

# First Nations Special Education CONNECTIONS



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

Vol. 7, No. 3 Nov. 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 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.

*The new and improved First Nations Special Needs Electronic Mailing List is up and running. This is a fantastic way to keep up to date on professional development opportunities and to network with other educators who are teaching First Nations students with special needs. To join the listserv, or to receive Connections by email instead of fax, contact me at [lisae@fnesc.ca](mailto:lisae@fnesc.ca).*

Lisa Ellis

## Online Resources & Links

**Eaglecrest Books**  
[www.eaglecrestbooks.com](http://www.eaglecrestbooks.com)



Have you checked out Eaglecrest Books lately? Eaglecrest Books is continuously adding titles to their collection and they now have 50 books available. Eaglecrest Books are a set of Grade One levelled books that portray First Nations children. Stories reflect experiences of First Nations children involved in cultural activities and in everyday life at home and school. Eaglecrest Books are levelled according to specific factors including: number of words per book, number of lines per page, size of print, relationship between print and picture, introduction of high-frequency words, number of repetitions of phrases and new words, and sentence structure.

**Circle of Inclusion**  
<http://circleofinclusion.org>

The Circle of Inclusion Web Site is for early childhood service providers and families of young children. This web site offers demonstrations of and information about the effective practices of inclusive educational programs for children from birth through age eight.



There are helpful articles on topics such as accommodations, accessibility, awareness, interactive lessons, methods and practices. Be sure to check out the downloadable forms; there are many good ideas and timesavers here!

**Hoagies' Gifted Education Page**  
[www.hoagiesgifted.org](http://www.hoagiesgifted.org)

Hoagies' Gifted Education Page is a comprehensive resource for education of gifted children for teachers and other educators, parents and even for the gifted kids themselves. It's full of great information on identification, testing, and gifted education, as well as research and articles.



## Articles Online

### **Students with Fetal Alcohol Syndrome: New Developments and Intervention Suggestions**

By Darcy Miller

<http://www.newhorizons.org/spneeds/inclusion/collaboration/miller.htm>

Recent advances in the diagnosis of Fetal Alcohol Spectrum Disorder and interventions hold implications for educational, behavioural, and vocational programming for students with FASD. For example, in the past it was generally assumed that any student with FASD would also have mental retardation. We are now seeing that these students in fact demonstrate a range of intellectual abilities. Students with FASD may exhibit typical levels of intelligence but experience learning disabilities or behavior disorders. We now know that students with FASD can score within normal limits on standardized speech and language tests, and yet still experience challenges and difficulties in the use of language, in understanding language, and in social communication areas. Some students may even appear to others as very verbal, especially talkative, and quite interactive, while at the same time be challenged by using language to negotiate peer interactions, interpret social interaction situations, or understand others' perspectives.

Another development in our knowledge about students with FASD is the difficulty they may have in understanding abstract concepts, such as the concept of "cause and effect" or the concept of "consequences," which can impact their ability to learn from mistakes and behave appropriately. Learning from one's mistakes is a key component of overall learning in both the academic and behavioural/social arenas. With deficits in these areas, students are likely to experience numerous problems in reading, math and other academic subjects, face challenges in learning social skills, and encounter barriers to developing self-management strategies.

Five key suggestions, developed from clinical work and the recent research on FASD, can help teachers design effective programs for these students:

1. Begin with comprehensive assessment data
2. Use a team approach to planning and intervention
3. Provide effective instruction and behaviour supports
4. Monitor and adjust interventions
5. Include families and communities in program development

### **Classroom Management for Kids Who Won't Sit Still and Other "Bad Apples"**

By Susan M. Cahill

<http://escholarship.bc.edu/cgi/viewcontent.cgi?article=1254&context=education/tecplus>

This article presents a case description of collaboration between an occupational therapist and a general education teacher to develop an effective classroom management system. The classroom management system described here was based on the Alert Program for Self-Regulation: How Does Your Engine Run? The Alert Program for Self-Regulation can be used to teach children how to identify, monitor, maintain, and change their own level of alertness so that they can effectively participate in the task at hand. The program uses the metaphor of an engine to cue children whether their internal motors are running high, low, or just right. Educators can develop strategies to help each student keep his or her engine level running at just right. Through a three stage process, the students are then taught to determine how their engines are running and how to use predetermined strategies independently in order to successfully participate in the classroom and school environment. A major benefit of using the Alert Program for Self-Regulation versus a typical classroom management system is that the students aren't labeled as "good" or "bad." Instead of feeling judged, students are empowered to be in control of their engines, and therefore, their behaviour.

#### *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.*

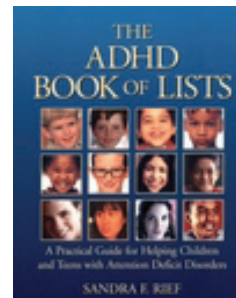
## “Check Out” the Lending Library...

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).

### **The ADHD Book of Lists: A Practical Guide for Helping Children and Teens with Attention Deficit Disorders**

By Sandra F. Reif

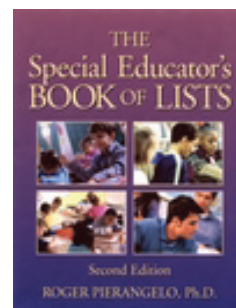
The ADHD Book of Lists is a comprehensive, reliable source of answers, practical strategies, and tools written in a convenient list format. Created for teachers (K-12), parents, counselors, and other school personnel, this important resource contains the most current information about Attention Deficit/Hyperactivity Disorder (ADHD). It is filled with the strategies, supports, and interventions that have been found to be the most effective in minimizing the problems and optimizing the success of children and teens with ADHD. The book contains a wealth of information to guide in the management of ADHD in school and at home. In addition, The ADHD Book of Lists has a convenient 8 1/2 x 11 lay-flat format filled with reproducible checklists, forms, tools, and resources.



### **The Special Educator's Book of Lists, 2nd Edition**

By Roger Pierangelo, Ph.D.

This unique time-saving resource for the special education teacher provides 192 reproducible lists brimming with useful facts that cover essential assessment, diagnosis, remediation, and procedural information. This book contains useful lists to help you make important decisions about your students and to assist you in every phase of the special education process. Sections are included on the Foundations of the Special Education Process, Specific Exceptionalities, Special Education Assessment, IEP Information, Classroom Instruction Techniques for Children with Disabilities, Transition Services and Parent Education.



## 2006 Special Education Regional Sessions

Community-based meetings, known as Special Education Regional Sessions, are being offered to give communities an opportunity to meet directly with First Nations Education Steering Committee special education staff to discuss local special education priorities. Register for the regional session nearest you by downloading a form at <http://www.fnsc.ca/> or calling toll-free 1-877-422-3672 to request a faxed form.

Prince George	October 26th
Williams Lake	November 8th
Kamloops	November 9th
Victoria	November 21st
Kispiox	November 23rd
Vancouver	November 29th
Prince Rupert	December 4th
Campbell River	December 11th

The following topics will be discussed at the regional sessions:

- Measuring progress in students with special needs
- IEPs as a tool for documenting student growth
- Developing a BC plan to address INAC compliance
- Regional specialist services discussion – establishing regional direction
- Topics identified by regional participants

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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).

**November 2-3 – Richmond.** Making Connections “Systems for Success” is the 9th annual conference focusing on a systemic, positive, school-wide approach to creating a safe and caring school culture. The conference will feature evidence-based approaches and practices that schools and districts have been using to develop and implement plans for enhancing student achievement and social responsibility. Sponsored by BC CASE (Council of Administrators of Special Education). Keynote Speaker, Justin Trudeau. Presenters include: George Sugai (pre-conference Nov 1), Lucille Eber, Don Kincaid, David Smith, Rob Horner, Joe Lucyshun, Janice Coomer, Craig Gillis, Jody Langlois. For more information, contact Kathy Champion at [kchampion@richmond.sd38.bc.ca](mailto:kchampion@richmond.sd38.bc.ca) or see the Institute for Safe Schools [www.iss-bc.ca](http://www.iss-bc.ca).

**November 4 – Kamloops.** Taking the Fear out of ABA - Lovaas, Verbal Behaviour and More. Committed to cutting through the dogma associated with ABA, Dr. Suzanne Jacobsen will use extensive video to illustrate how the field of Applied Behaviour Analysis has developed far beyond the stereo-type of distressed children being forced to endure long hours of boring and repetitive discrete trials. Participants will leave with an understanding of how ABA can make a significant contribution to autism treatment when individualized to meet the child's needs. [www.actbc.ca/workshops\\_and\\_training/workshops/bytitle.htm](http://www.actbc.ca/workshops_and_training/workshops/bytitle.htm).

**November 10 – Vancouver.** Organizing Strategies to Prepare for Homework and the Real World. The majority of students with social cognitive deficits have immense difficulty developing organizational skills to manage the increasingly complex expectations of life in upper elementary, middle, high school and into their adult years. In this workshop we will explore two different types of organizational skills: static and dynamic. The bulk of strategies presented will be focused on literate school-aged children and young adults, but the information is also helpful for those living and working with younger children. Teachers, SLPs, clinical and educational psychologists, administrators, OTs, PTs, TA and family members are all welcome. [www.actbc.ca/workshops\\_and\\_training/workshops/bytitle.htm](http://www.actbc.ca/workshops_and_training/workshops/bytitle.htm)

**November 16-18 – Richmond.** Western Canadian Conference on Addictions & Mental Health. Register by fax 604-270-4684 or email [occhealth@infoserve.net](mailto:occhealth@infoserve.net).

**November 16-19 – Richmond.** BC Aboriginal Child Care Society Annual Conference. The conference itself will be held on the 17th and 18th offering a wide variety of workshops and presentations. Two full-day training sessions will be offered on the 16th: Moe the Mouse Speech and Language Program; and Reaching In, Reaching Out Resiliency Training. Visit [www.acc-society.bc.ca](http://www.acc-society.bc.ca)

**November 17-18 – Terrace.** Positive Behaviour Support at Home with Families of Children with ASD & Related Disabilities. Dr. Joseph M. Lucyshyn has an international reputation for a collaborative, family-centred approach to Positive Behaviour Support (PBS) plans for children with autism and other developmental disabilities. This workshop will introduce a PBS approach to supporting families of children with autism so they can enjoy family life. [www.actbc.ca/workshops\\_and\\_training/workshops/bytitle.htm](http://www.actbc.ca/workshops_and_training/workshops/bytitle.htm).

**November 18 – Victoria.** 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](http://www.actbc.ca/workshops_and_training/workshops/bytitle.htm).

**November 18 – Abbotsford.** 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](http://www.actbc.ca/workshops_and_training/workshops/bytitle.htm)

**November 18 – Vancouver.** 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](http://www.actbc.ca/workshops_and_training/workshops/bytitle.htm).

**November 18-19 – Coquitlam.** “Acceleration... Is More Than Grade Skipping” presented by the Lower Mainland Gifted Contacts. Presenter Dr. Miraca Gross (University of New South Wales), is a leading authority on models for acceleration. She will present a compelling look at how acceleration can be done and how to know who would benefit from acceleration. Registration for both days: \$175, For Friday only: \$125, For Saturday only \$75. For more information, see [www.lowermainlandgifted.ca](http://www.lowermainlandgifted.ca).

**November 30 – Vancouver.** Child and Adolescent Mental Illness Education Forum. This free forum presented by Mood Disorders Association (MDA) will cover topics including nutrition, ADHD, medications and treatments. With speakers Dr. Jane Garland, Dr. Karen Davison, Dr. Derryck Smith and Dr. Adil Virani. 7pm at Norman Rothstein Theatre, 41 Ave. & Oak, Vancouver. Contact MDA at 604-873-0103 or [mdabc@telus.net](mailto:mdabc@telus.net) for more details.

**December 2 – Chemanius.** Taking the Fear out of ABA - Lovaas, Verbal Behaviour and More. Committed to cutting through the dogma associated with ABA, Dr. Suzanne Jacobsen will use extensive video to illustrate how the field of Applied Behaviour Analysis has developed far beyond the stereo-type of distressed children being forced to endure long hours of boring and repetitive discrete trials. Participants will leave with an understanding of how ABA can make a significant contribution to autism treatment when individualized to meet the child's needs. [www.actbc.ca/workshops\\_and\\_training/workshops/bytitle.htm](http://www.actbc.ca/workshops_and_training/workshops/bytitle.htm)