



**Canadians aged 20-29 who did not complete high school**

- **28.3% with learning disabilities**
- **14.3% of general population**

Stat taken from What Works: Career-Building Strategies for People from Diverse Groups, at [alis.alberta.ca/publications](http://alis.alberta.ca/publications)

### Upcoming Information Sessions:

All sessions will be held at the Career & Technology Centre Lord Shaughnessy School in the Learning Commons

#### Public:

All sessions 6:00 – 7:30 pm  
Oct 8 - Fostering Resilience

#### School Staff:

All sessions 4:00 – 5:30 pm  
Oct 6 - Formative Assessment and Programming for Learning Challenges

## Week 1 | The Brain and LD

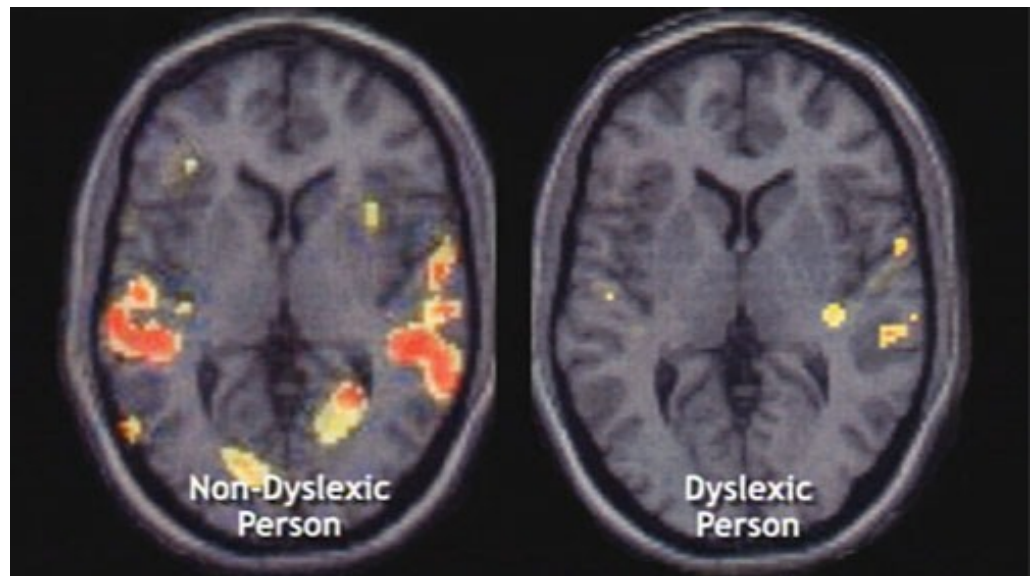
### Why Neuroscience Is Important for Educators and LD Students:

By understanding what and why interventions work based on brain research, we can:

- make better programming decisions
- have greater impact for more students
- increase efficiency and steward our resources

#### Key Points

- Current research indicates that the LD brain responds positively to intensive, intentional intervention.
- Interventions teach students alternative ways to process information and takes advantage of new information about brain 'plasticity'.
- Multiple areas of the brain operate together to support reading.



- Students with LD have average to above average intelligence. Their brains function differently. That is the neural pathways are structured differently to take in, manipulate, organize and interpret information. (see image above)

Image taken from: <http://headstrongnation.org/community/blog/what-dyslexia-looks-my-brain>

## resources

### Book of the Week:

Tracey Tokuhama-Espinosa identifies educational practices that are in alignment with what is currently known about the brain and with Dr. John Hattie's Meta-Analysis findings. These are some of the actions teachers can take to support all learners in our classrooms, especially our LD students:

1. See Learning as Fluid
2. Plan Activities to Stimulate Memory
3. Plan to Use Spaced Versus Massed Learning Moments
4. Plan to Incorporate Repetition
5. Implement Formative Evaluation
6. Use Product, Process, and Progress Evaluations
7. Develop Shared, Explicit Learning Objectives
8. Provide Feedback for Mastery Learning
9. Nurture Teacher-Student Relationships
10. Believe in Your Students and in Your Role as a Teacher
11. Develop Students' Ability to Identify Similarities and Differences
12. Prepare Students to Set Personal Objectives and Give Themselves Feedback
13. Teach Students to Generate and Test Hypotheses
14. Use Cues
15. Use the Socratic Method more info on Socratic Method - <http://www.learnnc.org/lp/pages/4994>
16. Implement the 5 E's: engage, Explore, Explain, Elaborate, and Evaluate
17. Harness the Power of Analogies

### More Professional Resources:

[How the Special Needs Brain Learns 2<sup>nd</sup> Edition](#) by David A. Sousa

[Research-Based Strategies to Ignite Student Learning](#) by Judy Willis M.D.

[Teaching the Brain to Read: Strategies for Improving Fluency, Vocabulary, and Comprehension](#) by Judy Willis, M.D.

[Brain Matters: Translating Research into Classroom Practice](#) by Patricia Wolfe

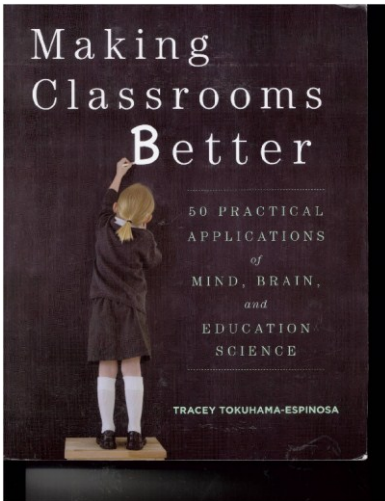
### Website Resources:

Best Evidence in Brief: <http://www.bestevidence.org/>

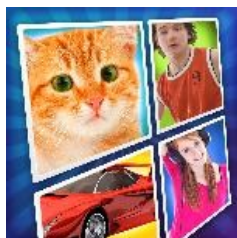
LD Online: <http://www.ldonline.org/article/10783/>

The Dana Foundation: <http://www.dana.org/>

Yale Centre for Dyslexia and Creativity: <http://dyslexia.yale.edu/index.html>



## Apps of the Week:



**What's The Word?**

We'll show you four pictures that have one word in common between them. Can you guess what the word is? (Hint - when you see a picture of a bank card and a picture of a river bank, the word is... bank! When you see a four leaf clover and a happy jackpot winner, the word is... luck!).



**Vocabador**

Another vocabulary app, Vocabador offers a new approach to building a teen's vocabulary. Teens test their vocabularies as they battle 12 different wrestlers and seek the title belt. Choose from lightweight, middleweight and heavyweight words. Name your own Luchador, choose a mask and start answering vocabulary questions. Teens will enjoy competing to reach the final round where they battle the Vocabador for the ultimate vocabulary title.

### share

Do you have something you'd like to share with your colleagues via the LD newsletter? Consider sharing success stories, student quotes, successful strategies, new technology, websites, apps, or useful professional resources. We welcome it all!



### additional information sessions

**\*\*All sessions will be held at the Career & Technology Centre Lord Shaughnessy School in the Learning Commons\*\***

**Public:**

**All sessions 6:00 – 7:30 pm (Event information will be posted in Staff Insite on 'what's new?' section)**

Oct 1 – The Brain and Learning Disabilities

Oct 8 - Fostering Resilience

Oct 15 – Supporting Literacy at Home

Oct 22 – Organization and Time Management Skills

Oct 29 – Assistive Technology

**School Staff:**

**All sessions 4:00 – 5:30 pm**

**Register in EAMS**

Oct 6 - Formative Assessment and Programming for Learning Challenges

Oct 20 – Written Output Disorders

Oct 27 – When Executive Function Doesn't Execute