

# Educators' Institute



August 21 & 22, 2018  
Hilton Mississauga/Meadowvale, Ontario

## Registration Options

### English Sessions

<https://www.ldatschool.ca/annual-educators-institute/>

## Accommodations for the 2018 Educators' Institute

**Hilton Mississauga/Meadowvale**  
**6750 Mississauga Road**  
**Mississauga ON, L5N 2L3**  
**905.821.1981**

Please call or 905.821.1981 or [Click here to book your accommodation at Hilton Mississauga/Meadowvale](#)



## Day 1: Tuesday, August 21<sup>st</sup>, 2018

7:30 – 8:30	<b>Registration &amp; Breakfast</b>		
8:30 – 8:45	<b>Welcome Address</b>		
8:45 – 10:00	<b>Panel Presentation</b> <i>TalkLD Live - Diagnosis and Assessment of LDs in Ontario</i>		
10:00 – 10:20	<b>Coffee Break</b>		
10:20 - 11:35	<b>Breakout Sessions #1</b>		
<b>E.1.1</b> <i>There's an App for That: Linking Optimal Technologies with the Cognitive Profiles of Students with LDs</i>	<b>E.1.2</b> <i>Understanding Learning Disabilities: How Processing Affects Mathematics Learning</i>	<b>E.1.3</b> <i>All About Memory: Understanding the Impact of Memory on Academic, Social, Emotional, and Behavioural Well-being in Students with LDs</i>	<b>E.1.4</b> <i>Anxiety &amp; Learning Disabilities: Strategies to Support Students When Worries and Learning Challenges Get in the Way</i>
11:35 – 12:35	<b>Lunch &amp; Time to Visit Exhibitors</b>		
12:35 – 1:50	<b>Breakout Sessions #2</b>		
<b>E.2.1</b> <i>Effective Integration of AT in the Classroom</i>	<b>E.2.2</b> <i>Developing Self-Advocacy Skills in Students with LDs: The Self-Advocacy "Snapshot", and Designing an Exciting Symposium Experience for Students and Parents</i>	<b>E.2.3</b> <i>L4All K-12 Facilitators' Guide - Knowing the Learner with Learning Disabilities</i>	<b>E.2.4</b> <i>Activated Learning: Using EFs to Reinvigorate Self-Regulated Learning in Instruction, Assessment, and Feedback</i>
1:50 – 2:10	<b>Break</b>		
2:10 – 3:25	<b>Breakout Sessions #3</b>		
<b>E.3.1</b> <i>Building Self-Advocacy from the Ground Up: Turning the IEP into a Learning Profile via a 'Meta-cognition Continuum'</i>	<b>E.3.2</b> <i>Supporting Students with Learning Disabilities through Technology in the Mathematics Classroom</i>	<b>E.3.3</b> <i>Understanding and Supporting Primary Students Who are Struggling with Reading</i>	<b>E.3.4</b> <i>How to Support Students with Learning Disabilities During Unstructured Time</i>
3:25 – 4:00	<b>Time to Visit Exhibitors</b>		

## Opening Keynote – Day 1

8:45 – 10:00

### Talk LD Live – Diagnosis and Assessment of LDs in Ontario

When DSM-5 was published, it raised questions around assessment and diagnosis in Ontario schools, how does it fit with existing definitions, PPM 8 and what do educators need to be aware of. In our second annual Talk LD live session, we are joined by two experts to examine all things around assessment and LDs. Bring your question as well for a live Q&A session!

#### Panel Guests

**Dr Todd Cunningham** – OISE, University of Toronto

**Dr. Carolyn Lennox** – Chief of Psychology Services in TDSB West Region

## Breakout Sessions #1

10:20 – 11:35

### E.1.1 - There's an App for That: Linking Optimal Technologies with the Cognitive Profiles of Students with LDs

**Colin Rankin, Jon Jones & Leann Laframboise**

STAR Support Program

Avon Maitland District School Board

**Grade Level Focus:** Junior, Intermediate and Senior

**Intended Audience:** Teachers, Parents, Principals, EAs, and Superintendents

**Level of Knowledge:** Beginner's Knowledge of iPad and/or Chromebooks

The irony of having an app for everything is that it can quickly make things overwhelming in a school setting. In this presentation, we will guide you through our team's best technological solutions on iPad and Chromebook to accommodate our students with learning disabilities. The goal is to leverage technology to enhance student strengths and alleviate the challenges presented by their area of need. We will look at how the information in a cognitive profile helps to narrow the focus to the most appropriate technological accommodations.

### E.1.2 - Understanding Learning Disabilities: How Processing Affects Mathematics Learning

**Dr. Sue Ball**, Chief Psychologist, York Region DSB

**Janine Franklin**, Vice-Principal and former Math Curriculum Coordinator, York Region DSB

**Grade Level Focus:** Primary, Junior, Intermediate and Senior

**Intended Audience:** All

**Level of Knowledge:** Introductory to Advanced (Learning for All Format)



We would like participants to understand how processing affects mathematics learning, the value of a Learning for All tiered approach, the importance of student voice and self-advocacy, and the importance of strategies to support learning, achievement and well-being for all students, but particularly for students with learning disabilities. We will be sharing the newly developed Math Waterfall Chart.

### **E.1.3 - All About Memory: Understanding the Impact of Memory on Academic, Social, Emotional, and Behavioural Well-being in Students with LDs**

**Sarah Glover**, MSc. Clinical Supervisor, Integra Program, Child Development Institute (CDI)  
**Hayley Stinson**, MSW, RSW, Child and Family Clinician, Community Education and Engagement, Integra Program, Child Development Institute (CDI)

**Grade Level Focus:** Primary, Junior, Intermediate and Senior

**Intended Audience:** Classroom Teachers, Special Education Professionals, and Administrators

**Level of Knowledge:** Introductory to Advanced

This presentation will provide participants with a practical understanding of how different memory challenges (visual, verbal, working memory) impact children and youth with learning disabilities, on a daily basis.

Many children and youth with learning disabilities have challenges with their memory. They may have trouble learning and remembering what they hear or see (e.g., verbal or visual memory, long-term or short-term), retrieving what they know from memory (e.g., not being able to “recall” when asked a question, but being able to recognize when given choices), or holding information in their mind while manipulating or changing it (e.g., working memory). Trying to understand a child’s memory strengths and challenges can give us insight into how they learn and remember best. This can then inform what supports and accommodations might help children and youth be successful at school.

For instance, some children learn best in one modality, such as verbally or visually, others with meaningful information (e.g., connected to their knowledge, interests, or past experiences), whereas others do best with repetition and review (e.g., math facts). We know that memory challenges not only impact children and youth academically, but can also have significant social, emotional, and behavioural implications.

Interactive activities, group discussion, and a case study will be used to talk about how children with learning disabilities might experience stressors related to memory in the classroom and school yard. The presentation will also integrate current research in the field of learning disabilities, as well as practical strategies to support students with learning disabilities in the school environment.

### **E.1.4 - Anxiety & Learning Disabilities: Strategies to Support Students When Worries and Learning Challenges Get in the Way**

**Dr. Anthony Folino**, C.Psych, Psychologist, Thames Valley District School Board and Private Practice

**Dr. Colin King**, C.Psych, Psychologist and Director, Child and Youth Development Clinic, Western University

**Grade Level Focus:** Primary, Junior, Intermediate and Senior

**Intended Audience:** All

**Level of Knowledge:** Introductory to Advanced

Anxiety is a struggle for many children and youth, but it can be particularly challenging for students with a learning disability. This presentation will present an overview of anxiety in childhood and how educators and caregivers can understand and support students experiencing anxiety. Participants will leave with strategies and tools for the classroom, as well as a framework to help differentiate "worries" versus "problems" that are common for students with learning differences. Participants will have the opportunity to practice and apply cognitive and behavioural strategies using several student case studies.

## **Breakout Sessions #2**

**12:35 – 1:50**

### **E.2.1 - Effective Integration of AT in the Classroom**

**Dr. Todd Cunningham**, C. Psych, OISE, University of Toronto

**Bronwyn Lamond**, MA, OCT

**Grade Level Focus:** Primary, Junior, Intermediate and Senior

**Intended Audience:** Special Education Teachers and General Education Teachers

**Level of Knowledge:** Introductory to Intermediate

Assistive technology (AT) has been identified as any technology that can assist or improve the functional capabilities of individuals. As such AT may improve the academic, social, and functional skills for a range of individuals with a variety of disabilities. For students with learning difficulties, AT aids in circumventing specific areas of academic difficulties. However, there is a disconnect between what technology is able to do and how it is implemented in the classroom. This presentation looks at how we can empower teachers to understand how AT integrates into their curriculum. Participants will learn strategies to integrate AT into the curriculum that can enhance its effectiveness and how to support regular classroom teachers in this endeavor. Practical examples will be provided. Bring your own device to participate alongside the presentation. The aim is for participants to walk away with new knowledge and strategies they can immediately use to support their students who use AT.



## **E.2.2 - Developing Self-Advocacy Skills in Students with LDs: The Self-Advocacy “Snapshot”, and Designing an Exciting Symposium Experience for Students and Parents**

**Tammy Groulx**, Educational Coordinator, Greater Essex County District School Board  
**Joe Younan**, Principal, Dougall Public School, Greater Essex County District School Board  
**Matthew Cornies**, Student Success Teacher, Massey S.S., Greater Essex County District School Board

**Grade Level Focus:** Intermediate and Senior

**Intended Audience:** Teachers, Administrators, Supervisory Officers, Professional Services Staff, and Educational Support Staff

**Level of Knowledge:** Introductory to Advanced

Several elementary and secondary schools recently piloted the new SOAR document from LDAO. These schools involved had much success in equipping our students with self-advocacy skills. In the current school year, we asked every Learning Support Teacher in every school to implement the document, and create student awareness of their own IEP, especially strengths. The students developed the “snap-shot” which showed who they are as a learner. Students used this assignment as a tool to talk to their teachers about what they need in order to meet with more success. The students’ work in understanding their learning needs culminated in attending an exciting symposium. The snapshot/symposium committee included teachers, administrators and special education resource staff, as well as a representative from the Learning Disabilities Association Windsor/Essex. The committee worked for eight months to provide a meaningful and relevant overall experience for students with LDs. This workshop will take participants through our journey, and provide a practical understanding of how to replicate a similar experience (small or large) for students in their organization/district.

We will begin the session with a brief description of the historical context above. We will describe the implementation of the self-advocacy parts of the SOAR document in the District.

Participants will hear about the work of the committee to design and implement the STRIVE 2018 Symposium in the District. The committee will describe the successes and difficulties in such an undertaking.

A model for implementing the self-advocacy snapshot and an ensuing symposium at any level will be given to the participants. Whether the application, is for 50 or 500 students with LD, the participants will easily understand where to begin in their own context.

We will explain how to generalize the activity for all students (not only those with LD), so that they can be more self-aware of their learning profiles. Implications for transition from elementary school to high school will be presented.

## **E.2.3 - L4All K-12 Facilitators’ Guide - Knowing the Learner with Learning Disabilities**



**Zheng Xu**, Education Officer, Special Education/Success for All Branch, Ministry of Education  
**Usha James**, Critical Thinking Consortium  
**Will Goodman**, Principal, Superior-Greenstone District School Board

**Grade Level Focus:** Primary, Junior, Intermediate and Senior

**Intended Audience:** Teachers, Principals, Superintendents, and Student Support Staff

**Level of Knowledge:** Introductory to Advanced

Beginning in June 2016, the Special Education/Success for All Branch (SESAB) of the Ministry of Education began collaboration with The Critical Thinking Consortium (TC<sup>2</sup>) to develop a professional learning facilitators' guide to support a deeper implementation of Learning for All, K-12 (2013). The Facilitators' Guide supports educators in thinking deeply about innovative practices that support all learners with attention to students with special education needs, including students with learning disabilities. It seeks to nurture educators' mindsets, specifically rethinking what constitutes an evidence-based, collaborative decision making process in developing and implementing, monitor the effectiveness of equitable and inclusive practice. An iterative process was taken to develop a series of four learning modules to scaffold professional learning about a cyclical process of learning and teaching. Draft "Module One: Knowing our Learners" has been piloted in five districts across the province. Although we are early in the process of this innovative approach, our emergent findings from a school board that has begun to fully implement this resource, indicated that professional learning that invites educators and leaders to position themselves as critical thinkers and takes a systematic and scaffolded approach to nurture and enhance educators' thinking abilities, increases the likelihood of authentic transfer into classroom practice. Educators are engaged in a reflective process that is job embedded to work through the learning module.

#### **E.2.4 - Activated Learning: Using EFs to Reinvigorate Self-Regulated Learning in Instruction, Assessment, and Feedback**

**Laurie Faith**, Ph.D. Candidate, University of Toronto, (Applied Psychology and Human Development)

**Grade Level Focus:** Primary, Junior, Intermediate and Senior

**Intended Audience:** All Educators

**Level of Knowledge:** Introductory to Advanced

To be successful in the future, all students, including those with learning disabilities, need resilience, learning skills, and dynamic 21C competency. Laurie Faith will review self-regulated learning, resilience, and EFs, and show you how to build them in your daily instruction, feedback, and assessment practice. Teachers, grab a second cup of coffee, and get ready to talk about the real problems of real classrooms. We'll write, reflect, and discuss together, and practice using new approaches.



The activities in this workshop will take teachers beyond “Yet” bulletin boards towards classroom practices that directly teach and strengthen growth mindset every day. By attending this workshop, you join a conversation that is taking place across several Ontario school boards, and among educators in California and London, UK. A chapter detailing the approach will be included in the 3rd edition (available in May, 2017) of Dawson and Guare’s Executive Skills in Children and Adolescents.

## Breakout Sessions #3

2:10 – 3:25

### E.3.1 - Building Self-Advocacy from the Ground Up: Turning the IEP into a Learning Profile via a 'Meta-cognition Continuum'

**Michael van den Hengel**, OCT, Trillium Lakelands District School Board

**Angela Landry**, OCT, Trillium Lakelands District School Board

**Grade Level Focus:** Elementary Grades

**Intended Audience:** Teachers

**Level of Knowledge:** Introductory to Intermediate

For some students, the IEP has become an individual education plan that has nothing to do with the individual, and as a result, student learning is based on external evaluation instead of individual input. Our goal for teachers to gain a better understanding of the how students with LDs learn through the development of the learning profile, and the way in which the learning profile shifts from an adult-lead document to one that is student driven. This would allow our students with LDs to better understand themselves as learners, and in turn become better advocates for themselves. So how do we get there? How do we turn the IEP into a student-owned learning profile? The timeline, which we have referred to as the ‘metacognition continuum’, lays out the progression from a student’s primary years in school, where data collection, skill development and document generation are primarily adult driven, to the gradual release of ownership from adult to student in the intermediate years.

### **E.3.2 - Supporting Students with Learning Disabilities Through Technology in the Mathematics Classroom**

**Candide Dovey**, Special Education Consultant, Toronto District School Board  
**Jennifer Hearn**, Resource Services Teacher, Trillium Demonstration School

**Grade Level Focus:** Junior, Intermediate and Senior

**Intended Audience:** Teachers, Special Education Teachers, Support Staff

**Level of Knowledge:** Introductory

Students with learning disabilities often struggle with communication – in both receiving information and expressing their knowledge and understanding. Effective communication in the mathematics classroom can be an area of significant difficulty. This presentation will review how technology can be used to support a student with a learning disability in the mathematics classroom. Participants will experience a supportive and collaborative digital environment, with a focus on project-based learning and the flipped classroom. The presentation will also explore apps and extensions (e.g. G Suite, Google Draw, Aurasma, etc.) that support learning and communication in the mathematics classroom.

### **E.3.3 - Understanding and Supporting Primary Students Who Are Struggling with Reading**

**Marci Damen**, B.A.Sc., B.Ed., M.Ed., Thames Valley District School Board

**Jennifer Gould**, M.Sc., Speech-Language Pathologist, Thames Valley District School Board

**Erin Phillips**, B.A., B.Ed., Thames Valley District School Board

**Grade Level Focus:** Primary

**Intended Audience:** Primary Educators, System Leaders, Speech and Language Pathologists, and Administrators

**Level of Knowledge:** Introductory to Intermediate

Reading is a complex and multifaceted process, involving many skills that are woven together in the journey of becoming a skilled reader. In this session, we will focus on how school teams can work collaboratively to understand, monitor, and support these skills for primary students who are struggling with reading. Time will be spent examining how to use an organizational framework to efficiently understand a student's pattern of reading strengths and difficulties, determine a targeted intervention plan to address deficits in word reading, and track progress and skill development. Examples will showcase how using a combination of informal measures and formative assessments from multiple stakeholders creates an early literacy student profile that serves as a valuable starting point for planning reading instruction and interventions. Ultimately, the goal is to establish a documented history of targeted early intervention and support which can inform future assessments investigating Learning Disabilities. The presentation team will share their experience and the value of collaboration between curriculum and special education portfolios in supporting students through a tiered model of intervention.

### **E.3.4 - How to Support Students with Learning Disabilities during Unstructured Time**

**Kim Hollefriend**, DCS, C.Psych, Psychologist, York Region District School Board

**Karen Mahoney**, Special Education Consultant, York Region District School Board

**Grade Level Focus:** Primary

**Intended Audience:** Primary Educators, System Leaders, Speech and Language Pathologists, and Administrators

**Level of Knowledge:** Introductory to Intermediate

During this workshop participants will reference the Learning Disabilities Processing Chart to examine how a student's strengths and needs impact their ability to interact and engage in activities outside the classroom. Participants will use the resource, "*Ideas to Support Students with Learning Disabilities During Unstructured Time*" to interact with case studies that represent a variety of learning profiles. There will be a focus on investigating prevention and pre-teaching strategies as well as intervention strategies that support students to develop skills to manage unstructured time.

## Day 2: Wednesday, August 22<sup>nd</sup>, 2018

7:30 – 8:30	<b>Registration &amp; Breakfast</b>		
8:15 – 9:35	<b>Keynote Presentation</b> <i>Two Years in! What Have We Learned?</i>		
9:35 – 9:55	<b>Coffee Break</b>		
9:55 – 11:10	<b>Breakout Sessions #4</b>		
<b>E.4.1</b> <i>Doing It "Techdude Style" - Technology in the Classroom</i>	<b>E.4.2</b> <i>Fostering Mental Health and Well-Being for Students with LDs Through an Innovative Therapeutic Dog Program</i>	<b>E.4.3</b> <i>Supporting Students with LDs Through Accessible Math Tasks: A Focus on the Renewed Math Strategy and Transitions</i>	<b>E.4.4</b> <i>Stepping Up: Collaborating with Parents and Students to Build Self-Advocacy Skills in High School and Beyond</i>
11:10 – 12:15	<b>Lunch &amp; Time to Visit Exhibitors</b>		
12:15 – 1:30	<b>Breakout Sessions #5</b>		
<b>E.5.1</b> <i>Prep for the Upcoming Year - Techdude Style</i>	<b>E.5.2</b> <i>Effective Partnerships: A Strength-Based Approach between Educators and Families of Students with LDs</i>	<b>E.5.3</b> <i>IDEAL ME: Confident, Assertive, in Charge: Developing the Attitudes of Leadership Among Students with LDs</i>	<b>E.5.4</b> <i>Preparing High School Students for Post-secondary Education: How Teachers can Help Close the Gap</i>
1:30 – 1:45	<b>Break</b>		
1:45 – 3:00	<b>Closing Keynote</b> <i>Beating the Odds: Taking the Responsibility for Personal Change and Growth, Overcoming Obstacles, Facing Fears and Attaining Goals</i>		
<i>See you next year!</i>			

## Opening Keynote - Day 2

8:30 – 9:35

### Two Years in! What Have We Learned?



This keynote will provide a brief overview of the Learning Disability Pilot Project and the accompanying research activities. This session will describe what we are learning about the pilot after two years of implementation and discuss the broader implications for principals, resource staff, classroom teachers, and caregivers. Clear links to practice will be discussed and identified.

**Dr. Rhonda Martinussen** is an Associate Professor in the Department of Applied Psychology and Human Development within the Ontario Institute for Studies in Education at the University of Toronto. She has taught intensive interventions for students with learning disabilities. Her research focuses primarily on students with learning disabilities and/or attention difficulties with the goal of improving our understanding of how to best support these students in school.

## Breakout Sessions #4

9:55 – 11:10

### E.4.1 - Doing It "Techdude Style" - Technology in the Classroom

**Stacey Falconer**, Self-contained Classroom Teacher at Lakeshore P.S., Halton District School Board

**Grade Level Focus:** Primary and Junior

**Intended Audience:** Teachers and SERTS

**Level of Knowledge:** Introductory to Advanced

This session will be a showcase of practical tools and strategies for both students and teachers. As you prepare for the upcoming year, you will appreciate the unique ways in which technology can enhance your current practice. From online IEP's, portable anchor charts and messages to your future self to various apps and assistive tools, Stacey will share ways in which technology helps increase student engagement, accessibility and overall success. These strategies will be a hit with all of your students, but will have the most significant impact on the students with special needs. The ideas highlighted will not only help your students achieve, but will make your assessment, tracking and reporting a much easier task. Hard to believe, I know! So come see how we do it "Techdude Style" and pick up some ideas you can begin using right away.

## E.4.2 - Fostering Mental Health and Well-Being for Students with LDs Through an Innovative Therapeutic Dog Program

**Chris Samis**, M.Ed., Superintendent of Program and Special Education, Simcoe County District School Board

**Howard Bloom**, Ph.D., Professor, Child and Youth Service, Georgian College

**Jean Hargreaves**, Retired Secondary Principal/Board Chair, Sweet Charity Medical Assistance Dogs

**Grade Level Focus:** Primary, Junior, Intermediate and Senior

**Intended Audience:** Teachers, Principals, Superintendents, and Risk Management Officers

**Level of Knowledge:** Introductory

Research indicates that students with LDs who have strong relationships, a positive sense of self, and a sense of belonging are better positioned to reach their full potential and demonstrate resilience. The Ministry of Education's (2016) Well-Being Strategy for Education recognizes that good mental health is fostered by meeting the needs of students in cognitive, social, emotional, and physical domains. One way that the SCDSB has chosen to foster mental health and well-being is through the use of an innovative therapeutic dog program called the Canine Ambassador Program (CAP). Since 2014, Georgian College faculty, researchers and students have been working with the staff researchers, administrators, and educators at the SCDSB on this collaboration. Based on research, and in comparison with other options, the SCDSB has chosen to adopt a model of delivery called the Canine Ambassador Program (CAP) through Sweet Charity. The Canine Ambassador Program (CAP) evaluates and trains teams of pet dogs and their school board staff partners to provide a therapeutic support in a school settings. Once trained, staff are able to bring their own trained pet dogs in vests to schools in the SCDSB to provide emotional support in the safety of the particular facility. Currently, 32 teachers, principals, guidance counselors, and educational assistants have been trained as CAP companion teams in the SCDSB. The CAP program has proven helpful in several ways, including creating a welcoming environment, increasing student use of the services that the dogs supported, improving communication between students and staff, reducing student anxiety, reducing student problem behaviour, helping to improve focus and ability to get work done, helping to teach responsibility, and effectively de-escalating conflictual interactions between students and staff. The integration of therapeutic animals in schools for individual and community well-being is an increasingly well-researched topic and research literature supports the efficacy of the human-animal bond as a therapeutic for trauma, autism support, school settings, anxiety, depression, and post-traumatic stress disorder. Expansion of this program will further advance the understanding of therapeutic animals in a school board context will help establish protocols related to institutional use of therapeutic animals, clear guidelines and standardization of program implementation and evaluation.



### **E.4.3 - Supporting Students with LDs Through Accessible Math Tasks: A Focus on the Renewed Math Strategy and Transitions**

**Barbara Williams**, Special Education Consultant with Waterloo Region District School Board  
**Michelle German**, LD Itinerant Resource Teacher with a Speciality Focus in Math

**Grade Level Focus:** Junior and Intermediate

**Intended Audience:** Teachers, Principals, Superintendents, SERTs, and Consultants

**Level of Knowledge:** All

Participants in this session will have the opportunity to:

- Learn about the key highlights of Waterloo Region DSB Math Transitions Lesson Study Learning Series
- Examine curriculum expectations related to algebraic reasoning and how these expectations progress across divisions
- Understand the unique learning differences for students with LD (RMS focus)
- Consider strategies to support a consistent mathematical experience for students
- Explore strategies to differentiate instruction (research from Peter Liljedahl re: vertical white boards)
- Delve into recursive and functional mathematical understandings
- Apply accommodations to ensure that math learning is accessible for all students, especially those with LDs (open ended math questions, Gap Closing from Marian Small)

### **E.4.4 - Stepping Up: Collaborating with Parents and Students to Build Self-Advocacy Skills in High School and Beyond**

**Alison Parker**, Transition Coordinator, RARC, Queen's University

**Marie McCarron**, Clinical Manager, RARC, Queen's University

**Candice Daiken**, Transition Support, RARC, Queen's University

**Grade Level Focus:** Intermediate and Senior

**Intended Audience:** Teachers, Administrators, and Community Organization Leaders

**Level of Knowledge:** Introductory

The advocacy expectations and needs of students changes considerably from grade 7 to post-secondary, and this presentation provides a framework for engaging parents and supporting students in building self-advocacy skills through grades 7-12 and beyond. We will provide concrete suggestions, workshop and lesson plan examples, and strategies to engage parents in the process, based on 10 years of experience in running transition programs for students with LD and their parents.

Our model helps students incrementally develop advocacy skills through grades 7-12, setting them up for success beyond high school. In grades 7-8, the focus is on self-understanding and building confidence; in grades 9-10, students move to shared advocacy with their parents; and in grades 11-12, they begin taking on a more independent self-advocacy stance. We also address the pivotal role that parents play in making space for their child as a self-advocate, and transitioning from taking a leading role to acting as a safety-net.

## Breakout Sessions #5

12:15 – 1:30

### E.5.1 - Prep for the Upcoming Year - Techdude Style

**Stacey Falconer**, Self-contained Classroom Teacher at Lakeshore P.S., Halton District School Board

**Grade Level Focus:** Primary, Junior, Intermediate and Senior

**Intended Audience:** All Educators

**Level of Knowledge:** Introductory to Advanced

This session is designed to allow you to investigate the tools and strategies mentioned in "Do It Techdude Style". If you did not attend this earlier presentation, do not worry (session 4.1). A buffet of choices will be presented using a hyperdoc. It will then be up to you to pick and choose what you would like to explore and/or prepare for the upcoming year. Stacey will be on hand to assist with this process and to answer any questions that may arise. She is also happy to collaborate and/or provide examples of tools in action if you are wondering how the strategies have been applied to current practise. Fingers crossed, we are hoping some Techdudes will be able to join us for this session to add the student perspective and offer their expertise!

### E.5.2 - Effective Partnerships: A Strengths-Based Approach Between Educators and Families of Students with LDs

**Janet Arnold**, Behaviour Consultant/Author

**Francine McLeod**, Social Worker/School Counsellor

**Grade Level Focus:** Primary, Junior, Intermediate and Senior

**Intended Audience:** Classroom Teachers, Special Education Resource Teachers, Classroom Assistants and Principals

**Level of Participant Knowledge:** Introductory

As educators, you interact daily not only with your students but with their families as well. The type of relationships you form will help set the stage for optimal learning and growth, especially when a family is going through or has gone through the process of receiving a diagnosis of a learning disability for their child. Establishing an effective strength-based partnership allows



you to help families navigate through what can be a very overwhelming time. This collaboration leads to co-operation and support that can make a real difference to how children see themselves as learners and engage in the learning process.

Many students with learning disabilities (LDs) are not aware of their individual learning needs or of a possible diagnosis and the behaviour associated because of this lack of knowledge can have a severe impact on their academic and social skills. It is important for both parents and educators to work collaboratively to bridge the gap between home and school to create a positive school climate.

This workshop is intended to enhance participant knowledge of collaborative strategies for effective communication, considerations for helping families who have a child with an existing or early diagnosis of a learning disability navigate the education system, and key tools to promote effective home-school partnerships. During the session, participants will be introduced to evidence-based and informed proactive practices that are an essential part of forming a strength-based partnership between educators and families to raise student achievement.

### **E.5.3 - IDEAL ME: Confident, Assertive, in Charge: Developing the Attitudes of Leadership Among Students with LDs**

**Dr. Ewa J. Antczak**, Registered Psychologist, Toronto Catholic District School Board

**Grade Level Focus:** Intermediate

**Intended Audience:** All Educators

**Level of Knowledge:** Introductory to Advanced

When we look today at the many ways in which the Internet can influence our lives, none is more immediate and more powerful than the impact of social media on young people. Students with LDs, who have not yet developed the emotional tools they need to filter or evaluate what they are hearing on the Internet, may be particularly affected by this raw material. Parents and educators need to focus their efforts on the development of each child's inner core strength and on providing them with the tools they need to maintain self-confidence. The goal is to teach children that they must strive to surpass themselves, rather than others, and that other children are in fact their partners in this effort. This approach creates an identity based on one's own achievements. In this way, these children are able to make themselves the measure of their success, whether it is in the classroom or in sports.

Participants in this program will learn how to develop the skills and confidence their students need to discover their full potential. The program's content focuses on how to teach the key concepts that are critical for a student's future success, such as a realistic understanding of strengths and limitations and a consistent desire for self-improvement. The goal is to help and encourage students to build the capacity to interact with others in a way that shows respect for their ideas and behaviors through cooperation and tolerance in many different and even challenging social situations.



## **E.5.4 - Preparing High School Students for Post-Secondary Education: How Teachers Can Help Close the Gap**

**Sarah Terreberry**, M.Ed., Ph.D., OCT, Instructor, Brock University

**Kathryn Hansen**, M.Ed., Professor, St. Clair College, Ph.D. Candidate, Western University

**Grade Level Focus:** Intermediate and Senior

**Intended Audience:** Teachers, Resource Teachers

**Level of Knowledge:** Introductory and Intermediate

Drawing on their experiences as faculty members in post-secondary education (Sarah in university, and Kathryn in community college), and referencing the findings from their research in these settings, the presenters will engage the participants in an interactive discussion of:

- What are learning disabilities (LDs) and how do they manifest in different domains (academic, social, emotional)
- Implications for students with LDs who wish to attend post-secondary education
- Environmental similarities and differences between high school, college and university for students with LDs
- Gaps in faculty preparedness to teach students with LDs and how high school teachers can help bridge the gap
- Practical techniques that can be implemented at the classroom and school-wide level to prepare students more effectively for a successful transition into post-secondary education.

## Closing Keynote

1:45 – 3:00

### Beating the Odds: Taking the Responsibility for Personal Change and Growth, Overcoming Obstacles, Facing Fears and Attaining Goals

**Lesley Andrew**, MMUS (Performance & Literature), HBA Music (Performance Voice)



In this closing keynote, Lesley Andrew shares her personal journey through a mixture of stories, humour, lessons to be learned and inspiration. This session will tackle a variety of topics including goal setting, multiple intelligence, giftedness, finding joy, creative problem solving, critical thinking skills, humour, organizational skills, time management, being a hero, and becoming a self-advocate.

**Lesley Andrew** is a popular motivational speaker and is engaged across Canada by Educators, Universities, Corporations, Service Clubs and Student Organizations.

A recipient of many awards, including a Canadian Opera Company Scholarship, and the Maureen Forrester Guthrie Award (The Stratford Festival), Ms. Andrew now adjudicates and conducts masterclasses at festivals, universities and schools of music & drama around the world (voice – classical, Broadway and pop, choral music and speech arts classes). Having moved from Stratford, Ontario (where she was twice nominated as 'Citizen of the Year'), Ms. Andrew now runs her thriving voice and drama studio, Dream in Progress Productions, in both London (where she now resides) and at the University of Windsor (where she currently teaches). As a director, Ms. Andrew is much in demand in the genres of musical theatre and opera. Ms. Andrew's intensive theatre and music program for youth, 'Summer Glee', is now in its twenty-fifth year, with more programs offered each summer in communities across Ontario, in order to accommodate growing enrollment.