

CONFÉRENCE
DE COMPARAISONS
INTERNATIONALES

#CCI_Handicap

ÉCOLE INCLUSIVE
POUR LES ÉLÈVES EN
SITUATION DE HANDICAP

Supporting the Learning Disabled Child in Canadian Schools

Kate Raven, Executive Director
Learning Disabilities Association of Vancouver,
Canada

28 & 29 janvier 2016

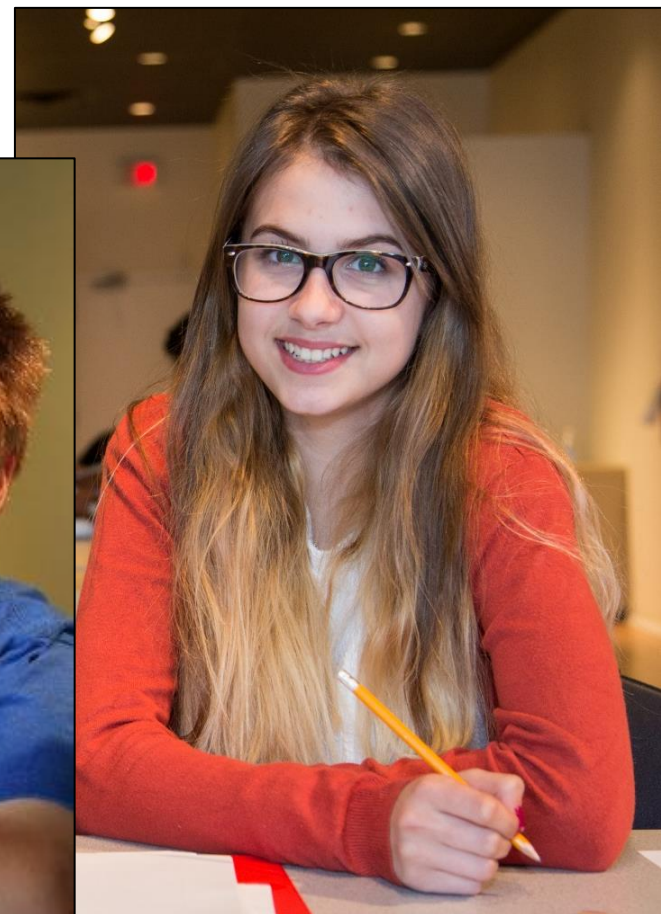
Learning Disabilities in Canada

Defined as:

« A number of conditions that might affect the acquisition, organization, understanding or use of verbal or nonverbal information »

- British Columbia Ministry of Education, 2002

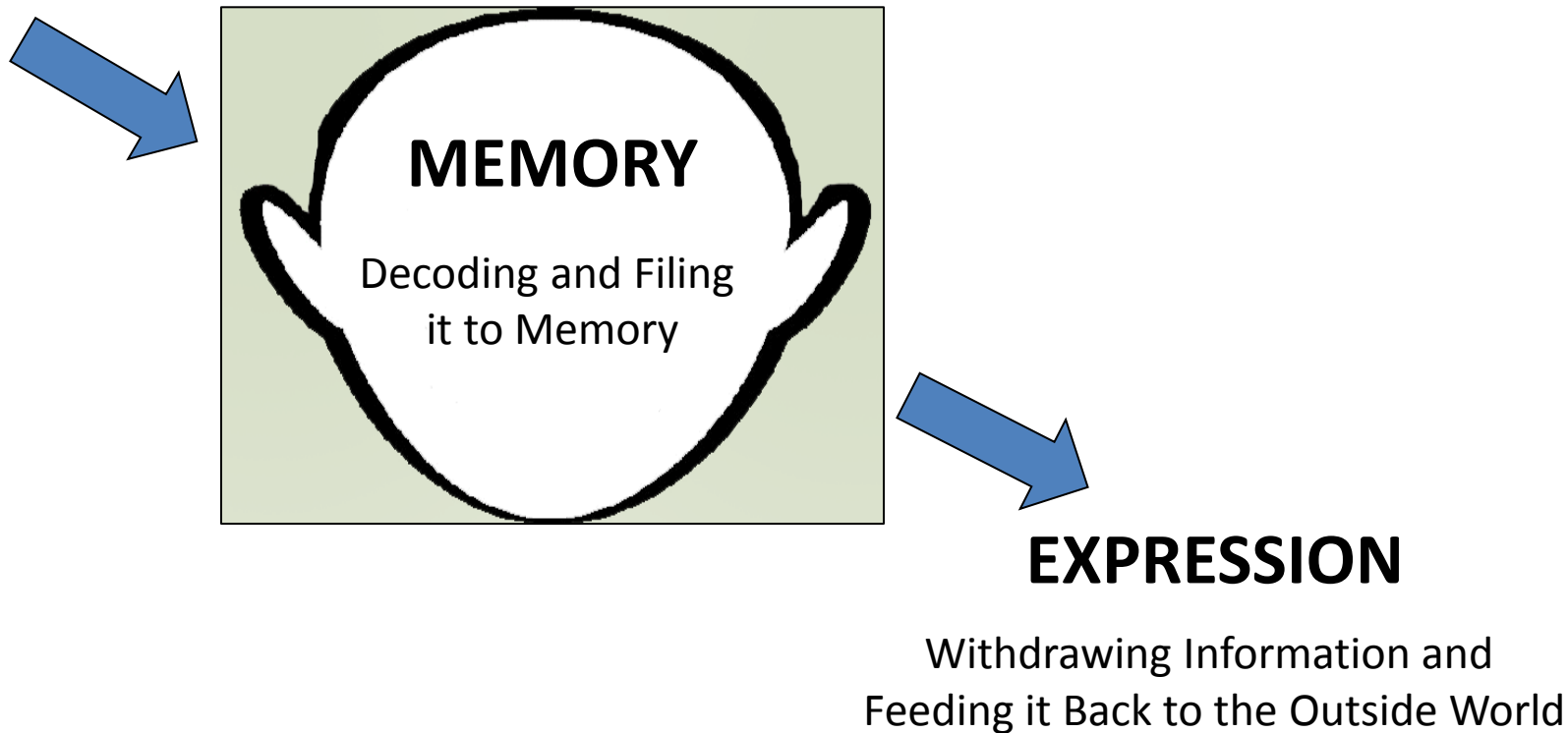
➤ Learning Disabilities are Invisible



> Learning Disabilities: A Processing Disorder

INFORMATION

Taking in information



LD Facts

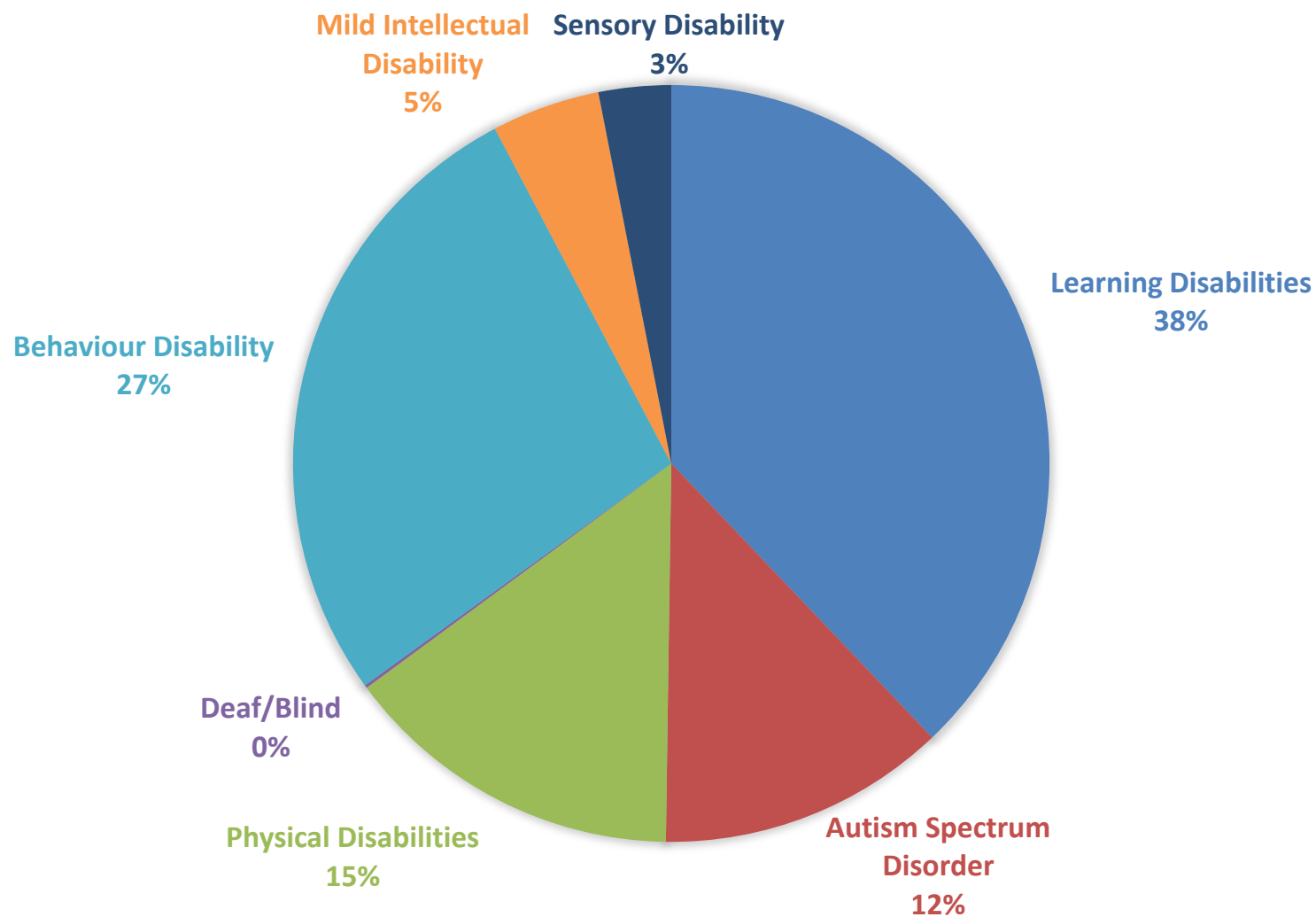
- Average to above average intellectual ability
- More than 12 % of all Canadians have a Learning Disability
- 35% of students identified with a Learning Disability drop out of high school; twice the rate of non-disabled peers.
- Up to 70% of inmates in Canadian prisons are Learning Disabled
- 43% of the LD population live at or below the poverty line

Over 3 millions people in Canada have a Learning Disability

(Putting a Canadian Face on Learning Disabilities (PACOLD), www.pacfold.ca/webreports)



Disabilities in Canadian Public Schools



Identifying Learning Disabilities

Common Signs of LD:

- Consistent reading and spelling errors including
 - letter reversals (b/d)
 - inversion (m/w)
 - transposition (felt/left)
 - substitutions (house/home)
- Poor working memory
- Impulsivity
- Underdeveloped fine motor skills and coordination
- Lacking age-appropriate social skills

Inclusion in Public Schools

Inclusion Model

- All students with LD are placed in regular classroom settings
- Classroom teacher has full responsibility for providing support to LD students

Concerns

- Classroom teachers lack knowledge, training or time
- Students with LD may require more intensive instruction to learn
- Parents of LD children seek additional support outside of school in order to keep up with the curriculum

Learning Disabilities Association of Vancouver

Mission:

The LDAV works as a community catalyst to educate and empower children and adolescents with Learning Disabilities to realize their full potential and achieve success at school.



**Learning Disabilities
Association Vancouver**

Learning Disabilities Association of Vancouver

A Community Service:

- Low to no-cost one-to-one support for children
- Professional model and staff
- Individualized remediation
- Valid, reliable and measurable data
 - University of British Columbia Longitudinal Study
- Social/emotional development
- 1-3 years success rate

➤ LDAH Support for Parents

- Education and awareness
- Advocacy/Support at school
- Referrals to other professionals



LDAH Support for Parents



“LDAH means having someone on my side, hope, and a chance for my son to finally be successful and confident in school.” – Parent, 2016

➤ The LD Multi-Disciplinary Team

- A. School and Clinical Psychologists
- B. School-based teams
- C. Other partners



The LD Multi-Disciplinary Team

A. School and Clinical Psychologist

- Administers Psychological Educational Assessment
- Provides Psychological Educational Reports
- LD diagnosis (Q Designation, Ministry of Education)



The LD Multi-Disciplinary Team

B. School-Based Team

- Develop and implement Individual Education Plan
(based on Psychological Educational report)
- Set goals and objectives each school year
- Implement learning strategies and accommodations into students curriculum



> The LD Multi-Disciplinary Team

C. Other Partners:

- Pediatricians
- Speech and Language Pathologists
- Occupational Therapists
- BC Women's and Children's Hospital
- Government (Ministry of Education)



➤ The LD Multi-Disciplinary Team

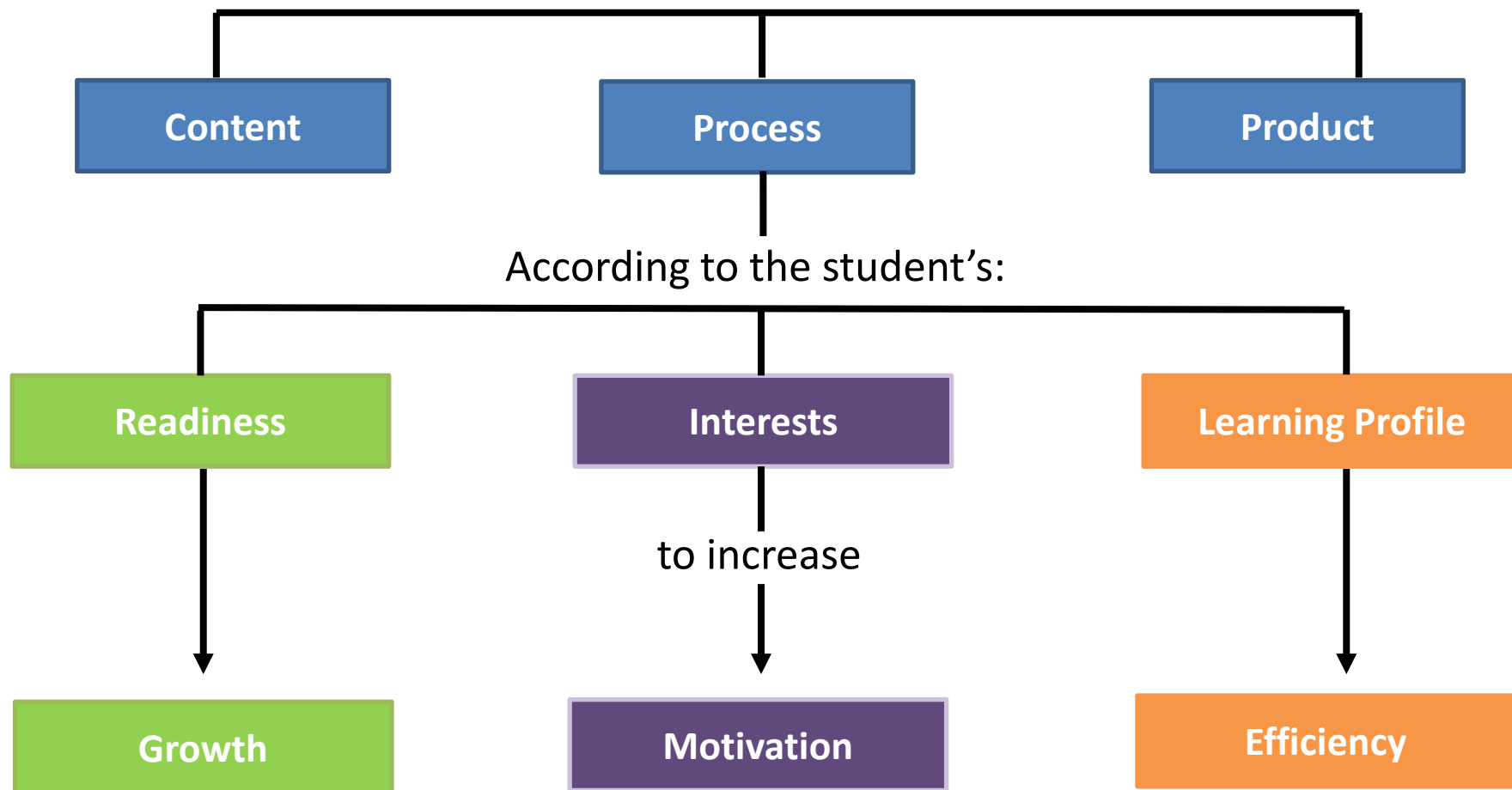
Goals:

- Understanding each individual child's learning strengths and weaknesses
- Shared resources and strategies
- Common goals and objectives
- Supporting LD children to reach their potential and academic achievement



> Accommodations

“An Accommodation is a change or alteration to the regular way a student is expected to learn, complete assignments or participate in classroom” (Alberta Education, 2002, p.47)



Achievement with Accommodations

Text written by a 13 year old with dyslexia:

he way I descride a bumby ride is like wothgan mowtsarts mowsek.
eshe bumby rowd is like a song. Eshe bumb is the a note eche uncon at
the sam time ste is. that was the mewstere to mowts mowsuk it was
vare metereus and unperdekdable. So the nex time you drive down a
bumby theak of mowtsart.

Same text, read orally by the 13 year old and scribed:

The way I describe a bumpy ride is like Wolfgang Mozart's music.
Each bumpy road is like a song. Each bump in the road is a note.
Each bump is uncontrolled at the same time it still is controlled.
That was the magic to Mozart's music. It was very mysterious and
unpredictable. So the next time you drive down a bumpy road
think of Mozart.

> Key Steps to Success for the LD Child

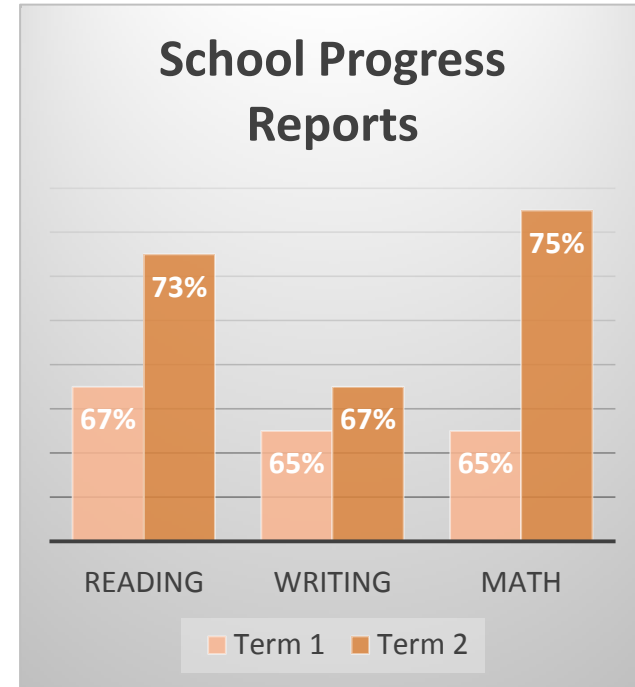
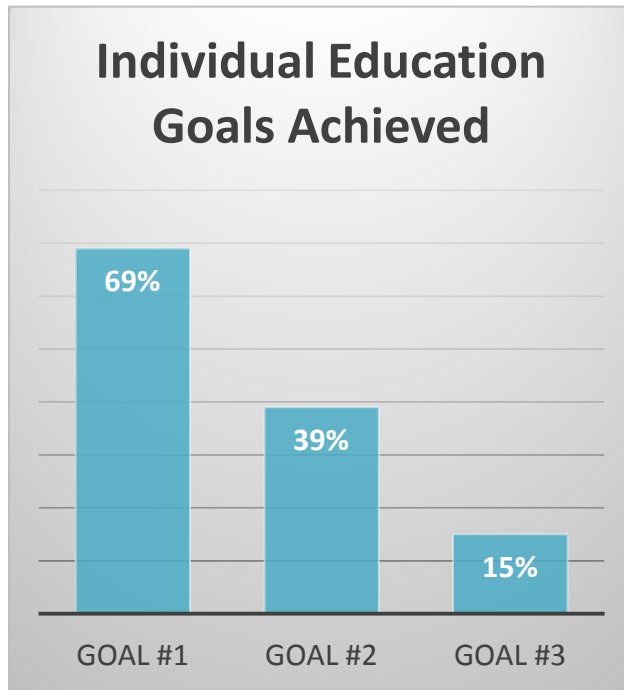


- Increased Confidence
- Improved Academic Achievement
- More Social Connections
- Lower Stress and Anxiety





Measured Outcomes – Academic Achievement



**Evaluation based on 119 students over 10 months of one-to-one remedial instruction*

➤ Measured Outcomes – Written Output

Milad, Grade 4: January 7, 2014

Student's Full Name: Milad [REDACTED] Age: 9
School Name: Aubrey Grade: 4
Date: Jan 7 2014
Day/Month/Year

one day a bad sakes ^{can} at you
and if you come to the sakes
you will die.

➤ Measured Outcomes – Written Output

Milad, Grade 5: January 22, 2015

WRITTEN LANGUAGE SAMPLE

Client's Full Name: milad Age: 10

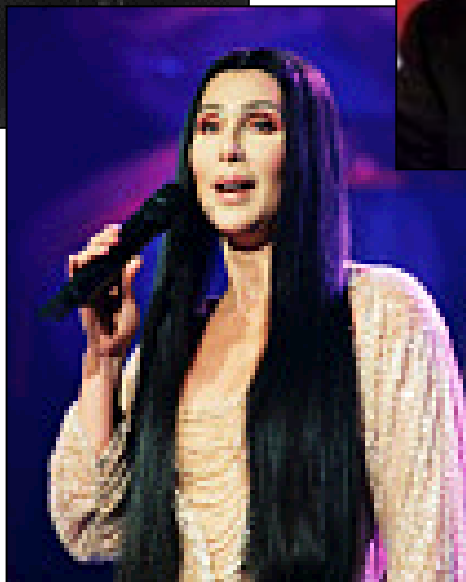
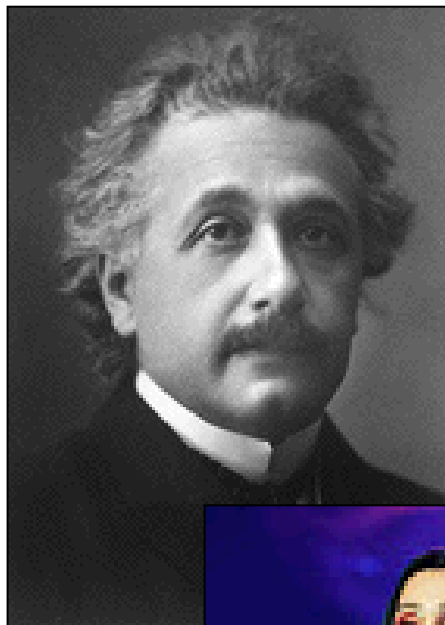
School Name: aubrey Grade: 5

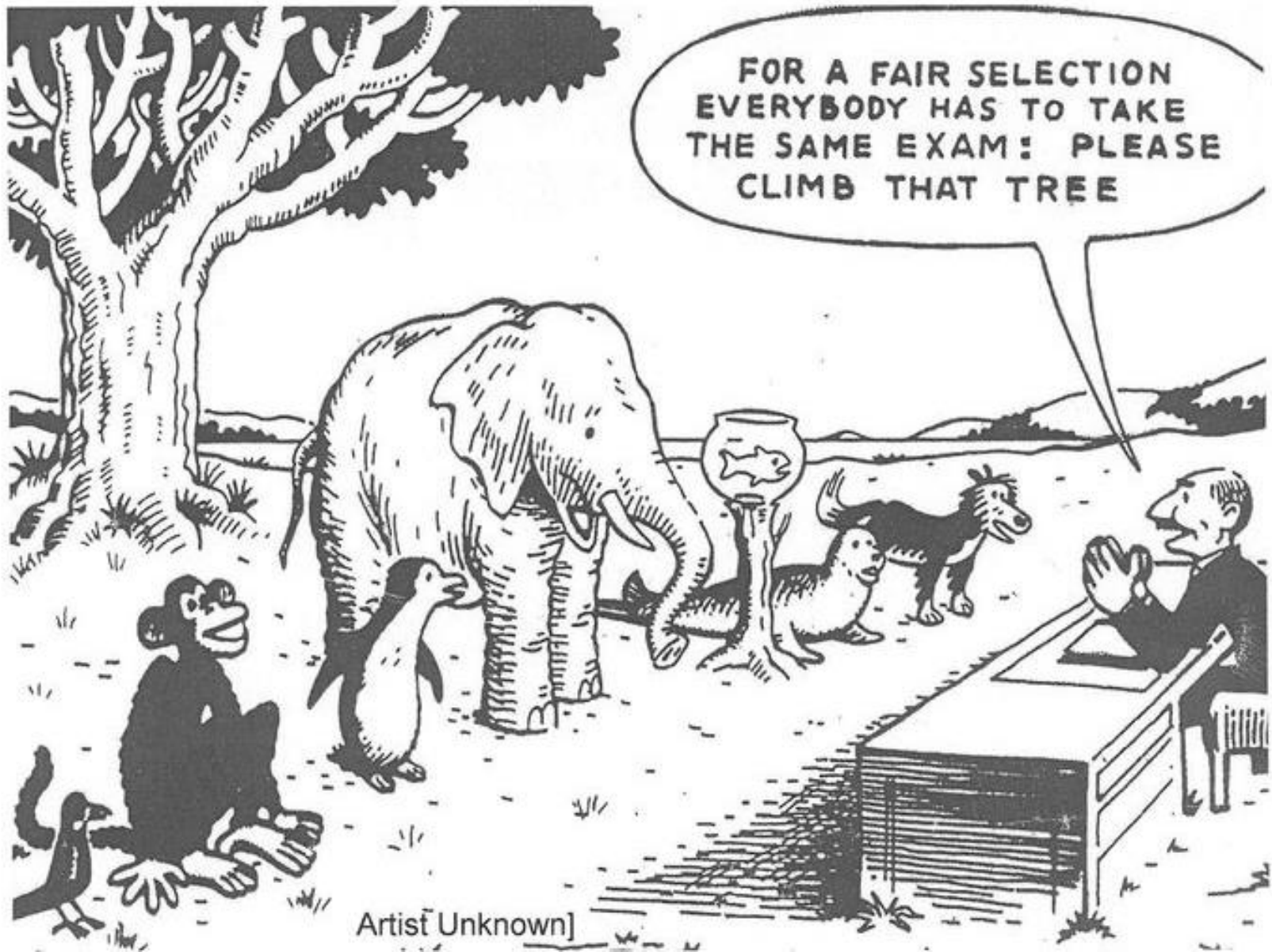
Full Date: 2015-1-22 Day/Month/Year

Tutor's Full Name: Jennifer Bourlet

One day I walked to a portal and saw pikachu. When I walked through the portal I went to Canada. Me and pikachu went to a book store and bought a book. Then we readed the book and then we said bye.

➤ Successful Faces of Learning Disabilities





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