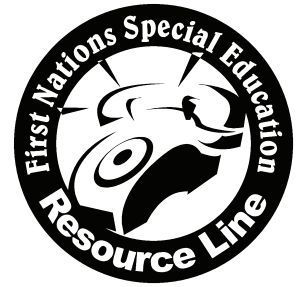


First Nations Special Education CONNECTIONS



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

Vol. 9, No. 5 Jan. 2009

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, Holly Smith. Holly is available to answer your questions, Monday to Thursday, 12:30 to 4:30 during the school year

Contact the Resource Line:

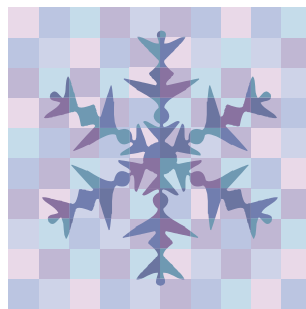
Toll-free 1-877-547-1919

hollys@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.



Welcome back! I hope your holidays were relaxing and have re-energized you for the upcoming term!

In Connections, many of the resources we publicize require Internet access. If you need a print copy of an article or some other website item, just contact me!

Holly Smith, Resource Line Coordinator

Enlightening Articles & Resources

Students with Learning Disabilities often need to be given direct, explicit instruction to obtain study skills. Below is an article by Patricia Newhall to assist you in teaching time management skills to your students.

Teaching Time Management to Students with Learning Disabilities

By: Patricia W. Newhall (2008) CONDENSED Access the full article at <http://www.idonline.org/article/23676>

Time management is a challenge for everyone. Students with language-based learning disabilities, dyslexia, attention deficit/hyperactivity disorder and other disabilities, find it even more challenging than other students. Developing a sense of their individual task pace is essential for students to learn time management.

A good place to begin teaching time management is **task analysis**, an essential element to developing effective time management. Task analysis is the process of identifying what needs to get done to finish a given undertaking — whether it is a homework assignment or a long-term project like a research paper.

To estimate time with any accuracy, students need to know the steps required to complete a task. Students sometimes do not recognize that a single homework assignment might have three parts. For instance, an assignment to read a chapter and define the vocabulary for a quiz the next day requires students to (a) read, (b) look up words in the dictionary, and (c) identify and remember information likely to be on the quiz. Students unpracticed at task analysis are likely to complete the first and second steps, then assume that the third step will happen on its own. They might do poorly on the quiz even though they believe they did their homework.

Purpose

The purposes of the Task Analysis & Time Estimation Sheet are to raise students' awareness of the multiple steps that may be involved in a single task and to develop their perception of how much time it takes to complete that task.

View a sample Task Analysis & Time Estimation Sheet
<http://www.idonline.org/pdfs/Sample-Task-Analysis-Time-Estimation-Sheet.pdf>

Ideally, teachers should allocate class time over a week or so for students to work with the Task Analysis & Time Estimation Sheets (especially for elementary and middle-school students).

Steps

Choosing and Analyzing Tasks

- Start with a basic task (i.e. making bed)
- Student lists all steps to complete task
- Students estimate time to complete (students will have a fair idea if the task is routine)
- Progress to a discrete academic task such as a homework assignment or chapter reading (provide guidance to avoid oversimplifying)
- Extend to more complex tasks, like writing a research paper and preparing for a final examination

Testing students' time estimates

- Students time actual task
- Students calculate how much they over or underestimated their task time
- Utilize over a week or more to learn to estimate more accurately

The activity is helpful to teachers as well as students, as it reveals the wide differences in task-completion times within a class.

Mastering the Routine

When students complete Task Analysis & Time Estimation Sheets for a period of time, they learn that their actual times vary according to the length and complexity of the assignment, their level of concentration, and other factors like fatigue, motivation, and interest. They also learn which tasks are quick and easy and which require more time and effort. Students get quite good at this when they practice enough. Time-management is also a skill that enhances students' lives outside the classroom; they may find they have less anxiety about their work, more free time, and growing pride in a skill that will serve them well throughout their lives.

Two other key categories of study skills are *managing materials* and *managing information*. Articles on these topics are also available by Patricia W. Newhall:

Organizational Skills for Students with Learning Disabilities: The Master Filing System for Paper (2008) Available at <http://www.idonline.org/article/25179>

Organizational Skills for Students with Learning Disabilities: The Digital Master Filing System (2008) Available at <http://www.idonline.org/article/24228>



FNESC/FNSA Special Education Lending Library Spotlight

The FNESC/FNSA Special Education Lending Library has many valuable resources and it is available to FNSA member schools. Browse through the library's special education materials online by visiting the website <http://www.fnesc.org:88/>. Try entering "Special Education" as your search term. 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.

During my recent travels, schools have been looking for assistance with visual strategies to improve classroom behaviour. Here is a resource to assist schools to develop their visual tools. Don't be deceived by the title, the information in the book is appropriate for any students with communication or behavioural challenges...



Solving Behaviour Problems in Autism: Improving Communication with Visual Strategies, Visual Strategies Series. By Linda Hodgdon

Are you frustrated by the inevitable communication breakdowns and behavior difficulties that occur with your most challenging students? Then this is the book for you! It is filled with lots of samples & examples of visual tools that have worked for students with Autism Spectrum

Disorders and lots of other students with moderate to severe communication or behavior challenges. As communication and behavior are intertwined, using visual strategies to improve communication can significantly improve behavior situations.

In *Solving Behavior Problems in Autism* you will learn to:

- Identify causes of behavior challenges
- Understand the behavior-communication-visual strategy link
- Use the Guide for Assessing Behavior Situations
- Use visual strategies to change behavior

You will benefit by:

- Discovering the link between communication breakdowns and behavior challenges
- Learning to use the Guide for Assessing Behavior Situations
- Developing skills to become a better communication partner
- Learning how to use visual tools to solve difficult situations and meet the communication needs of students
- Viewing lots of examples of visual tools that have been used successfully to improve communication and solve behavior problems

Linda's first book in the Visual Strategies series, *Visual Strategies for Improving Communication*, is also available for loan from the Lending Library.



Useful Websites



SET-BC

<http://www.setbc.org/pictureset/>

One section of the SET-BC website is entitled PictureSET. Here you will find a collection of downloadable visual supports that can be used by students for both receptive and expressive communication in the classroom, at home, and in the community. This searchable database allows you to find a wide range of useful visual supports for different curriculum areas, activities, and events. PictureSET resources are created and updated by dedicated professionals working with students in British Columbia.



Provincial Outreach Program for Autism and Related Disorders

www.autismoutreach.ca

This website contains information on:

- Referral process
- Professional training
- E-Learning lessons
- Other ASD resources

The purpose of the website is to provide teachers, para-professionals, and parents with information about ASD. Registration on this website gives users access to E-Learning lessons and videos demonstrating best practices for students with an ASD.

E-learning lessons include;

- Introduction to Autism
- Introduction to Asperger Syndrome (AS)
- Individual Education Plans (IEP)
- Functional Curriculum
- Environmental Issues
- Understanding Challenging Behaviours
- Classroom Strategies
- Language Communication
- Social Skills
- Applied Behaviour Analysis (ABA)

Dates for your Calendar

Don't miss local special education related workshops and conferences! The **2008-2009 Special Professional Development issue of Connections** is available online at: www.fnsa.ca/resource-line.htm.

JANUARY 2009

January 22-23, Vancouver. The 22nd Annual Challenge & Change Conference. The 2009 conference will be held at the Sheraton Vancouver Wall Centre. Dr. Martin Brokenleg will be the keynote speaker. For more information visit his website: www.ayn.ca For further conference info and details visit www.bctf.ca/bcaea/

January 26-27, Vancouver. Friends For Life Training for Staff and Parents of First Nations Schools. The First Nations Schools Association, in partnership with the Ministry of Children and Families Development, is providing training for teachers and parents of students in grades 4 and 5 in order to implement the Friends for Life program. In addition, the new Youth program for grades 6-7 will be introduced.
<http://www.fnsa.ca/programs.htm#friends>

Did you know that the Toll-free Resource Line is available to parents with students with special needs? Consider sharing my phone number or email with families in your community. I can help parents work successfully with their children's school, develop parent advocacy skills, and learn about community resources. This service is available to families of First Nations students in First Nations schools, public schools and independent schools.

