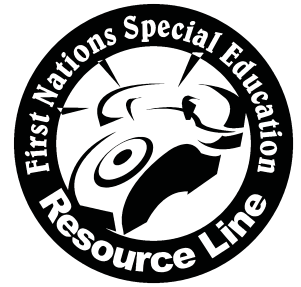


# First Nations Special Education CONNECTIONS



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

Vol. 8, No. 9 May, 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

[lisa@fnesc.ca](mailto:lisa@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.



May is Speech and Hearing Month. Remember to rule out hearing loss for any of your students who are struggling in school. Even minimal hearing loss, and hearing loss that fluctuates due to colds and allergies, can have a big impact on learning.

Lisa Ellis

## Useful Websites



### The Michigan Literacy Progress Profile

[www.mlpp-msl.net](http://www.mlpp-msl.net)

The Michigan Literacy Progress Profile can be used to determine and document student growth in literacy development to allow teachers to improve learning opportunities for students. The MLPP provides a rich site for background information on teaching and assessing literacy skills, as well as a group of downloadable informal assessment tools. There are even QuickTime movies to demonstrate and support using the assessments.

Assessments are available for:

- Oral Language
- Oral Reading
- Writing
- Comprehension
- Literacy Attitudes
- Phonemic Awareness
- Concepts of Print
- Letter/Sound Identification
- Sight Word/Decodable Word List
- Known Words Activities
- Hearing and Recording Sound

## Ed Extras

[www.readingrockets.org/newsletters/extras](http://www.readingrockets.org/newsletters/extras)

Ed Extras is a free monthly service that offers preschool programs, elementary schools and parents clubs articles about learning that you can include in your parent or classroom newsletters. Articles on the site include:

- Making Reading Relevant: Read, Learn, and Do! (K-3 and Pre-K versions)
- Creating Learning Traditions
- The Parent-Teacher Conference
- Beginning Readers: Look! I Can Read This!
- Emergent Readers: Look! That's My Letter!
- Easing Back Into School
- Easing Into Preschool
- Use Summer Fun to Build Background Knowledge
- Talking Counts!
- Recognizing Reading Problems
- Writing and Spelling Ideas to Use with Kids
- Common Signs of Dyslexia
- Ready to Read: Heading for the Classroom
- Reading Aloud to Build Comprehension



## Enlightening Articles and Downloadable Resources

### Strategies for Understanding and Managing Challenging Behavior in Young Children: What Is Developmentally Appropriate– and What Is a Concern?

U.S. Department of Health and Human Services, Head Start Bureau

[www.ehsnrc.org/PDFfiles/TA10.pdf](http://www.ehsnrc.org/PDFfiles/TA10.pdf)

Challenging behaviours may have many causes from basic biology to complex relationships. Many factors are useful in helping parents, teachers, and others understand what young children are telling us through their behaviour. Adults need to know the typical progression of development, how children learn through relationships, how that learning influences each child through his or her personal history, and how individual differences such as temperament come into play.

#### A Sample Protocol for Resolving Challenging Behaviours

1. Maintain ongoing observation and documentation of every child.
2. Reflect on these questions:
  - What is the child experiencing? What is the child's perspective on the situation?
  - What, when, where, how, and with whom is the behaviour occurring?
  - What is the child communicating that he wants or needs? What is the purpose of the child's behaviour? What is the meaning of the child's behaviour?
  - What do I want the child to do?
3. Meet with the family to deepen and share understanding.
4. Determine a consistent plan for intervention.
5. Continue observation and documentation to provide data for evaluating improvement and ensuring the consistency of the intervention.
6. Through discussion with family, determine whether further referral to community resources is necessary if the child is not responding and the persistence, frequency, and duration of the behavior is not improving.

### Transition Planning for Youth with Special Needs: A Community Support Guide

BC Ministry of Children and Family Development

[www.mcf.gov.bc.ca/spec\\_needs/pdf/support\\_guide.pdf](http://www.mcf.gov.bc.ca/spec_needs/pdf/support_guide.pdf)

This resource was developed to provide school personnel and community partners with useful information and practical tips for supporting successful transition planning for youth with special needs. The guide explains the

## **Six Steps to Person-centered Transition Planning:**

- Step 1: Build a Planning Team
- Step 2: Gather Information
- Step 3: Develop the Transition Plan
- Step 4: Implement the Transition Plan
- Step 5: Update the Transition Plan
- Step 6: Hold an Exit Meeting



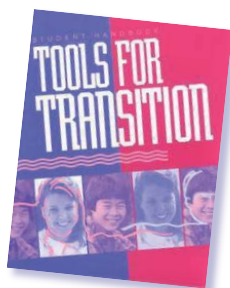
Other useful information is provided in the appendixes, including:

### **Helping Youth Develop Self-determination Skills**

- Assist the youth in articulating the necessary adaptations or accommodations they require to actively participate in their school and other community settings.
- Encourage the youth to direct his or her personal care.
- Encourage the youth to ask appropriate questions of aides/attendants, caregivers and health care providers.
- Encourage the youth to assume responsibility for his or her own health care, including medication management, scheduling of appointments and knowledge of his or her health conditions.
- Encourage him or her to actively participate in their IEP and/or other transition planning opportunities.
- Teach, demonstrate, and practice assertiveness skills.
- Discuss human rights and disability rights and issues, and how best to advocate for themselves.
- Listen to and support the individual as he or she shares feelings, concerns, opinions and needs.

## **"Check Out" the Lending Library...**

*The FNEESC/FNSA Special Education Lending Library is available to FNSA member schools. Browse through the library's special education materials online at <http://www.fnesc.org:88>. 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).*



### **Tools for Transition: Preparing Students with Learning Disabilities for Postsecondary Education**

Aune, E., Ness, J.

Whether your students (age 13-20) are bound for community colleges, universities, or vocational-technical schools, this program gives them the tools they need to succeed. This curriculum helps students learn to identify strengths and weaknesses, apply study strategies, understand their rights, explore careers and advocate for accommodations in school. Tools for Transition helps students identify personal strengths and weaknesses and relate this information to their IEP goals. The program also helps determine specific learning styles and appropriate study strategies that meet the individual's needs.

### **The Six-Minute Solution: A Reading Fluency Program**

Adams, G., Brown, S.

The Six-Minute Solution is a fast, fun, research-based way to increase fluency. In same-level pairs, students do repeated readings of one-minute nonfiction passages as their partners note the number of words read correctly—an effective peer-monitoring and feedback system that keeps students motivated and on task. The Six-Minute Solution builds students' reading fluency—essential for text comprehension—and is a valuable complement to any reading curriculum or as an intervention program.



## 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](http://www.fnsa.ca/resource-line.htm).

### EVENTS

**May 8-9 Castlegar.** Eighth Annual Early Success Symposium. Selkirk College. For 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 12-14, Kamloops.** The Keynote Speakers for Helping Canadian Kids Thrive! 2008 span the country and a wide variety of experiences in positive youth development. This conference is unique because we focus on 'real' people who are doing great things in communities just like yours. Hear what inspired them to take action and learn from their achievements, life lessons and wisdom and have a great time while you are doing it! [www.thrivecanada.ca](http://www.thrivecanada.ca)

**May 14-16, Vancouver.** Aboriginal Child and Family Services Society is proud to host their second conference, *Honouring our Children and Youth*. [www.vacfss.com](http://www.vacfss.com). Contact the Vancouver Aboriginal Child and Family Services Society by phone at 604-872-6723 or toll-free 1-877-982-2377, or by email [info@vacfss.com](mailto:info@vacfss.com).

**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).

**May 29-31, Richmond.** ECEBC CONFERENCE 2008 The Early Childhood Educators of British Columbia in partnership with the Canadian Child Care Federation is pleased to present our 37th Annual Conference: *Entre Deux Mers \* Between Two Seas: Bridging Children and Communities*. Pre-conference event: May 29, 2008 at UBC, The Languages of Assessment, It's All About Children and Families. [www.ecebc.ca/events/index.html](http://www.ecebc.ca/events/index.html)

**May 30-31, Vancouver.** What We Didn't Expect to Learn from Social Stories™ ~ New Ideas and Applications. Using lecture, demonstration, and activities, Carol Gray, President, The Gray Center for Social Learning and Understanding, will cover the latest information regarding how to write and implement a Social Story™. In addition, participants will be introduced to Comic Strip Conversations, the popular "cousin" of Social Stories™. Full Registration Brochures: see [www.actcommunity.net](http://www.actcommunity.net)

**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.

**July 12-15, Vancouver.** The 2nd Biennial Conference on Brain Development and Learning: *Making Sense of the Science*. An interdisciplinary conference devoted to improving children's lives by making cutting-edge research in neuroscience, child psychology, & medicine understandable & applicable to those who work with children on a daily basis. 2008 topics include Stress (including trauma, depression, anxiety, and resilience), and Prefrontal Cortex (especially ADHD). [www.interprofessional.ubc.ca/bdl.html](http://www.interprofessional.ubc.ca/bdl.html)

**August 21-22, Abbotsford.** Dawn Reithog presents her newest seminars: Three Tiers of Intervention: "Three Tiers of Intervention for Reading"; "Three Tiers of Intervention for Behaviour"; and "Functional Behavioural Assessment with Planning". Dawn has written 8 books and shares her research-based, practical workshops across Canada. Each session includes a package of ready-to-use materials. Early registration by June 30th. Contact: 604 926 4714 or email: [dreithaug@shaw.ca](mailto:dreithaug@shaw.ca)