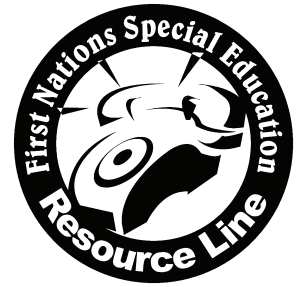


First Nations Special Education CONNECTIONS



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

Vol. 11, No. 1 Fall 2010

Working with First Nations students in BC?

Have special education questions?

Call the Resource Line!

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

It can help you brainstorm approaches, guide you toward helpful resources, help you to understand assessment documents, and let you know about the latest information on special education.

When you call or email, you will reach the Resource Line Coordinator, Holly Smith. Holly is available to answer your questions, Monday to Thursday, 12:30 to 4:30 during the school year.

Holly also travels throughout the province offering in-school support, so if she is away when you call, she will follow-up as soon as possible upon her return.

Contact the Resource Line:

Toll-free 1-877-547-1919

hollys@fnesc.ca

Connections is the monthly 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 (FNESC) and the First Nations Schools Association (FNSA), made possible thanks to financial assistance from Indian and Northern Affairs Canada.



The FNESC/FNSA Special Education Team wishes you all a successful 2010/2011 school year! There are certainly many opportunities to learn in the coming months and I invite you to check out the Special Professional Development issue of Connections posted online at www.fnsa.ca/resource-line.htm.

I am here to assist staff and parents with brainstorming resources and approaches to increase student learning and achievement. I can also help with interpreting assessment documents and with sharing the latest information on special education. Call me toll-free at 1-877-547-1919 or email me at hollys@fnesc.ca.

Holly Smith

First Nations Special Education Toll-Free Resource Line

Welcome to our new SET-BC Consultant



Shel Harris is an Occupational Therapist who has been a consultant with Special Education Technology-BC for the past 20 years. Shel is a member of the Northern Cheyenne Tribe and a long-time resident of North Central BC who has worked out of the Prince George office. He is looking forward to meeting and working with the school teams and students in the First Nations schools.

Useful Connections

First Nations schools, be sure to bookmark the **First Nations Schools Association website** (www.fnsa.ca/specialed.htm) to find the latest information on Special Education Program (SEP) Funding Applications and Reporting, and special education services including SET-BC, speech language pathology, psycho-educational assessments, specialist supports, resource lines, lending library and professional development opportunities.

The **First Nations Speech and Language Resource Line** is a free service connecting teachers, administrators, parents, and service providers to the information they need to support First Nations students with speech language needs. Call Deanne Zeidler toll-free at 1-877-547-5926 or email deannez@fnesc.ca.

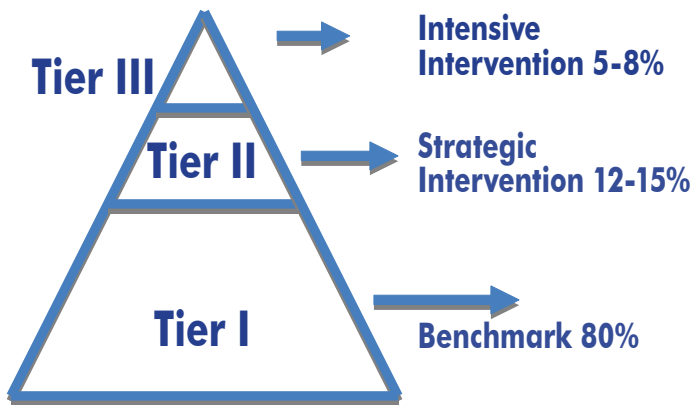
The **First Nations Special Education Resource Line**, which brings you *Connections*, also helps teachers, administrators, parents, and service providers find the information they need to support First Nations students with special education needs of all varieties. Call Holly toll-free at 1-877- 547-1919.

The **FNESC Special Education Consultants**, Madeline Price and Holly Smith, travel to First Nations schools in BC, upon request, to provide free support in many different areas according to schools' needs. Email madelinep@fnesc.ca or holllys@fnesc.ca for an outline of workshops, assessments, consultations and other services to support your classroom/school needs.

Englightening Articles

The Pyramid of Interventions

Contributed by: Madeline Price, Holly Smith, FNESC/FNSA Special Education Consultants



The Pyramid of Intervention is a systematic structure of supports that schools provide for struggling students. If it is applied well, the interventions put in place by the collaborative school team will be able to move a student from needing intensive intervention to strategic intervention and then to reaching the grade level benchmarks. If we want to ensure all students reach high levels of learning then the interventions we put in place should make the difference between reaching grade level benchmarks or falling further behind.

With quality, research-based programs, 80% of students should be at grade level benchmarks (Tier I). Students in Tier I often need continued classroom support and classroom level intervention to stay on track.

Strategic intervention may be needed for students identified with difficulties, and who have not responded to Tier I efforts. These students may need 30-60 minutes per day of intervention beyond the classroom to reach the grade level benchmarks.

Intensive intervention may be needed for students identified with severe or significant difficulties, and

who have not responded to Tier I or Tier II intervention strategies. These students may need 1-2 hrs a day of one-on-one or small group intervention beyond the classroom to reach the grade level benchmarks.

This model can work successfully if the interventions are proven to be effective (research-based), implemented with fidelity and they are carefully monitored for daily and weekly progress.

School teams need to be fully committed to this kind of intervention model if we want to see all students learning at high levels and reaching benchmark goals. Organizing a school day around a strong Pyramid of Interventions can be challenging because there are many other school initiatives occurring that also are important to overall student learning.

To enable students to reach benchmark and close the achievement gap, the whole school needs to be committed to this process. Without support, students often drop out at the high school level, or complete Grade 12 on a school-leaving certificate. High levels of proven and effective interventions for at risk students increase their chances of a Dogwood Diploma and future success.

Students that fall into the intensive intervention area are students that require an Individual Education Plan (IEP). IEP's have intensive interventions to get students back on track. They work best when team members work collaboratively, providing interventions in a dedicated and consistent manner.

Through this Pyramid of Intervention educators can provide the supports necessary to ensure all students reach high levels of learning.

STAFFROOM DISCUSSION QUESTIONS FOR THE PYRAMID OF INTERVENTIONS

1. Are we able to identify where our students are on the pyramid for literacy and numeracy?
2. What screening tools do we use that help us determine if students are at, below or above grade level?
3. Are we monitoring and documenting the progress of all students?
4. Are we sharing interventions that support student progress?
5. What is our system of interventions if a student is not learning?

Classroom Resource

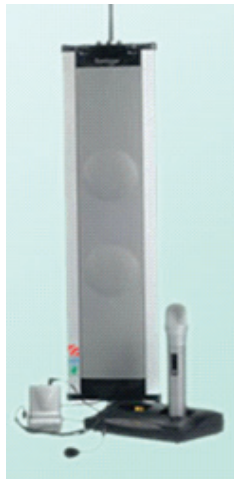
A number of calls have come into the Resource Line requesting information about speaker systems for classroom acoustics. Below is some information from the producers of FrontRow, one of the most popular classroom systems.

FrontRow Active Learning Systems

www.gofrontrow.com 1.800.263.8700

Children's auditory processing skills are not fully developed until their teen years. This makes it difficult for them to tune out noisy distractions and concentrate on the teacher's voice, which can lead to academic and behaviour issues. Classroom amplification improves learning, attention and behaviour for all children in the classroom, especially those with special needs. It uses wireless voice amplification to vastly improve a teacher's clarity so that children in the back of the classroom hear as clearly as those in the front.

Choose the FrontRow setup that fits your student needs, including an easily portable speaker system or a system of speakers hard-wired into the classroom. Teachers wear a light microphone. FrontRow technology does more than improve classroom sound quality; it inspires participation. Students are more engaged, schools earn better test scores, and teachers' voices get a break.



- journal articles
- books
- research syntheses
- conference papers
- technical reports
- policy papers
- other education-related materials

ERIC includes links to full text when available.



Doing What Works

<http://dww.ed.gov/>

Doing What Works (DWW) is a website sponsored by the U.S. Department of Education. The goal of DWW is to create an online library of resources that may help teachers, schools, districts, states and technical assistance providers implement research-based instructional practice.

Much of the DWW content is based on information from the Institute of Education Sciences' (IES) What Works Clearinghouse. The What Works Clearinghouse evaluates research on practices and interventions to let the education community know what is likely to work. For each practice, it issues a guide and/or an intervention report that describes what the practice involves and what the research says. In addition, some DWW content is based on other information and materials from IES.

DWW provides examples of possible ways educators might apply those research findings, but these are not necessarily the only ways to carry out these teaching practices. It is important to note that the examples provided on DWW are not formally endorsed.

Content for each practice is organized into four areas:

- **Practice Summary** - Gain an overview of a practice & see the issues it addresses.
- **Learn What Works** - Understand the research base behind the practice.
- **See How It Works** - Access examples of schools engaged in these practices.
- **Do What Works** - Use examples of tools to improve your own practice.

Take the Guided Site Tour to learn all the features found on Doing What Works.

Useful Web Resources

ERIC Education Resources Information Center

<http://www.eric.ed.gov/>

Looking for research information related to educational topics? Why not start with ERIC - the Education Resources Information Center - an online digital library of education research and information. ERIC is sponsored by the Institute of Education Services (IES) of the U.S. Department of Education. ERIC provides ready access to education literature to support the use of educational research and information to improve practice in learning, teaching, educational decision-making, and research. Search the ERIC Collection to find bibliographic records of journal articles and other education-related materials, including:

FNESC/FNSA Special Education 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.

http://www.fnesc.org:88/4dcgi/gen_2002/Lang=Def

Mark Your Calendars

OCTOBER 2010

October 7, Canim Lake. DIBELS Next Training. Dynamic Indicators of Basic Early Literacy Skills, measures designed to quickly and efficiently assess reading and pre-reading skills in Kindergarten through Sixth Grade. For more information contact holllys@fnesc.ca.

October 21, Creston. DIBELS Next Training. Dynamic Indicators of Basic Early Literacy Skills, measures designed to quickly and efficiently assess reading and pre-reading skills in Kindergarten through Sixth Grade. For more information contact madlinep@fnesc.ca.

October 21, Vancouver. Visions 21: Best Practices Across the Curriculum sponsored by the English as a Second Language (ESL) Provincial Specialist Association) will take place at Churchill Secondary School in Vancouver. <http://www.bctf.ca/psas/eslpsa>

October 21-22, Vancouver. BC School Counsellors Association (BCSCA) hosts its annual conference at the Coast Plaza Hotel and Suites, just steps from English Bay and Stanley Park.. This year's theme, "INVEST in children...in youth...in families...IN YOURSELF" will include intensive workshop sessions reflecting current and emerging issues in school counselling. This year's keynote is Margaret Trudeau. She will be speaking on "Making Tough Choices." Visit the BCSCA website at www.bcscaconference.ca

October 21-23, Richmond. BC Teachers of English Language Arts (BCTELA) Annual Conference brings together educators who are committed to teaching practices that respect and engage diverse learners. This year features sessions focusing on First Peoples literature and learning, social justice, and multiple ways of knowing. This year's theme is Building Pathways. www.bctela.ca

October 22, Burnaby. The Learning Assistance Teachers' Association (LATA) conference "Adaptations in Action," Classroom Practice at Byrne Creek Secondary School, 7777 18th Street, Burnaby, BC, 8:00 am to 3:00 pm. Morning keynote speaker Saima Fewster speaking on Learning Support and afternoon keynote speakers Lenora Archbald and Bill Standeven speaking on the Ministry of Education's "Adaptations and Modifications" Paper. <http://www.bctf.ca/lata/>

October 22, Delta. Encompass Conference 2010: All About Engagement - Practical Strategies K-12

co-sponsored by BCCLA (British Columbia Co-operative Learning Association) and SRCLE (Social Responsibility and Collaborate Learning Environments). Conference themes: Engagement, Social and Emotional Learning, Social Responsibility, Building Community, Social Justice Issues. Seaquam Secondary, 11584 Lyon Rd., Delta B.C. <http://bctf.ca/bccla/> or <http://srcle.net/>

October 22, Richmond. Computer Using Educators of BC and British Columbia Educators for Distributed Learning PSA will co-sponsor the 30th annual conference. This year, our theme is "Connecting Diversity through Technology" and focuses on helping teachers from all content areas meaningfully integrate technology into their practice. This conference is an opportunity for educators to explore and discuss innovative practices that reflect current research concerning technology in education. <http://cuebc.ca>

October 22, Surrey. Boy Smarts: Strategies for Classroom Success In our rapidly changing and technologically complex society, schools are being asked to educate the most diverse student body in history to higher and higher academic standards. Some students-disproportionately boys – are bored, disconnected, and underachieving. What does the research say about the varied learning needs of boys? How can we avoid the gender trap and respect the needs of all students? To what degree are boys visual learners struggling in auditory environments? How can classroom learning reflect emerging digital technologies? What are the best practices for reaching and teaching the diverse needs of boys? <http://www.MentoringBoys.com/>

October 22, Surrey. BCASCD Exploring Differentiated Instruction: Refining Our Practice with Cindy Strickland. This workshop will examine the attributes of the highest quality differentiation at the middle and high school level. <http://tiny.cc/oobt2>

October 22, Vancouver. Trauma: The Impact of Violence, Abuse and Neglect on Children presented by the Children's Foundation. Guest Speaker Diane Benoit, MD, FRCPC, Associate professor, Department of Psychiatry, University of Toronto. \$125, \$100 (students), 8:00 am to 4:00 pm, includes workshops, lunch, coffee, snacks. Four Seasons Hotel, 791 West Georgia Street, Vancouver. Contact Dorothea Kraas, dorothea.kraas@childrens-foundation.org

October 22, Vancouver. SMART Board Conference <http://tiny.cc/psj0f>

See the Professional Development Issue online for more events!