



August 18-19, 2020

Program



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Schedule

August 18

August 19

8:45 – 9:00

Welcome & Housekeeping

Welcome & Housekeeping

9:00 – 10:00

Opening Keynote Presentation

Workshop 3

10:00 – 10:15

Coffee Break

Coffee Break

10:15 – 11:15

Workshop 1

Workshop 4

11:15 – 11:30

Coffee Break

Coffee Break

11:30 – 12:30

Workshop 2

Closing Keynote Presentation

Opening Keynote – August 18



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Dr. Colin King,
Psychologist & Director-
Western University

Dr. King is an Associate Professor within the Faculty of Education at Western University. Registered as a School and Child Clinical Psychologist. He has trained and worked in a variety of community, hospital, and mental health settings with children and adolescents experiencing learning, behavioral, and social-emotional difficulties.



Judith Desjardins,
Senior Administrator –
Special Education, LDCSB

Judith is a System Principal for Special Education with the London District Catholic School Board. She started her career as a Psychometrist at the Regional Children's Centre, Windsor Western Hospital, which sparked her passion for working towards the day when Special Education is no longer considered special.

Thinking about student variability this September: Applying an understanding of universal design for learning (UDL) to support all learners

Universal Design for Learning (UDL) has the potential to support a range of student learners with diverse needs, especially students with LDs. However, increased collaboration and support is required to implement this framework with its strategies into the classroom. This presentation will outline the steps being taken from both a psychology and schoolboard perspective to help “move the needle” in understanding the opportunities that exist in removing barriers to learning for students. With the unprecedented changes in education due to COVID-19, there has never been a better time to think about the diverse needs of our students and the promise and potential of UDL. Join us in a collaborative learning journey to think about how we can plan for the learning and mental health variability of our learners.

Workshop One – August 18



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Pilot Study: What York Region District School Board Learned About EF-Literate Teaching

Find out about our pilot project! We explored an innovative pedagogical approach to better support the executive functioning and self-regulated learning of all learners in our mainstream classrooms. Who is better off and how do we know? You'll hear reports from administrators, teachers, and students regarding impacts on student well-being, stress, understanding of executive skills, and feelings of preparedness. By the end of this session, participants will be able to describe the teaching approach used in this project, and state the benefits of the program as reported by students, administrators, and educators.

Dr. Sue Ball,
ABSNP, C. Psych.
Chief Psychologist, YRDSB



Dr. Sue Ball is the chief psychologist at the YRDSB. She is a member of the Executive of the Association of Chiefs of Psychology of the Ontario School Boards, and MACSE.

Laurie Faith,
Activated Learning



Laurie Faith is the creator of an international EF-based teaching movement called Activated Learning. She has been teaching in special and typical classrooms for 17 years and remains a teacher at heart.

Jodi Sepkowski,
Principal of Student
Services



Jodi Sepkowski is in her 31st year as an Educator and is currently in the role of YRDSB Regional Principal of Student Services. Jodi is the recipient of the **2020 YES I Can!** Educational Leader of the Year Award.

Workshop Two – August 18



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Dr. Mary Reid,
Ed.D., M.Ed., B.Ed., B.A., OCT

Dr. Mary Reid is an assistant professor of math education in the department of Curriculum, Teaching and Learning at the Ontario Institute for Studies in Education (OISE). With over 25 years of teaching experience, she has served as a classroom teacher, instructional leader, education officer at EQAO, vice-principal and principal. Mary teaches a variety of math courses to Master of Teaching candidates in the elementary division. She has published research in the areas of math content knowledge of elementary preservice teachers, math anxiety in the classroom, the gender gap in STEM, and building efficacy for math teaching.

The Productive Struggle: How Educators Can Help Students with LDs Build Resilience & Achieve Deeper Math Learning

Struggling to make sense of math is a critical part of learning. Considering how teachers respond to the struggles of students is vital to continued engagement in math. How can teachers respond in ways that maintain and raise cognitive demand of students who have learning disabilities (LDs)? How can teachers better navigate their pedagogical responses to students' struggles by maintaining motivation and momentum in ways that support students to reason and reflect while problem solving? In this workshop, research will be shared on the types of productive struggle students most often experience. We will closely examine various instructional responses to students struggling in math and how to better meet the needs of students with LDs.

Workshop Three – August 19



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Processing Deficits for Students with Learning Disabilities: Interventions for Working Memory and Processing Speed

In the diagnosis of learning disabilities (LDs), working memory and processing speed are common core deficits which lead to academic challenges in the classroom. Teachers are required to make accommodations to support students with LDs in these areas, but appropriate recommendations are not always clear. This presentation will explore the research literature relating to working memory and processing speed. It will also explore the evidence base relating to the interventions and recommendations that are often provided for students to compensate for challenges in these areas of psychological processing. Participants will walk away with a greater understanding of two processing deficits that are very common in students with LDs and how to better support these students in the classroom.

Dr. Todd Cunningham,
Assistant Professor, Teaching
Stream, OISE



Dr. Cunningham is a clinical and school psychologist, Assistant Professor, Chair of the School and Clinical Child Psychology program at the University of Toronto, and provides psychological services through his private practice.

Bronwyn Lamond,
PhD Candidate School and Clinical
Child Psychology, OISE/UT



Bronwyn's research focuses on student and teacher perspectives of assistive technology integration. She works with Dr. Cunningham in the Academic Intervention Lab, where the lab members work towards answering questions about how students with special learning needs can be supported.

Harrison McNaughtan,
PhD Candidate School and Clinical
Child Psychology, OISE/UT



Harrison's research in the Academic Intervention lab has focused on developing ATSelect, a web-based protocol designed to help educators and clinicians connect students with appropriate evidence based assistive technology solutions tailored to the student's specific learning needs.

Workshop Four – August 19



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Nicole LeSage,

Teacher HPEDSB

Nicole LeSage is a grade 3/4 teacher for the Hastings and Prince Edward DSB.

Nicole has been working as an educator for 17 years. In addition to her experience teaching various grades, she has also held a number of additional roles: Learning Partner, administrator, Itinerant Reading/Resource Coach (supporting identified students in literacy and the implementation of Empower within target schools). Nicole was also seconded to Sagonaska Provincial Demonstration School as a special education resource teacher for three years. She is an experienced presenter for HPEDSB and Provincial Schools.

Adapting Principles of Direct Instruction: Building Readers in a High Needs Class

My students couldn't read. It didn't matter the location – at Sagonaska Demonstration School or as a classroom teacher with 18/23 IEPs. Students continued to make the same errors and lack the skills necessary to decode and comprehend. It wasn't until explicit and direct instruction was paired with daily “perfect” practice that things really started moving! This presentation will focus on the impact and implementation of research-based strategies around decoding, fluency and comprehension. I will outline the specifics of setting up a reading program, sequencing targeted mini-lessons around student gaps and how to encourage student/parent accountability and buy-in. During this presentation, I will share how I used data to determine my instructional next steps and confirm the growth of my students. Most importantly, I will share the positive impact of involving students in their own data-tracking and goal-setting, specifically the difference it has made to confidence, stamina and mindset.

Closing Keynote – August 19



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How to Help Your ADHD Students Reach Their Potential

Jessica's teachers were right, she did have "so much potential." She was a gifted student, but she also had ADHD, which meant she needed help to be able to reach that potential. She didn't know what she needed, and she didn't know how to ask.

Now, she does! After 4 years of learning and teaching about ADHD, building a toolbox of strategies on her YouTube channel "How to ADHD," doing a TED talk about ADHD, and connecting to hundreds of thousands of ADHD brains all around the world, she has a deep understanding of what teachers did that worked for her brain.

Jessica will share her personal education journey and what she's learned in the hopes that it helps teachers feel more confident working with their students with ADHD – and she will reveal what students with ADHD need most to be able to reach their potential.



Jessica McCabe,
How to ADHD

Jessica McCabe is the creator and host of *How to ADHD*, a popular YouTube series focused on educating and supporting ADHD brains around the world. It's designed as an ADHD toolbox—a humorous and heartfelt mix of research-based strategies and lessons learned from her own journey into ADHD adulthood. Jessica was selected as a spokesperson for CHADD (Children and Adults with ADD/ADHD), and her work has been featured by *ADDitude* Magazine, Today.com, Upworthy, and more.