

The first slide is displayed. The presenters do not speak to this slide. The following information is shown:

The logo of LD@school is displayed.

Brought to you by LD@school:

An initiative supporting Ontario educators in empowering students with learning disabilities, including those with co-occurring conditions such as ADHD and other neurodiverse learning profiles.

This session is part of our ongoing work to share evidence-informed strategies, tools, and professional learning resources.

LD@school is a signature initiative of: The logo of the Learning Disabilities Association of Ontario (LDAO) appears at the bottom of the slide.

I would say my biggest satisfaction in the last year has been the great difference that has happened in the way that we've brought instruction to students. This isn't something new. This isn't going back; it's about strengthening approaches we've had in our toolkit. In the past, we would've been able to detect that students were unable to read. We weren't necessarily able to correct what that meant; what to do with that information.

Now, with the new curriculum and the Right To Read Report, we recognize what those skills are and how to best support them along a progression of learning or progression of development. This has brought enormous precision to the work that we have a chance to do with students. Prioritizing foundational language skills.

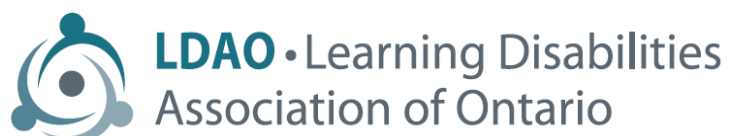
How do they fit within your art of reading instruction? We know that's what we want to work towards, so how do we make that happen? An early reading screener is standardized. It allows us to gather information about whether a student has met standardized measures and, more importantly, to find out more about a student's foundational language skills.

The expectation placed on schools required us at the system to develop some infrastructure that would support. So, alongside classroom educators are early intervention teachers, are coaches and consultants to support interventions after the early early reading screener results are shared. We're seeing significant growth through the early reading screener. We're recognizing that we can track that growth to our early intervention efforts. We can see direct correlations between it.

It's making a difference for readers. It's exciting to see that change happen in such an impactful way in a relatively short period of time. Engaging educators as partners in that process was critical, and it looked a little different with each iteration throughout the year. When we got those screener results, it wasn't about the score.

We created a resource called "Shifting from Scores to Skills," Mostly through the work of classroom educators engaging in systematic and explicit instruction regularly and robustly. How do we recognize that the work is after the score? Differentiation for students who require additional practice and support can happen in tier-one instruction. Tier-one instruction is good for all instruction. We know that 98% of our students can be successful as readers when offered systematic, explicit instruction.

One area we focused on this year was offering differentiation in a whole group,



recognizing who are my learners—in front of me— and how can I differentiate for them in that whole-group setting? We don't need additional programs; we need additional time with those children to support their skill development. And, also, engaging in tier-two instruction in the classroom.

Tier-two instruction is the next layer of support we offer to students in addition to tier-one instruction. It looks like small group instruction within the context of tier-one instruction in the classroom. When we meet for tier-two instruction, it can be between 3 and 4 students for approximately ten minutes. We recognize that the moves we make during that time are precise and succinct, offering students the right practice and reteaching of concepts they need to continue developing.

That process involved six-week cycles where that intervention happened. Throughout them, we engaged in progress monitoring, we made sure that the moves we were making last week made a difference this week.

What do we know about each of these learners? And how are we going to support them at a tier-one and tier-two approach or level in the classroom? I'm at the school one day a week, so it's essential that—as part of a team—the collaboration happens throughout the week.

We couldn't be where we are without that collaboration and those partnerships. We have shared bins and resources that allow for me and the classroom educator to pass them along throughout the week; shared lesson plans, shared goals. We think about the tier-one instruction we're offering, increased intensity of support, and how we're doing the exact same instructional moves throughout the week.

This consistency allows us to provide precise instruction in tier-two instruction throughout the week. If boards are on this journey and wondering how to start or how to continue, we want to think about how You're never alone. There's always research to lean into. Being open to the fact that everything you do the first time may not work and knowing when to give it a little longer to try... We need to be open to learning.

We need to know what we're open to learning about so that we can prioritize it, and we need to be able to know that there's a sense of urgency to this work. When we think about a student with an LD profile or portrait, we recognize that additional exposure and time with specific skills is going to make a difference.

We need to give ourselves grace to learn. And also engage in actions that make a difference for students.

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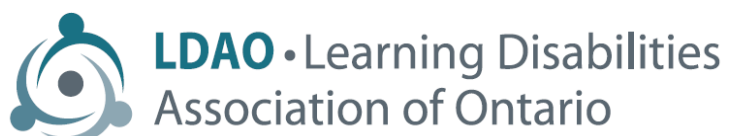
The logo of the Learning Disabilities Association of Ontario (LDAO) appears at the top of the slide, with the slogan: "The right to learn, the power to achieve"

Thank You for Joining Us

Presented by LD@school, a signature initiative of the Learning Disabilities Association of Ontario (LDAO).

About LDAO:

The Learning Disabilities Association of Ontario is a non-profit organization with over six



decades of leadership in learning disabilities and co-occurring conditions such as ADHD.

Through LD@school, we provide educators with free, accessible, and evidence-based resources to build more inclusive classrooms across Ontario.

We're committed to: Reducing stigma; Advancing accessibility; Building inclusive learning and working environments; Empowering individuals and families through knowledge and support.

The LD@school logo appears on the right side of the slide.

Visit us: www.LDAO.ca and Explore more: www.LDatschool.ca appear at the bottom of the slide.