

# First Nations Special Education CONNECTIONS



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

Vol. 5, No. 5 January 2005

## About the First Nations Special Education Toll-free Resource Line:

You can learn more about special  
needs resources by contacting

**Lisa Ellis** at the First Nations

Special Education Resource Line:

Toll-free 1-877-547-1919

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

Monday to Thursday

12:30 - 4:30 p.m.

Back issues of Connections are  
available from

[http://www.firstnations-  
schools.bc.ca/resource-  
line.htm](http://www.firstnations-schools.bc.ca/resource-line.htm)

*The First Nations Special  
Education Resource Line is a  
collaborative project of the First  
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Committee and the First Nations  
Schools Association, made  
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Affairs.*

*Happy New Year! I've always found the time between Winter and Spring Breaks to be the most productive time in the school year. I hope you are refreshed and ready to make the most of this learning season!*

*Remember to keep the phone calls and e-mails coming! I'm here to help you brainstorm approaches, guide you toward helpful resources, help you to understand assessment documents, and share the latest information on special education. Call me toll-free at 1-877-547-1919, or email me at [lisae@fnesc.ca](mailto:lisae@fnesc.ca).*

*Lisa Ellis*

## Useful Websites and Resources

### Early Numeracy Project

<http://www.bced.gov.bc.ca/numeracy/resources.htm>

The Early Numeracy Project, funded by the BC Ministry of Education, strives to enhance numeracy learning for young learners, particularly those at-risk in the area of mathematics.

Four tools for teachers have been created through the Project and are available as PDF downloads on the Ministry's site:

- Assessing Early Numeracy - a selection of assessment items which teachers can use to determine numeracy strengths and weaknesses
- Supporting Early Numeracy - a companion component of helpful suggestions and small-group intervention activities to address early difficulties in numeracy
- Whole Group Follow-up - provides helpful activities and suggestions for whole class support
- Math for Families - Helping Your Child With Math at Home - provides activities to support numeracy at home.

These documents complement the BC Performance Standards by identifying strengths and weaknesses and providing extra support to move students along the performance continuum. The assessment guides are designed for use with individual students at the end of Kindergarten or early in Grade 1. Some teachers have found them useful for assessing older students as well.



## Key Understandings in the Elementary Mathematics Classroom

<http://www.curriculum.org/tcf/teachers/projects/understandings.shtml>

This is another fantastic math assessment download! Provided free by Curriculum Services Canada, this tool can be used up to the end of grade 8.

*Key Understandings in the Elementary Mathematics Classroom* provides examples of anchor questions that can give a snapshot of each student's ability based on one expectation from each strand of the mathematics curriculum. For each key concept, the questions can be used to determine the level at which a student is demonstrating understanding.



## The Asante Centre

<http://www.asantecentre.org>

The Asante Centre, located in Maple Ridge, BC offers diagnostic, assessment and family support services for children, youth and adults affected by Fetal Alcohol Spectrum Disorder. Asante's key services include: Diagnostic and Assessment Services (as well as on-site services, the team is available to provide assessment services in remote communities); Coordinated Care Plans; Support Services Before, During and After Diagnosis; Consultation Services; Onsite Training; and Educational Activities.

The centre's website is a source for important local information on Fetal Alcohol Spectrum Disorder. Information is provided on FASD and the Criminal Justice System, a discussion on the importance of diagnosis, and the referral process for Asante's services. As well as a glossary of terms used in the field of FASD, there is a FAQ section, helpful links, and a FASD Canadian Directory.



## Enlightening Articles

### How Disruptive Students Escalate Hostility and Disorder—

#### and How Teachers Can Avoid It

By Hill M. Walker, Elizabeth Ramsey, and Frank M. Gresham

Teachers are often inadvertently trapped in escalating, negative social interactions. In this article, the authors look closely at the moments before a volatile student becomes totally unmanageable and suggest how to defuse the situation. The authors explain the role of commands and demands in the

## Mark Your Calendars

### January 20-21 – Vancouver - B.C.

*Alternate Education Association (BCAEA) Conference*, Sheraton Wall Centre. Contact Jim Lawson, 250-724-0944, [jlawson@sd70.bc.ca](mailto:jlawson@sd70.bc.ca). (NOTE: This date is different than that listed in the September Pro-D Issue of Connections).

### January 18-February 01 (Tuesdays) – Burnaby - Mini-Series on Down Syndrome

This series takes a closer look at students with Down syndrome and the issues that impact upon the classroom. The series discusses the health issues that may affect a student with Down syndrome; the cognitive, physical strengths and weaknesses, communication, behaviour, social and sexuality issues, and learning strengths and weaknesses. Please contact the Down Syndrome Research Foundation for further information or to register for the series. Phone: 604-444-DSRF (3773), Email: [info@dsrf.org](mailto:info@dsrf.org)

### January 22, 29 & February 5 (Saturdays) – Creston - Autism Workshop:

*Challenging Behavior*. The cost is \$289; funding may be available to parents & caregivers of children with autism. Phone: 250-428-5332, email: [crestib@otr.bc.ca](mailto:crestib@otr.bc.ca). or view more information at <http://www.cotr.bc.ca/creston>

### January to June – Cowichan - Fetal Alcohol Spectrum Disorder (FASD):

*Community Practitioner Certificate Program*. The Cowichan community, in conjunction with Malaspina, has developed an 81- hour Certificate Program titled: Fetal Alcohol (FASD) Community Practitioner Certificate Program. Delivery of the program commences in Feb. 2005 on Tuesday nights and some Saturdays. It is intended for an audience of professionals, para-professionals, service providers, and volunteers who work with people living with FASD- to strengthen their ability to work more effectively and develop a comprehensive understanding of FASD. For more information contact: Cheryl Galloway (250) 746-3572, [gallowyc@mala.bc.ca](mailto:gallowyc@mala.bc.ca)

incidences of noncompliance, and give research-backed guidelines for delivering directions:

- Use only as many commands as needed in order to manage the classroom effectively.
- Limit the number of terminating commands given in favor of initiating commands.
- Give only one command at a time.
- Be specific and direct, get the student's attention, establish eye contact, and describe what is wanted in a firm voice.
- Allow a reasonable time (at least 10 seconds) for the student to respond.
- Do not repeat the command more than once if the student does not comply.
- Give commands while standing next to the student instead of from a distance.

**This article can be downloaded from the Winter 2003/2004 edition of American Educator: [http://www.aft.org/pubs-reports/american\\_educator/winter03-04/disruptive.html](http://www.aft.org/pubs-reports/american_educator/winter03-04/disruptive.html)**



### **Identifying, Assessing, and Treating Obsessive Compulsive Disorder in School-Aged Children: The Role of School Personnel**

By Gail B. Adams

Do you have a student who repeatedly erases and re-erases words on a paper? Maybe you know a young person who repeatedly sharpens pencils or ties shoelaces until both look identical. I once had a student who fluidly zipped through the halls in a twisted dance; it took me months to realize he would only step on certain tiles. Did you know these could be manifestations of Obsessive Compulsive Disorder? The hallmark of OCD is the presence of obsessions (recurrent, intrusive thoughts or impulses) and/or compulsions (repetitive behaviours to relieve the discomfort of the obsession). Recent estimates suggest one in a hundred children and adolescents has OCD. Often, school personnel are the first to recognize difficulties, and are vital in accessing assessment and treatment. This article provides information on this disorder, including examples of what you might see in the school setting, the effects of OCD on school performance, and some general suggestions for managing problems associated with OCD.

This article is in *Teaching Exceptional Children*, Nov/Dec 2004, and can be downloaded at <http://journals.sped.org/>



### **Mark Your Calendars continued**

#### **February 16 - Chemainus-**

*Orchestrating Success in Reading: Assessing and Teaching All Readers*, with Dawn Reithaug, presented by School District 79 (Cowichan Valley), Chemainus Secondary School. \$125 per person (includes lunch and handouts). Make cheques payable to School District 79, and send to 2557 Beverly Street, Duncan, BC V9L 2X3, attention: Wendy Fielding, by January 28, 2005. Contact Candace Spilsbury, [cspilsbu@sd79.bc.ca](mailto:cspilsbu@sd79.bc.ca).

#### **February 18 – Kelowna - Learning**

*Assistance Teachers' Association (LATA) conference, Rethinking Attention Deficit Hyperactivity Disorder*, with Dr. Alison McInnes, Department of Psychiatry Research, Toronto's Hospital for Sick Children, on ADHD as a cognitive disorder rather than a disruptive behaviour disorder and instructional choices and approaches to managing behavior difficulties. Contact Alan Peterson, [lataconference@hotmail.com](mailto:lataconference@hotmail.com), fax: 250-376-4579, <http://www.bctf.ca/psas/LATA/conference/events.htm>

#### **February 18 – Abbotsford - The**

*Impact of the Family & Community on the Developing Brain*, with Dr. Bruce Perry, MD, PhD. Cascade Community Church, Abbotsford. For more information call - 604-852-1236. Early Bird \$75, After Jan 31 - \$100

#### **February 24-26 – Victoria - Fetal**

*Alcohol Spectrum Disorder, Equality of Access: Rights and the Right Thing to Do*, UBC Interprofessional Continuing Education, bringing together experts in law, ethics, policy, and research to explore ways to ensure access for people with FASD, Victoria Conference Centre. Contact Heather, 604-822-2801, fax: 604-822-4835, [ipinfo@interchange.ubc.ca](mailto:ipinfo@interchange.ubc.ca), [interprofessional.ubc.ca](http://interprofessional.ubc.ca).

## 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.

Browse through the library's special education materials online by visiting the website <http://www.fnesc.org>. 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](mailto:pattiy@fnesc.ca).



### FNESC SPECIAL EDUCATION LENDING LIBRARY SPOTLIGHT: CHECK OUT THESE GREAT RESOURCES

#### The Brain and Early Childhood

ASCD video, 2000



Recent scientific discoveries about the brain offer many practical insights on how to help young children grow and learn. Now you can introduce these concepts and strategies to your school with this video series, *The Brain and Early Childhood*. Explore the fundamentals of early brain development and understand how to create learning environments that support young children. Hear from teachers who implement more brain-friendly approaches, and see examples of best practices for early learners.

This two-tape series is designed to provide educators, parents, and child-care providers of young children (ages 0-8) with information about research on the brain and the implications for teaching and learning. The kit includes two 30-35 minute videos with a *Facilitator's Guide*. The Facilitator's binder provides workshop agendas, activities, handouts and overheads.



#### Taming the Dragon in Your Child: Solutions for Breaking the Cycle of Family Anger

By Dr. Meg Eastman

A child psychologist and family-conflict specialist helps parents (and teachers and caregivers!) deal with children's anger—from toddlerhood through adolescence. Combining professional and personal insights with analyses of many true-life examples, Dr. Meg Eastman helps to zero in on the sources of rage and to anticipate and defuse the situations that can awaken it. She shows how to determine whether anger is a normal expression of hurt, fear and frustration, or if it's a warning sign of a more serious cycle of family stress.



## Mark Your Calendars continued

**February 26 – Nanaimo - Positive Behavior Support at Home with Families of Children with Autism and Related Developmental Disabilities**, with Joseph M. Lucyshyn, Ph.D., UBC. This workshop will introduce participants to a positive behavior support (PBS) approach to supporting families of children with autism and related disabilities who engage in problem behavior in the home and community. Attention will be given to professionals and family members working together as partners to design behavior supports that are both effective and a good fit with family life. For more information and a brochure visit: [www.actbc.ca/upcomingwork.htm](http://www.actbc.ca/upcomingwork.htm)

### 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: Lisa Ellis at the First Nations Special Education Toll-free Resource Line: 1-877-547-1919, or email [lisae@fnesc.ca](mailto:lisae@fnesc.ca).



Have you joined the First Nations Special Needs Electronic Mailing List yet? This is a fantastic way to network with other educators who are teaching First Nations student with special needs. To join, contact Lisa Ellis at [lisae@fnesc.ca](mailto:lisae@fnesc.ca).

**First Nations Special Education Connections** aims to provide teachers, administrators and parents with links to quality materials and services. Due to the large quantity of available resources, however, some of the listed materials and services have not been assessed for quality. The First Nations Special Education Resource Line is a non-profit service and it receives no payments from the above-listed companies.