Directory of Non-Board-Initiated Research and Evaluation Projects

in the

Ottawa-Carleton District School Board
133 Greenbank Road • Nepean • Ontario • K2H 6L3

and the

Ottawa Catholic School Board
570 Hunt Club Road West • Nepean • Ontario • K2G 3R4

for

2017-2018

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INTRODUCTION

Purpose of the Directory

The Directory provides information about non-board-initiated research and evaluation projects that were approved by the Ottawa-Carleton Research and Evaluation Advisory Committee during the 2017-2018 school year. The summaries of research are taken from the proposals submitted by researchers. Additional information about these projects may be obtained by contacting Dr. Tsala Mosimakoko at the Ottawa-Carleton District School Board or Dr. Lauren Figueredo at the Ottawa Catholic School Board.

Role of the Ottawa-Carleton Research and Evaluation Advisory Committee

The Ottawa-Carleton Research and Evaluation Advisory Committee is a joint committee of the Ottawa-Carleton District School Board and the Ottawa Catholic School Board which includes representatives from both boards. It was established in September 1994 to: eliminate the need for researchers to apply to each of the two school boards separately, standardize the approval process for research applicants, improve access to schools for researchers, and equalize the involvement of each board in research projects.

The primary functions of the Ottawa-Carleton Research and Evaluation Advisory Committee are to:

- support and encourage research and evaluation of programs that contributes to educational knowledge,
- review all requests for non-board-initiated research or evaluation to be conducted in the two school boards,
- determine the impact of each request on the school systems,
- measure the degree of involvement required by staff, students, and parents, and
- judge the relevance of each request to the educational objective and policies of the school board concerned.

Approval of a research/evaluation project by the Ottawa-Carleton Research and Evaluation Advisory Committee does not obligate any board, department, or school to participate in a study. The decision to participate in a project is always the prerogative of the school board and the participating school principal and/or teacher(s).

Research guidelines and application forms are available on the web sites of the two boards to help researchers in the preparation of their research/evaluation proposals. The Committee meets five times a year, approximately two weeks after each of the following deadlines:

August 31 • October 31 • January 9 • February 28 • April 27

Proposal Review Process

Prior to each meeting of the Committee, proposals are reviewed by Committee members. At the meeting, the Committee reaches one of five decisions on each proposal: approve, approve with minor revisions, revise and resubmit, not approved or redirect. Researchers/evaluators are notified of the decision by letter and any revisions required are specified.

Approval by the Committee is the first of a series of approvals that applicants must have in order to conduct research and evaluation of process in the schools. Researchers/evaluators must also seek approval from the school principal as well as from parents and students as required. Principals are made aware of approved projects through a memorandum and some are contacted by board staff to facilitate the placement of projects approved by the Committee.

Committee Members for 2017-2018

Ottawa-Carleton District School Board	Ottawa Catholic School Board
Botsalano Tsala Mosimakoko, Ph.D. Research Officer Research, Evaluation & Analytics Division telephone: 613-596-8211 ext. 8571 email: tsala.mosimakoko@ocdsb.ca	Lauren Figueredo, Ph.D. (Chair) Research Officer, Student Success Dept telephone: 613-224-4455 ext. 2341 email: lauren.figueredo@ocsb.ca
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Number of Projects Reviewed in 2017-2018

Table 1

Number of (and Decisions Reached on) Non-Board-Initiated Research Proposals during the 2017-2018 School Year

	Approved	Not Approved	Redirected	**Totals**
September, 2017	4	7	0	**11**
November, 2017	6	2	0	**8**
February, 2018	2	3	0	**5**
March, 2018	3	6	0	**9**
May, 2018	7	3	4	**14**
Total for 2017-2018	**22**	**21**	**4**	**47**

Note: Some projects that were not approved by the committee were reviewed at a subsequent meeting as a result of revisions being made by the researcher.

During the 2017-2018 school year, the Ottawa-Carleton Research and Evaluation Advisory Committee reviewed 47 research applications over the course of five meetings in 2017-2018, an increase from 42 the previous year. Ultimately, 22 research and evaluation projects were approved for implementation:

- 11(50%) were approved for conduct in schools from both boards;
- eight (41%) were approved for conduct in the OCDSB *only;* and,
- eight (9%) were approved for conduct in the OCSB *only*

Of the 22 research projects approved for implementation:

- eight (36%) were from organizations other than universities and they include: Canadian Friends of Somali, Canadian Student Tobacco Alcohol and Drug Survey, Children Hospital of Eastern Ontario, Eastern Ontario Staff Development Network, Holland Bloorview Kids Rehabilitation, Journalists for Human Rights, Propel Centre for Population Health Impact, R. A. Malatest, The Learning Partnership;
- seven (32%) were submitted by university students; and,
- seven (32%) were submitted by professors affiliated with universities.

In addition to the proposals reviewed by the Committee, individual Committee members addressed inquiries about research guidelines, the review process, and other specific questions regarding the researchers' respective proposal.

Proposals Approved by the Committee in 2017 - 2018

The following projects were approved during the 2017–2018 school year for implementation in the Ottawa Catholic School Board (OCSB) and the Ottawa-Carleton District School Board (OCDSB), including two extensions from the previous years.

Proposal #: 1 (17-18)
Research Title: **iPad point of care diagnostic audiometry in Ottawa elementary schools**
Researcher: Adam Rocker, University of Ottawa

The iHear interest group was formed to start a screening program for children in grades 1-2 and use a newly-developed and approved hearing test iPad App called “Shoebox Audiometry”. Trained medical students will use this technology to test the hearing of 500 grades 1- 3 children in 10 schools in the Ottawa school districts. The purpose of the project is to understand hearing loss in the grade 1- 3 children population and to detect hearing conditions earlier. Children who are flagged by the iPad App to have a hearing impairment will be offered a free formal testing by an audiologist and referred to appropriate services.

Children will wear calibrated headphones brought in by the iHear interest group and play the iPad hearing test game designed to test the child’s hearing. The iHear team will further look into the child’s ear using an otoscope to detect any abnormalities. Interviews with principals and teachers will be held, and parents/guardians’ survey will be conducted.

Proposal #: 2 (17-18)
Research Title: **Ramping up Neurocognition (RUN): a Randomized Controlled Pilot Trial Examining the Effects of Physical Activity**
Researcher: Dr. Gary Goldfield, Children’s Hospital of Eastern Ontario

Only 15% of children aged 3-5 years meet Canadian physical activity guidelines. This is alarming given that activity habits start young and persist into adulthood, and being physically active provides important health benefits. Although physical activity improves thinking abilities in older children and adults, little is known about how physical activity impacts young children’s cognitive development; such as their ability to sustain attention, control impulses, and learn and remember information.

Data will be collected through surveys of teachers and parents. The child’s height, weight, body mass index, and body composition will be measured at baseline, and 6 months post-intervention. The study requires 25 kindergarten students per school. This is a 6-month intervention that requires a 3 hour training workshop for Kindergarten teachers and bi-weekly booster sessions from a master trainer. The RUN resource

manual and training kit developed from the previous physical activity promotions will be used.

Proposal #: 4 (17-18)
Research Title: **Scrapbooks, Body Biographies, and Whirligigs**
Researcher: Dr. Cynthia Morawski, University of Ottawa

The purpose of this study is to collaborate on an action research project with three English teachers at a local school and focus on the responses regarding the implementation of several multimodal learning activities. Like students, teachers comprises of a diverse group of individuals representing different ways of how to teach and learn as a result of factors such as pedagogical approaches, prior life experiences, and familial relationships.

Four teachers (1 university and 3 secondary teachers) will implement several multimodal learning activities, such as using body biographies to study characterization and resolution scrapbooks to study plot lines as part of the Ontario English curriculum. They will be keeping reflective journals and participating in several recorded group conversations. The researcher will be present in the classrooms during the implementation of the three activities.

Proposal #: 8 (17-18)
Research Title: **An Investigation into how Language Learners can work together in order to increase Language Accuracy**
Researcher: Danielle Takoff, Ottawa Carleton District School Board

This study aims to evaluate the extent to which students engage in peer oral corrective feedback protocol following targeted instruction. There is lack of clarity in the field of oral error-correction, and the existence of an inaccurate language production amongst young leaners in a French Immersion context. Students in one class will be taught a peer error correction protocol and will be given the opportunity to engage with it.

Data will be collected through the administration of pre- and post- test to the experimental and control groups in order to establish a base measure of accuracy in noticing errors in the French language structure. Audio recordings of the participants during classroom interaction will be used to measure the frequency of peer oral corrective feedback. This study could help to provide a specific teaching technique to teachers in an environment that values the whole language approach. Students will have the opportunity to have their second language improvement measured in the target area throughout the school year.

Proposal #: 9 (17-18)
Research Title: **Learning about Psychology: Exploring the Costs and Benefits of Spending Time Alone in Adolescence**
Researcher: Dr. Robert Coplan, Carleton University

The purpose of this study is to provide an opportunity for experiential learning for grade 11 students and better understand adolescents' attitudes and beliefs about solitude and the implications of spending time alone.

All students in class will participate in a workshop whereby they will use a learning module designed to teach them about Psychology, university programs or post-secondary opportunities in the field of Psychology. In order to participate in data collection, consent will be required and students with consent to participate in the research component will be provided with a tablet in order to complete the survey.

Proposal #: 12 (17-18)
Research Title: **Toward Understanding the Real-world Effectiveness of AAC for Students in School Activity Settings.**
Researcher: Dr. Steve Ryan, Holland Bloorview Kids Rehabilitation Hospital

Children and youth who cannot speak, or whose speech is unintelligible require augmentative and alternative communication (AAC) interventions to improve their communicative performance and enhance their participation in everyday activities at home, school, and the community.

An estimated 12,000 Canadian children between the ages of 5 and 14 years have difficulty speaking or their speech is intelligible, and nearly 3 in 4 of these children's communication device needs have not been met. Studies show that neglecting communication needs can lead to marked delays in academic achievement and vocational outcomes, foster social isolation, and encourage marginalization in children with these disabilities. The study intends to measure the effectiveness or outcomes of AAC interventions used to improve communicative performance of children and youth who cannot speak or whose speech is unintelligible. The goal of this measurement study is to advance the development of the Functional Impact of Augmentative and Alternative Communication – Educator version (FIAAC-E) by reducing its length and estimating the reliability as a measure of the real-world effectiveness of AAC interventions in school activity settings.

Data will be collected from educators (i.e., classroom teachers, resource teachers, educational assistants, and other special education staff) with experience supporting students who use AAC at school. Those who participated in Phase I of this study are invited to participate in Phase II.

Measuring outcomes of AAC interventions will allow clinicians to assess whether their client communication needs are being met, predict continued use of the communication system, and provide evidence of AAC effectiveness in different environments.

Proposal #: 15 (17-18)
Research Title: **Impact Study of The Learning Partnership's Real Talk Program**
Researcher: Jinli Yang, The Learning Partnership

Real Talk (RT) is a secondary school program that is offered to publicly funded schools. The study intends to examine the impact and the effectiveness of the Real Talk program in supporting the implementation of aspects of the Ontario secondary school curricula, specifically Ontario's 21st century competencies. This resource tool will assist staff in reflecting on the value of early career exploration, career planning and competencies that help students to be informed and competent in their school to work transition and development of employment skills.

Data will be collected from grade 9 - 12 students, teacher surveys, as well as teacher interviews. Findings from the study will be used to inform program developers about its relevance to student's career exploration and preparation, and school-to-work transition.

Proposal #: 16 (17-18)
Research Title: **Math Cognition in Second Language Learners**
Researcher: Heather Douglas, Carleton University

The project examines the relationships between the languages at home, the language of instruction, and mathematical learning. The objective of the study is to identify how language influences math learning.

Data will be collected from English Language Learners learning math in English and an online parents' survey. The children will be tested twice over a one year period. Testing will be broken down into three sessions each lasting approximately 30 minutes in length. The children will be asked to assent each time the test is administered.

The findings of this project will help educators and policy makers understand the role of language in math learning and inform math pedagogy. They will also provide information about ways of supporting struggling math learners enrolled in second language math programs.

Proposal #: 17 (17-18)
Research Title: **Variations in Lineup Procedure: How do we Increase Children's Identification Accuracy?**
Researcher: Lauren Thompson, Carleton University

Research examining child witness identification accuracy has established that children produce comparable rates of correct identification to adults when presented with a target lineup. The purpose of this study is to increase children's correct rejection rates and maintain correct identification rates with combined lineup procedure known as the Elimination with Wildcard.

Data will be collected from elementary children age 4-6 years. All children participating in the study will begin by watching a pre-recorded video that teaches them about shapes and colours. Once the children have viewed the video, they will participate in a group activity where they will be given paper masks and different coloured pieces of paper pre-cut into shapes they have learned about in the video. During the mask making activity, children with parental consent to participate will be invited to work individually with one of the three trained researchers to complete the identification tasks. Children will have the opportunity to learn about curriculum relevant material through the use of instructional video shown at the beginning of the study. They will also learn more about shapes and colours and will have the opportunity to use the shapes and colours they learnt about in an engaging mask-making activity. The study is important because it provides insight into the development of children's facial recognition memory and how memory can be improved.

Proposal #: 18 (17-18)
Research Title: **The Impact of Foil Similarity and Lineup Procedure on Adolescent Eyewitness Identification Accuracy**
Researcher: Dr. Joanna Pozzulo, Carleton University

Adolescents are one of the age groups that are most likely to be victims of, or witnesses to a crime. There has been no research to date that has examined the role of lineup foil similarity with adolescent eyewitnesses. Foil similarity refers to the degree of match between foil (i.e., people who are known to be innocent of the crime) and a suspect (i.e., a person may or may not be guilty of the crime). The purpose of this study is to examine the role of foil similarity and lineup procedure on adolescent accuracy.

Data will be collected from grades 10 to 12 students through a series of tasks such as watching a crime video, a jury decision-making activity, and photographic lineups. A total of 480 students will be recruited from high schools in the Ottawa-Carleton District School Board and the Ottawa Catholic School Board.

The study will provide students with experiential learning through a real world application of research to practical problems and how mistaken identification is the leading cause of known wrongful convictions. Furthermore, the students will learn that

the type of lineup procedure shown to an eyewitness can influence their accuracy when making identification.

Proposal #: 19 (17-18)
Research Title: **Eastern Regional Partnership for Adult Education (ERPAE)**
Researcher: Frank Hummell, Eastern Ontario Staff Development Network

Phase I of this project included an environmental scan of adult education programming in Eastern Ontario for the purpose of informing the Ottawa Regional Partnership's strategic plan for Adult Education. Phase II focuses on developing capacity in adult education staff in the Eastern Ontario region as part of the strategic plan and evaluating capacity building efforts of the ERPAE.

Data will be collected using online surveys and interviews for adult education staff. A document analysis of supplementary adult education materials (e.g., study group reports, innovative practice proposals) that were developed during capacity building sessions will also be undertaken.

Proposal: # 20 (17-18)
Research Title: **Examining the Impact of Ottawa Forest School and Mud Lake Project Nature-based Learning on Student Achievement and Wellness in Primary-aged students**
Researchers: Dr. Elizabeth Glithero, University of Ottawa

The health benefits of getting kids outside the classroom to learn and play have received a lot of attention in scholarly research and policy reviews in recent years. Lowered stress and anxiety levels, increased energy, fitness, self-esteem, and overall wellbeing represent some of the major findings demonstrated in recent research studies. The Ottawa Forest School (OFS) initiative is a result of a community partnership established in 2013-2014 between the OCDSB and Ottawa-based NGO Forest School Canada. The OFS serves as a service provider site for nature-based learning opportunities for primary/junior-aged students within the district. The purpose of this study is to examine the impact of learning in two nature-based projects (i.e., Ottawa Forest School Initiative and Mud Lake Project).

Data will be collected from participants already taking part in the project (i.e., 13 teachers, one librarian, and one principal). The 13 teachers include 10 classroom teachers visiting the Ottawa Forest School, three full time OCDSB teachers facilitating the on-site learning experiences with the visiting OCDSB classes. Data instruments include: two questionnaires (pre & post), face-to-face interviews, optional focus groups, optional journaling by participants, and optional sharing of samples of students' learning artifacts. Through a collaborative inquiry, the purposeful sampled participants will critically reflect on their own practices as teachers who are engaged with proponents of primary/junior place-based, play-based and inquiry-based learning in the outdoors.

Proposal: # 21 (17 - 18)
Research Title: **Research for Improving School-based Support for Students with Autism**
Researcher: Cecilia de la Mora, R.A. Malatest & Associates

According to the National Epidemiological Database for the Study of Autism in Canada (NEDSAC), Autism Spectrum Disorder is one of the most common developmental disabilities in Canada. The new Ontario Autism Program guarantees that children of all ages with Autism diagnosis can receive treatment they need, when they need it. One component of the school-based supports is providing a dedicated on-site space for external applied behaviour analysts (ABAs) to conduct their therapy with students with ASD. Another component is to offer a voluntary online ABA training for educational assistants (EAs). The purpose of evaluating the program is to assess the effectiveness of co-location of services on students with ASD.

Data collection will include a series of key information interviews with staff who took the online ABA training, school staff, external ABA service providers, board hired BCAs, project coordinators, and parents of students with ASD. Each interview will last approximately 30 minutes. The study will inform policy and practice with respect to providing school-based supports for students with ASD.

Proposal: # 26 (17 - 18)
Research Title: **Determinants of Analytics Adoption in K-12**
Researcher: Patrick Yang, Athabasca University

Analytics is a process that involves the use of various techniques such as the statistical analysis and modeling, in order to explain or predict outcome. The purpose of this research study is to determine how educators use various tools to analyse information for decision making purposes. The findings from the study will provide school districts with insights into perceptions of staff members on the adoption of technology in school boards. Data will be collected through an online survey for principals and superintendents. Semi-structured phone interviews with districts senior staff will also be conducted.

Proposal: # 29 (17 - 18)
Research Title: **Building Capacity for French Immersion Science Teachers**
Researcher: Dr. Ginette Roberge, Laurentian University

Today’s students come from a variety of social, linguistic, and academic backgrounds. The particular needs of these students require teaching approaches that consider students individual differences. In the science classrooms, French Immersion teachers have the additional challenge of teaching scientific concepts while considering the

varying language competencies among their students. A common challenge in French Immersion classrooms in Ontario is that existing resources are generally destined for first language teachers (English) and do not consider the pedagogical implications of the second language teaching approaches. The purpose of the study is to provide an opportunity for French Immersion science teachers to participate in professional development sessions to build their capacity to teach science in what is essentially a second language for most of their students. The project uses research knowledge about best practices in French Language Learning and science teaching strategies to develop science teaching resources that will be made available to French Immersion teachers in junior intermediate in Ontario.

Data will be collected through pre- and post-workshop questionnaires. The University researchers and members from Science North will work in partnership to provide professional development and develop pedagogical resources for French Immersion science teachers. The study will merge a study of teacher beliefs about science instruction and student motivation for science learning.

Proposal: # 30 (17 - 18)
Research Title: **Indigenous Journalism Studies**
Researcher: Rebecca Lyon, Journalists for Human Rights

Journalists for Human Rights (JHR) study on post-secondary accessibility for Indigenous students seeks to have a better understanding of the pathways of opportunities or barriers facing Indigenous students interested in studying media at post-secondary level in Ontario. The purpose of the study is to create a supportive pathway for students to find success in post-secondary education. Students will be interviewed and the information gleaned from the interviews will be used as a base to design effective interventions.

Proposal: # 34 (17 - 18)
Research Title: **Children's Mathematical Experiences in a Multilingual Educational Setting**
Researcher: Fatima Assaf, University of Ottawa

Many school boards cross Canada continue to welcome students whose first language is not English into their education systems. The purpose of this research study is to better understand English language learners' mathematical experiences and meaning making in a multicultural educational setting. Research has shown that language plays a crucial role in teaching, learning, and doing mathematics. The crucial role of language is even more important to consider in multilingual classrooms found in many Canadian schools. In such classrooms, the teaching and learning of mathematics is carried out in languages other than the student's home language.

The study adopts a qualitative approach through conversations with students as they work through mathematical activities and observations. The results are envisioned to enhance the teaching and learning of mathematics, and to support English language learners mathematical experiences in a multilingual setting.

Proposal: # 35 (17 - 18)
Research Title: **Evaluation of RAJO: The Somali Youth and Family Empowerment Setting**
Researcher: Farah Aw-Osman, Canadian Friends of Somali

The RAJO program delivers Trauma System Therapy for Refugees (TST-R), an evidence based intervention aimed at increasing the resilience of Somali-Canadian youth, their families, and communities. The purpose of this project is to conduct evaluation of activities intended to reduce youth violence and offer groups a series of workshops jointly facilitated by an outreach counsellor and clinician at selected schools.

The main target group for RAJO is Somali-Canadian students, 12-18 years old who are facing social, emotional, academic, and behavioural challenges. The participants will learn about school-based Tier 2 groups thorough a variety of sources such as their peers, teachers, RAJO staff, and Somali community leaders. The study will use pre/post matched comparison design that uses the naturally staggered implementation of RAJO groups within two schools in Ottawa. Interviews will be conducted with school staff.

Proposal: # 42 (17 - 18)
Research Title: **The Fashion Hackathon: Engaging LGBTQ2S+ Youth to Design an Inclusive Fashion Industry**
Researcher: Dr. Ben Barry, Ryerson University

Schools are safe spaces that facilitate the ongoing growth and personal development of students. High school students are in a major period of growth in their life and they have to interpret and navigate pressures informed by popular cultures and fashion industries. The purpose of this project is to help students develop a critical perspective on media and fashion.

The participants for the project will be self-identified LGBTQ+ in grade 9 and 10. The Fashion Hackathon will take place over two days and it will include activities where students will participate in collage making, clothes making, and co-designing a fashion presentation.

Proposal: # 45 (17 - 18)
Research Title: **Canadian Student Tobacco Alcohol and Drugs Survey**
Researcher: Dr. Martin Cooke, Propel Centre for Population Health Impact

The Canadian Student Tobacco Alcohol and Drugs Survey (CSTADS) formerly known as the Youth Smoking Survey is a Health Canada sponsored survey of a representative sample of grades 7 to 12 students in over 450 schools across Canada. The aim of the project is to: 1) establish provincial and national tobacco, alcohol and drug use rates of children and youth in participating grades; 2) establish estimates for factors (including bullying, school connectedness and exposure to second-hand smoke) that are related to tobacco, alcohol and drug use; and 3) provide school-specific feedback to help schools inform or establish priorities to support student success and health.

Data will be collected through student surveys that will be administered between October 2018 and May 2019. The survey data will be used to measure change in youth tobacco, alcohol and drug use in Ontario and across Canada. CSTADS data will be analyzed at the school, provincial and national levels. The study will provide benchmark data on national and provincial prevalence rates of tobacco, alcohol and drug use, smoking cessation, perception of peer substance use, exposure to tobacco smoke, and other environmental influence. The findings will be used to inform national and provincial policies and programs on tobacco, alcohol, and drug use.

Proposal: # 46 (17 - 18)
Research Title: **Cultural Holism in Aboriginal Language Education: A Decolonizing Approach to Literary in the Classroom**
Researcher: Rebecca Good, University of Ottawa

Aboriginal cultures provide a holistic way of looking at the world, which can contribute to all areas of society. The purpose of this project is to learn more about the collaboration between First Nations communities and public school boards. The study will attempt to determine how teachers and administrators can integrate First Nations literature into the classroom to enhance experiential learning, holism, and to create a culture of decolonization.

Data will be collected through audio-recorded interviews of teachers and/or administrators. The study is meant to expand upon the Ministry of Education curriculum documents, resources, and policies regarding educating Aboriginal students and including their culture and literature in the classroom.

Proposal #: 47 (17-18)
Research Title: **Collaborative Educator Professional Learning in Mathematics: Exploring Structures that Support Success**
Researcher: Dr. Don Klinger, Queen's University

Collaborative inquiry has been identified as a powerful approach to professional learning. This research study is aimed at developing a deeper understanding of the structures that support the success of collaborative educator learning initiatives in mathematics, where success is identified as the impact of the networked professional learning initiative on instructional practice, student learning, achievement, and positive change in the culture of teaching and learning mathematics. In order to achieve this goal, the study will explore: (a) the structures that support success of networked collaborative educator learning based on educators' roles, backgrounds, and previous experiences with collaborative professional learning? (b) how collaborative inquiry processes and data literacy support the success of collaborative networked educator professional learning initiatives, and (c) how the relationships between educators and external learning partners support success of networked educator professional learning initiatives.

This research is a multi-phase explanatory mixed-methods design, and it was implemented over three school years (2013-2014, 2014-2015, and 2015-2016). All three phases of the project have been completed. The extension phase of the project will include participants from the Eastern Ontario Staff Development Network (EOSDN) Mathematics Project (i.e., project facilitators, consultants, coordinators, school board coaches, school board administrators, and teacher inquiry teams).

Data will be collected through online surveys which take approximately 15 minutes to complete. Focus group interviews will be conducted with consultants, coordinators, coaches, and teacher inquiry teams from each district school board. Teacher focus groups and school administrator interviews will be conducted at the year-end of EOSDN regional consolidation session for inquiry teams. The multi-phase nature of this study will provide information about changes in structures that support educators' collaborative professional learning network. The use of a mixed method approach will provide a deep understanding of the structures that support success in collaborative educator learning initiatives.

Table 2

Summary List of Proposals Approved by the Ottawa-Carleton Research and Evaluation Advisory Committee in 2017-2018 and the School Board(s) involved in the Research or Evaluation of programs.

Proposal Number	Principal Researcher(s)	Affiliation(s)	Title of Research Proposal	School Boards Involved	
				OCDSB	OCSB
1	Adam Rocker	University of Ottawa	iPad Point of Care Diagnostic Audiometry in Ottawa Elementary Schools	√	√
2	Dr. Gary Goldfield	Children's Hospital of Eastern Ontario	Ramping up Neurocognition (RUN): A Randomized Controlled Pilot Trial Examining the Effects of Physical Activity	√	√
4	Dr. Cynthia Morawski	University of Ottawa	Scrapbooks, Body Biographies, and Whirligigs	√	
8	Danielle Takoff	University of Ottawa	An Investigation into how Language Learners can Work Together in Order to Increase Language Accuracy	√	
9	Dr. Robert Copland	Carleton University	Learning about Psychology: Exploring the Costs and Benefits of Spending Time Alone in Adolescence	√	√
12	Dr. Steve Ryan	Holland Bloorview Kids Rehabilitation	Toward Understanding the Real-world Effectiveness of AAC for Students in School Activity Settings	√	√
15	Jinli Yang	The Learning Partnership	Impact Study of The Learning Partnership's Real Talk Program	√	√
16	Heather Douglas	Carleton University	Math Cognition in Second Language Learners	√	√
17	Lauren Thompson	Carleton University	Variations in Lineup Procedure: How do we Increase Children's Identification Accuracy		√
18	Dr. Joanna Pozzulo	Carleton University	The Impact of Foil Similarity and Lineup Procedure on Adolescent Eyewitness Identification Accuracy	√	√
19	Frank Hummell	Eastern Ontario Staff Development Network	Eastern Regional Partnership for Adult Education (ERPAE) Capacity Building Evaluation 2017-2018	√	√
20	Dr. Elizabeth Glithero	University of Ottawa	Examining the Impact of Ottawa Forest School and Mud Lake Project Nature-based Learning on Students Achievement and Wellness in Primary-aged Students	√	

Proposal Number	Principal Researcher(s)	Affiliation(s)	Title of Research Proposal	School Boards Involved	
				OCDSB	OCSB
21	Cecilia de la Mora	R.A. Malatest	Research for Improving School-based Support for Students with Autism	√	
26	Patrick Yang	Athabasca University	Determinants of Analytics Adoption in K-12		√
29	Dr. Ginette Roberge	Laurentian University	Building Capacity for French Immersion Science Teachers	√	√
30	Rebecca Lyon	Journalists for Human Rights	Indigenous Journalism Studies	√	
34	Fatima Assaf	University of Ottawa	Children's Mathematical Experiences in a Multicultural Educational Setting	√	
35	Farah Aw-Osman	Canadian Friends of Somali	Evaluation of RAJO: The Somali Youth and Family Empowerment Project	√	
42	Dr. Ben Barry	Ryerson University	The Fashion Hackathon: Engaging LGBTQ2S+ Youth to Design an Inclusive Fashion Industry	√	
45	Dr, Martin Cooke	Canadian Student Tobacco Alcohol and Drugs Survey	Propel Centre for Population Health Impact	√	√
46	Rebecca Good	University of Ottawa	Cultural Holism in Aboriginal Language Education: A Decolonizing Approach to Literacy in the Classroom	√	
47	Dr. Don Klinger	Queen's University	Collaborative Educator Professional Learning in Mathematics: Exploring Structures that Support Success	√	√

RESEARCH REPORTS RECEIVED

Researchers/evaluators are required to submit a final report when their projects are completed, or an annual progress report for multi-year projects. These reports are often difficult to obtain from researchers, due in part to the length of time required to complete projects.

Three final research reports were received during the 2016-2017 school year; summaries are provided below. The full reports are available from the Research, Evaluation and Analytics Division of the Ottawa-Carleton District School Board and the Student Success Department of the Ottawa Catholic School Board.

Proposal #:	12 (17-18)
Report Title:	**Toward Understanding the Real-World Effectiveness of Augmentative and Alternate Communication for Students in School Activity Settings**
Researcher:	Stephen E. Ryan, Tracy A. Shepherd, Anne Marie Renzoni, Annah Oh, Liisa Smith, Dianne Parr & Gail Ozols, Holland Bloorview, Kids Rehabilitation Hospital

Purpose:
An estimated 10,000 students between the ages of 5 and 14 years who have difficulty speaking or unintelligible speech have unmet needs for Augmentative and Alternative Communication (AAC) devices. Neglecting communication needs can lead to marked delays in academic outcomes, foster social isolation, and encourage marginalization of students with these disabilities. It is important that students who could benefit from AAC devices have access to them in order to participate fully in school activity settings. Despite the availability of advanced communication technologies and highly specialized AAC services, researchers report that nearly one in five communication device users stop using their devices prematurely. Given the potential benefits of AAC devices, communication teams need to understand how AAC interventions affect students and what factors may influence acceptance and rejection. The purpose of the study is to shorten and assess the measurement properties of the Functional Impact of Augmentative and Alternative Communication – Educator (FIACC-E) version.

Educators are key to the successful integration of the AAC device into their student's life because they are primary communication partners at school, responsible for identifying vocabulary needs, encouraging participation at school, and supporting language and literacy development. AAC devices require significant support from educators and peers, so their benefits must be tangible and support learning expectations in the student's individual education plan. Understanding the effectiveness of AAC devices may help professionals to identify and address unmet technology needs for students with complex communication needs.

Methodology:
The research study design was a two- part, online survey of classroom teachers who had experience supporting students who need AAC. Part 1 consisted of four elements: a demographics page for the respondent; a background profile page for a past/present student with complex communication needs and a rating of the student's everyday functioning for face-to-face communication; the FIAAC-E; and, a final page had an invitation to participate in Part 2 of the study. Those who participated in Part 2 completed the FIAAC-E again more than two weeks later to support a subsequent reliability analysis.

Sixty-two eligible educators completed the first part of the survey and 20 returned to complete the FIAAC-E a second time. One educator who participated in both parts of the survey completed less than 80% of the ratings during the first administration so these data were excluded from the analysis. The final sample size was n=61 educators for the Part 1, and n=19 educators for Part 2 of the survey. Nearly half of the respondents (n=30) were teachers, 21 were special educators, and 10 were educational assistants.

Some of the limitations of this study include the following:

- the research team used a mix of strategies to reach educators who met the participant eligibility criteria;
- the response rate was not determinable as the number of eligible educators who learned about the survey but chose not to participate was unknown. Although a larger sample size would have improved the precision of the reliability estimates, the values obtained provided emerging evidence that the FIAAC-E has acceptable levels of reliability and validity for early clinical, educational, and research applications;
- future research should re-estimate the test-retest reliability for both the same and different modes of administration (by mail, interview) to confirm the levels found in the present study;
- new studies should be designed to explore the construct validity of the FIAAC-E in the absence of a criterion (gold standard) measure. These studies could be structured to examine its convergence with standardized measures of other aspects of communicative functioning and environmental supportiveness; and
- studies designed to test its responsiveness to detect important change in communication following an AAC intervention would provide further evidence of the utility of the FIAAC-E as an outcome measure.

Results:
The FIAAC-E was shortened from 104 to 77 items following a statistical analysis and team review. Estimates for internal consistency and test and re-test reliability were acceptable. Large correlations between FIACA-E dimensions and a rating of the student's everyday functional communication provided additional support for validity.

Conclusions:
The present study was an important step toward developing a new educator-report measure with the potential to detect the multidimensional impact of AAC systems on the functional performance of students with complex communication needs. Understanding the effectiveness of AAC interventions for students using the FIAAC-E and other measures will help communication teams and educators to identify and address unmet communication needs. Reducing the incidence of unmet needs may lead to improvements in academic outcomes, promote active engagement and participation, and improve school life for students who may benefit from AAC interventions.

Proposal #:	1 (16-17)
Report Title:	**The 2017 Drug Use Among Ontario Students: Highlights from 2017 OSDUHS**
Researcher:	Boak, A. Hamilton, H.A., Adiaf, E.M., Mann, R.E. Centre for Addiction and Mental Health

Purpose:
The Centre for Addiction and Mental Health's Ontario Students Drug Use and Health Survey (OSDUHS) is the longest ongoing school survey of adolescents in Canada, and one of the longest in the world. The purpose of the OSDUHS is to provide a snapshot of Ontario students' mental and physical well-being and to assess whether change has occurred over time. The OSDUHS is being conducted every two years since 1977, and 2017 marks the study's 40th anniversary. OSDUHS is a repeated, cross-sectional, anonymous survey of students in grades 7–12 in Ontario's publicly funded schools. A total of 11,435 students (61% of eligible students in participating classes); 764 classes in grades 7 through 12 were drawn from 52 school boards, and 214 schools participated in the 2015 OSDUHS.

Methodology:
The report describes past year use of alcohol, tobacco, illicit drugs, nonmedical use of prescription drugs, and other substances of concern, as well as changes since 1977 where available. Also examined are harms related to drug use, perceptions and attitudes, and exposure to drugs.

Although the OSDUHS began in 1977, most physical health and mental health indicators were introduced in the survey in the early 1990s. In the report, trend results are provided for two groups of students: those in grades 7 through 12, and those in grades 7, 9, and 11 only. The first group is used to assess 2017 estimates and relatively recent trends (1999-2017), whereas the second is used to assess long-term trends (1977-2017). All data are based on self-reports derived from anonymous questionnaires administered in classrooms between November 2016 and June 2017, during regular school hours. A new question introduced in the 2017 cycle is about illicit fentanyl use, synthetic cannabis use, substances usually smoked in water-pipes, caffeine consumption, and opinions about cannabis legalization and purchasing beer in grocery stores.

Some of the limitations of this study and data interpretation include the following:

- data are based on self-reports, which cannot be readily verified, nor are they based on clinical assessment;
- self-reports of drug use, other illegal behaviours, and sensitive issues likely underestimate the true rate by some magnitude;
- the bias caused by non-respondents can affect estimates, researchers do not know whether, or by how much, non-respondents (i.e., absent students, suspended students, and those who were not allowed or refused to participate) differ from respondents;
- the findings cannot be generalized to adolescents who are not attending school (e.g., dropouts, street youth, those in the military or in institutionalized health or correctional settings);
- data reflect a snapshot in time and because researchers do not re-survey the same students overtime, they cannot identify causes of individual change or temporal ordering of risk factors; and
- the findings in such a large study are numerous and complex.

Despite these limitations, population surveillance studies help to identify the extent of various health behaviours that have current and future implications for adolescent well-being. Population health surveys help to identify which population groups are at the greatest risk for poor health outcomes, identify areas requiring more research, and help to identify potential future trends that have implications for future services and programming needs.

Findings:

The findings are consistent with many expectations of the adolescent stage of development. Ontario students have shown a restraint in drug use and there is a significant decrease in drug use between 1999 and 2017. There has been a decrease of 23.5% to 13.7% in nonmedical use of prescription drugs between 2007 and 2017 among students in grades 9-12.

The results also show a significant decrease in past year drug use for three drugs: ecstasy (5.4% to 3.4%), saliva divinorum (1.8% to 0.8%), and jimson weed (1.6% to 0.6%). However, use of over-the-counter cough or cold medication increased from 6.4% to 9.2%. New questions about emerging drugs such as fentanyl were added to the 2017 study and the results show that about 1% of high school students in Ontario (an estimate of 5,800) report using fentanyl in the past year.

The findings showed some encouraging improvements about past year use of alcohol, tobacco cigarettes and alternative smoking devices, cannabis and other illicit drugs, and the nonmedical use of prescription drugs. In particular, drinking reached a historical low in 2013 and has remained stable since then. Currently, less than half of the student population in grades 7-12 drinks alcohol and almost half (44%) of students used no drug in the past year. Similarly, there has been a decline in students smoking tobacco

cigarettes. Prevalence of cigarette smoking began to decline dramatically during the 2000s, reaching a historical low in 2011.

Drug Use among Ontario Students:
Below are some of the highlights of the current use of alcohol, tobacco, illicit drugs, non-medical use:

- alcohol drinking has declined from 66.0% to 42.5%, followed by tobacco cigarettes (28.4% to 7.0%), and cannabis (28.0% to 19.0%).
- males (43%) and females (42%) are equally likely to drink alcohol. Past year drinking varies by grade, increasing from 11% - 12% of 7th and 8th graders to 68% of 12th graders;
- males and females are equally likely to drink hazardously/harmfully (14% for both); The likelihood of drinking hazardously/harmfully significantly increases with grade level, reaching 23% among 12th graders. For example, one-in-six secondary students in Ontario (16%) could not remember what happened when they were drinking on at least at one occasion in the past year, and 8% were injured or knew of someone else who was injured in the past year due to their drinking;
- about 34.1% of students report using caffeinated energy drinks;
- about 17% of students in Ontario report binge drinking. However, binge drinking is significantly lower compared with elevated levels evident during the two peak periods seen in the late 1970s and the late 1990s, and the percentage of secondary students reporting hazardous or harmful drinking significantly declined between 2015 and 2017; and
- driving after drinking alcohol and cannabis use among licensed students were also lower in 2017 compared with estimates from decades ago.

Estimates for lifetime use show that alcohol and cannabis are the most common drugs used by students in grades 7-12. Over three-quarters (43%) of students have tried alcohol and about 19% of students in grades 7-12 (an estimate of 172,200 students) in Ontario reported using cannabis in the past year. There is an overlap between alcohol and drug use problems in youth, and there is the likelihood that their drinking increases their risks of current and future physical and social problems.

Overall, the report provides insights about prevalence of important health outcomes and behaviours in young Canadians. Most importantly, consequences and problems related to alcohol and other drug use were reported. The percentage of students reporting riding in a vehicle driven by someone who has been drinking has significantly decreased during the past decade or so. Students today are initiating substance use at older ages than in the past, as the average age at first alcoholic drink, first tobacco cigarette, and first cannabis use has significantly increased over the years.

Tobacco Cigarette Smoking:
The report states that tobacco and alcohol remain topics of concern because these are the two main legal drugs responsible for greater harm to the physical and social well-being of youth, compared to illicit drugs. Tobacco cigarette smoking is the leading preventable cause of disease. Although student smoking has substantially declined over time, there is still an estimate of 63,800 (7%) students in Ontario that smoke cigarettes. Cigarette smoking began to decline dramatically during the 2000s and reached its lowest point in 2011. However, about 11.7% reported using electronic cigarettes (with or without nicotine), which is a higher prevalence than regular tobacco cigarettes. Students were asked about the use of water-pipes and the study found that the use of water-pipes is lower than in 2013 when monitored for the first time. However, still 6% (an estimate of 46,600) of Ontario students use a water-pipe and about 14.3% of students have tried a water-pipe (hookah).

The overarching goal of this study is to inform and shape programs and policies that allow youth to experience optimal well-being.

Proposal #: 32 (16-17)
Report Title: **Prospective Memory and Executive Function: The Effect of Inhibitory Control and Working Memory Load**
Researcher: Audrey Brown, Carleton University

The study examined the impact of a dual-task load on four- and five-year-olds' event-based prospective memory (PM), as well as the relation between PM and two executive function skills: working memory (WM) and inhibitory control (IC). Children completed an ongoing task (OT), which required them to point to the picture of an animal in each image array (one image was an animal, one was not). Embedded in this ongoing task was the PM task, which required children to ring a bell when they saw a picture of a cat. To manipulate the effect of dual-task load, children were assigned to one of three conditions: Control (OT and PM); WM-load (OT, PM, simultaneously with WM task); or IC-load (OT, PM, simultaneously with IC task). The final sample included 70 children. Overall, five-year-olds outperformed four-year-olds on the PM task. Surprisingly, there was no effect of condition on children's PM performance. Furthermore, WM and IC did not predict PM performance after controlling for age and language ability. The results revealed little support for the hypothesis, prompting further research in this field. By gaining a better understanding of the conditions under which children successfully complete prospective memory tasks and the cognitive skills that underlie children's prospective memory, interventions may be used in order to facilitate children's prospective memory development and improve their successful execution of these actions.