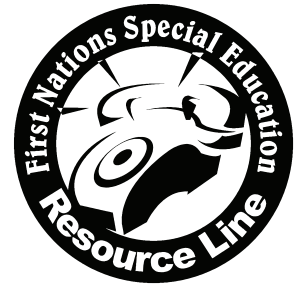


# First Nations Special Education CONNECTIONS



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

Vol. 8, No. 8 Apr. 2008

## 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 designed 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:

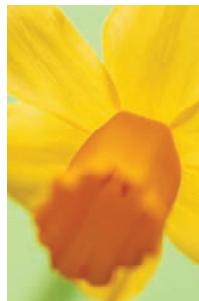
Toll-free 1-877-547-1919

[lisae@fnesc.ca](mailto:lisae@fnesc.ca)

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

[www.fnsc.ca/resource-line.htm](http://www.fnsc.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.



*April is the time to concentrate on finalizing assessment and transition plans. If you would like help with either of these two areas, or if you have any other questions a special education teacher can help you with, give me a call. I'd love to hear from you!*

*Happy spring!*

*Lisa Ellis*

## Articles and Resources Online



### In Your Grasp

British Columbia's Family Resource Database

### In Your Grasp: BC's Online Special Needs Database

[www.InYourGrasp.bc.ca](http://www.InYourGrasp.bc.ca)

If you or someone you know is a parent or caregiver of a child with special needs, and you need to know about special needs services, visit BC's newest online special needs database: [inyourgrasp.bc.ca](http://inyourgrasp.bc.ca). The BC Federation of Foster Parent Associations (BCFFPA), the Adoptive Families Association of BC (AFABC), and the Federation of Aboriginal Foster Parents (FAFP), have combined their resources and expertise to create a regional and provincial database of available community resources. Organized by region and service type, [inyourgrasp.bc.ca](http://inyourgrasp.bc.ca) provides caregivers with the information they need within minutes.



### Knowledge Network's 8th Annual Fetal Alcohol Canadian Expertise (FACE) Research Roundtable

[www.knowledgenetwork.ca/fas/home.html](http://www.knowledgenetwork.ca/fas/home.html)

Knowledge Network's 8th Annual Fetal Alcohol Canadian Expertise (FACE) Research Roundtable was held in Winnipeg, Manitoba in September, 2007. The conference keynote presentations and workshops are all available to be viewed as webcasts through high-speed or dial-up connections. As well as watching presentations on the latest FASD research, you can watch full FASD videos, including FAS: When the Children Grow Up; Different Directions: Understanding Fetal Alcohol Syndrome; Different Directions: Community Preventions; and Different Directions: Early Interventions in FAS. The site also provides articles, definitions and links.

## Canadian Aboriginal Literature for Young People



[www.turtleisland.org/front/\\_front.htm](http://www.turtleisland.org/front/_front.htm)

Turtle Island has a page on choosing authentic Aboriginal stories and literature told with respect. The site contains information and links to websites including Aboriginal authors, illustrators, collections and publishers. There is also information on using Aboriginal literature in the classroom.

## Enlightening Articles and Downloadable Resources

### Essential Components of Educational Programming for Students with Behaviour Disabilities

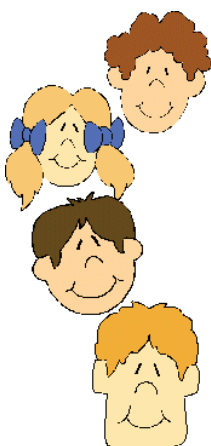
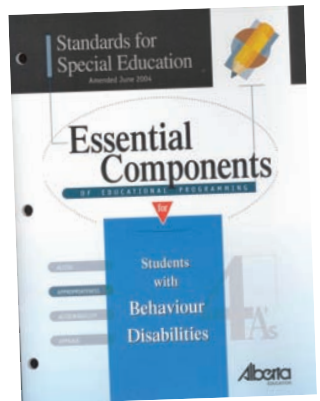
[http://education.alberta.ca/media/511687/ecep\\_behaviour\\_disabilities.pdf](http://education.alberta.ca/media/511687/ecep_behaviour_disabilities.pdf)

Alberta Education has developed a 12-page booklet called: *Essential Components of Educational Programming for Students with Behaviour Disabilities*.

Each of the six Essential Components and each of the Educational Programming and Services subsections includes indicators that these components are being met. For example, indicators of Meaningful Parent and Family Involvement are:

- Under the direction of the teacher, learning team members engage in ongoing, frequent communications with parents in a variety of ways, depending on the strengths and needs of a particular family.
- Parents have opportunities to participate in the IEP development and review process. In addition to academic and social needs, unique cultural needs are considered in the IEP and day-to-day programming.
- Parents know what acceptable behaviours in the school and classroom look like and sound like.
- School personnel work collaboratively and share strategies for dealing with inappropriate behaviours and uncomfortable situations with parents and family members.

This document will help school staff develop meaningful goals for meeting the needs of their students with behavioural challenges.



### Teaching Children with Developmental Disabilities: Classroom Ideas

By Jim Wright

Excerpted from:

[www.interventioncentral.com/htmldocs/interventions/specialneeds/specialneedsideas.php](http://www.interventioncentral.com/htmldocs/interventions/specialneeds/specialneedsideas.php)

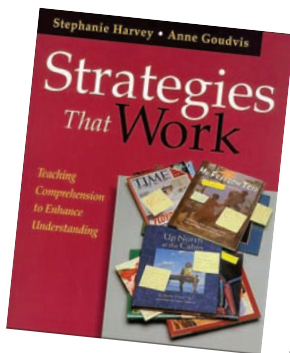
Here are classroom ideas for accommodating students with significant special needs:

- **Use visual cues to orient student in the classroom:** use visual cues (signs) and boundary markers such as bookcases, rugs, and coloured tape on the floor to represent boundaries.
- **Post a clear and predictable daily schedule:** the schedule should be matched to the developmental level of the students, and may include actual objects, photos, Boardmaker symbols and/or words.
- **Build student motivation: alternate preferred and less-preferred activities;** vary the pace and duration of academic activities; provide meaningful choices that give the child some autonomy and control; use verbal prompts to reflect what you would like to see the child do rather than what you would like the student to stop doing.
- **Use strategies to make directions and learning expectations clearly understood:** provide directions in language the student can understand, use visual cues (hands-on demonstrations and modeling, objects, pictures), and prompt and guide the child through the performance-sequence.

- **Check to be sure that you have the student’s attention before giving directions.**
- **Provide structured opportunities for student to participate in social interactions:** give “helping roles”, and teach simple strategies for engaging others in social interactions.
- **Create a plan to help the student to generalize their key learning across settings and situations.**

## “Check Out” the Lending Library...

The FNEESC/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 FNEESC office at P: 1-877-422-3672, F: 604-925-6097 or email: [pattiy@fnesc.ca](mailto:pattiy@fnesc.ca).



### **Strategies That Work: Teaching Comprehension to Enhance Understanding** By Stephanie Harvey and Anne Goudvis

Few books on teaching strategies have made the deep impact on teachers and children (K-8) that *Strategies That Work* has made since it was introduced in 2000. This text goes beyond decoding and delves into helping students think about and understand what they read, and how teachers can help children develop strategies for comprehension. Children need to know how to make connections and ask questions, how to visualize and infer, how to extract important ideas and to synthesize information if they are to become fluent readers.

Full of practical suggestions to help students think when they read, *Strategies That Work* focuses on instruction that is responsive to kids’ interests and learning needs. Engagement is the goal. When kids are engaged in their reading they enhance their understanding, acquire information, and remember what they read. And best yet, they will want to read more!

A free study guide for this book is available at: <http://www.stenhouse.com/studygui.asp>

### **Attention-Deficit/Hyperactivity Disorder in the Classroom**

by Carol A. Dowdy, James R. Patton, Tom E. C. Smith, and Edward A. Polloway

*Attention-Deficit/Hyperactivity Disorder in the Classroom* provides educators with a complete guide on how to deal effectively with students with attention deficits in their classrooms. The book emphasizes practical applications for teachers to use that will facilitate the success of students, both academically and socially, in a school setting.

Chapters include:

- An Overview of ADHD
- Assessing ADHD for Classroom Purposes
- Managing the Classroom Environment
- Accommodating Instructional Needs
- Developing Student-regulated Strategies
- Understanding the Use of Medications
- Success Through Collaboration
- The Transition to Adult Living

## Dates for your Calendar

Don't miss local special education related workshops and conferences! The **REVISED 2007-2008 Special Professional Development Issue** of Connections is available online at: [www.fnsa.ca/resource-line.htm](http://www.fnsa.ca/resource-line.htm).

### EVENTS

**April 4-20, Delta.** Basic Intensive Week Training in Choice Theory, Lead Management and Reality Processing. Thirty-hour training. Registration [www.educereconsulting.com](http://www.educereconsulting.com) Contact 604-943-1967.

**April 5, Castlegar.** The Art of Advocacy for Parents of Children with Special Needs. 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).

**April 5, Merritt.** Practical Autism Treatment – From Theories to Realities. A Case Management Survival Guide for Parents & Community Professionals. [www.actcommunity.net](http://www.actcommunity.net) or by phone at 604-205-5467 or 866-939-5188.

**April 10-12, Vancouver.** National Biennial Conference on Adolescents and Adults with Fetal Alcohol Spectrum Disorder. FASD and Mental Health: *The Wisdom of Practice*. This conference will highlight ways to be most effective in the diagnosis and treatment of mental health issues in individuals with FASD, and treatment and support for their families and service providers through a "Wisdom of Practice" response. This conference will also focus on enhancing creative approaches to support, treatment and program planning with the goal of effective policy development and implementation. [www.interprofessional.ubc.ca/Adults.html](http://www.interprofessional.ubc.ca/Adults.html)

**April 14-18, Smithers.** On the FASD Track. Empowering Strategies from Infancy to Adulthood: Real Solutions for Developmental Challenges with Individuals, Families, and Communities. Bulkley Valley FASD Prevention Committee presents 3 full days of Diane Malbin (FASCETS, Oregon): Empowering Youth and Adults, Empowering the School-Aged Child, and Empowering Infants and Young Children. Additional presentations by Chief Clarence Louie (Osoyoos First Nation): Developing Economic Independence with a Social Conscience, and Pat Cooper (Consultant, Regina Saskatchewan): Entrepreneur or Social Advocate: Success Measured by Balancing Both. Limited seating. Contact Marilyn Krueger, BV FASD Services Coordinator at [fasd@scsa.ca](mailto:fasd@scsa.ca) or 250-847-9515.

**April 19-21, Victoria.** Reclaiming Youth Seminars. These seminars will offer four options for participants to learn practical skills for success with our most challenging children and youth: Circle of Courage Foundations; Response Ability Pathways; Developmental Audit Certification; & Understanding and Respecting Culture. All sessions are grounded in resilience research showing that inner strengths and external supports are essential for positive youth development. [www.reclaiming.com](http://www.reclaiming.com)

**April 25-26, Kelowna.** Catalyst 2008, *Scientific and Environmental Literacy*. Keynote speakers: Simon Jackson (Spirit Bear Youth Coalition Founder) and Bob McDonald (Quirks and Quarks). The Grand Lakefront Resort and Conference Centre, Kelowna. Co-chairs: [kmorley@bcsccta.ca](mailto:kmorley@bcsccta.ca), [grainey@bcsccta.ca](mailto:grainey@bcsccta.ca), Check website [www.bcsccta.ca](http://www.bcsccta.ca), for presenter, delegate, and exhibitor registrations. [jfoulds@telus.net](mailto:jfoulds@telus.net)

**May 8-9 Castlegar.** Eighth Annual Early Success Symposium. Selkirk College. Target audience is those who work with early learners, birth to age 8. Keynote speaker is Colleen Politano. Sponsored by School Districts 5, 6, 8, 10, 20, and 51. For more information contact Pat Dooley [pdooley@sd8.bc.ca](mailto:pdooley@sd8.bc.ca)

**May 21-24, Banff, Alberta.** International Conference on FASD. *Building on our Strengths: Stone by Stone*. The Canada Northwest FASD Partnership invites you to join us in this important multidisciplinary conference. Activities include a variety of speakers, presentations, community showcase displays and poster presentations. Together we will share experiences, enhance partnerships, and build on our existing strengths. [www.cnfasdpartnership.ca](http://www.cnfasdpartnership.ca)

**May 26-28, Vancouver.** Gordon Neufeld presents a 3-day course on Aggression & Violence in Children and Youth. The course is directed towards teachers, principals, counselors, and other professionals, but parents are welcome to attend. For further information, consult [www.jackhirose.com](http://www.jackhirose.com) or contact Jack Hirose at 1-800-456-5424. His email address is [jackhirose@shaw.ca](mailto:jackhirose@shaw.ca).

**June 12-14, Surrey.** The 2008 BC Association for Community Living (BCACL) Conference - Sheraton Vancouver Guildford Hotel. A full program of plenary sessions and workshops focusing on "Tools for Change" promises to challenge and encourage all participants. Visit the website for more information as it becomes available. Are you interested in being a sponsor, or exhibiting your service or product? For more details on exhibiting in Surrey, please contact Vanessa Scholten at 604-984-6447.