

London Region Learning Disabilities Symposium

Opening Keynote: Growing social-emotional skills in students with a LD - Dr. Colin King, Ph.D., C.Psych. (Thames Valley District School Board)

Social-emotional skills are increasingly recognized as an essential component for a child's future well-being and success. For students with a Learning Disability, who may be at-risk of developing challenges in this area, it can feel confusing and overwhelming in knowing how to help. This presentation will present a roadmap for understanding social-emotional skills and share how educators can use the power of their relationship and their knowledge of the child to promote growth and success. Participants will leave with increased knowledge of social-emotional development and ways to promote precise and personalized growth for their students with a Learning Disability.

Choose Your Own Adventure: A Guide to Educational Apps for Students with Exceptionalities - Sam Goving, Julianne MacGregor, Bonnie Grace, Colin Rankin, Karyn Bruneel (Amethyst Demonstration School)

In this audience-driven session, participants will vote on which educational apps they wish to learn more about from a list that includes but is not limited to: Google Read & Write for Chrome, Google Drive, Google Apps, Accessibility & iOS, AERO, Aurasma, etc. Participants will be provided with access to an online resource bank of educational apps, tips and tricks. Whether you are new to the world of assistive technology or an early adopter, this session is sure to expand your knowledge of and introduce new uses for educational technologies.

Read & Write for Google - Jeannine Hack (Thames Valley District School Board)

Use Read & Write for Google Chrome to normalize technology in your class. Learn how students can read and write with greater independence, simplify website text and ease the research process through collecting notes. Students of all reading and writing levels will benefit from this tool.

The CRA Strategy - Julie Savard, John Neufeld (Thames Valley District School Board)

This session will focus on exploring the CRA (Concrete, Representational, and Abstract) model in Math as an effective instructional strategy to support the student with a Learning Disability. Participants will develop an understanding of this multi-sensory model, potential barriers to abstract understanding in mathematics and some effective methods to manage these barriers

Phonological Awareness Made Visible - Jennifer Gould M.Sc., Nancy Commisso M.Cl.Sc., Chris Matthews M.Cl.Sc. (Thames Valley District School Board)

This session aims to support educators in their understanding of the role that Phonological Awareness plays in the early reading and writing skills of young learners. We will share some ideas around informal tools that can be a window into understanding how to support this essential but often "invisible" packet of skills. These skills provide a foundation for literacy and learning as students move into connecting Phonological Awareness skills to print (reading and writing). We hope that educators will come away from our session thinking about how this information can be applied to their individual students and class profiles and how they may use some of the strategies discussed to support the language and literacy skills of their students.

Five Big Ideas in Beginning Reading - Cheryl Cameron M.Cl. Sc and Janice Long M.H.Sc.(London District Catholic School Board)

This session will focus on the question: **What are the 5 big ideas in beginning reading?** Participants will be introduced to the concepts of Phonemic Awareness, Alphabetic Principle, Fluency, Vocabulary and Comprehension. Information will include suggestions for both Teaching strategies and resources that can be used to increase competencies with these skills that are involved in the reading process.

De-Mystifying the Psycho-educational Report - Suzanne Pellarin M.A.(London District Catholic School Board)

This session will focus on the question: **When and why we do psycho-educational assessments in schools?** Information will include a quick review of standardization and norms (what all those numbers in reports mean), and clarification of the terms and basic components of a report. We will also look at possible outcomes of psych reports and recommendations e.g., what are psychological processes and how we are able to make a formal diagnosis of a learning disability and how this is different from the Ministry of Education's IPRC designation.

Parent Engagement and Advocacy - Paul Cook (Learning Disabilities Association London Region)

The special education system in elementary and secondary school can be a complicated, difficult place to navigate. Come learn more to help advocate effectively for your son or daughter. Sessions will integrate effective communication, understanding school board policies and procedures and conflict resolution strategies. Topics include: Why advocacy is important, Individual Education Plans(IEP's) Identification Placement and Review Committee(IPRC), Important Skills and Tools for Advocacy.

Advocacy for Life - Tim Willick (Thames Valley District School Board)

Self Advocacy is a skill that has long lasting impacts well beyond the classroom. Learn how to introduce the topic of advocacy while building student voice through advocacy cards. Help get students on the right track to becoming their own best advocate.

Anxiety and Learning Disabilities: Co-Morbidity of Learning Disabilities and Mental Health. - Dr.

Anthony Folino, Ph.D., C.Psych, Dr. Colin King, Ph.D., C.Psych. (Thames Valley District School Board)

Anxiety is a common struggle for many children and adolescents, but it can be particularly challenging for students with a Learning Disability. This presentation will present an overview of anxiety in childhood and how parents and educators can work with students to understand and support their experiences of anxiety. Participants will leave with strategies and tools for home and the classroom, as well as a framework to help differentiate worries versus common learning-related problems.

Working Memory in the Classroom - Donna Skrodzki M. Ed, CCC (London District Catholic School Board)

This session will focus on the question: **What is working memory?** Participants will begin to develop an understanding of how working memory affects learning. Information will include factors that can affect working memory, how working memory weaknesses present, as well as suggestions for strategies and accommodations that can help reduce the barriers that are present when working memory is not a strength within a student's learning profile.

Understanding executive functioning skills: Supporting students' work habits in the classroom -

Kristin Anglin-Bodrug, PhD.,C. Psych, Monique Janssen, M.Ed., OCT (Thames Valley District School Board)

Executive function are skills that help us focus our attention, ignore distractions, transition from one activity to another, inhibit our emotions, and hold onto information long enough to use it. These skills are vital for our productivity at school and the workplace, but also affect our relationships and the extent to which we achieve goals. In this session, we will define executive functioning and describe their importance to school success. The session will be focused on classroom based strategies that support the development of these skills in both elementary and secondary school students.

This session is intended for educators.

The Role of the School Principal/Vice Principal in Supporting Students with LD - Andrea Leatham, Joe Wrigley (Thames Valley District School Board)

This session is offered for school administrators. Participants will gain an understanding of the LD profile and a review of the IPRC Process. This session will also review the process of Individual Education Plan (IEP) development and implementation and explore available resources for educators and families.

Implementing a Tiered Reading Intervention Model for Students with LD - Julianne MacGregor, Bonnie

Grace, Karyn Bruneel (Amethyst Demonstration School)

In this workshop, we will review what LD is and how it can impact reading and other content areas. We will also discuss remediating and monitoring reading for students with LD and what it can look like in a Tier 1, Tier 2 and Tier 3 (Response to Intervention) support model. The focus will be on how the school team collaboratively implements this support model for reading.

Closing Keynote: Fireside Chat (Panel Discussion) - Multidisciplinary Panel

Our conference day will conclude with a Panel Discussion / Fireside Chat format. Panel members will include a Parent, Psychologist, Teacher, Principal, Special Education Teacher. Topics discussed will come from participants attending the conference – each participant will have an opportunity over the course of the day to hand in ideas for questions / discussion items. The Panel / Fireside Chat will be moderated by Dr. Jacqui Specht from the Faculty of Education,

Outline of the Day

8:15 - 8:45 Registration Check In

8:45 Welcome/Introductions (Auditorium)

9:00 Keynote Address

10:00 First Nutrition Break

10:15 Session # 1

11:15 Second Nutrition Break

11:30 Session # 2

12:30 Third Nutrition Break

12:45 Fireside Chat (Panel Discussion)