

First Nations Special Education CONNECTIONS



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

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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

Connections is the newsletter of the Resource Line. Back issues of *Connections* are available from 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.

February is an excellent time to look at stretching yourself professionally. Consider taking advantage of the workshops and conferences listed in this newsletter. Join the First Nations Special Education Electronic Mailing List to network with other special educators. Contact me at the Resource Line to discuss strategies, track down resources, brainstorm ideas and request information.

Lisa Ellis

Articles Online

Common Signs of Dyslexia

By International Dyslexia Association (2000)

Complete article available at: www.readingrockets.org/articles/227

Dyslexia is a language-based disability that affects both oral and written language. With help, children with dyslexia can become successful readers. Find out the warning signs for dyslexia that preschool and elementary school children might display.

Common Signs: Kindergarten through Fourth Grade

The following difficulties may be associated with dyslexia if they are unexpected for the individual's age, educational level, or cognitive abilities.

- Has difficulty decoding single words (reading single words in isolation)
- May be slow to learn the connection between letters and sounds
- May confuse small words – *at/to, said/and, does/goes*
- Makes consistent reading and spelling errors including:
 - Letter reversals – *d for b* as in, *dog for bog*
 - Word reversals – *tip for pit*
 - Inversions – *m* and *w, u* and *n*
 - Transpositions – *felt* and *left*
 - Substitutions – *house* and *home*
- May transpose number sequences and confuse arithmetic signs (+ - x / =)
- May have trouble remembering facts
- May be slow to learn new skills; relies heavily on memorizing without understanding
- May be impulsive and prone to accidents
- May have difficulty planning
- Often uses an awkward pencil grip (fist, thumb hooked over fingers, etc.)
- May have trouble learning to tell time
- May have poor fine motor coordination

To verify that an individual is dyslexic, he/she should be tested by a qualified examiner.

Learning from Picture Book Characters in Readaloud Sessions for Students with ADHD

By Debby M. Zambo

Complete article available at: <http://escholarship.bc.edu/cgi/viewcontent.cgi?article=1164&context=education/tecplus>

This article provides a strategy to help elementary students with ADHD understand themselves and their behaviours through picture book characters in readaloud sessions. The author provides a rationale for using picture books; provides strategies to make readaloud sessions more conducive for students with ADHD; and supplies titles of books that can be used.

Setting the Environment and Using Picture Books:

Before Reading

1. Select a picture book with a character experiencing the same issues and concerns as your students. Choose stories and illustrations to encourage lively discussions and problem solving.

During Reading

1. Provide cues to gain attention (“All eyes on me”).
2. Position students with ADHD near the reader and allow them to stand or sit where they can see the words and pictures. Allow them to draw and provide opportunities for movement with breaks in the story (e.g., show me what the character did, use your face to show me how she looked).
3. Activate prior knowledge (e.g., “Look at this book’s cover. What do you think it might be about? Have you ever felt this way? Has this ever happened to you?”).
4. Make clear, explicit connections between issues and concerns the character is facing and issues and concerns the students have.
5. Praise students profusely with specific feedback for listening and appropriate behaviour. Boost self-esteem when possible.

After Reading

1. Engage students in conversations about behaviours and feelings. Help them see connections between the character and themselves. Continue this throughout the day and week.
2. Encourage students to rehearse and practice skills and behaviours they learn. Supply plenty of specific, constructive feedback as they practice. Help them have mastery experiences.
3. Students with ADHD often miss things the first time around so reread books and repeat information.

Online Resources & Links

BC Ministry of Children & Family Development FASD Site



www.mcf.gov.bc.ca/fasd/index.htm

The Ministry of Children & Family Development has updated its site on Fetal Alcohol Spectrum Disorder. This site contains information on community-based initiatives taking place throughout BC. With up-to-date local information on prevention, assessment and diagnosis, family support, resources for schools, research and evaluation, consultation services, and publications as well as links and resources, this site is a “must explore” for anyone working with students with special needs.

www.speakingofspeech.com

Speaking of Speech is an interactive forum for speech language pathologists and teachers to improve communication skills in schools by:

- exchanging ideas, techniques, and lessons that work,
- finding out about materials before buying,
- seeking and giving advice on therapy and caseload management issues,
- exploring a myriad of helpful resource links.

SLPs, regular and special education teachers and parents are invited to take ideas from this site as well as share their own insights and perspectives. Check out the sections: This Works for Me; Highly Recommended; Help Line; Materials Exchange; Lesson Plans/Data Forms; IEP Goal Bank; Tech Tips and the Spotlight Archives.



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.

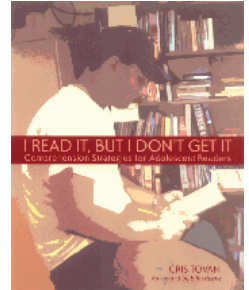
"Check Out" the Lending Library...

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.

I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers

I Read It, but I Don't Get It is written with humour and an understanding of the realities of teaching older struggling readers. Cris Tovani presents a step-by-step, practical, theory-based approach to reading instruction that can be adapted for use in any subject area. The book features:

- real teens and real situation anecdotes you will recognize;
- a thoughtful explanation of current theories of comprehension instruction and how they might be adapted for use with adolescents;
- 'What Works' sections offer simple ideas you can immediately employ in your classroom. The suggestions can be used in a variety of content areas and grade levels (6-12);
- teaching tips and ideas that benefit struggling readers as well as proficient and advanced readers;
- appendixes with reproducible materials that you can use in your classroom.



Read the first chapter online: www.stenhouse.com/productcart/pc/viewPrd.asp?idcategory=0&idproduct=89
Download the full, **free professional development workshop facilitator's guide** for this book: <http://www.stenhouse.com/rst.asp>

One-Minute Academic Functional Assessment and Interventions: "Can't" Do It . . . or "Won't" Do It?

By Joseph Witt & Ray Beck



Here's a great resource to help you quickly determine what conditions influence a student's performance in school. **One-Minute Academic Functional Assessment and Interventions** offers a precise and easy technique allowing you to quickly identify the factors affecting individual student performance. By systematically assessing whether a student "can't" or "won't" do the work, you can determine your course of action and choose the appropriate intervention. Dozens of strategies are included to meet the many challenging situations you might encounter. Includes reproducibles, worksheets, and checklists.

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.

February 2-3 Vancouver. Speech-Language Pathology, Vancouver General Hospital: **New Innovations in Treatment of Adult Neurological Disorders, and Three A's in Pediatrics: Autism, Auditory Processing Disorders, and Apraxia.** Conference open to S-LPs, OTs, PTs, physicians, nurses, teachers, and any other interested professionals. Contact Heather, 604-875-4111, local 62964 or heather.longstaffe@vch.ca for details.

February 3 - Campbell River. **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.

February 8 - Victoria. **What is FASD and NAS?** Parent/caregiver workshop presented by FASD Community Circle. 1-4, 208-Tillicum Rd. Register with Janet Christie at (250) 381-2535.

February 10 – Nanaimo. *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

February 10 – Vancouver. *When Parents of Children with Special Needs Become Employers.* Presented by ACT-Autism Community Training. Call 1-866-939-5188 to register or for more information.

February 15 – Victoria. *Learn About Addictions from an Experiential Perspective.* Parent/caregiver workshop presented by FASD Community Circle. 1-4, 208-Tillicum Rd. Register with Janet Christie at (250) 381-2535.

February 15-17 - San Francisco. *Learning and the Brain: An International Conference for Educators and Clinicians,* San Francisco Marriott Airport Hotel. Using brain research to enhance cognition and emotions for learning. Registration and information: <http://www.edupr.com>

February 16 - Nanaimo. Coast Bastion Hotel. Learning Assistance Teachers' Association Regional Conference. ***Teaching to Diversity: Universal Design for Learning,*** with Dr. Beth Sparks, Brigitte Sebulsky, and Wally Asher. Learn how UDL translates into more effective teaching and learning practices in elementary classrooms and learning centres. Contact Alan Peterson, lataconference@hotmail.com, or fax 250-554-9358.

February 16 – Vancouver and through videoconference in **Victoria, Nanaimo, Comox, Kelowna, Nelson, Cranbrook & Prince George.** SET-BC and Sunny Hill Health Centre for Children offer ***Supporting Participation in Regular Classrooms for Students who use AAC*** presented by Dr. Pat Mirenda. This session will provide an overview of four components needed for successful educational inclusion of students who use alternative and augmentative communication (AAC): building supportive classroom communities; collaborative teaming; AAC system maintenance and operation; and providing access to the curriculum. Videotaped examples of students of all ages and ability levels will be used to illustrate concepts and strategies throughout. www.setbc.org/go/supportingparticipation or contact Karin Colwell atkolwell@setbc.org or 604-261-9450 ext 378.

February 17-18 – Vancouver. *Working From the Heart* - Presented by the BC School Counsellors' Association - Target audience: counsellors, special educators, private clinicians, psychologists, administrators and classroom teachers. Register online at: psas.bctf.ca/BCSCA/Conference.htm.

February 22 - Victoria. *Working with Moms who are Addicted.* Parent/caregiver workshop presented by FASD Community Circle. 1-4, 208-Tillicum Rd. Register with Janet Christie at (250) 381-2535.

March 1 – Victoria. *Dealing with Grief, Judgment, Shame and Stigma.* Parent/caregiver workshop presented by FASD Community Circle. 1-4, 208-Tillicum Rd. Register with Janet Christie at (250) 381-2535.

March 2 - Prince George. North Central Zone Conference. Gordon Neufeld presents the Keynote and two workshops: ***Making Sense of Adolescence*** and ***The Teachability Factor***. For information, contact Jill Howard at JHoward@sd57.bc.ca.

March 8-10 – Victoria. *2nd International Conference for Fetal Alcohol Spectrum Disorder: Research, Policy, and Practice Around the World.* At the Fairmont Empress Hotel. The conference goal is to provide participants with the means to use research and practice to inform and shape policy regarding fetal alcohol spectrum disorder. Information at www.interprofessional.ubc.ca. Contact Joanne Nam at ipad@interchange.ubc.ca.

March 12-13 - Queen Charlotte/Haida Gwaii. Dr. Gordon Neufeld presents a 2 day course on ***Making Sense of Adolescence.*** For information contact Lisa Shoop at Ishoop@sd50.bc.ca or (250) 559-8471 ext. 8

March 15-16 – Vancouver. *32nd annual Crosscurrents Conference* presented by the Special Education Association of BC. At the Westin Bayshore, featuring a line-up of top quality presenters and a wide range of sessions relevant to teachers working with students who have special learning needs. For more information, see www.bctf.ca/sea or contact Priscilla Fortier, priscillaf@shaw.ca.

March 29 – Victoria. *Presentations from FASD Key Worker, Family Group Conferencing Facilitator, Mediation Coordinator and Elder.* Parent/caregiver workshop presented by FASD Community Circle. 1-4, 208-Tillicum Rd. Register with Janet Christie at (250) 381-2535.

March 31 – Nanaimo. The Nanaimo FASD Society presents a ***workshop on FASD*** for parents, caregivers, teachers, Educational Assistants, and others. Dr. Diana Russell, Neuropsychologist, will explain the brain and the impact of alcohol & Francine Gohier, Occupational Therapist, will share practical strategies on how to support the learning for school-aged children. \$10 registration, seats are limited. Call (250) 758-6317 to register.