

1. Why doesn't Canada use the term Dyslexia as a diagnosis?

A question was asked about why dyslexia is not typically used anymore. This is because in the updated edition of the DSM, dyslexia was not representative of all the different areas of difficulties that children can experience while learning how to read. Dyslexia is an alternative term used to refer to a pattern of learning difficulties, characterized by problems with accurate or fluent word recognition, poor decoding and poor spelling abilities. This is why the term dyslexia can be limited depending on the student's difficulties in reading

2. What is the connection between reading disorders and trouble following directions and learning routines (from the preschool slide)?

As mentioned in our presentation, a specific learning disorder can present itself in many unique ways. One's inability (or perceived inability) to follow directions and learn routines, especially in the preschool years can be linked to the high-level thinking order that comes along with these demands. When asked to follow directions, students are expected to disregard any distractors, understand the task (usually a visual written on the board by the teacher), and in turn, remember these steps. Teacher's often use visuals to aid in this process of learning routines (i.e. schedule for the day), which can be difficult for a child with a specific learning disorder in reading due to their difficulties with learning letter names and sounds, lack of spelling, inconsistent memory for words and poor retrieval of names for colours and objects.

3. Can the learning disorders be further complicated when the student has multiple languages? Is it different between females and males?

If a student is an English Language Learner, it can make functional academics such as basic reading, writing and sometimes mathematics (e.g., applied problem solving) more difficult as course work across the curriculum is taught in English. If a student is still learning how to speak the language, it is typically more challenging for him or her to begin reading as they are unfamiliar with the oral (spoken) language. This can make it more difficult for him or her to learn the specific phonemes (speech sounds) that make up words within a language as he or she does not have a strong knowledge or understanding of the language to guide his or her learning. Possible difficulties with acquiring a new language must be investigated, especially if a student is an English Language Learner as the presenting challenges he or she is having within the classroom might be due to expressive or receptive difficulties using the English language, rather than a specific learning disorder. This is why it is important for a psychologist to gather information about the student's history during the intake meeting and why it is crucial for additional testing to occur throughout the psychoeducational assessment process.

4. Is it possible for someone with IED or ODD to have it at home but not at school?

It is possible for someone with Intermittent Explosive Disorder or Oppositional Defiant Disorder to act out in one environment, but not another. According to the DSM-5, Oppositional Defiant Disorder with mild severity indicates the symptoms are confined to only one setting (i.e. home, at school, at work or with peers). In turn, the severity increases as the number of settings increases (i.e., moderate: 2 settings, severe: >3 settings). It is not uncommon for individuals with ODD to show

symptoms at home and only with family members, however the symptoms need to be exhibited during interaction with at least one individual who is not a sibling.

5. my son has improved his reading by 80% since sept. but he is easily provoked if the words are hard and someone interrupts him during his reading. what can i do to help him?

Perhaps, Try reading activities such as paired reading where your son reads along with an audio recording. This way he can hear that he is mispronouncing the words, rather than someone having to tell him. Perhaps ask him to place a pencil mark or flag on words he's unsure of how to read or pronounce as he's reading. The first couple of times you try this activity model this process to him (e.g., place the pencil mark or flag by the words he is struggling with). Then after reading, sit down with him and have him write down the words he was unsure of pronouncing or ones he pronounced incorrectly and then help him work on phonetically sounding out those words or memorizing them if their phonetically irregular. Try to do this a few times in a row with the words in isolation and within sentence. Reviewing the words after he is done reading might help reduce his frustration during the moment and give him a chance to calm down. If you're going to use this strategy, let him know the expectations in advance. Tell him, you can read for x number of minutes, but when you come across an unfamiliar word or one that you have trouble pronouncing put a mark or a flag beside it. Afterwards we'll write them down in your word bank and practice reading them aloud individually and within sentences. Also, try having him read material that is interesting and motivating to him as this might make him extra motivated to work on pronouncing difficult words. After reading sessions, if you've observed him working on pronouncing words he's struggling with praise him for his efforts and encourage him to continue doing that. When working on reviewing phonetic or phonetically irregular words, also be sure to praise his efforts.

6. How often should you have a psychoeducational assessment complete?

Professionals have varying opinions on how frequently psychoeducational assessments should be completed. Most say that they should occur approximately every two to three years. However, they should definitely take place during every transitional period (e.g., between elementary school and middle school, middle school and high school, and high school and post-secondary). It is important to have psychoeducational assessments conducted prior to a transitional period as student's learning profiles are fluid. This means that over time their abilities within a certain area can possibly change due to the use of helpful supports. Re-evaluating their current areas of strengths and areas of difficulties will help tailor current supports to their current developmental and academic level.

7. thank you so much Ladies! are there ages that would be best to start the assessments should they have been done when younger?

It is alright to have a psychoeducational assessment conducted at any age. The general idea though is, the sooner the better. Typically, it is ideal to conduct a psychoeducational assessment as soon as learning difficulties are noticed. Most students who are experiencing academic challenges will be provided with classroom supports. If they continue to experience academic difficulties despite the implemented supports they typically will be referred for a psychoeducational assessment. If the psychoeducational assessment takes place at an earlier age it is extremely beneficial to the student as he or she will begin to acquire learning strategies to help aid their learning. Having specific

strategies tailored to their learning profile will help students acquire necessary skills needed for reading, writing and mathematics which will typically help them achieve grade level performance. The longer students go without tailored supports, the more they will typically struggle academically and this can also be to impact their social-emotional-behavioural functioning (e.g., frustration, anger, feelings of fear, anxiety or worry, negative feelings about their academic performance, behavioural outbursts or avoidance of academic work).

