

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.

Have you joined the First Nations Special Needs Electronic Mailing List yet? 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 list, or to receive Connections by email instead of fax, contact me at lisae@fnesc.ca.

Lisa Ellis

Online Resources & Links

FASD Toolbox for Teachers

www.do2learn.com/disabilities/FASDtoolbox/index.htm

We often hear that students with Fetal Alcohol Spectrum Disorder do best with “visual support strategies”, but what does this mean, and how can you use them in your class? Do2Learn is a special education site specializing in visual strategies. Amongst its many valuable offerings, DO2Learn offers the free FASD Toolbox for Teachers. Practical visual examples of strategies are given, using the site’s picture cards. The Toolbox includes Classroom Management information and strategies, Learning Strategies, and Education Resources (including games and activities). While you’re at the site, be sure to explore the “Picture Cards > How to Use” section for many great ideas on using picture strips for teaching social and life skills.

Reading Rockets

www.readingrockets.org/shows/watch



The following programs were produced by Reading Rockets and can be viewed online for free through video streaming:

- A Chance to Read: Hosted by Molly Ringwald, A Chance to Read looks at the reading challenges facing kids with disabilities, and what schools across the country are doing to help them find success.
- Reading and the Brain: Hosted by Henry Winkler, who has had his own struggles with reading, Reading and the Brain explores how brain scientists are working to solve the puzzle of why some children struggle to read and others don’t. Startling new research shows the answer may lie in how a child’s brain is wired from birth.
- Reading Rocks!: Set to a hip-hop soundtrack, Reading Rocks! is a buoyant new PBS television special that uses wacky humor and stories of hope to encourage struggling readers to keep trying. The special also helps parents and teachers understand and encourage struggling readers at home and school. Television and film stars Nick Spano and Vivica A. Fox add sparkle to the 30-minute program.
- Empowering Parents: If you have a child who is a struggling reader, your family is not alone. Learning to read is a challenge for almost 40 percent of kids, and an even bigger challenge for their parents. Empowering Parents, a PBS television special hosted by Al Roker, helps families identify early signs of reading problems and find ideas for getting their kids the help and support they need.

Articles Online

Scripted Stories for Social Situations Tip Sheet

Excerpted from:

www.vanderbilt.edu/csefel/scriptedstories/tips.html

Children with communication difficulties and/or behaviour challenges often do not learn the rules of social interactions incidentally, but may need more explicit instructions through a scripted description of the social situation. Scripted stories for social situations help children understand social expectations. Parents, teachers and caregivers can use these simple stories as a tool to prepare the child for a new situation, to address challenging behavior within a setting or situation, or to teach new skills.

There are three types of sentences used in writing Scripted Stories:

1. Descriptive sentences: objectively define anticipated events where a situation occurs, who is involved, what they are doing and why. (e.g., When people are inside, they walk.)
2. Perspective sentences: describe the internal status of the person or persons involved, their thoughts, feelings, or moods. (e.g., Running inside could hurt me or other people.)
3. Directive sentences: are individualized statements of desired responses stated in a positive manner. They may begin "I can try..." or "I will work on..." Try to avoid sentences starting with "Do not". Avoid using too many directive sentences.

Write in first person and on the child's developmental skill level. Also remember to use pictures that fit within the child's developmental skill level to supplement text.

For examples of illustrated Scripted Stories, including "I Can Be a Super Friend", "I Can Use My Words", and "I Can Stay Safe", visit www.vanderbilt.edu/csefel/practical-ideas.html. This site has other tools for teaching Social Emotional Skills to children, including a feelings chart, a problem solving kit, a list of books to use in social emotional development, and a training module on developing Behaviour Support Plans.

Giving a Face to a Hidden Disorder: The Impact of Dyspraxia

By Debi J. Stansell

The full text of this article is available at:

<http://escholarship.bc.edu/cgi/viewcontent.cgi?article=1399&context=education/tecpus>

Developmental Verbal Dyspraxia (also commonly referred to as Apraxia of Speech) is a neurological disorder that involves motor planning in all areas of the body when the messages from the brain are unable to communicate directions to the muscles. It is an impairment in the ability to plan and carry out sensory and motor tasks. It is not a cognitive disorder although it affects the ability to read, spell and use language.

Although Developmental Verbal Dyspraxia (DVD) affects up to 10% of the population (80% of those affected are boys) and 2% severely, DVD is virtually unknown and commonly undiagnosed or treated. Concerned parents and educators are frequently misled by the term "yet": "He's just a late bloomer... he's just not walking/talking yet... I wouldn't worry about him yet." The word "yet" implies that waiting is an appropriate action, and that the developmental milestone will simply come in time. In fact, early intervention is crucial for children struggling with the developmental and academic issues presented by this disorder.

There are a wide variety of indicators for dyspraxia, but the hallmark of dyspraxic speech development is inconsistency. Other indicators may be:

- Infant: feeding problems; fewer babbling sounds
- Toddler: limited speech as a toddler; using one sound for many meanings; acquiring new language and then losing it; able to say words individually, but sentences are unintelligible
- School age: frequently appears clumsy and uncoordinated; fine motor skills (printing, cutting, colouring) are extremely difficult; large motor toys are challenging; may be overly sensitive to textures and sounds; daily tasks such as dressing and tying shoes are acquired much later than peers; speech sounds worsen as sentences get longer; "loses" vocabulary; uses aggression or extreme shyness instead of language; automatically answers "I don't know"; difficulties with sequencing and word retrieval; and noticeable challenges learning to read and write.

Fortunately, dyspraxia can be a problem largely confined to childhood as long as children receive therapy. These children can and do improve, but they do not simply outgrow it without help. Often, an assessment by a Speech Language Pathologist is the best way to determine if a child has DVD.



Window on Technology: Boardmaker Version 6

By Wendy Young, Bridges Western Training and Pro-D Specialist

Hello and welcome to November! After the Halloween sugar buzz wears off, your students should be ready for some serious reading and studying. No, really! Are any of your students using Kurzweil? Do you have Kurzweil in your school or classroom? Kurzweil 3000 is an excellent tool for students that are struggling readers, because it's a comprehensive reading, writing and learning software solution! It's flexible and more than one student can use the program because you create folders for as many students as you like.

Typewritten text can be brought into Kurzweil by scanning or virtual printing. How great would it be to have all of your Black Line Masters in an electronic format that would read for your students? How about turning them into tests? If you have them on the computer that Kurzweil resides on, you are already halfway there! Open them in Word and choose print just as if you were going to print, except choose KESI virtual print from the pull down print menu. This launches Kurzweil and brings your document into the program.

To turn this document into a test go to the Options pull down menu at the top and scroll about half way down to where you see 'Fill in the Blanks'. Click on it. This drops text boxes into all of the blanks on the page. These blanks can then be typed into or a word can be selected from the page and "drag and dropped" into the text box; there doesn't even need to be any typing involved! If you want more help with Kurzweil, try the help button on the menu. It has 'Tip of the Day', a help menu that is searchable by topic or specific phrase, and even mini videos of the top 11 most popular uses for Kurzweil.

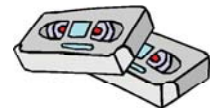
Need more information or want to upgrade your version of Kurzweil? Visit the Bridges website at: www.bridges-canada.com then click on the BC news for all of the information you'll need. Did you know Kurzweil 3000 USB for Windows gives students and teachers immediate access to Kurzweil 3000 on any Windows computer without installing any software? If you have questions, I can be reached at: wendy@bridges-canada.com or call: 1-250-962-8839. Otherwise look for me here!

"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>. If you would like to see all of the Lending Library Resources, try putting "Special Education" as your search term. All of the resources will be listed. 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.



FASCETS Training Videos - Fetal Alcohol and Other Drug Effects: A Four-Part Training Series for Parents and Professionals



These four one-hour training programs were developed to provide accessible, practical information to help parents, families, and professionals, and to support program development.

Part 1: Diagnostic Criteria: Effects of Prenatal Exposure

Provides current information about FASD, including the history of references to drinking and pregnancy outcomes, diagnostic criteria and the range of effects of prenatal alcohol and drug exposure.

Part 2: Common Learning and Behavioral Characteristics

Introduces a visual model for linking neurobehavioral symptoms associated with FASD. Stories illustrate what these symptoms mean for children, adolescents and adults who have FASD.

Part 3: Behaviors and Overlapping Diagnoses

Explores multiple diagnoses given to children with FASD, e.g., Attention Deficit Disorder, Conduct Disorder, and others. Parenting and professional strategies and neurobehavioral symptoms are explored to clarify their fit. The model for applying this understanding to prevent secondary behaviors is also introduced.

Part 4: Barriers to Identification: Historical, Cultural, Professional and Personal

Judy Cropp talks about her prenatally exposed granddaughter, and how she was able to talk with her daughter about FAS; Debra Evensen tells stories about the impact of discovering FASD professionally. Both share examples of their successes in their personal lives and work.

Dates for your Calendar

Don't miss local special education related workshops and conferences! The 2007-2008 Special Professional Development issue of Connections is available online at: www.fnsa.ca/resource-line.htm.

November 3, Castlegar. The Art of Advocacy for Parents of Children with Special Needs. www.actbc.ca/workshops_and_training/workshops/bytitle.htm.

November 3, Victoria. Sensory Processing in Children with Autism Spectrum Disorder - Reaching a Common Understanding. www.actbc.ca/workshops_and_training/workshops/2007/Sensory_Fulks.htm

November 6, Vancouver. Working with Angry, Resistant Children & Adolescents: Strategies for Fostering Motivation, Self-Discipline and Resilience. This workshop for parents, educators and other professionals will outline a strength-based approach for working with angry, resistant children and adolescents. www.jackhirose.com/brochures/bcbrooks20071106reg.html

November 8, Surrey. Gordon Neufeld presents a 2-hour evening presentation on Hold On To Your Kids. This event is free and open to the public, but seating is limited and registration is required. To register, email healthed@sfu.ca or call 778.782.7451. www.sfu.ca/cstudies/health/lectures/20071108_neufeld.htm

November 8, Vancouver. Presented by internationally acclaimed Dr. Edward M. Hallowell, M.D. Treating Children and Youth with Attention Deficit Disorder. For teachers and other professionals, as well as parents. This presentation will provide a comprehensive eight step plan for treating children and adolescents with ADD. www.jackhirose.com/brochures/bchallowell20071108reg.html

November 9-10, Abbotsford. Positive Behaviour Support at Home with Families of Children with ASD & Related Disabilities. www.actbc.ca/workshops_and_training/workshops/bytitle.htm.

November 14-16, Richmond. Western Canadian Conference on Addictions and Mental Health, including youth-oriented workshops: Deepening Conversations with Youth by Being Client-Directed; Trauma & Addictions in Youth; and Culture in Treating Aboriginal Youth. 1-888-877-4777, occhealth@infoserve.net, www.jackhirose.com

November 14, Penticton. Step Up to Writing (an Explicit, Direct Instruction Model). This K-12 program teaches multi-sensory strategies for writing. Students internalize the strategies through teacher modeling, guided practice, and guided independence. Hands on materials will be shared.

November 16, Duncan. Assessment and Literacy Strategies for "Grey Area" Students. Do you have students that don't really qualify as "special needs" but who seem to require additional support and time? How can we keep these "grey area" learners from falling through the cracks? Registration forms are at www.fnsa.ca/specialed.htm#2. Questions? Contact Kelly Kitchen or Barb O'Neill at 1-877-422-3672

November 16, Agassiz. Assessment and Literacy Strategies for "Grey Area" Students. Do you have students that don't really qualify as "special needs" but who seem to require additional support and time? How can we keep these "grey area" learners from falling through the cracks? Registration forms are at www.fnsa.ca/specialed.htm#2. Questions? Contact Kelly Kitchen or Barb O'Neill at 1-877-422-3672

November 16, Vancouver. Building Social Relationships: A Systematic Approach to Teaching Social Interaction Skills to Children and Adolescents on the Autism Spectrum. www.actbc.ca/workshops_and_training/workshops/bytitle.htm.

November 19, Port Hardy. Assessment and Literacy Strategies for "Grey Area" Students. Do you have students that don't really qualify as "special needs" but who seem to require additional support and time? How can we keep these "grey area" learners from falling through the cracks? Registration forms are at www.fnsa.ca/specialed.htm#2. Questions? Contact Kelly Kitchen or Barb O'Neill at 1-877-422-3672

November 22-24, Vancouver. 13th Annual Provincial Conference on Aboriginal Education. This year's theme is Aboriginal Perspectives in Teaching & Learning. www.fnesc.bc.ca/conferences/index.php#13th

November 22-24, Vancouver. 10th annual BC Aboriginal Child Care Society provincial conference: Journeys of the Spirit: Inclusive Aboriginal Child Care. This year's conference will feature workshops on supporting children with special needs. You may download our conference registration package http://www.acc-society.bc.ca/files_new/whatnew.html

November 23-24, Winnipeg, Man. Promising Practices in Aboriginal Education National Conference. www.sae.ca/successconference/index.html

November 26, Vancouver. Topic: "Autism to Aspergers: Understanding, Diagnosing & Treating the Spectrum of Rain Man Disorders". www.jackhirose.com/brochures/bctanguay20071126reg.html

December 4, Prince George. Assessment and Literacy Strategies for "Grey Area" Students. Do you have students that don't really qualify as "special needs" but who seem to require additional support and time? How can we keep these "grey area" learners from falling through the cracks? Registration forms are at www.fnsa.ca/specialed.htm#2. Questions? Contact Kelly Kitchen or Barb O'Neill at 1-877-422-3672

December 5, Prince George. Language Development Strategies for the Classroom. This workshop will discuss how oral language develops and changes throughout the school-age years. This workshop will help teachers foster their students' language development for the purposes of social interaction, reading and writing and problem solving. Registration forms are at www.fnsa.ca/specialed.htm#2. Questions? Contact Kelly Kitchen or Barb O'Neill at 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.