posted on Instagram. These reels receive an average of 9.11 likes, with two likes being the lowest and 30 being the highest. They also receive an average of 231 views per post, with 32 views being the lowest and 674 views being the highest. The most popular reels typically focus on educating the public about learning disabilities and promoting the de-stigmatization of learning disabilities. The above features can be utilized to the LDALR's advantage when developing their own Instagram strategy.

Similarly, LDAWC uses graphics and reels to engage their audience. However, they have 371 followers and 463 posts, which is fewer than LDA York-Simcoe. As a result, their reels receive an average of 3.36 likes per post, with the lowest being zero likes and the highest being 38. However, in terms of reach, their reels receive 161.31 views per post, with the lowest being two views and the highest reaching 3,837 views. Their highest viewed reel is about a parent's experience at the LDAWC. The story consists of narrative text, different clips of children and parents at a library and has a motivational background sound (See Appendix 14). This reel adds a personal story as a way to engage their audience. By sharing a story such as this, the audience is able to personally connect with the organization in a positive way.

LDAWC also included a Linktree in their bio, directing their audience to a place where they can sign-up for their upcoming information sessions, a link to sign-up to volunteer, and links to their other platforms, including their website, Facebook, LinkedIn, YouTube

channel and Eventbrite, where they post about upcoming events (See Appendix 15). However, Wellington County appears to use Instagram's "Highlights" feature minimally, with only one highlight titled "Fall 2025," which contains reposts of their main feed. This allows followers to view a story and be directed to the corresponding post.

Recommendations

1. Launch an Instagram Account

It is recommended that the LDALR launch their own Business Instagram account to reach their younger audience. The organization already produces visual content on Facebook, making it easy to adapt posts for Instagram. Since Canva is already being used to design Facebook materials, the same templates, graphics and branding elements can be reformatted for Instagram to maintain visual consistency across both platforms. Instagram and Facebook are Meta platforms, making content easily sharable between them. This aligns with the LDALR's need for an easy and timely way to share content and important information.

Using [Instagram's Insights](#) tool allows the organization to view trends across its audience. This includes audience demographics (age, location, gender, etc.) and metrics on individual posts. This allows the LDALR to gather specific data directly from their audience.

2. Leverage Instagram Features to Increase Engagement

The LDALR should leverage unique Instagram features such as Stories, Highlights, Tags and add a Linktree in their bio to increase visibility. Tagging partner organizations,

volunteers and community groups in posts or stories increases the likelihood of content being reshared. This helps expand reach and humanizes the organization. Instagram Stories allow the LDALR to share quick, real-time updates such as event moments, reminders or calls to action. These stories can be saved as highlights, which keep them permanently accessible on the profile. For example, event coverage, updates or volunteer opportunities can be organized into highlight categories so new visitors can easily browse past content and understand the organization's work immediately. Instagram Stories are an important feature to leverage as they are a main driver for visibility of the page. With Instagram's algorithm, posts are often lost in people's feeds, while stories are shown on a "most recently posted" basis. By sharing the LDALR's own posts to their story, they can ensure followers see new content right away (See Appendix 16). Viewers can simply tap the story to be taken directly to the original post on the LDALR's profile, increasing engagement and ensuring important messages do not get overlooked.

It is also important for the LDALR to use captions to share important information. Captions should be kept concise and clear, yet informative. Effective captions should briefly explain the post's purpose, highlight key details such as dates or links and encourage simple actions like learning more on another website or sharing the post. Creating a Linktree to put in the LDALR's bio is an easy way for Instagram users to access important resources, such as program registration, volunteer opportunities, upcoming events and the organization's other online platforms. Additionally, it is important to make sure all content on Instagram is aesthetically cohesive to maintain brand recognition among audiences. This means making sure all colours, fonts, styles

and language are consistent throughout Instagram posts and stories. Please refer to Facebook recommendation three for more details.

3. De-stigmatizing Learning Disabilities Instagram Content

As de-stigmatizing learning disabilities has been identified as a key message for the LDALR, it is suggested to let this message shine through when posting on social media. There are numerous ways the LDALR can do this. When creating posts, prioritizing educational content, clear messaging and learning disability visibility is essential.

Educational content may consist of short posts explaining what learning disabilities are, common myths versus facts, tips for supporting, etc. These posts can help build public understanding of what the cause of the organization really is. Days like October 15th, Learning Disabilities Awareness Day, are great opportunities to post educational content supporting the understanding of learning disabilities. For example, October is Learning Disabilities Awareness month, and the LDAYS ran a social media campaign “Don’t Dis My Abilities.” (See Appendix 18 and 18). Over the course of the month, they posted a lot of educational content to promote awareness. Specifically, on October 15th for Learning Disabilities Awareness Day, they posted a video of employees and volunteers explaining what the day is, what it champions, and how to support it.

Prominent messaging is another important aspect of this recommendation. Using affirming language, keywords and phrases, and mission-aligned statements reinforces the identity of the organization. LDA can also expand its reach by following and reposting content from influencers who work to de-stigmatize learning disabilities. For example, [Dr. Ilana Ascher](#), MD, who is a doctor focusing on functional medicine and

neurodivergent wellness. Additionally, [Kelly Banks](#) is an ADHD coach and neurodiversity advocate who shares content around support, mental health and neurodivergent identity. Reposting their content on the LDALR's Instagram provides followers with relatable, real-world perspectives complementing LDA's educational messaging.

CONCLUSION

The LDALR's agreement to move forward with a communications review reveals the organization's commitment to upholding their goal of improving the quality of life for LD/ADHD individuals. Furthermore, it demonstrates a sense of duty to modernize and better understand the students, families and professionals it serves. Ultimately, our recommendations are minimal as the LDALR already plans on implementing new social media strategies (i.e., creating an Instagram Page). Our review simply provides a foundation to start with.

We have established the LDALR's Facebook does an excellent job of maximizing its reach and catering to its audience of families of children with learning disabilities. To build on this success, we recommend maintaining a consistent visual theme, building the LDALR's branding and fostering community engagement by spotlighting organizational and community member achievement. In doing so, the key messaging present on the LDALR's website will be more accurately reflected in the organization's social media communications strategy.

To best connect with a younger audience and potential tutors or volunteers, we recommend leveraging Instagram Stories, Highlights, Reels, tags and captions. Instagram is especially useful as a direct line of communication to expand audience reach and maintain patron loyalty. Social media campaigns give viewers an inside look at the organization's staff, coordinators and daily operations, as well as regularly spotlighting LDALR students, are great opportunities to reflect the LDALR's mission, vision and values.

Overall, we are grateful to have collaborated with LDALR on this project. Their programs and services dedicated to unlocking the potential of LD/ADHD individuals and parents are invaluable to the community. What's more, this has been an amazing opportunity to apply our coursework in a professional setting. We hope our review of the organization's achievements and areas of improvement in their external communications strategy has been beneficial.

Thank you for your confidence in Western University's Master of Media Journalism and Communication students.

APPENDICES

Appendix 1: Image from Sprout Social

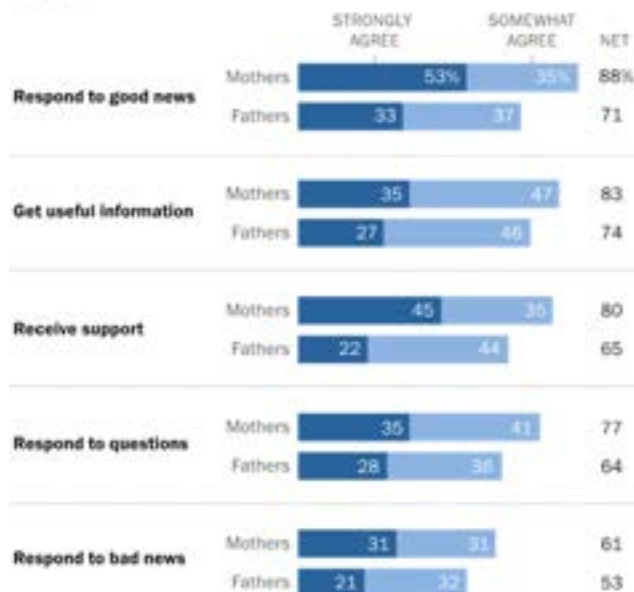
Top social media channels for customer care

	Gen Z	Millennials	Gen X	Baby Boomers
 72%	 71%	 72%	 79%	
 62%	 62%	 49%	 34%	
 47%	 29.5%	 41%	 31%	

Appendix 2: Image from Pew Research

Mothers Give and Receive Support on Social Media

Among social media users, the % of mothers and fathers who say they "strongly agree" or "somewhat agree" that they do the following on social media...



Source: Pew Research Center surveys, Sept. 11-14 and 18-21, 2014. N=1,235 social media users ages 18+. The margin of error for all social media users is +/- 3.2 percentage points. Parents in this survey were defined as those with children under age 18.

PEW RESEARCH CENTER

Appendix 3: Example LDALR current Facebook posts with Call to Actions

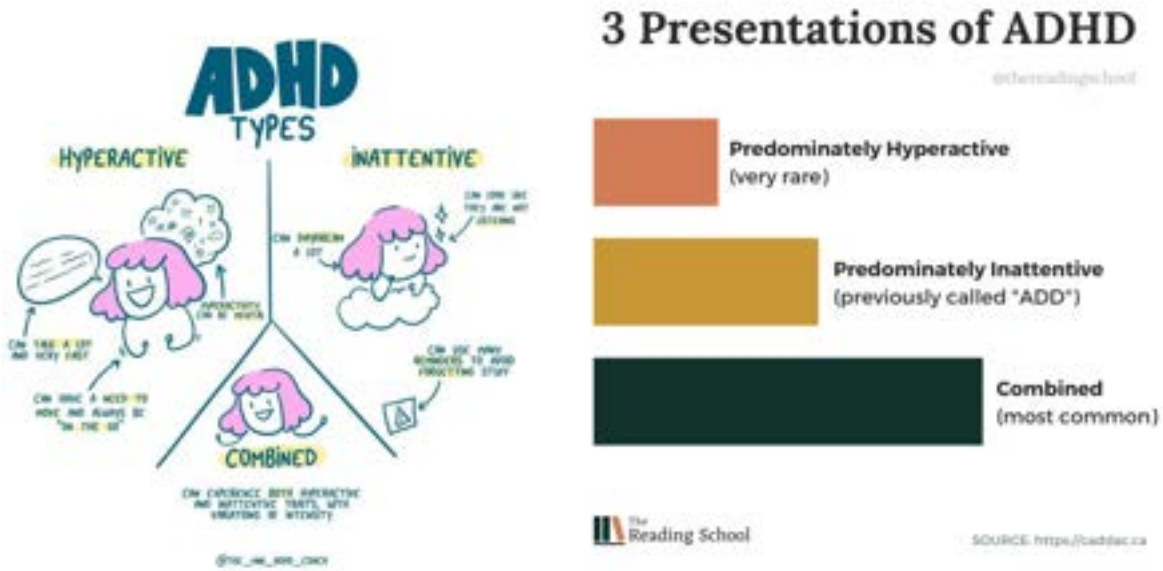


Appendix 4: Table Created based on LDALR's Facebook

Date	Post Content	Likes	Comments	Shares
Nov 13	Promotion for their programs and services	0	0	0
Nov 13	Promotion for program registration	0	0	0
Nov 5	Partnership with Western University event post	1	0	2
Oct 22	Partnership with LHSC event post	0	0	1
Oct 17	Partnership with TVCC, Children's Foundation and Treat Accessibly Halloween event post	9	0	3

Oct 2	Partnership with the Children's Health Foundation	2	0	0
Aug 27	Partnership with UofT survey post	5	0	17
Jun 11	Partnership with London Health Sciences participation in research post	4	0	4
May 8	Promotion for their program	6	0	3
April 22	Partnership with Western University event post	2	0	1
Averages:		2.9	0	3.1

Appendix 5: Examples of educational posts



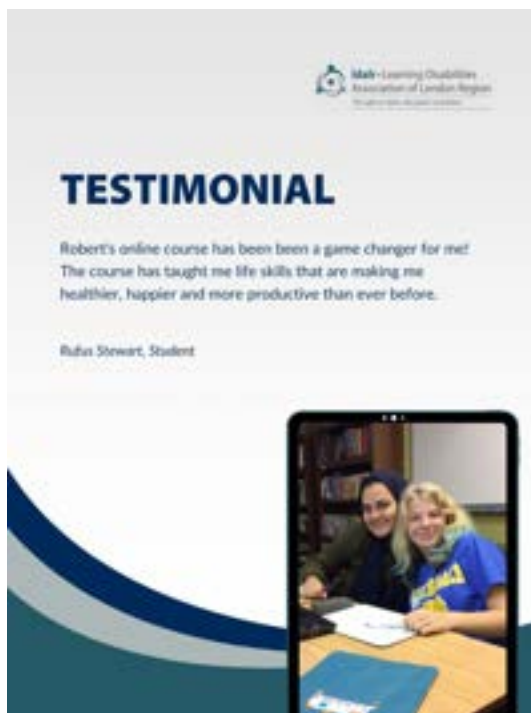
Source: <https://www.theminiadhdcoach>

Source: <https://thereadingschool.ca>

Appendix 6: Template created by students in Canva



Appendix 7: Template created by students using Canva



Appendix 8: Brand Kit created by students using Canva



Appendix 9: Screenshot of @lda_ys on Instagram



Appendix 10: LDAYS Testimonial Post from @lda_ys on Instagram



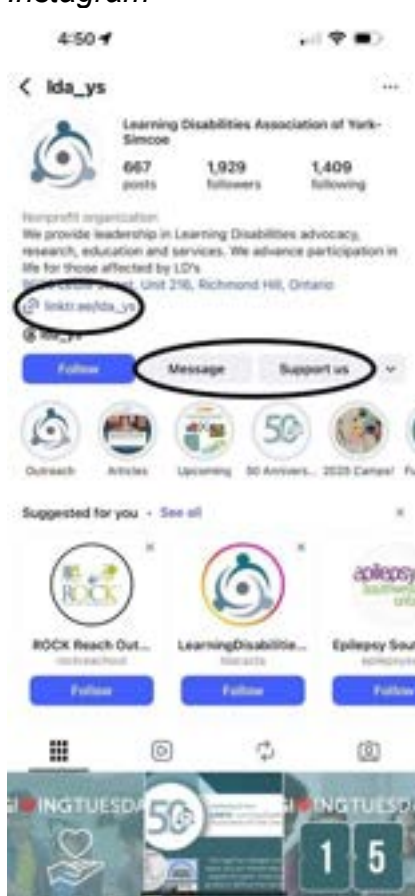
Appendix 11: LDAYS Testimonial Post from @lda_ys on Instagram



Appendix 12: LDAYS Volunteer Recruitment Post from @lda_ys on Instagram



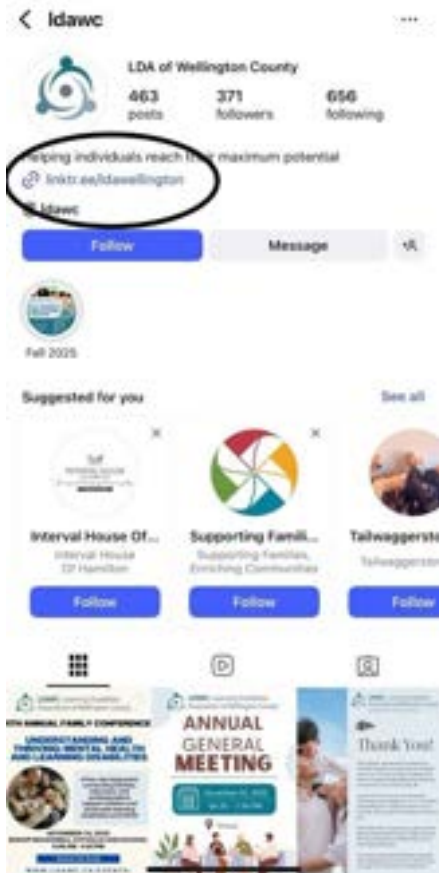
Appendix 13: Screenshot of LDAYS Linktree and Donation Button from @lda_ys on Instagram



Appendix 14: LDAWC promotional reel QR code @ldaws



Appendix 15: LDAWC Linktree of @ldaws on Instagram



Appendix 16: LDAYS Story Post from @lda_ys on Instagram



Appendix 17: LDAYS “Don’t Dis My Abilities” Campaign Post from @lda_ys on Instagram



Appendix 18: LDAYS “Don’t Dis My Abilities” Campaign Post from @lda_ys on Instagram



Communications Review:

The Learning Disabilities
Association of London Region

Presented by Leah Coyne, Vanessa Santos,
Amanda Starkes and Elina Zhou



CONTENT

01. The LDALR

02. Review Process

03. Facebook: Review and Recommendations

04. Instagram: Review and Recommendations

05. Conclusions



Idalr • Learning Disabilities
Association of London Region

The right to learn, the power to achieve

“The goal of the LDA is to help students and children who learn differently. There’s no one size fits all shoe, especially for education.”

EXECUTIVE SUMMARY

The LDALR is a not-for-profit agency that is committed to improve the life outcomes of individuals with learning disabilities, specifically children who are at-risk of being neglected in the classroom

MISSION STATEMENT:

“The attainment of a society in which people with learning disabilities are enabled to reach their potential.”

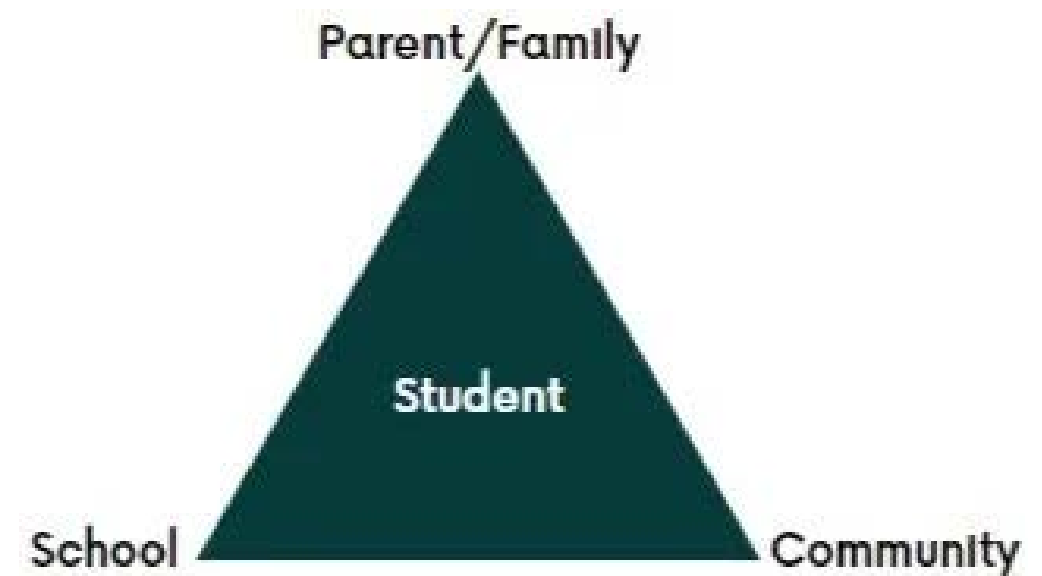
KEY OBJECTIVES:

VISION

- “We believe that people with learning disabilities can succeed when coping strategies and accommodations are developed.”

VALUES

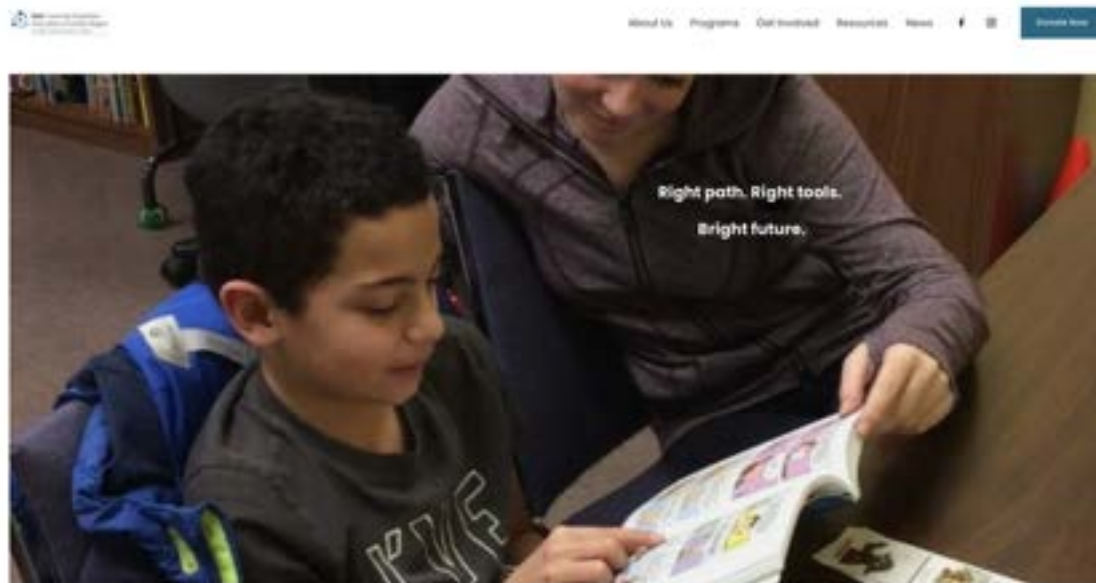
- “Compassion, responsiveness, innovation & accountability.”



REVIEW PROCESS

Review Website and Meet with Organization:

- Establish mission, key messages and programs



Assess LDALR's Current Facebook:

- Met with social media volunteer



Review other LDA Region Instagram Accounts

- Identifying strengths, weaknesses and opportunity

















FACEBOOK ANALYSIS

FACEBOOK AUDIENCE

AUDIENCE

- London families with children who have learning disabilities and local organizations
- Connect with families, share resources, support through community groups
- 75 per cent of parents using social media for parenting-related information

Top social media channels for customer care

Gen Z	Millennials	Gen X	Baby Boomers
 72%	 71%	 72%	 79%
 62%	 62%	 49%	 34%
 47%	 29.5%	 41%	 31%

FACEBOOK ANALYSIS

- 971 followers
- Focus on partnership event promotion - Call for action
 - (Western University, Children's Health Foundation, e.t.c.)
- Aesthetic controlled by posts provided by partners
- Engagement analysis:
 - Average likes: 2.9
 - Average comments: 0
 - Average shares: 3.1

The screenshot displays the Facebook profile of the Learning Disabilities Association - London Region. At the top, the profile picture shows a young girl with her arms crossed, holding a red book. The cover photo features the organization's logo and the text "How Can LDA - London Region Help?" followed by a list of services: Programs for Children and Youth, Advice and Supports, Advocacy, and Community Resources. Below the profile picture, the page name "Learning Disabilities Association - London Region" is shown with 971 followers and 12 following. The page is categorized as a "Charity Organization" and provides contact information: 303 Richmond St, London, ON, Canada, Ontario; (519) 438-6213; info@ldalondon.ca; and ldalondon.ca. The "Intro" section states the mission: "Our mission is the attainment of a society in which people with learning disabilities are enabled to reach their potential and success." The "Posts" section shows a recent post from November 13 at 4:47 PM, featuring a photo of a tutor and a student. The post text reads: "Our tutors are here to help put the pieces together, offering personalized support and guidance tailored to their students unique learning needs." Below the post, there are interaction options like Like, Comment, and Share. At the bottom, another post is partially visible with the text "Winter programs are now open for".



FACEBOOK RECOMMENDATIONS

RECOMMENDATION #1

BUILD LDALR BRAND

- Create educational posts
 - encourage engagement with audience
- Focus on shares
 - increase to 5 shares per post
 - 79 per cent of parents get useful information via their networks



RECOMMENDATION #2

CREATING A COMMUNITY

- Strengthen engagement with families and local partners
- Share organizational achievements, volunteer spotlights and stories of community members
 - Share videos, photos
 - Introduce posting series: “Family Feature Fridays”, “Staff Spotlight”
 - Create pre-made templates for posts



RECOMMENDATION #3

AESTHETIC COHESION

- Key to building strong brand
- Appear organized and credible
- Use brand kit that includes:
 - Colour palette
 - Font
 - Logo
- Limit text-heavy graphics → improve readability



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Association of London Region

The right to learn, the power to achieve

Idalr

“ Our mission is the attainment of a society in which people with learning disabilities are enabled to reach their potential. ”

Color Palette



Typography

HEADER FONT
Aa Myriad
ABCDEFGHIJKLMNO
PQRSTUVWXYZ

BODY FONT
Aa Lato
ABCDEFGHIJKLMNO
PQRSTUVWXYZ



INSTAGRAM ANALYSIS



INSTAGRAM AUDIENCE

- 78 per cent of adults aged 18-29 say they use Instagram as their main social media platform. (Pew Research Center, 2025)
- **Engage a younger audience:**
 - Younger parents
 - Students
 - Volunteers
 - Other community partners



INSTAGRAM ANALYSIS

LDA YORK-SIMCOE

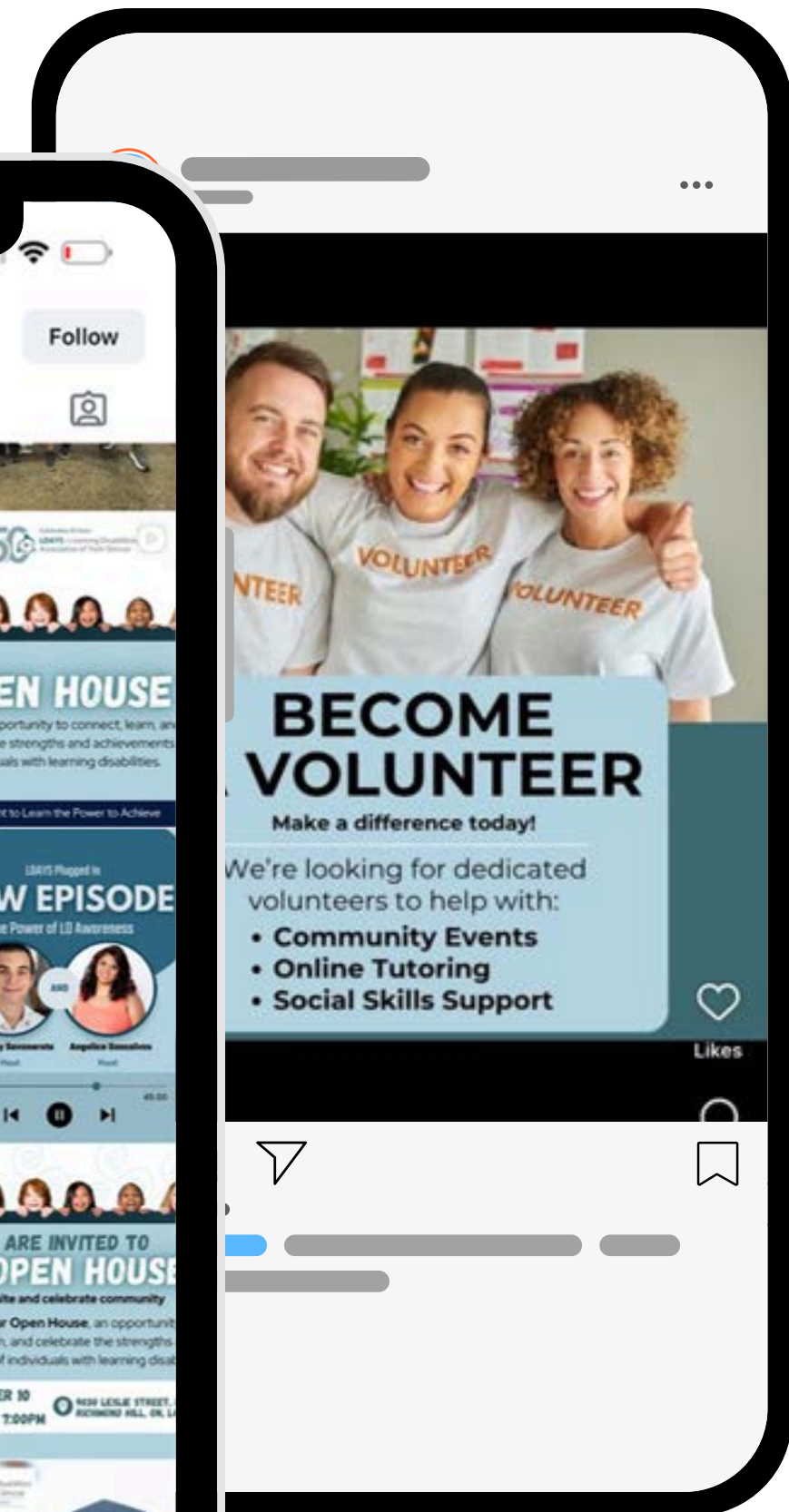
- 1,935 followers
 - 673 posts

Posts:

- Written testimonials (from volunteers and staff)
- Educational graphics
- Promotional graphics (events, volunteer positions)

Reels:

- Over 30 reels posted
 - Engagement:
 - Average likes: 9.11 (lowest = 2, highest = 3)
 - Reach:
 - Average views: 231 (lowest = 32, highest = 674)



INSTAGRAM ANALYSIS

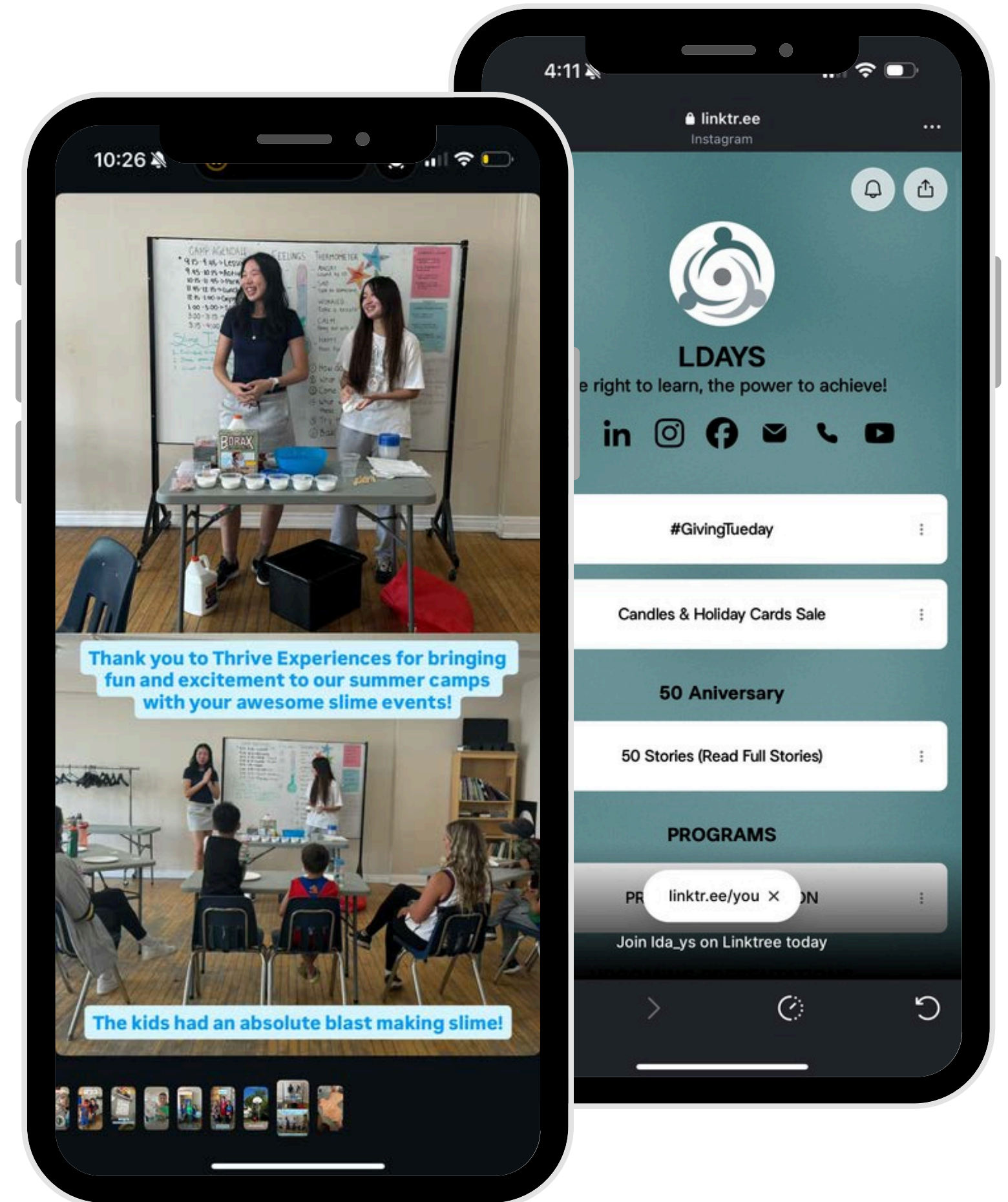
LDA York-Simcoe

Highlights:

- Used for casual posts: day-to-day activities (e.g., outreach events and what LDA camps look)

Linktree:

- leads users to LDA's program registration link, a link to donate, upcoming presentation links, as well as their articles and videos from other platforms



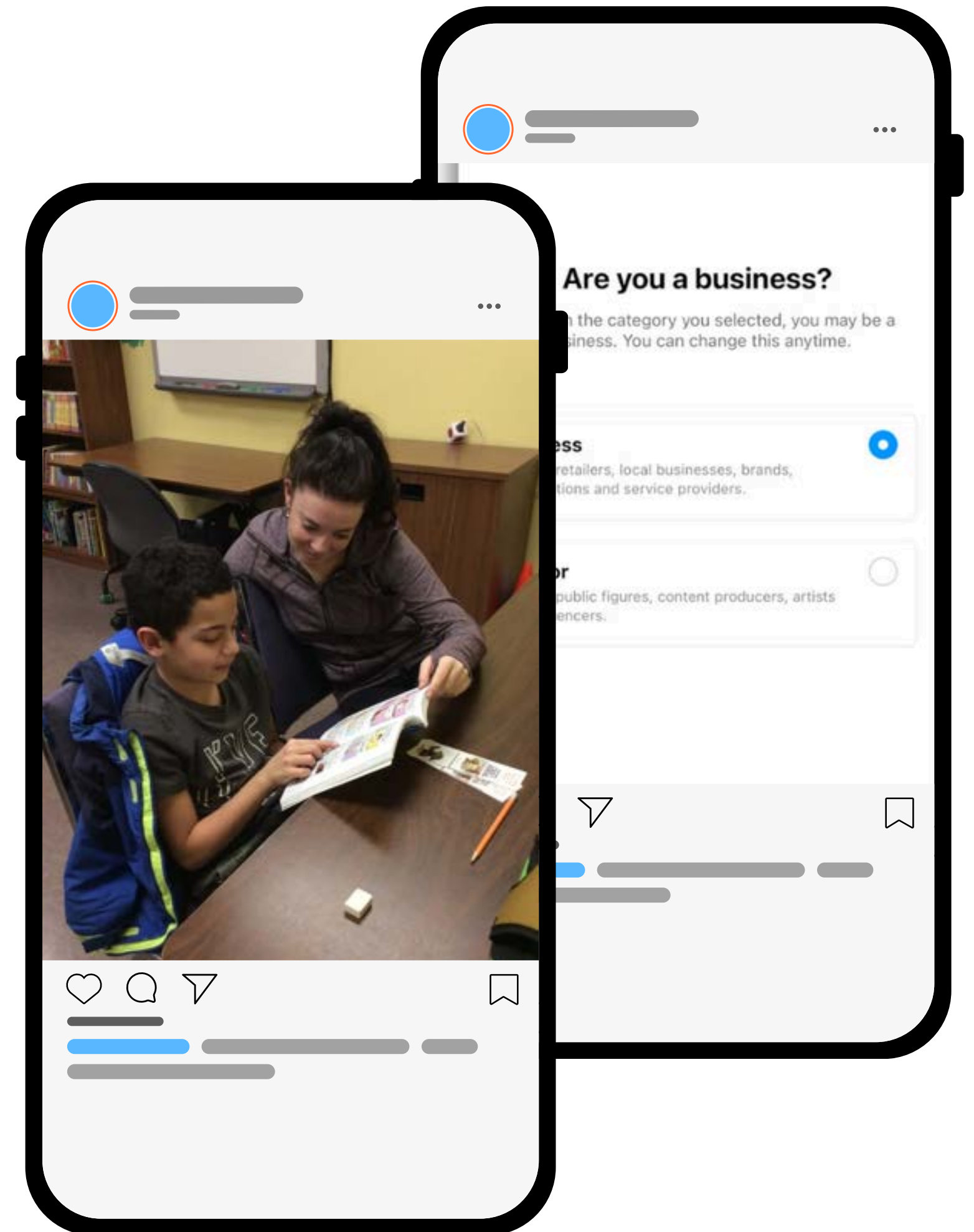


INSTAGRAM RECOMMENDATIONS

RECOMMENDATION #1

LAUNCH INSTAGRAM ACCOUNT

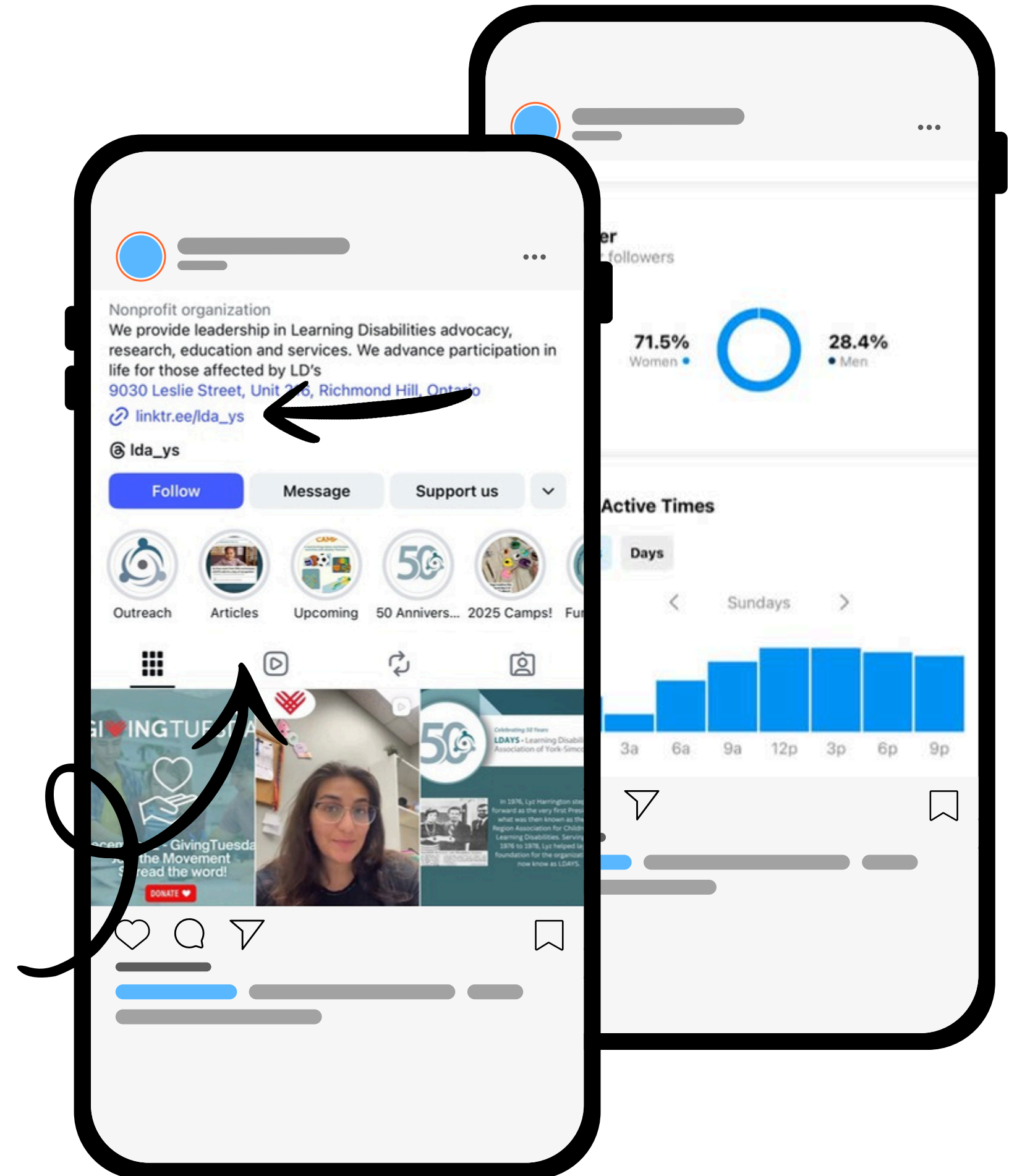
- The LDALR currently does not have an active Instagram
- The LDALR should launch a Business Instagram account to reach their younger audience.
- Since Canva is already being used to design Facebook materials, the same templates, graphics and branding elements can be reformatted for Instagram



RECOMMENDATION #2

LEVERAGE INSTAGRAM FEATURES TO INCREASE ENGAGEMENT

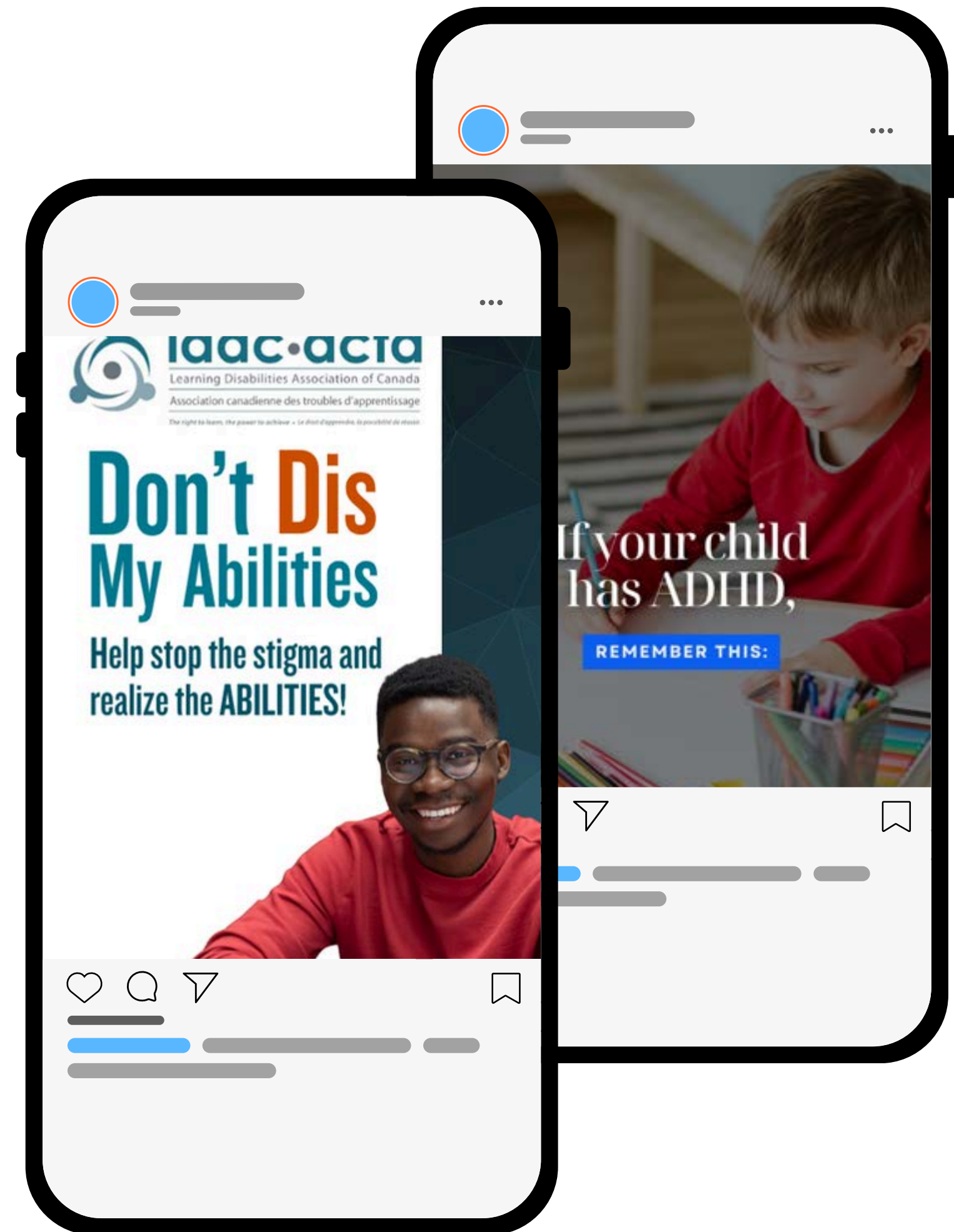
- The LDALR should leverage unique Instagram features such as Stories, Highlights, Tags and add a Linktree in their bio to increase visibility.
- For example, event coverage, updates or volunteer opportunities can be organized into highlight categories so new visitors can easily browse past content and understand the organizations work at a glance



RECOMMENDATION #3

DE-STIGMITIZING LEARNING DISABILITIES THROUGH INSTAGRAM CONTENT

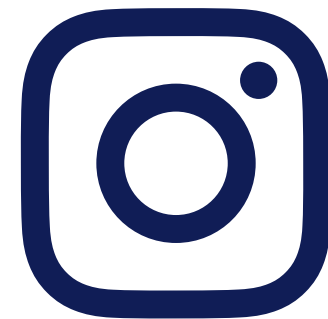
- As destigmatizing learning disabilities has been identified as a key message for the LDALR, it is suggested to let this message shine through when posting on social media.
- For example, October is Learning Disabilities Awareness month and the LDAYS ran a social media campaign “Don’t Dis My Abilities.”
- LDA can also expand its reach by following and reposting content from influencers who work to destigmatize learning disabilities.



CONCLUSIONS



**ENGAGE WITH
FACEBOOK AUDIENCE**



**ESTABLISH INSTAGRAM
STRATEGIES**



**FOSTER
CONNECTIONS WITH
STUDENTS, FAMILIES
AND THE COMMUNITY**



THANK YOU!

Any Questions?