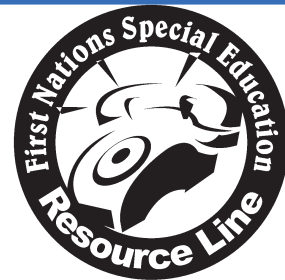


First Nations Special Education CONNECTIONS



Newsletter of the First Nations Special Education Toll-free Resource Line

Vol. 7, No. 1 Sept 2006

Do you work with First Nations students in British Columbia?

Do you have special education questions?

If so, you are invited to contact the First Nations Special Education Toll-free Resource Line! The Resource Line is a free service for BC educators, education administrators and parents.

The Resource Line is here to help you brainstorm approaches, guide you toward helpful resources, help you to understand assessment documents, and share the latest information on special education.

When you call, you will reach the Resource Line Coordinator, Lisa Ellis. Lisa is available to answer your questions from Monday to Thursday, 12:30 to 4:30 pm during the school year.

Contact the Resource Line:
Toll-free 1-877-547-1919
lisae@fnesc.ca

Connections is the newsletter of the Resource Line. Back issues of *Connections* are available from www.fnsc.ca/resource-line.htm

The Resource Line is provided by the First Nations Education Steering Committee and the First Nations Schools Association, and it is made possible by financial assistance from the Department of Indian Affairs.

Welcome back to an exciting year! I hope that you had a fantastic summer of playing and resting and perhaps even learning some new skills to try out this year. There are certainly many opportunities to learn in the coming months; check out the Special Professional Development issue of Connections posted online at www.fnsc.ca/resource-line.htm. Enjoy September!

Lisa Ellis

First Nations Schools: Arrange a Visit from FNEC's Special Education Team

Members of the First Nations School Association can request the services of the Special Education Team. Madeline Price or Lisa Ellis can come to your schools to assist with:

- Facilitation of the IEP Process (A collaborative team process);
- Classroom observation & feedback;
- Assessments;
- Sharing Successful Practices – Literacy/Numeracy; and,
- A range of staff and parent workshops.

Requests are handled on a first come, first served basis and are subject to the availability of staff. Requests are currently being taken for December 2006 and onwards, and every attempt is made to accommodate all requests. The Special Education Services Request Form is available on the FNSA website at: www.fnsc.ca/specialed.htm

Contact the FNEC Special Education Team:

Kelly Kitchen, Special Education Manager kellyk@fnesc.ca
Toll free: 1-877-422-3672 or P: 604-925-6087, F: 604-925-6097

Lisa Ellis, Coordinator, First Nations Special Education Resource Line
lisae@fnesc.ca
P/F: 1-877-547-1919

Madeline Price, Special Education Consultant madelinep@fnesc.ca
P: 1-877-422-3672 F: 604-885-9193

Barb O'Neill, Special Education Secretary s_sec@fnesc.ca
Toll-free: 1-877-422-3672 or P: 604-925-6087, F: 604-925-6097

Online Resources & Links

Born to Explore! The Other Side of ADD/ADHD
<http://borntoexplore.org/>



The National Association of School Psychologists states, "ADD/ADHD has come to act like a set of blinders...The many other potential sources of inattention are often times bypassed and not even considered."

Born to Explore examines the many possible sources of ADD-like behaviors, such as allergies, anxiety & depression, learning disabilities, abuse or trauma, discipline problems, giftedness, nutritional deficiencies, or sleep deficit. This site examines alternative views of ADD/ADHD, and provides background information, links and a discussion board.

Education World's Classroom Management page
www.education-world.com/a_curr/archives/classmanagement.shtml

More than any other students, children and youth with special needs require excellent classroom management to experience real success in school. Now is the time to set up effective routines and procedures. This site offers scores of articles and tip sheets, including the following:

- The School Discipline Code
- Dealing with Bullies
- The Unmotivated Student
- The Student with Low Self-Esteem
- Playground Problems
- Teaching Rules and Routines
- The School-Phobic Student
- The Disorganized Student
- The Student with Special Needs
- Anger Management
- The Overly Dependent Student
- Dealing With Student Aggression
- In-School Suspension



Articles Online

Fetal Alcohol Syndrome: A Parent's Guide to Caring for a Child Diagnosed with FAS

by Wake Forest University Health Sciences
http://otispregnancy.org/pdf/FAS_booklet.pdf

This free guide for parents of children with Fetal Alcohol Spectrum Disorder includes clear information to help families deal with the challenges of raising children with this disorder. Here are a few of the tips for teaching new skills to a child with FASD:

- Use more than one form of communication: — i.e. words, pictures, signs
- Break a skill into smaller steps
- Teach a skill visually, verbally and physically using concrete examples
- Teach a skill using a topic that interests the child
- Teach a skill in the environment in which the skill is to be used
- Give positive feedback
- Limit stimuli and distractions in the learning environment
- Re-teach skills
- Use frequent reminders
- Allow for longer periods of time to learn and complete a task

Why Is This Cake on Fire? Inviting Students Into the IEP Process

By: Van Dycke, Jamie L; Martin, James E; Lovett, David L

This article was published in the January 2006 issue of Teaching Exceptional Children, and can be downloaded at:
www.ndss.org/content.cfm?fuseaction=NwsEvt.Article&article=1607

Imagine being a small child and hearing your parents talk about your birthday party. And then your birthday comes and goes, but no one ever invites you to your party. Year after year, the same thing happens. Eventually, you decide that birthday parties are not important at all. Finally, you are a teenager, and you are told that you are now old enough

to help with everything that a birthday party involves. But you respond by saying, "Why would I want to become involved now? You have been doing it for me for all these years. Just keep on doing it without me."

Imagine this scenario again, only this time, insert individualized education program (IEP) meetings in place of birthday parties. It is up to professionals and parents to invite students into the IEP planning process and to support them while they learn how to be actively involved in their IEP meetings.

Questions we can ask:

- Do we encourage students to become involved in their IEP meetings?
- Does this involvement begin at an early age?
- Do we allow students to help decide whom to invite to their IEP meetings?
- Do we give students opportunities to be responsible for the goals in their IEPs?
- Do students know that the IEP meetings are for them and that the intent of the IEP process is to design a plan that will help them be successful in school and in life?

"Check Out" the Lending Library...

The FNEESC/FNSA Special Education Lending Library has many valuable resources for your work with First Nations students with special needs. The lending library is available to FNSA member schools only. Browse through the library's special education materials online at www.fnesc.org:88. To request materials contact Patti Yamamoto at the FNEESC office at P: 1-877-422-3672, F: 604-925-6097 or email: pattiy@fnesc.ca.

DEC Recommended Practices Video:

Selected Strategies for Teaching Young Children with Special Needs, Sopris West

This 30-minute video demonstrates selected child-focused practices from the Department of Early Childhood, including designing the environment, encouragement using positive reinforcement, the systematic use of prompts, and peer-mediated interventions to teach students to encourage and support desired behaviours in each other. The First Nations Education Steering Committee has developed a Discussion Guide to facilitate presenting this video and this guide will be provided with the video when you order this resource.

Defusing Anger and Aggression:

Safe Strategies for Secondary School Educators, Iris Media

Staff have the ability to defuse or escalate problem behaviour. Author Geoff Colvin gives six believable vignettes of potentially serious problem behaviours, and then gives realistic and effective strategies for safely defusing the situations. This 30-minute video comes with a reproducible program manual giving summary information, discussion questions and additional resources.

Situations depicted are:

- Managing Off-Task Behaviour
- Responding to Provocative Behaviour
- Responding to Disrespectful Behaviour
- Reducing Agitation
- Establishing Limits
- Responding to Crisis Behaviour



Special Education Program Deadlines for First Nations Schools:

- | | |
|---------------------------------------|------------------|
| • Coordinated Assessment Applications | October 6, 2006 |
| • High Cost Funding Applications | October 27, 2006 |
| • SEP Work Plan | October 27, 2006 |
| • SEP Final Report | June 22, 2007 |

SEP documents are online at www.fnsa.ca/specialed.htm

If you need further information, contact Barb at (604) 925-6087 or 1-877-422-3672.

No Internet Access?

In Connections, many of the resources we publicize require Internet access. If you need a print copy of an article or other website item, contact the Resource Line.

Dates *for your* Calendar

Don't miss local special education related workshops and conferences! The 2006-2007 Special Professional Development issue of Connections is available online at: www.fnsc.ca/resource-line.htm.

September 7-8 - Maple Ridge. 1st Fraser Regional Conference on Fetal Alcohol Spectrum Disorder. 'From the Sharing Circle: A Community's Response to FASD'. Promising Practices in Prevention, Diagnosis and Intervention. Sponsored by the Katzie First Nation, Ridge Meadows Child Development Centre and The Asante Centre for Fetal Alcohol Syndrome, this conference will provide participants with current research and best practices information in order to build capacity within communities to support families and others caring for children, youth and adults with FASD. For more information contact: The Asante Centre for Fetal Alcohol Syndrome Tel: 604-467-7101, Email: info@asantecentre.org. To register online: www.asantecentre.org/upcoming_workshops

September 8 – Vancouver. Why is Early Identification of Children with Autism Spectrum Disorder Important? Dr. Wendy Stone, an internationally respected autism specialist, will speak on the importance of community professionals recognizing possible indicators of ASD in young children and rapidly referring them for a multi-disciplinary diagnosis. Dr. Stone will also speak to the mounting evidence that early diagnosis provides greater opportunities for children to benefit fully from intensive autism-specific intervention. www.actbc.ca/workshops_and_training/workshops/bytitle.htm

September 11-15 - Qualicum Bay. Mostly Salish Consulting Presents: Introduction to Art and Expressive Arts Therapies. This week is an introduction to the art therapy process designed for people who are currently working in helping roles and are looking for additional tools. For more information: 250-757-9848, www.mostlysalish.com.

September 15 – Castlegar. Unraveling the Mystery of Sensory Processing Difficulties - What does it mean for my child with ASD? What is sensory processing and why is it important? What does sensory dysfunction look like? How does it feel? What can be done to help your child? Mary-Ann Fulks is an occupational therapist with almost 20 years experience in pediatric practice. www.actbc.ca/workshops_and_training/workshops/bytitle.htm

September 22-23 – Vancouver. How to use the ABLLS as an Assessment and IEP Development Tool with Suzanne Jacobsen, ABA Learning Centre - at the Segal School of Business, SFU. The Assessment of Language and Learning Skills (The ABLLS) is an assessment tool, curriculum guide, and skills-tracking system used to guide the instruction of language and critical learner skills for children with autism or other developmental disabilities. This workshop uses the Verbal Behaviour (VB) approach to Applied Behaviour Analysis (ABA). Prior attendance at workshops focused on the VB approach and/or experience in ABA techniques is essential to obtain maximum benefit. Registration form available at www.actbc.ca/act_wkshop_pdfs/ABLLS_Sep06.pdf.

September 23 – Mackenzie. Encouraging Parent - Child Interaction - Techniques for Parents & Professionals. Research into effective autism treatment has demonstrated that children who learn how to enjoy interacting with their parents and peers do better in the long-term than those whose programs are dependent on rote learning. Dr. Gerard Kysela's approach focuses on teaching parents and primary care givers the skills they need to engage the child with autism in play. Illustrated with video examples. www.actbc.ca/workshops_and_training/workshops/bytitle.htm.

September 25 – Online (University of Victoria). Advising and Counselling the Adult. Principles and practices associated with counselling adults. Experiential learning and practical application of counselling theories are emphasized. For further information: Hayley Hewson (250) 721-8944; E-mail: cace@uvcs.uvic.ca, www.continuingstudies.uvic.ca/cace/

September 27 – Six-Weeks Online (University of Victoria). Assessment for Learning. Find out how to collect and evaluate relevant evidence in learning. Gain confidence in designing and using tools such as journalling, portfolios, conferencing. For further information: Hayley Hewson (250) 721-8944; E-mail: cace@uvcs.uvic.ca, www.continuingstudies.uvic.ca/cace/

September 27–28 – Vancouver. Aboriginal Supported Child Development Symposium. For further information, contact: Tel: 250-338-4288 ext 237
Toll-free 1-866-338-4881.

September 29 – Richmond. Canadian Hard of Hearing Association-BC Conference with special sessions for young adults (16+) Presenters include Dr. Jonathan Dawrant, counsellor Larry Green, actress Gael Hannon, audiologist Grace Shyng and many more. www.chha-bc.org, or 1-866-888-2442

September 30 – Kelowna. Case Management for Autism - A Survival Guide for Parents, a Practice Guideline for Professionals. Dr. Jill Calder, Clinical Director of Rehabilitation Services, Thompson Cariboo, provides important insights on how parents can develop their skills as knowledgeable team leaders for their child's intervention program - a case management approach. With a decade of experience parenting her own son with autism, Dr. Calder builds on her expertise as a respected rehabilitative medicine specialist and combines this with her practical grasp of autism treatment. Her focus is on how parents can learn to manage their child's treatment. www.actbc.ca/workshops_and_training/workshops/bytitle.htm.

September 30 – Kamloops. The Art of Advocacy - A Parent's Guide to Developing Pro-active Skills. Many parents are confused and frustrated by the complexities of systems they must navigate to find help for their child. With over a decade of experience as an advocate for parents with children with special needs, Clair Schuman, Executive Director of Autism Community Training, offers parents an overview of how to develop the skills they need to navigate successfully. www.actbc.ca/workshops_and_training/workshops/bytitle.htm.

October 5-6 - Lynwood, WA. 2006 Northwest Regional FASD Conference (Washington, Alaska, Oregon, British Columbia). Sponsored by the National Organization on Fetal Alcohol Syndrome Washington State. For more information contact: (260) 940-2832 or view www.nofaswa.org/