



SPECIAL EDUCATION ADVISORY COMMITTEE

AMENDED AGENDA

April 12, 2018

6:00 p.m.

Grimsby Lincoln Room – Education Centre

STUDENT VOICE

1. Quorum / Welcome / Introductions..... Linda Morrice
2. Approval of the Agenda of April 12, 2018 Linda Morrice
3. Approval of the Minutes of March 8, 2018 Linda Morrice
4. Business Arising from the Minutes of March 8, 2018 Linda Morrice
5. Understanding Learning Profiles Dr. Lisa Linders
6. Association and Board Information (please bring written submission)
7. Correspondence
8. Questions and Answers
9. Adjournment

NEXT MEETING: May 10, 2018 – Grimsby Lincoln Room, 6:00 p.m.

UNDERSTANDING LEARNING PROFILES

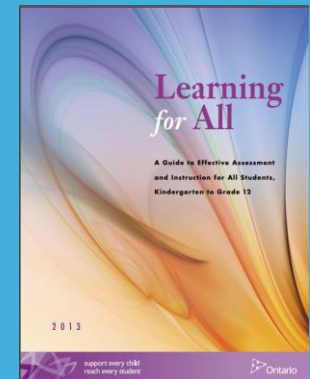
Dr. Lisa Linders, M.S.(Ed.), Ph.D., C.Psych.
DSBN Chief Psychologist
April 2018 - SEAC

Learning for All K-12

The Why

Our Shared Beliefs:

- All students can succeed.
- Each student has his or her own unique patterns of learning.
- Successful instructional practices are founded on evidence-based research, tempered by experience.
- Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students.
- Classroom teachers are the key educators for a student's literacy and numeracy development.
- Classroom teachers need the support of the larger community to create a learning environment that supports all students. • Fairness is not sameness.



■ DIAGNOSIS vs. IDENTIFICATION

- DIAGNOSIS DOES NOT EQUAL IDENTIFICATION
- Several exceptionality identifications share diagnostic labels, for example:
 - Autism, Learning Disability, Developmental Disability, Mild Intellectual Disability
- There is not necessarily an exact match between identification criteria and diagnostic criteria
- Outside psychological assessments need to be interpreted by DSBN psychological staff

Cognitive Profiles

- Learning Disability
- Mild Intellectual Learning Disability
- Developmental Disability
- Giftedness

Learning for All K-12

- Supports:
 - Teachers' understanding that each student progresses along an *individual* learning and growth continuum from Kindergarten to grade 12 (p. 9)

