

# First Nations Special Education CONNECTIONS



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

Vol. 5, No. 6 February 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  
Nations Education Steering  
Committee and the First Nations  
Schools Association, made  
possible by financial assistance  
from the Department of Indian  
Affairs.*

*Happy Valentines Day! It's already halfway through the school year, and the time when all the energy you put into the beginning of the year really starts to pay off. This could be a great time for you to take advantage of some of the Professional Development opportunities available in the next few months. Be sure to check out the workshops and conferences listed in this newsletter. And if you hear of other opportunities, let me know so I can spread the word on the First Nations Special Education Electronic Mailing List. Not on the list yet? Drop me an email at [lisae@fnesc.ca](mailto:lisae@fnesc.ca), and I'll make sure you're getting all the latest information and networking opportunities!*

*Lisa Ellis*

## Useful Websites and Resources

### FASD Strategies, Not Solutions

Edmonton's Region 6 Fetal Alcohol Spectrum Disorder Child and Youth Sub-Committee has produced FASD Strategies, Not Solutions, a 60-page booklet to educate caregivers and the community in managing the behaviours associated with FASD. The techniques in this booklet are not specific to schools and will be helpful for anyone working or living with a child or teen with FASD. The booklet suggests possible characteristics and age-specific practical strategies, including instructions for making a weighted lap blanket. Some of the issues addressed are sensory dysfunction, feelings and emotions, calming techniques, eating, relationships and sexuality, and self-harming behaviour. The booklet also lists other resources, including websites and on-line support. The booklet can be downloaded for free from: <http://www.region6fasd.ca> .



**Resource Room: Free Spirited Structured, Multisensory Learning**  
<http://www.resourceroom.net>

The Resource Room provides lessons, ideas, articles and links for multisensory learning for older learners with or without learning disabilities.

A sample of the articles available include:

- Teaching Study Skills and Learning Strategies to Therapists, Teachers and Tutors: How to Give Help and Hope to Disorganized Students
- Resource Room - Tips for a working model
- Accommodations and Modifications for Students with Handwriting Problems and/or Dysgraphia
- Multisensory Sight-word Strategies
- Lowering the Language Barriers in Middle and Secondary School
- Math Manipulatives for Middle and Secondary School



## ENLIGHTENING ARTICLES

### **Moving From Elementary to Middle School: Supporting a Smooth Transition for Students With Severe Disabilities**

By Carter, E.W., Clark, N.M., Cushing, L.S., & Kennedy, C.S.

It is heartbreaking to see children whom we have watched flourish in elementary school flounder when they move on to secondary school. The transition is especially difficult for students with special needs, and transition planning is crucial for the success of these students. In this article, the authors provide practical tips for early planning, collaborating across schools, preparing students, supporting family involvement, encouraging ongoing communication, addressing organizational issues and fostering independence. The authors suggest that in the months prior to the transition school staff should:

- Provide opportunities for students to visit and become acquainted with the middle school (e.g., walk through a typical school day, practice important routines, introduce students to educators).
- Encourage families to begin establishing middle school routines.
- Role play scenarios that are expected to be most challenging for the student.
- Identify an educator, counsellor, or administrator who can serve as primary point of contact for the family.
- Deliver any additional training needed for educators who will be working with the student.
- Offer middle school orientation activities to students and parents.
- Provide families with information about course offerings, rules and regulations, and the school mission/philosophy.

## Mark Your Calendars

**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

### **February 8 – Vancouver**

Xwi7xwa Speaker Series: *Keeping People Strong - Focus on Native Youth*, presented by Dr. Martin Brokenleg. 12:00 noon -1:30 pm at the UBC Longhouse, Sty'wet'tan Hall. Everyone welcome. For more information contact: 604-822-8738. Website: [www.library.ubc.ca/scholars.htm](http://www.library.ubc.ca/scholars.htm).

### **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. 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,

*Moving From Elementary to Middle School: Supporting a Smooth Transition for Students With Severe Disabilities* is in the Jan/Feb 2005 Teaching Exceptional Children, and can be downloaded at <http://journals.sped.org/> .



### **Adjustments in Classroom Management**

By Suzanne H. Stevens

“One child with a learning disability and/or an attention deficit disorder can keep a classroom in constant uproar if nothing is done to counteract his trouble with attention, organization, time, and social acceptance. In these areas, the youngster does not have the ability to control and change his own behavior. Teachers have to deal with these problems by adjusting his environment.” So begins this excellent and informative article on creating an environment to meet the needs of students with LD/ADD, their classmates, and their teachers. The article suggests strategies for:

- Finding the Right Spot
- The “Good Neighbor”
- Time Limits and Schedules
- Dealing with Disorganization
- Controlling Distractions
- Avoiding Social Problems

The suggested adaptations will be useful for meeting the needs of students with a learning disability or Attention Deficit Disorder, but will also be valuable when working with students with other special needs.

*Adjustments in Classroom Management* can be downloaded at: [www.ldonline.org/ld\\_indepth/teaching\\_techniques/class\\_manage.html](http://www.ldonline.org/ld_indepth/teaching_techniques/class_manage.html)

### **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).

### **Mark Your Calendars - contd**

[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***, Dr. Bruce Perry, MD, Phd. Cascade Community Church, Abbotsford. For more information call - 604-852-1236. Early Bird \$75, After Jan 31 - \$100

**February 18 – Fort St. John - *Together We're Healthy and Well Conference***. Presented by the Peace River North School District. Keynote speaker is David Rattray. Registration deadline February 4<sup>th</sup>. Please contact Lisa Ellis at the Resource Line for a registration package: 1-877-547-1919.

**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).

**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.

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

### **Interventions: Collaborative Planning for Students** At

By Sprick, R., Sprick, M., & Garrison, M.

Are teachers in your school struggling with students who are disrespectful, dangerous, failing, disruptive or unmotivated? Do you want to help? Then this is the kit for you! *Interventions* is a procedural manual for administrators, counsellors, classroom teachers, and special education teachers. The core of the program is a large binder containing a procedural manual and sixteen booklets. Booklet topics include:

- Managing Physically Dangerous Behaviour
- Managing Severely Disruptive Behaviour
- Academic Assistance
- Self-Control Training
- Goal Setting and Contracting
- Teaching Desired Behaviours
- Self-Monitoring
- Managing Stress
- Classroom Management Strategies
- Increasing Positive Interactions

*Interventions* explains how to analyze a behavior or motivation problem, select interventions, work with classroom teachers, and follow up and monitor progress. This kit will give you the tools to assist staff in planning and implementing validated strategies to increase motivation and improve behavior for troubled students.



### **Help for Struggling Readers: Strategies for Grades 3-8**

by Michael C. McKenna

McKenna, a Reading Professor and former middle school teacher, has sought out teaching strategies that really work in challenging classrooms. This practical guide provides a range of proven instructional strategies for use with struggling readers in the upper-elementary and middle grades. The author includes research-backed techniques for teaching decoding, fluency, vocabulary and comprehension, as well as teacher-friendly instructional tips. This valuable text provides ready-to-use reproducible charts, graphic organizer templates, and activities.



## **Mark Your Calendars continued**

For more information and a brochure visit: [www.actbc.ca/upcomingwork.htm](http://www.actbc.ca/upcomingwork.htm)

**March 5 & 6 – Victoria-** *The Epilepsy and Seizure Education Program* at Camosun College. Think you know all you need to know about epilepsy? Think again . . . Dr. Robert Mittan, a clinical neuropsychologist and international expert in epilepsy will present this acclaimed 2 day program designed to equip you with the knowledge you need to help you get as close as you can to the goal of seizure control with no side effects. Phone 250-475-6677 for more information (Seating is limited).

**March 10 – Abbotsford** - Abbotsford Early Childhood Committee presents: Diane Benoit, MD, FRCPC. *Attachment: Social-Emotional Outcomes for Children*. For more information call 604-852-1236 .

**March 17 – Vancouver** - *Preschool Children with Developmental Disabilities: Improving Peer-related Social Competence*, Interprofessional Continuing Education at UBC. A half-day workshop with Dr. Michael J. Guralnick. Contact Heather, 604-822-2801, or [ipinfo@interchange.ubc.ca](mailto:ipinfo@interchange.ubc.ca). View the brochure on-line at [interprofessional.ubc.ca](http://interprofessional.ubc.ca).

**March 17-18 – Vancouver** - *Special Education Association (SEA) Crosscurrents Conference*, Westin Bayshore Hotel. Contact Madeline Pohlmann, [madelinep@fnesc.bc.ca](mailto:madelinep@fnesc.bc.ca), [bctf.ca/psas/SEA/](http://bctf.ca/psas/SEA/).

**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.