



Virtual Programs and Services



www.evokelearning.ca
1-833-567-3544

WELCOME TO OUR VIRTUAL LEARNING CAMPUS!

Whether they are learning remotely, in a classroom, or in a hybrid program, Evoke provides the support and expertise students need to stay on track, progress through the curriculum, acquire grade-level academic content, and get caught up on missing work. Following the Ontario Ministry of Education curriculum, our virtual tutors, strategists, and coaches are available to work with students one-to-one, to respond to their individual needs.

Providing Students with Equitable and Inclusive Opportunities to Advance Their Learning: How Evoke Can Help

At Evoke, we ensure that students have a thorough understanding of their current grade-level curriculum. We can reteach or help students to relearn concepts and material they are struggling with so that they are well prepared to meet the curriculum demand. We reinforce concepts in math, science, and literacy to improve academic outcomes, ensure understanding, and assist students in achieving grade-level expectations and achievement levels. We offer critical skill development and remediation in math, reading, and writing for elementary and high school students to increase student competency. We also teach students the key foundational concepts necessary for academic performance, informed by current cognitive science, such as how to study, note-taking strategies, managing procrastination, the science of motivation, and time management.



Our practitioners can assist students who have self-regulation and processing challenges and who may need more individual support for learning and more time to understand and retain the material. We teach critical thinking skills and principles for evaluating evidence in the different subject matter. Our academic strategists, coaches, and tutors teach skills and strategies that address executive function challenges and academic impairments, improve and enhance long-term competencies, and help students independently meet age-appropriate expectations. We focus on long-term outcomes by prioritizing the ongoing acquisition and development of skills that facilitate change, establish structure, and increase competencies. The majority of our students have ADHD and executive function challenges; we help them develop routines using strategies that promote self-management--we're the experts on neurodiversity!

Virtual Learning and Instruction – Strategies for All Learners

Evoke specializes in working with students with ADHD and self-regulation challenges and understands their unique profiles and learning needs. We use evidence-based best practices for virtual instruction and learning. We use strategies, effective approaches, structure, and tools to enhance student engagement. Student achievement is important to us. Evoke uses measurable outcomes to track student progress through standardized assessments (where possible), weekly feedback communication from practitioners, and student progress-tracking summaries to highlight the mastery of strategies, accomplishments, and areas of challenge. Evoke offers interactive and engaging sessions, and we utilize screen sharing, interactive whiteboards, and online tools and resources that we'll teach your child (or you) to use. Our practitioners enlist technology to illustrate concepts and details by using photos, animations, drawings, and diagrams.

MATH TUTORING & REMEDIATION

Students struggle in math and have gaps in their learning for a variety of reasons: lack of self-efficacy, challenges with focus and staying on task, mindset, difficulty processing information at the same rate as their peers, and inadequate practice to master concepts and skills. Studies have consistently highlighted the fact that low achievement in math at the secondary school level can often be traced to deficits in the understanding of certain basic concepts taught in elementary school. These concepts include procedural and conceptual knowledge. Research also supports the benefits of math fluency—the combined abilities of efficiency, accuracy, number sense, automaticity, and cognitive flexibility. Students can get bogged down with too many steps, lose track of logic and strategy, find it challenging to choose the appropriate strategy to solve a problem or have gaps in their working knowledge of number facts. Research on cognitive load supports the idea that we all have a limited capacity for working memory and that math fluency reduces cognitive load, allowing resources to be freed up for more complex math tasks.

At Evoke, our math programs give students the extra time to learn these important skills and concepts and address their learning deficits, bridging the gap for students who are behind in math and ensuring that the learning gap doesn't widen.

Current research highlights the finding that students who have accrued math deficits benefit from more explicit instruction using highly structured and sequenced steps, with modelling and guided opportunities for practice, followed by autonomous practice.

To register for our virtual services, please visit
www.evokelearning.ca

 /EvokeLearningOfficial
 @Evoke_Learning

 @EvokeLearning
 +EvokelearningCa

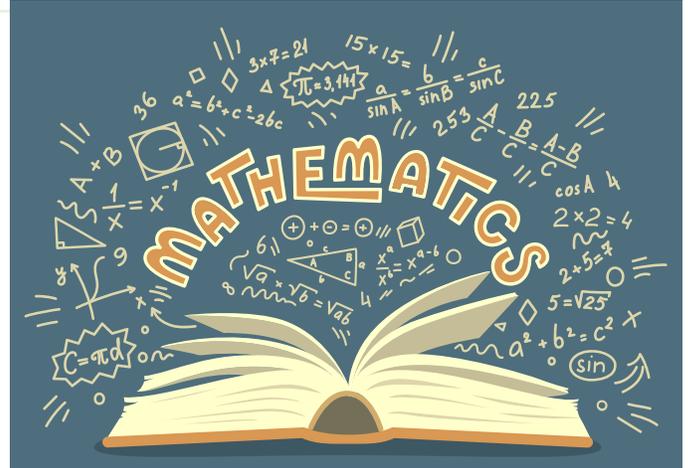


The Math Diagnostic

Students begin programming with a math diagnostic assessment to pinpoint the specific concepts and curriculum expectations with which they are struggling. The assessment takes approximately one hour to complete and includes a written report that identifies the student's strengths, deficit areas, recommendations for next steps, and priority areas for remediation or tutoring. The information from the math diagnostic assessment is helpful in guiding our tutors so that they may effectively and efficiently develop skill acquisition and application and build fluency. The math diagnostic also helps to guide our remediation approach and customize the student's learning and success plan.

Math Remediation, Grades 3–12

Evoke's math remediation program focuses on identifying and remediating academic gaps in math for students in Grades 3 through 12, promoting the development of mathematical reasoning, fostering understanding with less memorization, and helping students develop efficient strategies for solving problems. The program begins with a diagnostic assessment. This assessment allows us to pinpoint the specific concepts and curriculum expectations with which the student is struggling. The information also helps to guide our tutors so that they may effectively and efficiently bring the student up to grade level. Math is like a hierarchy and having a solid understanding of current grade concepts will assist the student in navigating the curriculum in their next grade. The tutor will focus on re-teaching the most critical concepts. All our sessions are one-to-one; we do not offer group programming.



Math Tutoring, Grades 3–12

For students struggling to understand current grade-level mathematical concepts, or who have fallen slightly behind because of struggles with online learning, Evoke's tutoring program re-teaches concepts and material that the student may have missed, supporting them at their current grade level. We assist students with the completion of math assignments and homework to ensure they understand the academic content of their current classwork and prepare them for upcoming tests and exams. Our tutors use research-informed instructional strategies, structure, differentiation, and progress monitoring to ensure students understand math concepts and develop mastery. Current research highlights the effectiveness of one-to-one tutoring, with ongoing assessment to inform instructional efforts, in consistently improving student academic achievement (Fuchs et al, 2011).

READING REMEDIATION

Reading Remediation for French Immersion and English Stream Students; Grades 1–12

On February 28, 2022, The Ontario Human Rights Commission released its Right to Read public inquiry report on human rights issues affecting students with reading disabilities. The inquiry determined that despite their importance, foundational word-reading skills have not been effectively targeted in Ontario's education system. They have been largely overlooked in favour of an almost exclusive focus on contextual word-reading strategies and on socio-cultural perspectives on literacy. The report indicated that students who don't develop strong, early reading skills can quickly begin to experience negative academic consequences, which may only get worse.

Many students appear to be reading when they are only sight-reading, and not understanding what they read. They make up for their lack of skill by guessing the meaning of the text in a sentence and identifying the words they have memorized. This is referred to as compensating. When students sight-read, it strains their working memory, which further reduces their ability to comprehend. On the surface, it may look like reading is fluent, but it is challenging. There is very little working memory and attention available to understand what is being read.

Many students with weak phonemic and phonological awareness skills go unnoticed and don't even know they are not decoding. Students who are unable to read words fluently and efficiently will continue to expend most of their limited cognitive resources painstakingly trying to decode letter-sound correspondence, with little to no resources remaining for the demanding task of comprehension. Slow, stilted reading is difficult and frustrating. Weak readers are less likely to practice reading and so do not improve their skills and vocabulary or build fluency and automaticity.

Struggling readers require explicit, structured reading instruction (teaching that leaves nothing to chance and makes no assumptions). Students with reading difficulties do not catch up without systematic and intensive intervention and practice; this involves considerable time on task, consistency, duration of instruction, and evidence-based approaches based in reading science. Reading is not innate, it is a skill that must be taught, and some students require direct instruction to be successful readers.

At Evoke, we use research-validated strategies based on the science of reading in all our programming. Reading skills are taught in an explicit, systematic, and sequential fashion, from simple to complex, through intensive intervention and direct instruction.

Program features include:

- Phonological and phonemic awareness,
- Word work to promote orthographic mapping,
- Word-level reading fluency practice,
- Spelling instruction, and
- Morphological instruction and vocabulary development.

Prior to remediation, students undergo an assessment with a speech-language pathologist aimed at identifying gaps in their reading skills to ensure intervention is targeted and strategic. Midway through and at the end of the remediation sessions, students are re-evaluated, highlighting the gains that have been achieved and providing the family with a record of student improvement. This program requires a minimum commitment of 10 hours per month. Sessions are 30 minutes in length and delivered five days a week.

ACADEMIC & WRITING STRATEGIES

Academic and Writing Strategies; Grade 4–Postsecondary.

Research tells us that interventions that strengthen students' skills should be considered first before introducing strategies that reduce expectations from teachers and others. This means prioritizing and building the skills that are required for competent, independent functioning later in life. Providing students with helpful skills, learning strategies, increased self-efficacy, and a way to meet their academic goals is preferable to simply offering them accommodations, but the two approaches can complement one another. At Evoke, our strategists understand how and when to combine them.

The role of the academic strategist is multifaceted. Academic strategists promote student self-advocacy, provide executive function support, offer academic writing strategies (blended with assistive technology use, if required), and help develop a student's learning and study skills. The program is customized, and more time is spent on the student's greatest needs. Our strategists monitor progress and outcomes and tailor intervention plans as required. A student's effort can be affected by cognitive overload, deficits in their academic skills, cognitive processing challenges, and/or executive function impairment. Assistive technology can be used to reduce barriers by capitalizing on student strengths, bypassing and compensating for their disabilities, and providing an alternate way of performing a task.

Students may receive support with time management and organization, understanding assignments, advocating for accommodations, the use of assistive technology, studying for tests, and developing writing strategies.

Sessions may focus on:

- Facilitating homework completion,
- Developing systems to stay on top of due dates,
- Creating organizational systems,
- Addressing misunderstandings about learning,
- Encouraging regular review,
- Teaching study strategies and helping students prepare for tests,
- Helping students plan and initiate assignments, ensuring work is chunked into manageable steps,
- Helping students manage time, create effective routines, and plan ahead,
- Supporting academic writing skills development using research-informed strategies,
- Facilitating the development of critical thinking and research skills,
- Teaching note-taking skills,
- Assisting students with advocating for and accessing their accommodations, including assistive technology, and
- Deepening the student's understanding of—and ability to use—assistive technology to access the curriculum and make learning more efficient.

Strategy sessions are one-to-one and held on regular days and times. The Academic and Writing Strategies Program requires a minimum commitment of four hours per month. Students requiring additional support for assignment completion or to prepare for a test or exam may arrange those sessions directly with their practitioner on an as-needed basis. Evoke offers 30-, 45-, and 60-minute sessions. We ask clients to hold their weekly sessions as a priority in their personal schedule. Participation in the Academic and Writing Strategies Program is a long-term commitment. Learning and strategy development are part of a process and results unfold over time.

COACHING

ADHD and Academic Coaching

Coaching is the individualized process of helping students examine their approach to learning, academic strengths, concerns, and perceived barriers to success. Coaching helps students build skills, prepare for transitions, learn strategies, and strengthen their organization, time management, and executive function skills. The goal of coaching is to promote strategy, self-efficacy and self-direction. Coaches work collaboratively with students to help identify ways to adapt current study strategies and self-care for increased efficiency.



Students with ADHD have an opportunity to understand how the symptoms of ADHD play out in their daily, personal, and academic lives. Student and coach reflect on how the student's ADHD is getting in the way of their learning, as well as strategies they can use to help facilitate change and help translate abstract goals into concrete actions.

Coaching requires the student to take responsibility for their learning and encourages self-direction and agency. The coach's role is to assist the student in determining what they will do vs. telling them what to do. This transfer of control from coach to student unlocks a more profound, intrinsic motivation to act. Our view is that students are more likely to act on things they have chosen for themselves than on advice or instruction from others.

Coaching offers students the space to think clearly and independently about their academic and personal lives. In doing so, the student becomes more self-aware and personally responsible for achieving their goals.

Coaching may help to:

- Improve academic performance and increase the student's GPA,
- Turn abstract goals into concrete actions,
- Identify behaviours that hinder academic success and what the student must do differently,
- Promote the development of executive function skills and improve time- management and organizational skills,
- Support the development of skills needed to become a self-regulated learner,
- Increase understanding and use of research-informed learning strategies,
- Boost academic confidence and self-direction,
- Provide immediate feedback and support deliberate practice,
- Address social-emotional or interpersonal challenges, and
- Develop a deeper understanding of how neurodiversity can manifest (if applicable)

Parent Coaching

Parent coaching helps to provide encouragement, practical suggestions for challenges faced at home, feedback, and support in applying a change management system to move families forward. The goal of parent coaching is to help devise and implement personalized strategies to help your child manage their challenges, and for family life to become more balanced and functional.

The benefits of parent coaching include:

- Understanding how ADHD and executive function issues affect learning, behaviour, and family dynamics,
- Identifying and practicing strategies to enhance your relationship with your child and work on improving outlook and behaviours,
- Learning the skills to communicate effectively to ease conflicts,
- Modelling communication that allows for trust and problem-solving,
- Practicing active listening, asking powerful questions to help children increase awareness, building cognitive skills for flexibility, handling frustration, and problem-solving,
- Moving from judging to understanding and providing your child with the support and structure they need, and
- Creating a support team for your child, including facilitating school connections.

Coaching is a proven method for creating and managing change. The principles of coaching can be used by parents to help a child with ADHD and/or executive function challenges build an independent and happy life. This program requires a minimum of five 60-minute coaching sessions and is offered to families of children age 11 and older.

POSTSECONDARY PREPARATION

Postsecondary Planning

Students managing learning differences and other demands on their time are frequently at a disadvantage when it comes to guidance counselling. Many students are unsure of their options and have difficulty organizing their approach, getting adequate time with counsellors, and identifying their strengths and interests. Our academic mentors understand that the postsecondary environment is competitive and that it is extremely important for students with learning disabilities to pursue their education and career goals at an institution that fits their needs and abilities. At Evoke, we alleviate anxiety for our students (and their families) by helping them ensure that they have the prerequisite courses and experiences to make successful postsecondary choices. Our mentoring sessions are student-centered, and we ask our clients open-ended questions to discover what inspires, motivates, and engages them. We move beyond traditional standardized questionnaires to give students an early, personalized, thoughtful, and comprehensive plan for thriving in a postsecondary environment.



Transition to Postsecondary

Students with learning disabilities face unique challenges when entering postsecondary education after high school. A successful transition to and navigation of postsecondary studies requires knowledge of one's own disability and needs as well as access to the resources and support services that may be available at the institution, along with the ability to self-advocate (Milsom & Hartley, 2005). In the move to college or university, students often lose the essential supports they received in high school. As a result, many struggle both academically and emotionally.

Evoke offers personalized mentoring focused on the development of metacognitive skills. Our mentors identify effective strategies and solutions that help students bridge the gap between ability and performance, and transition to postsecondary studies. Mentors focus on increasing the individual's ability to plan, prioritize, and organize, and emphasize a proactive approach to learning. Our program supports students in their transition by helping them create a vision for the kind of postsecondary experience they want to have, define their goals, and implement action steps to achieve them. Through Evoke's Transition to Postsecondary program, students learn to develop key academic strategies, understand how to access available resources, and learn how to make a successful transition to postsecondary studies.

ESSENTIAL SKILLS

Critical Thinking – NEW!

Critical thinking—the ability to gather and synthesize information, identify biases, make comparisons, ask questions, and weigh alternative points of view to reach informed conclusions—is an essential skill for students who want to succeed in their postsecondary studies and an important talent in the workplace and life. By acquiring new knowledge and different ways of looking at nuanced or novel problems, students learn to develop and vet logical, supportable arguments informed by research and analysis.

This capability looks different across academic disciplines. For example, students studying history learn to interpret documents by considering their sources, finding corroboration, and identifying historical context. In the lab, students follow the scientific method and rely on the content knowledge stored in their long-term memory to free up their working memory to brainstorm hypotheses. In math class, students can take the goals of the steps in the solution models they have learned and apply those goals to solve word problems.

In this eight-session program, students learn the importance of (and brain science behind) content knowledge and time on task, practice understanding and taking points of view, learn how to research information effectively and efficiently, become familiar with the psychological origins and implications of bias, learn how to identify fake news and propaganda, practice asking open-ended questions, identify and make effective comparisons (surface structure vs. deep structure), and become more adept at breaking down arguments. Each session includes reinforcing activities/practice time and self-quizzes. Students receive helpful handouts and tip sheets that can be used as reference tools in future coursework.

A Better Online Learning Experience

At Evoke Learning, we offer one-to-one services designed with student engagement, experiences, and convenience in mind. Studies show that given a choice, students are more likely to choose online rather than face-to-face support, and that there is no significant difference in student academic performance when it comes to online learning.

Some perks of our online programs include:

- No driving or waiting! Students don't need to be dropped off or picked up. That's a lot less stress (and good for the planet, too). Parents don't have to be present for students to engage in their work.
- Accessibility: It doesn't matter where you live, you can connect with Evoke from anywhere!
- Digital literacy: One-to-one online learning encourages students to become more computer savvy and comfortable with technology, skills they'll need both in their postsecondary career and in the workplace.

Financial Literacy for Students; Grade 11–Postsecondary

It's so easy for young adults to fall into financial traps, and poor decisions about money can take decades to fix. Learning to manage their personal finances now means that students will be prepared when the time comes to set financial goals, follow best practices, and prevent and protect themselves against fraud and financial abuse. Understanding the fundamentals of budgeting, saving, debt, and investing is critical in every part of life and students require the knowledge and skills for making sound financial decisions, engaging in good saving habits, budgeting, and building a solid credit score. This program is especially helpful to individuals who are transitioning to postsecondary education and/or students with ADHD who may find managing finances particularly difficult due to challenges with procrastination, disorganization, and impulsivity.

To register for our virtual services, please visit www.evokelearning.ca.