

Webinar Transcript: Adolescent Stress, Coping Strategies and Learning Disabilities

Presented by: Dr. Cameron Montgomery

[SLIDE – Adolescent Stress, Coping Strategies and Learning Disabilities]

[Text on slide: Presented by: Cameron Montgomery, Ph.D.
Assistant Professor, Faculty of Education, University of Ottawa
For technical assistance, please call at 416-929-4311 ext. 27
Image of LD@school logo
www.LDatSchool.ca
Tweet us LIVE @LDatSchool]

[Cindy Perras]: For your information, all webinar participants, with the exception of the presenter, have now been muted for the remainder of the presentation. Once Dr. Montgomery has finished his presentation, we will be opening up the floor for questions. Over the course of the presentation, if you would like to ask any of LD@school team a question, you may enter your text in the box at the bottom of the control panel and choose, "Send it to the staff," from the dropdown menu underneath. We will also be tweeting throughout the webinar so if you would like to participate, you can send us a tweet. Our Twitter handle is @LDatSchool, which is displayed at the bottom of this slide.

That takes care of housekeeping for this afternoon, so let's get started. It is my pleasure to introduce our speaker, Dr. Cameron Montgomery.

[SLIDE – Image of LD@school logo]

[Text on slide: Funding for the production of this publication was provided by the Ministry of Education. Please note that the views expressed in this webinar are the views of the Recipient and do not necessarily reflect those of the Ministry of Education.]

[SLIDE – What We Will be Sending You]

[Text on slide:
1. Power Point Slides;
2. Webinar Evaluation Survey;
3. Link to Access the Webinar Recording.]

[SLIDE – Adolescent Stress, Coping Strategies and Learning Disabilities]

[Text on slide:
Presented by: Dr. Cameron Montgomery, Ph.D.
Assistant Professor, Faculty of Education, University of Ottawa
Image of LD@school logo
www.LDatSchool.ca
Image of twitter logo, @LDatSchool.]

[SLIDE – Welcome]

[Text on slide: Cameron Montgomery, Ph.D.
Image logo of the Ottawa University
Photo of Dr. Cameron Montgomery.]



[Cindy Perras]: Dr. Cameron Montgomery, a Professor in the Faculty of Education at the University of Ottawa teaches courses on teaching and learning. His fields of interest include Attention Deficit Disorder, Stress and Coping Strategies, Cognitive Psychology, Coping Strategies and Minorities and Education. Cameron received both a doctorate and a master's degree in Educational Psychology from Laval University. His doctoral thesis was on the relationship between student teacher stress and social problem solving. Cameron seeks to understand how stress influences student teachers. Specifically, he attempts to explain the link among stress, coping and burnout. Cameron has published numerous articles in both national and international journals on the subject of stress. Additionally, he completed a research project on the link among student teacher stress, coping and burnout fund by SSRHRC. And finally, Cameron is a member of the LD@school Advisory Committee. Welcome, Dr. Montgomery. Cameron, the cyber floor is now yours.

[SLIDE– Adolescent Stress, Coping Strategies and Learning Disabilities]

[Text on slide:

Professor Cameron Montgomery
University of Ottawa
Institut de recherche de l'Hôpital Montfort
Centre for Research on Educational and Community Services
November 5, 2015.
Image of an adolescent meditating
Image of an adolescent holding his head in his hands
Image of an adolescent standing by a tree.]

[Dr. Cameron Montgomery]: Thank you so much, Cindy. I'd first like to start off by thanking LD@school for this opportunity to share my knowledge of a very important topic. And I'd like to thank you, the participants, for being here today. I know you're all busy. I know you have obligations as teachers. I've been working with teachers for over 20 years so I really appreciate your presence. This webinar will be a bit different. We will be encouraging you to participate, in other words, it will be interactive. And we will be encouraging active participation and active learning because it helps in the long term retention of concepts and new and useful ideas and create links for practice. You were sent an ecological framework by LD@school. I hope you have it. We will be using it so please keep it close, and it will be-, we'll be doing some practical activities and applications with that ecological framework.

So let's begin. Today, we'll be looking at "Adolescent Stress, Coping and Learning Disabilities, LDs." I'm an Assistant Professor at the University of Ottawa. I'm also a member of Montfort Hospital's Research Institute and Mental Health Unit, and I'm also a member, a Senior Researcher, at CRECS, Centre for Research on Educational and Community Services at University of Ottawa.

[SLIDE– Objectives]

[Text on slide:

Image of a vertical curved list. This vertical curved list contains the following information:
By the end of the webinar you will have a better understanding of:

- Adolescent Stress
- Adolescent Coping
- The link among Adolescent Stress, Coping and LDs.]

[Dr. Cameron Montgomery]: So here are today's objectives dear participants. By the end of this webinar you will have a better understanding of adolescent stress, adolescent coping and the link among adolescent stress, coping and LDs.

[SLIDE– Agenda]

[Text on slide:

Activate former knowledge/experiences: 10 min;
Explanation of key concepts: 10 min;
A model and some research: 15 min;
Activity and Synthesis (theory to practice): 30 min.]

[Dr. Cameron Montgomery]: Here is our agenda. In order to attain and reach our objectives, I will activate your former knowledge and experiences. Next, there'll be an explanation of some of the key concepts, followed by a model and a presentation of some research on today's topic. And finally, we will do an activity, a participative activity and synthesis. So we'll be aiming to link theory to practice and practice to theory.

[SLIDE– Personal Knowledge and Experiences: Individual Reflection]

[Text on slide:

Image of an adolescent hiding her face with her hands.
Describe a situation of a stressed adolescent.
Image of a frayed rope at a breaking point.
How did he or she cope with the stressful situation?]

[Dr. Cameron Montgomery]: So as promised, I would like to activate your personal knowledge and experiences through an individual reflection. I'd like you to describe a situation of a stressed out adolescent, and also describe how he or she coped with that stressful situation. So we'll give you about a minute to think about that, to write down some notes and ideas. I'm sure all of you have very relevant experiences, rich experiences with students that are sometimes completely stressed out so I'd like you to describe just one situation that sticks out in your mind. Um, just a heads-up, you can write your answers, we can have a chat. There's a chat box and I encourage you to write down your answers, your situations and how the adolescent coped with that situation, in that chat box.

[Cindy Perras]: Thanks, Dr. Cameron Montgomery. While the webinar participants are reflecting on some of their personal knowledge and experiences, I thought I would share an example. A 17-year-old young woman by the name of Charlotte, who was diagnosed with LDs and ADHD, was told that she could not use the family car, and she was obviously very disappointed. She responded with loud protestations, threw verbal insults at her parents, and stomped out of the room.

[Dr. Cameron Montgomery]: Thank you so much, Cindy. That's a very relevant example and I think that sets the stage for some of the other participants who'd like to share some salient experiences they've had. I see (inaudible) Melissa. Would you like to share what Melissa's written, Cindy, please?

[Cindy Perras]: I do see that there is an example here that Tania has sent in. And, okay, so Tania. "A student that is asking for accommodations and is getting very upset that they are not getting what they want, trying to talk in circles and ultimately starts to cry."

[Dr. Cameron Montgomery]: Thank you, Tania. How about our next participant, Cindy? Melissa. A child...

[Cindy Perras]: Okay. "A child who lost his mother from a heart attack suddenly overnight, he copes using the support available from peers at school and his family. The community and the school came together to raise money and help support the family. The teacher ran coping strategies in her classroom to help."

[Dr. Cameron Montgomery]: Excellent. Thank you, Melissa.

[Cindy Perras]: Okay and we have...

[Dr. Cameron Montgomery]: How about Helen?

[Cindy Perras]: Sure, yes, I see Helen here. "A parental situation - a 10-year-old daughter diagnosed with ADD and just hitting puberty, when sharing with her the need to have a sitter for an evening in two weeks time, she burst into tears and got angry stating she did not require a sitter or want that particular sitter suggested because she didn't know that person and was concerned they wouldn't play with her."

[Dr. Cameron Montgomery]: Thank you, Helen. I like the fact that Helen kind of explained what the LD was by stating that the person had ADD. That's fantastic. Why don't we do two more? We can go down, scroll down a bit and take Shelley. Shelley Gautier.

[Cindy Perras]: Okay, let me just find Shelley. So Shelley's situation, "A student runs out of the room when having difficulty understanding her math lesson. She is unable to handle this and runs out of the room and hides in the bathroom."

[Dr. Cameron Montgomery]: Mm-hmm. How about Theo? We haven't heard from a male participant yet.

[Cindy Perras]: Okay. "Currently, my 17-year-old, or 17-year-young foster son had a breakdown over a relationship with his boyfriend and to cope with it, we as parents, we talked it over extensively and received counseling. He also has a diagnosis of ADHD."

[Dr. Cameron Montgomery]: Mm-hmm. Thank you for sharing, Theo. How about Kelly as a last example? Cindy, it looks like Kelly has developed a really interesting scenario here.

[Cindy Perras]: Sure. Mm-hmm, I'll be happy to read that one. "Not sure if this is what you would want to hear but a 16-year-old in grade 11 who feels completely stressed regarding choosing an academic pathway. He understands his learning disability but also knows his limitations. He is so stressed with the requests from the guidance counselor, that he goes home, acts out and goes into his room alone for hours. Mother is very concerned."

[Dr. Cameron Montgomery]: Mm-hmm. Thank you so much, Kelly. That's a very salient example for what we're going to see later on with some of theory and the model, very important. Thank you, all of you, for these very relevant examples and thank you for sharing. I know it's a bit different so it's important that you step forward and did it.



[SLIDE– Stress]

[Text on slide:

Image of a green plant with rain drops on its leaves.

Cognitive process:

- Perception of an event as threatening or harmful that may be labeled as a STRESS FACTOR;
- Mobilization of personal and social resources;
- Coping.

Lazarus and Folkman's (1984) frame of reference.]

[Dr. Cameron Montgomery]: So let's link some theory to our practical day-to-day experiences. Let's try and get a clear understanding of what stress and coping is, starting with stress. So the forefathers of stress are Lazarus and Folkman who wrote about a 450 page book on stress and coping. And we call Lazarus and Folkman's book really the frame of reference for stress and coping. And they view stress and coping as a cognitive process, a three-pronged cognitive process, starting with a perception. A perception of an event, as threatening, or harmful, that may be labeled as a stress factor. Let's keep that key term in mind, a stress factor. Next, Lazarus and Folkman talk about mobilizing personal and social resources to confront or cope with the given stress factor. And finally, they talk about coping. Putting into place or acting upon the personal and social resources that one has conjured up in one's mind.

[SLIDE– Coping Strategies]

[Text on slide:

Image of two tables containing a list of functional and dysfunctional strategies.

The table on the left-hand side of the screen represents functional strategies, such as: planning, positive interpretation, active and proactive actions are functional strategies. The table on the right hand side of the screen represents dysfunctional strategies, such as: wishful thinking, blame and passivity are dysfunctional strategies.]

[Dr. Cameron Montgomery]: In terms of coping, we can talk about coping as a strategy, as a deliberate act to put something into place or a deliberate act to not put something into place or act upon. And there are functional and dysfunctional coping strategies. An example of a functional coping strategy is planning - hey, I know I have an assignment that I don't really like but I know I'm going to have to plan instead for it. It's also positive re-interpretation - hey, I didn't do that bad on that exam or that essay. I passed and it's not my favourite subject matter. And active and proactive actions, so really, getting the right books, getting the right people to work with are active and proactive actions to succeed in that exam or essay, whatever it be. Some dysfunctional coping strategies are "wishful thinking" - oh, boy, I wish I could pass this test but, ah, don't have time, maybe one year. And if I don't study, I'll do all right. It's all right. "Blame" - ah, the teacher gave me a hard test. It's his fault or her fault. I didn't-, he-, she should've explained that concept before putting it on there. And "passivity" or passiveness; just not doing anything about it. So there are some examples of functional and dysfunctional coping strategies.

[SLIDE– LDs]

[Text on slide:

LDs affect one or more of the ways that a person:

- takes in;
- stores, or;
- uses information = Cognitive processes.

LDs come in many forms and affect people with varying levels of severity (LDAO website).

= Link with the cognitive process of STRESS and COPING.]

[Dr. Cameron Montgomery]: Tying that into LDs, LDs affect one or more of the ways that a person takes in, stores, or uses information. That's coming off the LD@school website. So there's the obvious link with a cognitive process or processes just as we saw with stress and coping. LDs may come in many forms and affect people with varying levels of severity. Take a look at the LD@school website. There's a bunch of them. So there's a clear-, my point here is there's a clear link with the cognitive process of stress and coping. Stress and coping affect LDs and LDs affect stress and coping as we will see by the end of today's webinar. We're working towards it.

[SLIDE– Literature review: gender differences]

[Text on slide:

An image of an adolescent crying with a sad expression on their face.

- Girls feel more stressed out than boys;
- Suicide is rising in girls;
- Family plays an important role.]

[Dr. Cameron Montgomery]: I can talk to you about the scientific literature for hours and hours and hours on adolescent stress and coping. But I just thought I'd talk about gender differences. Gender differences are really at the forefront of research. They're in all of these studies comparing females with males. So I thought I'd just talk about three really salient points. And the first one being, "Girls feel more stressed out than boys." It's proven. It's proportionately proven in the studies that we read and analyzed. Next, "Suicide is rising in girls." Already it's higher in girls and its rising. And we-, we're-, it's clear that "family plays an important role" in terms of the stress and coping process.

[SLIDE– Meta-analysis]

[Text on slide:

Image of a continuous block process that contains three boxes.

The first box is used to represent Quantitative articles' review (#=76) between 1991 and 2013. The second box is used to represent discussion and negotiation between 4 researchers and the last and third box is used to represent Meta-analytic procedures (statistics).]

[Dr. Cameron Montgomery]: I'd like to talk to you now about a "Meta-analysis." It's a form of research that, as we can see by the word "meta" is big or large or grand, and takes into account a lot of different studies. So we did a meta-analysis on the theme of adolescent stress and coping. We looked at quantitative articles between 1991 and 2013, 76 of them. We read them, we discussed them. That is between four researchers and then we brought out or we teased out the main concepts or categories and confirmed those categories by using meta-analytic procedures or statistics.

[SLIDE– An Ecological Framework of Adolescents' Self Perception of Stress, Stress Factors and Coping Strategies]

[Text on the slide:

Image of the Ecological Framework of Adolescents' Self Perception of Stress, Stress Factors and Coping Strategies.

This framework shows that three main categories reflect the ecology of *Self Perception of Stress, Stress Factors* and *Coping Strategies*. The first one is *stress factors*; the second one is *self-perception of stress* and the third one is functional and dysfunctional *coping strategies*. These three main categories are related to the following four sub-categories: sociocultural milieu, school, family and friends and self.

This framework demonstrates that:

- The first sub-category of stress, *socio-cultural milieu*, are: discrimination, cultural norms and socio-economic status. Examples of functional coping strategies related to *socio-cultural milieu* are professional support, engagement and development. An example of dysfunctional coping strategies related to *socio-cultural milieu* is resignation.
- The sub-category of stress, *school* involves academic pressure and peer victimization.
- The sub-category of stress, *family and friends* involves prenatal smoking, romantic relationships, family cohesion, conflict, parental stress, life events and parenting style. An example of a functional coping strategy is social support.
- The sub-category of stress *self* involves drug/substance abuse gender puberty, self-esteem and perfectionism. Examples of functional strategies are: planning, active coping, problem solving, optimism, religion, humor. Examples of dysfunctional coping strategies related to self are: disengagement, distancing, ruminating, venting, anger, perfectionism, substance abuse, avoidance, negative thinking, passive coping and religion.

Under the Ecological Framework, there is a legend that indicates the following information:

- The strategies of functional adaptations: in green;
- The strategies of dysfunctional adaptations: in pink;
- Stress factors: in blue.]

[Dr. Cameron Montgomery]: Here is the result of our work. I would say about-, I've been on this for about seven years and this is our baby. And it's "An Ecological Framework of Adolescent Self Perception of Stress, Stress Factors and Coping Strategies." So at the very forefront, at the very top of this ecological framework is "Self Perception of Stress." It starts with, "Self" the person. So that relates back to Lazarus and Folkman's frame of reference.

On the two other sides we see "Stress factors" on the left hand side and "Coping strategies" on the right. Before developing further, there's the word "ecology," ecological framework. And ecology is a system so it's encompassing. One of the researchers works in Interdisciplinary Education so we had the good fortune to have him onboard and think of this model, in terms of an ecological framework, in terms of a system, a holistic encompassing system, which is the snapshot into human reality, in this case, adolescent stress and coping. Our main categories are below, "Self-perception of stress, coping strategies and stress factors." They're all related as you can see by the lines, the bi-directional lines.

The first category is "Sociocultural Milieu." Second is "School." Third is "Family and Friends," and finally we have "Self." So a lot of your examples may be tied into what we see here and that's what we're going to do today. We can see on the legend that there are different colours. The colours green are "Functional Coping Strategies." The colours purple are "Dysfunctional Coping Strategies." And the colours blue are "Stress Factors" which go below "Stress Factors," logically. So what's related to sociocultural milieu, dear participants? We see, "Discrimination, Cultural Norms and Socio Economic Status." On the opposite side under "Coping Strategies," we see that "Resignation" is a dysfunctional coping strategy, whereas, "Professional Support, Engagement and Development" are functional coping strategies. Related to the second category is "Academic Pressure and Peer Victimization" related to school, the second category. The third we see "Family and Friends." And the stress factors related to family and friends are "Pre-natal smoking, Romantic relationship, i.e. sex, Family cohesion and/or conflict, Parental stress, Major life events and Parenting style." On the opposite side, we see that there is one functional coping strategy, i.e. "Social support." And finally, our last category "Self." The stress factors related to "Self" are "Drug and substance abuse, Gender, Puberty, Self-esteem and Perfectionism." And there are a plethora of both functional and dysfunctional coping strategies starting

with "Functional," related to "Self" are "Planning, Active coping, Problem solving, Optimism, Religion and Humour." And some of the dysfunctional coping strategies are, "Disengagement, Distancing, Ruminating, Venting, Anger, Perfectionism, Substance abuse, Avoidance, Negative thinking, Passive coping and Religion." Just a note, we've seen religion twice. Religion can be functional and dysfunctional. It really depends on how one uses it. If one is using it as an excuse and a crutch, it is dysfunctional. If one is using it as a positive outlet, it is a functional coping strategy. So there you go. I just synthesized many years of research into a schema or figure. I hope it speaks for you, and we are going to test that in a bit.

[SLIDE– Results]

[Text on the slide:

Image of a green cartoon character sitting at a table with a magnifying glass.

Order of sub-categories:

- School;
- Self;
- Socio-cultural milieu;
- Family and Friends.]

[Dr. Cameron Montgomery]: So we did some research, I said that we did some meta-analytic procedures, some statistics, to confirm our categories. And guess what the order was? Well, the first stress factor that comes out, and coping strategy, is "School." Next is "Self" in order of importance. Third is "Sociocultural milieu" and the fourth and final category is "Family and Friends."

[SLIDE– Results]

[Text on the slide:

Stress Factors and Coping Strategies are of equal importance.

Dysfunctional Coping Strategies have a greater impact on Stress Factors than Functional Coping Strategies on Stress Factors.

Image of a magnifying glass with the word *Results* on a white background.]

[Dr. Cameron Montgomery]: Next, we discovered that stress factors and coping strategies are of equal importance. And finally, Dysfunctional Coping Strategies have a greater impact on stress factors than Functional Coping Strategies on stress factors.

[SLIDE– Discussion]

[Text on the slide:

Stress Factors and Coping confirm Lazarus and Folkman's frame of reference

- School = socialization may bring on more stress and make it difficult for adolescents to cope;
- Importance of Self when designing interventions;
- More diversity in Social Cultural Milieu makes Stress and Coping complex;
- Friends and Family may offer social support which acts as a Functional Coping Strategy.]

[Dr. Cameron Montgomery]: So if I had to summarize what those results mean, I would say that Stress Factors and Coping confirm Lazarus and Folkman's frame of reference. Thank goodness. We weren't in the dark. Next, "School", it is a place of socialization, which may bring on more and make it difficult for adolescents to cope. Very interesting that it's the number one category. There's also the importance of "Self" when designing interventions. Everybody is different, so it's really important to take into consideration "Self" and one's personality. There's more diversity in sociocultural milieu, which makes

stress and coping more and more complex. And finally, "Friends and family" may offer social support, which acts as a Functional Coping Strategy.

[SLIDE– Activity: 3 High School Case Studies]

[Text on the slide:

#1: Paul and fractions

- Paul is in grade 9;
- LD related to math (processing, storage, organization);
- He gets angry and frustrated during a lesson on fractions, their corresponding symbols (v) and their application;
- He gives up easily and distracts the rest of the class;
- *EVERYONE MAKES FUN OF ME!!!!*

Image of three fractions]

[Dr. Cameron Montgomery]: All right, Cindy, we're ready for activity number one to see if our participants have been listening and following and integrating this current and relevant research for their practice. How about you read the directions and we can go forward.

[Cindy Perras]: I'm happy to, Dr. Cameron Montgomery. So, "High School Case Studies," the first case study, "Paul and fractions." Paul is in grade 9. His learning disability is related to math, specifically looking at processing, storage, and organization. He gets angry and frustrated during a lesson on fractions, their corresponding symbols and their application. He gives up easily and distracts the rest of the class. From Paul's perspective, "Everyone makes fun of me."

[SLIDE– Paul and fractions]

[Text on the slide:

Using the model identify:

- Stress Factors;
- Functional Coping Strategies;
- Dysfunctional Coping Strategies.]

[Dr. Cameron Montgomery]: So would you like to read the directions, please, Cindy? And engage our participants?

[Cindy Perras]: Sure. "Paul and fractions" continued. "Using the model, please identify," and by model we're referring to the ecological framework, "1. Stress Factors. 2. Functional Coping Strategies. 3. Dysfunctional Coping Strategies."

[Dr. Cameron Montgomery]: Yeah, so everybody will have to get out their ecological frameworks, i.e. the models that were sent out and try and identify each of the three categories and we'll see what you come up with. Please feel free to write your answers. We'll give you a minute. It's an application here. Well, there's some analysis, too, of course.

[SLIDE– An Ecological Framework of Adolescents' Self Perception of Stress, Stress Factors and Coping Strategies]

[Text on the slide:

Image of the Ecological Framework of Adolescents' Self Perception of Stress, Stress Factors and Coping Strategies.

This framework shows that three main categories reflect the ecology of *Self Perception of Stress, Stress Factors* and *Coping Strategies*. The first one is *stress factors*; the second one is *self-perception of stress* and the third one is functional and dysfunctional *coping strategies*. These three main categories are related to the following four sub-categories: sociocultural milieu, school, family and friends and self. This framework demonstrates that:

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- The sub-category of stress, *school* involves academic pressure and peer victimization.
- The sub-category of stress, *family and friends* involves prenatal smoking, romantic relationships, family cohesion, conflict, parental stress, life events and parenting style. An example of a functional coping strategy is social support.
- The sub-category of stress *self* involves drug/substance abuse gender puberty, self-esteem and perfectionism. Examples of functional strategies are: planning, active coping, problem solving, optimism, religion, humor. Examples of dysfunctional coping strategies related to self are: disengagement, distancing, ruminating, venting, anger, perfectionism, substance abuse, avoidance, negative thinking, passive coping and religion.

Under the Ecological Framework, there is a legend that indicates the following information:

- The strategies of functional adaptations: in green;
- The strategies of dysfunctional adaptations: in pink;
- Stress factors: in blue.]

[Dr. Cameron Montgomery]: Tania had a really good question when we look at the ecological framework. We can go back to it. When we look at "School," curiously, and the scientific literature on stress and coping, adolescent stress and coping, it was impossible to synthesize any kind of functional or dysfunctional coping strategies in the studies that were used. So that's why there are only stress factors related to "School," very curious. But that was the result.

[Cindy Perras]: So, Dr. Cameron Montgomery, I see a number of the webinar participants have been identifying stress factors.

[Dr. Cameron Montgomery]: Mm-hmm.

[Cindy Perras]: We're looking at academic pressure, self-esteem, peer victimization.

[Dr. Cameron Montgomery]: Mm-hmm.

[Cindy Perras]: And then do you want to mention the functional coping strategies?

[Dr. Cameron Montgomery]: Yeah, let's encourage them to go that way, too.

[Cindy Perras]: Mm-hmm. So some of the coping strategies that we see that the webinar participants have identified, professional support, a dysfunctional coping strategy, anger, avoidance, disengagement, distancing.



[Dr. Cameron Montgomery]: Mm-hmm. Exactly. Alyssa had it right. Everybody, it looks like they have it right. It's the academic pressure that really stands out. Kelly, yeah. Academic pressure, academic pressure, Julie, exactly. Excellent work.

[SLIDE– PAUL]

[Text on the slide:

Stress factors:

- Academic Pressure and Peer Bullying

Functional Coping Strategies:

- Professional Support (tutor, expert in the classroom)
- Planning (communication before, during and after lesson)

Dysfunctional Coping Strategies:

- Anger
- Avoidance.]

[Dr. Cameron Montgomery]: Let's take a look at what I figured were the stress factors. So I agree with a lot of the participants. I would definitely say it's, "Academic Pressure and Peer Bullying" for Paul. The Functional Coping Strategies I'd say, "Professional Support." Somebody else mentioned that. For example: a tutor, or another expert in math in the classroom. I really-, I used, too, a socio constructivist approach with my student teachers and I know that-, I really encourage it and I know it works, if it's planned well and prepared well, that is the "expert in the classroom." So that is a form of support and it is professional. "Planning (communication before, during and after the lesson)" with Paul, just kind of letting him know what we're looking at today and anticipating his reaction. And we don't have to spend too much time on the "Dysfunctional Coping Strategies" but they would be "Anger and Avoidance." Just saying, okay, you know what, Paul? Forget it. You don't have to do fractions. Shall we move on to case study number two?

[SLIDE– #2 Heather and Poetry]

[Text on the slide:

- Heather is in grade 10;
- She has speaking, reading and writing difficulties (literacy);
- She has been a writing a thematic poem on *Fall* and its relationship with the *body* by D.H. Lawrence;
- She has written down nothing and cannot find any links between the themes *Fall* and *body*;
- Her mother, Susan, is a popular romance writer and claims her daughter *Heather has no talent* whereas Heather states she *hates poetry* and her *mom just doesn't get her*.

Image of the word *poetry*.]

[Cindy Perras]: Yes, let's move on. Let's move on to "Heather and poetry." So "Heather is in grade 10. She has speaking, reading and writing difficulties so all in the area of literacy. She has been writing a thematic poem on fall and its relationship with the body by D.H. Lawrence. She has written nothing down and cannot find any links between the themes fall and Body. Her mother, Susan, is a popular romance writer and claims her daughter, Heather, has no talent. Whereas Heather states she hates poetry, and her mom just doesn't get her.

[SLIDE– Heather and Poetry]

[Text on the slide:

Using the model identify:

- Stress Factors;
- Functional Coping Strategies;
- Dysfunctional Coping Strategies.]

[Cindy Perras]: "Now, using the ecological framework model, identify first, "Stress Factors." Second, "Functional Coping Strategies," and third, "Dysfunctional Coping Strategies." And, Cameron, shall we give the webinar participants a minute or two?"

[Dr. Cameron Montgomery]: Absolutely, thank you. Yeah, people need time to reflect.

[SLIDE– An Ecological Framework of Adolescents’ Self Perception of Stress, Stress Factors and Coping Strategies]

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Under the Ecological Framework, there is a legend that indicates the following information:

- The strategies of functional adaptations: in green;
- The strategies of dysfunctional adaptations: in pink;
- Stress factors: in blue.]

[Cindy Perras]: And I do see that some of the stress factors have been identified here. Parenting style, parental stress I think are topping the list.

[Dr. Cameron Montgomery]: Exactly. Melissa came up with that. Thank you, Melissa. And, Leanne? Leanne mentions academic pressure. How about Julie, Cindy?

[Cindy Perras]: I-, just looking on my screen here, I...

[Dr. Cameron Montgomery]: Family cohesion conflict, says Julie.



[Cindy Perras]: Yes.

[Dr. Cameron Montgomery]: Parenting style. Amanda?

[Cindy Perras]: Mm-hmm. I'm looking at self-esteem, appearing. Kelly has noted self-esteem as has Alyssa. And we do have a request for the case study to be put back up on the screen so "Heather and poetry."

[Dr. Cameron Montgomery]: I can put it back up, absolutely. There's Heather. That would be helpful for the identification of both Functional and Dysfunctional Coping Strategies. I see Helen's already started. Could you please read hers, Cindy?

[Cindy Perras]: Sure. So Helen has identified that some of the Dysfunctional Coping Strategies include anger, avoidance, negative thinking, possibly passivity. Leah has identified some Functional Coping Strategies as social support and professional support.

[Dr. Cameron Montgomery]: Excellent, Leah, thank you. And dysfunctional she talks about disengagement and negative thinking. Absolutely, Leah.

[Cindy Perras]: Mm-hmm.

[Dr. Cameron Montgomery]: Danielle, dismissiveness. And she says from mom. Absolutely, thank you, Danielle. Julie again, avoidance, perfectionism, negative thinking. And Melissa, Cindy?

[Cindy Perras]: Yes, and Melissa is identifying Functional Coping Strategies as optimism, engagement, really important one there, planning, professional, break-down of task and support to follow through.

[Dr. Cameron Montgomery]: Theo, Functional Coping Strategies?

[Cindy Perras]: Mm-hmm, active coping and professional support.

[Dr. Cameron Montgomery]: Absolutely. Okay, I think we have a really good idea. And I agree with a lot of you.

[SLIDE– Heather]

[Text on the slide:

Stress factors:

- Parental style;
- Academic pressure.

Functional coping strategies:

- Social support;
- Engagement.

Dysfunctional coping strategies:

- Avoidance;
- Negative thinking.]

[Dr. Cameron Montgomery]: From my perspective Heather's stress factors and definitely parental style. A-, well, we talk about different forms of parental styles, authoritarian laissez-fair and democratic and I think Heather's mother is definitely somewhat authoritarian. And academic pressure, well, yes, there is that academic pressure to succeed whereas Heather is more or less motivated by the subject matter. The coping-, functional coping strategies are social support and engagement. Absolutely, finding her some peers that would be motivated by poetry or, you know, reading is huge support, and engagement, trying to engage Heather in poetry. Dysfunctional coping strategies would be avoidance once again, and negative thinking, some of the answers that our participants noted, too. So we're ready for a third and final case study. We're trying to cover all the areas and be as thorough as possible and we are in gym this time, playing tennis.

[SLIDE– Christine and tennis]

[Text on the slide:

- Christine is in grade 11;
- She is in gym class learning ground strokes in tennis;
- She has coordination problems (eye-hand);
- She cannot make contact with the ball from the baseline with the racket;
- She claims she just wants to dance and that is typical to her native culture and country of Ghana;

Sports are a guy's thing and it is usually football, or soccer as you say here, that they must play!]
Image of two baseball rackets and 3 baseball balls.]

[Cindy Perras]: Okay. So case study number three, "Christine and tennis, Christine is in grade 11. She is in gym class learning ground strokes. She has coordination problems, eye hand coordination, specifically. She cannot make contact with the ball from the baseline with the racket. She claims she just wants to dance and that is typical to her native culture and country of Ghana. From her perspective, sports are a guy's thing and it's usually football or soccer, as you say here, that they must play."

[SLIDE– Christine and tennis]

[Text on the slide: Using the model identify:

1. Stress Factors;
2. Functional Coping Strategies;
3. Dysfunctional Coping Strategies.]

[Cindy Perras]: So again, for our webinar participants and using the ecological framework model identify: 1. Stress Factors. 2. Functional Coping Strategies. 3. Dysfunctional Coping Strategies.

[Dr. Cameron Montgomery]: I see Leanne has already identified cultural norms. Karina, you too. Julie, academic pressure, mm-hmm. Would you like to carry on, Cindy?

[Cindy Perras]: Sure.

[Dr. Cameron Montgomery]: These answers are fantastic.

[Cindy Perras]: Yes, and Hannah has noted cultural norms, gender perfectionism. Cultural norms, continues to come through. Self-esteem. Cultural norms, certainly seems to be a very prevalent stress factor. Okay and I'm thinking that maybe could also move on to looking at the functional coping strategies here. We've got development and professional support, engagement. For dysfunctional

coping strategies - resignation, avoidance, distant engagement, negative thinking. Under functional, we have development and engagement, again. Passivity! that was from Anastasia. Thank you, Anastasia. And Theo has identified that social support with peers would be a functional coping strategy. Thank you, Theo.

[SLIDE– An Ecological Framework of Adolescents’ Self Perception of Stress, Stress Factors and Coping Strategies]

[Text on the slide:

Image of the Ecological Framework of Adolescents’ Self Perception of Stress, Stress Factors and Coping Strategies.

This framework shows that three main categories reflect the ecology of *Self Perception of Stress, Stress Factors* and *Coping Strategies*. The first one is *stress factors*; the second one is *self-perception of stress* and the third one is functional and dysfunctional *coping strategies*. These three main categories are related to the following four sub-categories: sociocultural milieu, school, family and friends and self.

This framework demonstrates that:

- The first sub-category of stress, *socio-cultural milieu*, are: discrimination, cultural norms and socio-economic status. Examples of functional coping strategies related to *socio-cultural milieu* are professional support, engagement and development. An example of dysfunctional coping strategies related to *socio-cultural milieu* is resignation.
- The sub-category of stress, *school* involves academic pressure and peer victimization.
- The sub-category of stress, *family and friends* involves prenatal smoking, romantic relationships, family cohesion, conflict, parental stress, life events and parenting style. An example of a functional coping strategy is social support.
- The sub-category of stress *self* of involves drug/substance abuse gender puberty, self-esteem and perfectionism. Examples of functional strategies are: planning, active coping, problem solving, optimism, religion, humor. Examples of dysfunctional coping strategies related to self are: disengagement, distancing, ruminating, venting, anger, perfectionism, substance abuse, avoidance, negative thinking, passive coping and religion.

Under the Ecological Framework, there is a legend that indicates the following information:

- The strategies of functional adaptations: in green;
- The strategies of dysfunctional adaptations: in pink;
- Stress factors: in blue.]

[Cindy Perras]: Okay, at this moment we're having a little bit of a sound problem with Cameron's speaker system. And I think we may have him back up and running now.

[Dr. Cameron Montgomery]: check, check.

[Cindy Perras]: Cameron, do you want to give it a try again?

[Dr. Cameron Montgomery]: yeah. Can you hear me?

[Cindy Perras]: I can.

[Dr. Cameron Montgomery]: I was, fortunately, able to read all of our participant's relevant answers and thanked them for it and I see that they're excellent at applying the model to practice. I just hope it carries on, later on, in their classroom.



[SLIDE– Christine]

[Text on the slide:

Stress factors:

- Cultural norms;
- Life events.

Functional coping strategies:

- Development;
- Social support.

Dysfunctional coping strategies:

- Resignation;
- Avoidance.]

[Dr. Cameron Montgomery]: I agree with a lot of what was written, of what you found and in terms of Christine, her stress factors are definitely cultural norms. In her country of origin it was-, it just wasn't a part of daily life. And soccer, soccer, soccer for the guys and arriving in a new country is just very different, very difficult and stressful for her to adapt to a new environment where other sports are practiced and females avidly practice these sports. Life events, very closely connected to that. Her life events, she's from Ghana. Once again, it-, in her native country, it was definitely not a part of her life nor that of her mother or her grandmother and probably for several generations to come, unfortunately. Functional coping strategies: Development. So trying to develop the skills in Christine, such as moving her feet on the court, she probably has really good footwork so getting into position to hit the ball and kind of getting her to hit from closer to the net than far back at the baseline. Remember you saw that it was from the baseline that Christine had to make contact with the ball. That's a difficult task. Social support and once again, I'll go into the fact that she needs a mentor or an expert, whether it's a tennis pro or just a friend in the classroom that says, hey, look, you know what? Tennis can be fun, let's hit closer to the net. You've great footwork and you move really well and just holding the racket as an extension of dancing. Functional coping strategies: Resignation. Well, letting Christine know, hey, forget tennis, it's not for you. I'm resigned to the fact that I'll never play it for the rest of my life. And avoiding it. Avoiding any kind of tennis court, any kind of sport related to tennis. Those are the dysfunctional coping strategies to be avoided as educators.

[SLIDE– Implications and Tools for Practice]

[Text on the slide:

Image of a vertical picture accent. The circle in the vertical picture accent contains an image of a man's head with gears turning inside.

The text box of vertical picture accent contains the following information:

Name at least one of the practical implications that will help you with a student (stress, coping and LD)?]

[Dr. Cameron Montgomery]: So this being said I'd like to really make it relevant to your classrooms and invite you to think about some of the practical, at least one practical implication that will help you with a student that has experienced stress factors and has to cope with a stress factor. Maybe even the same person that you identified earlier that has an LD. That would be ideal. So I will give you one minute to think about your own practice, the own-, your-, the tools that you can use for your own use. Thank you, Kelly. Kelly says, thanks for the examples. That helps put the model into action. Fantastic. Now, I'd like you to use that same model, the same package that I-, that we offered you today and think about the tools that you can transfer. Leah, why don't you read Leah's answer please, Cindy?

[Cindy Perras]: Mm-hmm. Thank you, Leah, great answer here. Practical implication, mobilize peer, social support as an effective and functional coping strategy.

[Dr. Cameron Montgomery]: Jennifer?

[Cindy Perras]: Jennifer. Taking a look at mental health in general, breakdown myths and introduce facts of stress and anxiety, introduce different coping strategies that may be useful.

[Dr. Cameron Montgomery]: Very important. Thank you, Jennifer. It's very important to be reminded that stress is a branch of mental health, a very important branch according to CAMH. Next?

[Cindy Perras]: I'm taking a look at one from Amanda. Students with LDs may focus on their weaknesses and we should remind them about their strengths.

[Dr. Cameron Montgomery]: That's really important. Thank you, Amanda. You just linked all the key concepts from today's webinar. That's fantastic.

[Cindy Perras]: One of the things, Cameron I just wanted to share because I do see some of the webinar participants are asking if we can see everybody's comments and questions and their names, and the answer is yes. But we do have well over 100 webinar participants today so we're only able to mention a few, as we move along.

[Dr. Cameron Montgomery]: Well, all the answers are great but we really appreciate everybody's participation. So, Amanda?

[Cindy Perras]: Let me just come back up to Amanda. So, Amada. Thank you, Amanda. I think getting to know your students is an important strategy. The more you know and understand about your students, the better you will be able to support them.

[Dr. Cameron Montgomery]: Exactly. I (inaudible) and the answers. I really like what I'm reading.

[Cindy Perras]: Mm-hmm. Christina's below, Christina mentions mindfulness.

[Dr. Cameron Montgomery]: Mm-hmm. Very common practice. Very similar, it's almost at a spiritual level. A lot of that is done in yoga and that practice is starting to be quite popular in schools. So thank you, Amanda. It's a-, it's definitely a functional coping strategy so thank you for that tool, that reminder. Sense of community, says Melissa. Implementing put-ups instead of put-downs. Fantastic. Anastasia...

[Cindy Perras]: Anastasia...

[Dr. Cameron Montgomery]: Finding and preparation to avoid stress factors. Absolutely!

[Cindy Perras]: Mm-hmm.

[Dr. Cameron Montgomery]: I like the cognitive side there.

[SLIDE– Questions?]

[Text on the slide:



Image of two hexagon clusters. The first one contains an image of few raised hands and the second one contains the word *Questions*.]

[Cindy Perras]: Yes, and Anastasia also has mentioned developing specific practical tools to support planning. Madison mentions allowing students...

[Dr. Cameron Montgomery]: To embrace factors.

[Cindy Perras]: Mm-hmm, absolutely.

[Dr. Cameron Montgomery]: Mm-hmm, that are different in getting to know our students personally. It's so important, Madison. Big part is the pronunciation.

[Cindy Perras]: There's some excellent feedback. Excellent feedback.

[Dr. Cameron Montgomery]: Addressing issues with compassion and thoughtfulness. Here is an excellent answer from Jill and I will ask another question after that. Could you please read it, Cindy?

[Cindy Perras]: Yes, sometimes students can practice self-regulation if they have a chance and try it out. A student might leave the room when stressed and go to someone who is a caring adult in the school to discuss a problem they are having, rather than to act it out.

[Dr. Cameron Montgomery]: Absolutely. This leads me to a more effective or emotional synthesis. We just did a cognitive one. I'm sure all of you know the explicit teaching model and that's what I use today. I think it's a very effective model. And I'd just like to ask what you enjoyed, what did you like? Did you like today's webinar?

[Cindy Perras]: Would you like people to send in their responses?

[Dr. Cameron Montgomery]: Absolutely.

[Cindy Perras]: Okay.

[Dr. Cameron Montgomery]: How did you like today's webinar? And after that we can take any residual questions. Thank you, Keetha. What did you like about it, Keetha? And other participants.

[Cindy Perras]: Mm-hmm. Leanne has mentioned that she liked that it was interactive and she appreciated receiving the handout ahead of time. That would be the ecological framework model.

[Dr. Cameron Montgomery]: Jennifer?

[Cindy Perras]: Jennifer says I liked today's webinar because we could collaborate. People's ideas and voices could be heard. Real life framework examples to apply to the framework. Thank you, Alyssa.

[Dr. Cameron Montgomery]: Kelly?

[Cindy Perras]: Kelly, I do not have on my screen, if you want to read hers?



[Dr. Cameron Montgomery]: I'll briefly read it because she kind of got my approach (laughs) which was indeed to break it down.

[Cindy Perras]: And Melissa, active coping. I think we have mentioned that, as well. And Terry mentioned that, again, the ecological framework was very helpful to have. And Julie has said it cleared misconceptions on how my child was labeled lazy when, in fact, I could see that he just had dysfunctional coping strategies. That's a very powerful observation.

[Dr. Cameron Montgomery]: Very powerful, I have goose bumps reading that. It's very powerful, very emotional. Thank you, for sharing that, Julie.

[Cindy Perras]: Okay. So, Cameron, I think, at this point, we might want to open up...

[Dr. Cameron Montgomery]: If there are any residual questions, we can read...

[Cindy Perras]: Mm-hmm.

[Dr. Cameron Montgomery]: ...one more comment from Karina.

[Cindy Perras]: Okay.

[Dr. Cameron Montgomery]: And since it's a female, why don't you go ahead?

[Cindy Perras]: All right. So Karina, stress factors may not be able to be reduced but we can offer strategies and protective factors to counterbalance. Provide support and caring-, sorry, support and a caring adult to add to resilience...

[Dr. Cameron Montgomery]: Mm-hmm.

[Cindy Perras]: ...as well as to find ways to tap into humour. This can be an effective tool to reduce the impacts of stress and possibly deflect some negative peer interactions.

[SLIDE-Q&A]

[Dr. Cameron Montgomery]: Absolutely. Thank you, Karina. So I hope-, I see that everybody in this cognitive and effective synthesis (inaudible) objectifying, kind of objectifying today's lesson and bringing it into a cognitive and effective package. I see that you're able to link the three core concepts. I'm really hopeful that you'll be able to use it for your practice. I hope-, hopeful of the fact that you shared your answers and read and heard other people's answers will only enhance your practice and help students cope better, use functional coping strategies rather than dysfunctional coping strategies when they encounter stress factors. I'm confident you will. And I'd like to know if there are any residual questions? We have a couple minutes. I see that we're right on time; we're even early which is...

[Cindy Perras]: Yes.

[Dr. Cameron Montgomery]: ...sometimes enjoyable, agreeable, or even better.



[Cindy Perras]: Thank you so much, Cameron for presenting such an important and thought provoking topic to all of our participants today. You took a theoretical framework and made it very relevant and applicable to the participants. Now, if anyone has questions, you may either click the "raise hand" button on your control panel to be unmuted, to ask a live question to Cameron or you may type your question into the chat box on your dashboard and I will read your question to Cameron.

[Dr. Cameron Montgomery]: I'd like to again, once again, thank them for-, I mean, there were close to a hundred and fifty or sixty participants. I'd like to thank everybody for coming online. I know it's not easy. I know you're busy and it's really important that you were there today and they were able to break down these salient, these relevant and current concepts. So great job, everybody. I'd like to name everybody on the list but that would be kind of long.

[Cindy Perras]: Well, Cameron I'm of the view that your presentation was so thorough you may have answered pretty much everybody's questions.

[Dr. Cameron Montgomery]: No, that's great. I think everybody wants to break for happy hour, that's what's happening, and de-stress (laughs).

[Cindy Perras]: Well, let me just scroll down here because we may have a couple of questions.

[Dr. Cameron Montgomery]: Sure.

[Cindy Perras]: Yes, a couple have come through. This one is from Pamela. And Pamela's question is - does this ecological framework apply to elementary aged children, too?

[Dr. Cameron Montgomery]: That's an excellent question and thank you. It's one of the limits of the theory today of the research. It focused on adolescence. However, I am confident there is a lot of application, applicability to younger students. These categories are broad, they're encompassing and I'm confident they would be-, they would be found at-, with this age group, too. But I obviously need to do that research and spend some time on it.

[Cindy Perras]: Okay, a future research project for you. I have a question here from Barb. Could you provide any suggestions on reference materials that could be used specifically for coping strategies?

[Dr. Cameron Montgomery]: Absolutely. I think we can send them the article. I have an article written in English on today's paper where there are references and I'll definitely look into other references and resources for the participants that we can send out at a later date.

[Cindy Perras]: Mm-hmm. Okay. I think, actually, Barb might be looking for reference materials that would be exploring both dysfunctional, as well as coping strategies.

[Dr. Cameron Montgomery]: Exactly.

[Cindy Perras]: For the functional and dysfunctional so looking at both aspects.

[Dr. Cameron Montgomery]: Yeah, functional and dysfunction. Yeah, absolutely! Cindy, Christina asked if they're welcome to share this model with colleagues. Absolutely, with pleasure, Christina, I know it'll be sent out at a later date.



[Cindy Perras]: Okay. We have a live question now from one of our participants, Divinder. Okay, Divinder, you should be live now if you would like to ask your question. Okay, we're not hearing anything from Divinder. Okay, so let's go back to one of our...

[Dr. Cameron Montgomery]: Written questions.

[Cindy Perras]: Yes, to one of our written questions.

[Dr. Cameron Montgomery]: There's a very important question, Jennifer. Could you please read Jennifer's, she has...

[Cindy Perras]: Mm-hmm. I see her question. What do we do if a student...?

[Dr. Cameron Montgomery]: Yeah, that's a good question, sorry go ahead, Cindy!

[Cindy Perras]: That's okay. What do we do if a student has already shutdown as a result of a previous incident? How can we reverse the effects of this incident?

[Dr. Cameron Montgomery]: How to read someone when someone's shutdown, absolutely. Sometimes it requires a psychologist. I think we have to be really realistic in terms of what our jobs are as educators. We are not psychologists. We are not-, we're professionals as teachers but we cannot diagnose. And when someone is shutting down and is not able to get out of a vicious cycle, it may be useful to go towards other forms of professional support. So I would really encourage you to start thinking about that avenue.

[Cindy Perras]: Okay. Thank you, Cameron! We have a question from Christina. Are we welcome to share this model with our colleagues?

[Dr. Cameron Montgomery]: Yeah, I've-, I read out that one. Absolutely. And that'll be-, the model will be sent out, and the article, too. Even though it's a previous version of this research, it will still explain the concepts.

[Cindy Perras]: Mm-hmm.

[Dr. Cameron Montgomery]: So you're definitely more than welcome to use it. It's a simple model. It's an all-encompassing model but I hope it's useful and quite straightforward.

[Cindy Perras]: Okay. And, Divinder, thank you very much for submitting your question in writing and I'm sorry we weren't able to hear you live. Divinder's question is - would it be appropriate to share the ecological framework model with my stressed student?

[Dr. Cameron Montgomery]: I would say absolutely, for sure. And ask them what they're seeing in it. Ask them to describe their own symptoms. Get them to-, just like you did today, get them to self-identify. Everything starts from "Self." That was the first premise, Divinder, so if that student can personalize the model, the ecological framework, even better. Maybe they'll see themselves as a form of what we saw earlier of metacognition or self-regulation and the person can possibly help themselves or herself, 100



percent. Thank you for the question, Divinder. I'm sorry we couldn't hear you. It was an excellent question. All your questions are fantastic. It's a really enjoyable webinar.

[Cindy Perras]: We have an interesting comment. It's not a question but a comment from Anastasia, and thank you so much for sharing. Anastasia has indicated that she has just shared the ecological framework with her 14-year-old daughter and her daughter agrees 100 percent with the framework.

[Dr. Cameron Montgomery]: Awesome. Fantastic!

[SLIDE – Other Questions?]

[Text on slide: Image of LD@school logo

Email: info@LDatSchool.ca.

Twitter: @LDatSchool

Image of LD@school logo.]

[Cindy Perras]: Okay. So it appears that that may be all of the time that we have today for questions so we're going to end our question and answer session at this time. Should any of our participants have any further questions, please do either email us at info@LDatSchool.ca or send us a tweet to hash tag-, or sorry, @LDatSchool and we will ensure your questions get answered.

[SLIDE – NEW]

[Text on slide: Image of the "Ask the Experts Feature" logo]

[Cindy Perras]: The LD@School website has an exciting new feature, ask the experts, where questions on supporting students with LDs will be posted and answered by one of a number of experts in the field. Please check out the latest questions and answers and submit a question on your own.

[SLIDE – Upcoming Webinar]

[Text on slide: Working Memory and LDs

Tuesday, January 12th

Photo of the guest speakers: Ian Matheson and Jeffrey MacCormack.]

[Cindy Perras]: Did you enjoy today's webinar? If so, mark your calendars for the next LDatSchool webinar on Tuesday, January 12th. Ian Matheson and Jeffrey MacCormack, graduate students in the PhD Program in Education at Queen's University, will be presenting on "Working Memory and LDs."

[SLIDE]

[Text on slide: image of the word *thank you!*]

[Cindy Perras]: On behalf of the LD@School team, I would once again like to thank Cameron Montgomery for his presentation. And thank you to all of our participants for joining us. Please remember that we will be sending out presentation slides, as well as a short survey following today's seminar. The feedback we receive through this survey provides us with important information for producing future webinars. As a reminder, we will be sending out a link to this recorded webinar in approximately three weeks. Thank you again for participating in the LDatSchool webinar, and enjoy the rest of your day.

