



# 2020 Virtual Programs and Services



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## WELCOME TO VIRTUAL LEARNING!

At this unprecedented time, Evoke Learning is continuing to provide the support and expertise students need to stay on track, progress through the curriculum, and ensure that they do not fall behind. Following the Ontario Ministry of Education curriculum, our tutors, mentors, and coaches are available to work with students virtually and one-to-one, using a variety of teleconferencing options. We are here to help your family navigate this challenging time in your child's education and provide a seamless transition to the next year of learning.

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

- We help students who are unfamiliar with online learning understand academic material, stay organized, complete the work they are doing at home, show them how to navigate online resources, and ensure they continue to progress through the curriculum and remain on top of their work.
- We ensure that students have a thorough understanding of their current Ontario grade-level curriculum, and can reteach or help students to relearn concepts and material they are struggling with so that they are well prepared for next year.
- We reinforce concepts in math, science, and literacy, to improve academic outcomes, ensure understanding, and to assist students in achieving grade-level expectations and achievement levels.
- We offer critical skill development and remediation in reading and writing for elementary and high school students.
- We 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, and time management.
- We assist students who have self-regulation and processing challenges who may need more individual support for online learning and more time to understand and retain material.
- We provide mentors and tutors to high school students who are taking online courses, helping them stay on task, understand material, complete assignments, and prepare for tests and exams.
- We offer the additional support that students with unique and special needs require, ensuring that they have equitable and inclusive opportunities to advance their learning.
- We help students develop routines and keep them engaged—the majority of our students have ADHD and executive functioning challenges—we're the experts!
- We help students in the elementary grades learn curriculum material that builds an essential foundation in literacy and numeracy—skills critical to future academic success in high school and postsecondary careers.

### 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. More than 160 students are receiving virtual services from Evoke. We use strategies, effective approaches, structure, and tools to enhance student engagement. We have had very positive feedback from our students (as young as Grade 1) with ADHD and executive function challenges, and their families, regarding our virtual services. 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.

## TUTORING

Evoke offers tutoring services focused on helping students thoroughly understand their current Ontario grade-level curriculum. We ensure that each academic concept is understood and that students are achieving grade-level expectations and achievement benchmarks, as outlined in the provincial Achievement Chart.

Tutors work with students to:

- Foster understanding with less memorization
- Develop efficient strategies for solving problems
- Master material to improve academic outcomes
- Ensure they continue to progress through the curriculum and remain on top of their work
- Reteach or help students to relearn concepts and material they are struggling with
- Identify and remediate learning gaps
- Prepare for the next academic year

## READING

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

Students who are unable to read words fluently and efficiently will continue to expend the majority 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). Early intervention is critical. 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.

At Evoke, we use research-validated strategies based on the science of reading in all of our programming. Through intervention, direct instruction, training, and practice, students make significant improvements in their reading skills.



Skills taught in Evoke’s reading program include:

- Phonological and phonemic awareness
- Word studies to promote orthographic mapping
- Reading fluency strategies
- Morphological instruction
- Decoding strategies for multisyllabic words
- Guided oral reading practice
- Vocabulary development

Prior to remediation, students undergo an assessment aimed at identifying gaps in their reading skills to ensure intervention is targeted and strategic. At the end of the remediation sessions, students are evaluated using the same assessments, highlighting the gains that have been achieved and providing the family with a record of student improvement.

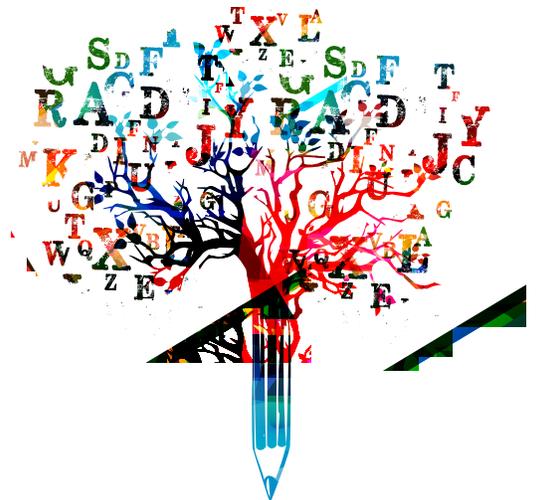
## WRITING

### Academic Writing Strategies; Grade 4–Postsecondary

Evidence-based research shows that struggling writers can improve their skills dramatically if they receive the detailed, explicit instruction they need (Graham & Harris, 2005). Such strategies can improve the writing skills of students with learning disabilities and are equally effective for individuals who just need extra help.

Evoke’s Academic Writing Strategies program teaches students, step-by-step, evidence-based strategies that assist with every phase of the writing process, from brainstorming and goal setting to proofreading and revision—strategies that have been researched and proven to work with students at all levels, and especially those who are challenged by learning disabilities. Together, the student and tutor will identify the greatest roadblocks to the student’s writing and choose the writing strategies that will best address their challenges. Our strategies are evidence-based, and introduced gradually as the student demonstrates understanding and mastery.

Working with a tutor over the course of a minimum of eight hours, students develop a toolbox of skills, and a better understanding of the various types of writing, such as stories, explanations, essays, and reports. Evoke’s academic writing strategies program helps to make the writing process less challenging, more engaging, and it enhances the quality of the student’s written work. Students are encouraged to engage and strategy practice at home in order to reinforce the learning.



# COACHING, MENTORING, LEARNING AND STUDY SKILLS

## Facilitated Focus: Academic Mentoring and Executive Function Support

Evoke's Facilitated Focus program helps students (Grade 7–postsecondary) develop the mental and physical habits required to achieve long-term goals and establish a link to the daily behaviour they need in order to achieve them. Students who find it difficult to stay organized, plan ahead, initiate work, and remain on task, work with mentors to address challenges as they arise. Mentors guide students in how to initiate and break down assignments into manageable chunks, assisting them in preparing for tests and exams, completing assignments, organizing their materials, and managing their time.

## Academic Foundations: Strategies to Enhance Learning

Evoke's Academic Foundations program introduces students (Grade 7–postsecondary) to key foundational concepts and skills necessary for academic performance. Informed by current cognitive science, the program focuses on both academic skills and noncognitive factors such as procrastination, the science of success, and the nature of ADHD. Students are introduced to information, resources, strategies, and tools that will help them navigate the academic curriculum, develop executive function skills and enhance their learning, organizational, and study skills. Students engage in conversations about the cognitive science principles of learning, time management, procrastination, study skills, misunderstandings about learning, motivation, and note-taking skills. This information is particularly helpful for those students with executive functioning challenges.



## 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. Postsecondary Planning is comprised of a minimum of three, 90-minute sessions held at intervals to give each student time to conduct research in between sessions.

## Transition to Postsecondary

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 to 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 how to make a successful transition to postsecondary studies. The program is provided in six, 90-minute sessions.

## ADHD and Academic Coaching

Coaches work collaboratively with students to help them achieve their academic goals through goal setting, encouragement, structure, and individualized meetings. Available for students in Grade 9 through postsecondary, Evoke coaches support clients to help them establish goals, define their learning objectives, find solutions, and follow their plans through to completion. Students are supported in experimenting and practicing with approaches and strategies to help them identify what works best for them. Depending upon individual student need, coaches may also provide education about executive function and ADHD. Coaching techniques are often effective for students who struggle academically; individuals diagnosed with learning disabilities, ADHD, and/or giftedness; and students with extraordinary goals. Coaching is student-driven, based on each student's definition of success. Coaches serve as facilitators of that success, helping students draw upon their own self-understanding and resourcefulness to create systems that will work for them.