

# First Nations Special Education CONNECTIONS



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

Vol. 7, No. 10 June 2007

## 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 Resource Line! The Resource Line is a free service for BC educators and parents.

The Resource Line is a free resource 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, Monday to Thursday, 12:30 to 4:30 during the school year.

**Contact the Resource Line:**  
**Toll-free 1-877-547-1919**  
**[lisae@fnesc.ca](mailto:lisae@fnesc.ca)**

*Connections* is the newsletter of the Resource Line. Back issues of *Connections* are available from [www.fnsa.ca/resource-line.htm](http://www.fnsa.ca/resource-line.htm).

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

*Wow, that year sure flew past! I wish you a fabulous and recharging summer break, and I look forward to working with you again in the fall.*

*Lisa Ellis*

## Online Resources & Links

**Access Center**  
[www.k8accesscenter.org](http://www.k8accesscenter.org)



The Access Centre is a huge and valuable resource for anyone working with students with special needs. The Access Centre strives to improve educational outcomes for elementary and middle school students with disabilities. The site offers a cache of helpful resources, including interactive, on-line professional development, webinars, discussion rooms, and expert chats. There is a large database of resources and materials to support access to the general education curriculum, including guides and handbooks, information briefs, PowerPoint presentations, strategies and links.

A few of the topics are:

- Computer Assisted Instruction
- Differentiated Instruction
- Direct Instruction
- Graphic Organizers
- Language Arts
- Math
- Middle School
- Peer Tutoring
- Instructional Strategies
- Learning Strategies
- Universal Design
- And so much more...

*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.*

## Paralink

[http://ici2.umn.edu/mlink/general/core\\_areas.html](http://ici2.umn.edu/mlink/general/core_areas.html)

Looking for professional development opportunities for the non-teaching professionals in your school? Paralink provides free online tutorials for paraprofessionals (teaching assistants, special student assistants, etc.). Each comprehensive tutorial is made up of an introduction, lesson, lesson reinforcement, activities, printable worksheet materials, a glossary, and a summary.

Available tutorial units include:

- Characteristics of Students
- Assessment, Diagnosis, and Evaluation
- Instructional Content and Practice
- Supporting the Teaching and Learning Environment
- Managing Student Behaviour and Social Interaction Skills
- Communication and Collaborative Partnerships
- Professionalism and Ethical Practices
- Academic Instructional Skills in Math, Reading, and Writing



## Articles Online

### Reading Strategies and Activities: A Resource Book for Students at Risk for Reading Difficulties, Including Dyslexia

By the University of Texas Center for Reading & Language Arts

[www.texasreading.org/downloads/primary/booklets/ReadingStrategiesDyslexia.pdf](http://www.texasreading.org/downloads/primary/booklets/ReadingStrategiesDyslexia.pdf)

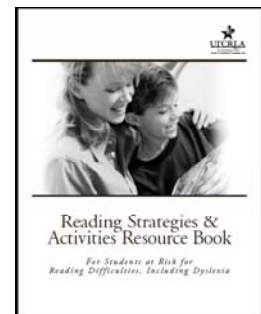
This 410-page book is definitely worth downloading for anyone working with students who are learning to read. The authors present sets of instructional strategies for beginning reading and the book is specifically and carefully designed for classroom teachers to use with students who are at risk for reading difficulties, including dyslexia. The resource contains sequential in-depth systematic instructional activities related to the big ideas of beginning reading instruction identified by scientific research: phonological and phonemic awareness; alphabetic understanding; fluency; vocabulary; and comprehension. For each big idea, strategy sets target the critical skills that facilitate the teaching and learning of broad strategies. In addition to “what” to teach or the big ideas of beginning reading, this book uses validated principles of instructional design to illustrate how to effectively teach students with dyslexia how to read.

The strategy sets are designed to provide:

- Explicit, direct instruction that is systematic, sequential, and cumulative.
- Individualized instruction that meets the specific learning needs of each student.
- Intensive, highly concentrated instruction that maximizes student engagement.
- Multisensory instruction that incorporates use of multiple sensory pathways.

### Teaching Students with Learning and Behavioural Differences A Resource Guide for Teachers

[www.bced.gov.bc.ca/specialed/landbdif/toc.htm](http://www.bced.gov.bc.ca/specialed/landbdif/toc.htm)



This manual is designed to support teachers as they strive to help students with learning and behavioural difficulties succeed in the classroom. The resource details some common concerns expressed by teachers and suggest teaching strategies to address each concern.

- Teaching for Student Differences
- In-class Intervention
- Maintaining Effective Communication
- Elementary Strategies
- Secondary Strategies
- Behavioural Strategies
- And Appendices, including: Key Vocabulary; Sight Words; “b” and “d” Reversals; Problem-Centered Story Plan; Spelling Rules Worth Teaching; Editing Checklist; Editing Rating Scale; Error Monitoring; “COPS” Proof Reading Strategy; SQR3 - Strategy for Study; Two Column Notes; Self-Monitoring; Incentive Programs; Time Management; Contracts; Transition Planning.

## Planning Guidelines for Mental Health Services for People with Developmental Disability

[www.health.gov.bc.ca/mhd/pdf/planning\\_guideline.pdf](http://www.health.gov.bc.ca/mhd/pdf/planning_guideline.pdf)

These BC Ministry of Health guidelines are intended to support the planning and development of mental health and addiction services for children, youth, and adults with developmental disabilities and co-occurring mental health disorders in BC. When compared to the general population, individuals with developmental disability have a higher rate of mental health disorders: 39 percent in children and 30 percent in adult. Despite this, many are typically under-diagnosed, misdiagnosed, and underserved. This document describes a client-centred system of care that supports positive long-term mental health outcomes for these individuals.

## “Check Out” the Lending Library...

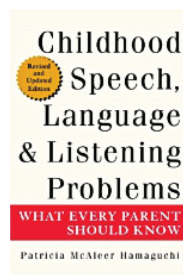
*The FNEsc/FNSA Special Education Lending Library has many valuable resources for your work with First Nations students with special needs. Please note that the lending library is available to FNSA member schools only. Browse through the library's special education materials online by visiting the website <http://www.fnesc.org:88>. To request materials contact Patti Yamamoto at the FNEsc office at P: 1-877-422-3672, F: 604-925-6097 or email: [pattiy@fnesc.ca](mailto:pattiy@fnesc.ca).*

### Childhood Speech, Language & Listening Problems - What Every Parent Should Know

By Patricia Hamaguchi

Do you have one of these children in your school?

- “Him Not Talkin’ Right” Child
- “Whatchamacallit, um, Thing Over There” Child
- “I Don’t Know How to Explain It” Child
- “What? Did You Say Something?” Child
- “I Forgot What You Said” Child
- “I Don’t Understand What I’m Suppose to Do” Child



In *Childhood Speech, Language & Listening Problems: What Every Parent Should Know*, Speech-Language Pathologist Patricia Hamaguchi attempts to explain these children, and how to help them. As well as speaking to parents about the speech, language and listening problems they may encounter, this “essential guide” provides information for teachers working with these children. Discussion topics include recognizing problems, seeking appropriate help, and understanding treatment options, as well as information on specifics relating to autism/PDD, central auditory processing disorders, and dyspraxia.

### Interventions: Collaborative Planning for Students at Risk

By Sprick, R., Sprick, M., & Garrison, M.

Are teachers in your school struggling with students who are disrespectful, dangerous, failing, disruptive or unmotivated? Do you want to help? Then this is the kit for you! *Interventions* is a procedural manual for administrators, counsellors, classroom teachers, and special education teachers. The core of the program is a large binder containing a procedural manual and sixteen booklets. Booklet topics include:

- Managing Physically Dangerous Behaviour
- Managing Severely Disruptive Behaviour
- Academic Assistance
- Self-Control Training
- Goal Setting and Contracting
- Teaching Desired Behaviours
- Self-Monitoring
- Managing Stress
- Classroom Management Strategies
- Increasing Positive Interactions



*Interventions* explains how to analyze a behavior or motivation problem, select interventions, work with classroom teachers, and follow up and monitor progress. This kit will give you the tools to assist staff in planning and implementing validated strategies to increase motivation and improve behavior for troubled students.

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## 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.fnsa.ca/resource-line.htm](http://www.fnsa.ca/resource-line.htm).*

**June 14-16 – Prince George. 2007 BCACL Conference and AGM, “Aiming High and Leading the Way.”** Whether you are a self-advocate, family member, volunteer, manager or front-line staff, executive director or community partner, we hope the diversity of the sessions will appeal to your interests. For the first time in 2007, we are excited to present a full stream of sessions focused on employment and people with developmental disabilities. Our co-hosts at AiMHi -the Prince George Association for Community Living - will make you feel right at home in Prince George's beautiful Civic Centre, a modern and beautiful space in the heart of the city. [www.bcacl.org](http://www.bcacl.org)

**June 21 – Victoria. FASD Community Circle AGM, 12:00 – 2:00pm,** with guest speaker Dr. Kimberly Kerns, a Pediatric Clinical Neuropsychologist at UVic. Her research interests include development of cognitive processing abilities such as attention, executive function and memory, and children with FASD, ADHD and acquired brain injury. Lunch provided. Please RSVP to 381-2535.

**June 26 – Kamloops. Kids Have Stress Too! Preschool Program.** This workshop is designed for early childhood educators and other child care providers who work with children from 2.5 – 5 years of age. Professionals will enhance their skills and knowledge of the signs and symptoms of stress shown by children and learn how to teach them age appropriate stress reduction strategies. [aanand@okfamilies.org](mailto:aanand@okfamilies.org)

**July 21 – Vancouver. The Child with Autism in the Family; Family Stressors and Siblings Needs** with Sandra Harris Ph.D., Executive Director of the Douglass Developmental Disabilities Center. Families who have children with ASD often face high levels of stress – the impact is felt by all members of the family including siblings. Dr. Harris is an internationally respected scholar in the field of autism treatment. She will offer strategies to strengthen family life that can be used by parents as well as discuss supportive services that professionals might provide. The afternoon session will focus on the special situation of siblings of children with ASD and the benefits of sibling support groups, including the practicalities of establishing groups. [www.actbc.ca/workshops\\_and\\_training/workshops/2007/FamilyStressors\\_SHarris\\_2007.htm](http://www.actbc.ca/workshops_and_training/workshops/2007/FamilyStressors_SHarris_2007.htm)

**July 27 – Vancouver. Developing Effective Language-based, ABA Classrooms within Public School Systems** with James Partington, Ph.D., BCBA, Director of STARS School and Behavior Analysts Inc. Research has clearly established the effectiveness of intensive behavioural intervention with children with ASD. Most of these services have been provided to children with 1 to 1 training sessions at home. However, it is possible and desirable to incorporate these services within a public school classroom environment. Dr. Partington, developer of the Assessment of Basic Language and Learning Skills (The ABLLS-R) and co-author with Dr. Mark Sunberg of Teaching Language to Children with Autism and Other Developmental Disabilities. [www.actbc.ca/workshops\\_and\\_training/workshops/2007/ABA\\_Classrooms\\_Partington\\_2007.htm](http://www.actbc.ca/workshops_and_training/workshops/2007/ABA_Classrooms_Partington_2007.htm)

**August 16-17 – Vancouver. SMILE: Structured Methods in Language Education.** This hands-on two-day workshop provides a detailed overview of Structured Methods in Language Education (SMILE), a practical multi-sensory communication development program that engages children as they progress through the basic attending, phonemic awareness and sound-letter knowledge to the use of language in a descriptive and conversational manner. This method can be successfully used with any student who has a severe language-learning disability including those classified as aphasic and those with autism and Down Syndrome. [www.actbc.ca/workshops\\_and\\_training/workshops/2007/SMILE\\_EWSchein\\_2007.htm](http://www.actbc.ca/workshops_and_training/workshops/2007/SMILE_EWSchein_2007.htm)

**August 20-24 Vancouver. Educating School-Age Children with Autism - The Para Pro Approach** with Marianne MacKenzie, B.Ed., Consultant with the Provincial Outreach Program for Autism and Related Disorders (POPPARD). This 30-hour POPARD course is a practical introduction to working with school-age children with ASD. Marianne MacKenzie has presented it several times before for ACT and continues to receive an outstanding response from participants. This course is a requirement for teaching assistants in many school districts. Parents and Professionals appreciate the comprehensive, accessible and humorous approach of Marianne MacKenzie who has a true depth of experience in working to support students with autism. [www.actbc.ca/workshops\\_and\\_training/workshops/2007/ParaPro\\_MMackenzie\\_2007.htm](http://www.actbc.ca/workshops_and_training/workshops/2007/ParaPro_MMackenzie_2007.htm)

**August 22-24 - Victoria. All Kinds of Minds,** in collaboration with St. Michaels University School, a “Schools Attuned” workshop. For more information, please visit [www.smus.ca/campus/extension/schools\\_attuned.html](http://www.smus.ca/campus/extension/schools_attuned.html), send an e-mail to [edextension@smus.bc.ca](mailto:edextension@smus.bc.ca), or call (250) 370-6117.

**August 23-24 - Surrey. The Literacy Continuum: The changing faces of literacy.** The Literacy Networks' annual 2-day conference featuring Dr. Richard Allington, Leyton Schnellert and Pam Quigg plus workshops by respected local educators. On-line registration begins end of April. VISA and MasterCard accepted. For information contact Bonnie Mackwood at [mackwood\\_b@sd36.bc.ca](mailto:mackwood_b@sd36.bc.ca) or call 604-590-2255.

**August 23-24 – Kelowna. Advanced Social Thinking.** Michelle Garcia Winner, speech language pathologist and specialist for persons with social cognitive deficits is internationally recognized as an innovative therapist, energetic and enthusiastic workshop presenter and author based in San Jose, Ca. where she runs her private practice, The Center for Social Thinking. This two day workshop has been designed for parents and professionals who wish to better understand the thinking of verbal persons on the autism spectrum, as well as people with non-verbal learning disabilities and others who may have no diagnosis but fit the clinical picture. [www.actbc.ca/workshops\\_and\\_training/workshops/2007/AdvancedSocialThinking\\_2007.htm](http://www.actbc.ca/workshops_and_training/workshops/2007/AdvancedSocialThinking_2007.htm)

**August 30-31 – Victoria. How to use the ABLLS - R as an Assessment & IEP Development Tool.** Presented by Suzanne Jacobsen, Ed.D., BCBA. The Assessment of Basic Language and Learning Skills – Revised (The ABLLS-R) 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. Those who have a basic understanding of the Verbal Behaviour approach to Applied Behaviour Analysis will find this workshop particularly helpful. Seating is restricted – register early to avoid disappointment. [www.actbc.ca/workshops\\_and\\_training/workshops/2007/ABLLS-R\\_SJacobsen.htm](http://www.actbc.ca/workshops_and_training/workshops/2007/ABLLS-R_SJacobsen.htm)