

ALDI Initiative

Professional development, project development and professional learning community opportunities for resource teachers within the Quebec English School Boards

ALDI (Advancing Learning in Differentiation and Inclusion) is a provincial project that directly supports resource teachers in their role as specialists in the field of special education within the English school boards in Québec. ALDI offers:

- An annual symposium
- Professional development for teachers through workshops and school board collaboration
- Online professional learning community (new for 2013/2014!)
- Networking opportunities for resource teachers and specialized schools

Become part of the ALDI professional learning community at aldi.learnquebec.ca

Links to resources in the area of special needs

Blog posts featuring teachers from across the province

Information sharing between school boards and teachers

A warm welcome to our teachers!

We're glad you're here and we hope that this symposium provides you with the opportunity to:

Learn from our speakers and from each other. There will be a lot of opportunity, both within and outside of the sessions, to interact with speakers and with your fellow teachers.

Seek out new resources and initiatives. Our speakers will be sharing some great initiatives, resources, research and information.

Share and network! Share what you are doing within your school and your board. Other teachers want to hear about your successes and challenges so that we can learn from each other.

Please come and say hello, we would love to meet you.

Andrea Prupas, ALDI



Check out these great online resources designed for classroom implementation!

Bloomin' Apps

Available at: <http://bit.ly/178MNXN>

Kathy Schrock's website "Kathy Schrock's Guide to Everything" is a wealth of information in educational technology and 21st century learning. Her "Bloomin Apps" page makes app suggestions to support each level of Bloom's revised taxonomy.

SET-BC

Available at: <http://bit.ly/178xyQv>

SET-BC is a provincial resource program to further knowledge and hands-on training of new educational and assistive technologies. The site provides free training and tutorials on all kinds of software, accessible books, as well as strategies for technology integration.

Livebinders for Education

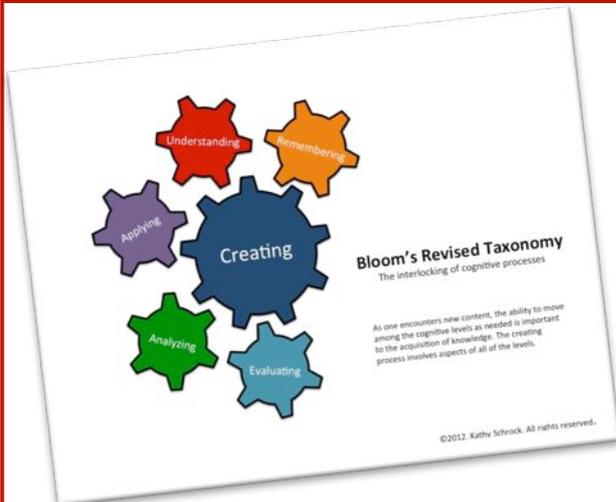
Available at: <http://bit.ly/13Lz5go>

How do you manage and save all of the information that you find on the web for instruction and for your own professional development? Livebinders are a great option! A livebinder is a virtual 3 ring binder-but better. Organize your digital information (website links, word documents, bookmarks, etc). into a virtual portfolio and then share content with other teachers or with your students. And its free!

ReadWriteThink Strategy Guides

Available at: <http://bit.ly/17Qic19>

ReadWriteThink is the website for the International Reading Association. Their section on teaching strategies is an excellent resource for literacy (ex. differentiation, inquiry-based learning, teaching with technology, writing).



Ask questions, think and reflect @ Edcamp



Welcome to ALDI Edcamp, the “unconference” within our conference! The ALDI Symposium 2013 marks the inaugural “Edcamp” for resource teachers across the province. Edcamp is a new movement that is changing the way we think about and experience professional development. It is basically a free-form collaborative session born from the desire for teachers to learn and share in an open environment. As participating resource teachers, you help to build the collaborative experience-everyone in attendance is a participant! Resource teachers are well positioned to engage in this type of professional development, as we have a wide range of expertise and a wealth of knowledge to share in the area of teaching and learning for students with special needs.

See the ALDI blog for a great video on “What is an Edcamp?”

Interested in creating an Edcamp for resource teachers at your school board, as part of a Resource Teacher Network meeting or at another event? ALDI can help lead a session. Contact the coordinator: aprupas@swlauriersb.qc.ca



The ALDI blog would like to feature YOU!

We want to share amazing initiatives, instructional strategies, pilot projects, PDIGs, everyday experiences, and random thoughts on your experiences teaching your students. So whether you’ve just started your career as a resource teacher or are a seasoned resource “veteran”, we want your voice! Support and provide information to other teachers across the province by blogging about your experiences. Contact aprupas@swlauriersb.qc.ca or use the “contact us” form on the ALDI website.

“Highlights” of ALDI’s Offers of Service 2013/2014

ALDI online professional learning community

What do effective resource models look like? What are effective literacy interventions for students who need intensive and alternative approaches? What interventions work effectively within a co-teaching model in the secondary setting? These are just a few questions we will discuss within our new resource teacher online professional learning community, using ZENLIVE webinar technology through LEARN. We’re looking for motivated and interested teachers from all nine boards who will participate in this small pilot project.

Going mobile! Using the iPad in the resource setting

Whether you are co-teaching or using a traditional resource model, the iPad can become a powerful tool for remediation and support. Learn about multidisciplinary apps that can provide support to the student in areas such as language, literacy and organization.



Assistive technology selection and implementation for students with special needs

Learn about the SETT framework, a research-based process for assistive technology selection and implementation in order to make an effective match between the assistive technologies chosen and student learning profile. SETT can be integrated into the IEP process.



UDL: How can resource teachers begin implementing the framework when planning instruction?

Based on research in neuroscience and effective teaching practices, and tying into models that we currently use for differentiation, UDL can provide a framework to support students of all abilities. Learn how UDL can assist in individualizing and personalizing curriculum for your students.

Research into practice: Classroom recommendations for students with non-verbal learning disability (NVLD)

A non-verbal learning disability is a neurological deficit in non-verbal reasoning. Students with NVLD often demonstrate good early reading ability, as well as verbal strengths. However, they often demonstrate difficulties with fine motor skills, organization, social awareness and social judgment. Non-verbal learning disabilities often go unnoticed because traditionally, as teachers, we often equate good reading and language skills with academic achievement. Once students with NVLD reach secondary school, the difficulties become progressively more apparent, as stronger emphasis is placed on nonverbal processes such as spatial relationships, complex problem solving, sequencing and integrating information.

Common characteristics of nonverbal learning disabilities include:

(Learning Disability Association of Ontario)

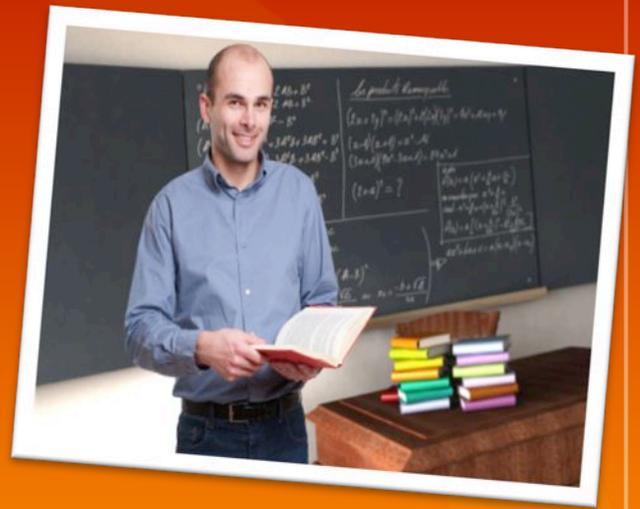
- excellent memory for things they hear
- poor memory for things they see
- good reading skill (decoding, fluency) but weak reading comprehension
- good verbal expression; very strong rote verbal abilities (e.g. large vocabulary)
- difficulty with written expression (sometimes because of poor handwriting)
- reliance on language as primary means for social relating, information-gathering and relief from anxiety
- difficulty with visual-spatial organization
- very poor arithmetic ability, later, with scientific concepts and theories
- difficulty with sense of direction, reading maps, estimation of size, shape, distance
- distorted sense of time
- difficulty reading facial expressions, gestures, social cues, tones of voice
- difficulty with social perception, social judgment and social interaction
- coordination difficulties
- trouble understanding nonverbal feedback in social situations
- difficulty adapting to new and complex situations
- inattention, hyperactivity earlier in childhood; social withdrawal and isolation later

Eight Practical Classroom Strategies for Students with NVLD

- The primary key to remediating NVLD is to make use of strengths-most notably, their verbal abilities. This means essentially translating as much nonverbal input as possible into words.
- Never assume the student understands what he/she has read just because he/she is a proficient reader. Use explicit reading comprehension strategies such as generating and answering questions as well as summarizing. For more comprehension strategies, see: <http://bit.ly/15BWagM>
- Flow charts, mind maps, colour coding, tables and other visual mnemonic devices do not make intrinsic sense to students with NVLD. Using words *along with* step-by-step demonstration is recommended.
- Students with NVLD often demonstrate difficulty associating parts and wholes in integrative tasks or complex problem-solving. It is necessary to provide the overall context in which a particular "bit" of learning is relevant.
- Use experiential activities to develop measurement and spatial concepts.
- Speech recognition technology (ex. Dragon) during the secondary years could be a useful tool for bypassing difficulties with writing, keeping in mind that this technology requires good visual skills when editing the document, as well as extensive training on the part of the student.
- It is a good investment to teach students with NVLD time management skills overtly. Use planners, lists, schedules, calendars, apps, etc.
- It is *extremely* important to use good body language ourselves. We need to make sure our body language is clear and expressive, and that it matches our feelings and our words.

Adapted from Mamen, 2002, NLD Handbook, 4th edition. Full document available online at: <http://bit.ly/18Iw3pi>

Thank you for participating in this year's symposium. We value your feedback in the ALDI project and we're always interested in new ideas. Please send any feedback and comments to Andrea Prupas, ALDI coordinator, at: aprupas@swlauriersb.qc.ca



Wishing you a wonderful learning experience and a successful year!



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ALDI SYMPOSIUM 2013

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