

Coordinated Assessments Project

2003/4

Final Report

A report to the First Nations Schools Association and the
First Nations Education Steering Committee

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This Report was prepared for the
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Arthur J. More
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I. INTRODUCTION

The 2004 Coordinated Assessment Project was carried out for the First Nations Schools Association (FNSEA) and the First Nations Education Steering Committee (FNESC) by Dr. Art More of More & Associates Consultants, Inc., from October, 2003 to May, 2004.

This is the fifth set of assessments, which have taken place each year, except 2001, since 1998.

The First Nations schools are independent schools, under the direction of First Nations communities. There are 129 First Nations schools throughout BC, enrolling approximately 6000 students from Nursery to grade 12. The schools receive funding from the Department of Indian Affairs and Northern Development. However, they receive very limited funding for students with special needs.

For a more complete description of the situation see (1997) *None left behind* and the

Special Education section of the First Nations Schools Association website at <http://www.firstnations-schools.bc.ca/specialed.htm>

The goal of the Coordinated Assessment Project was to conduct individual psychoeducational assessments in the First Nations schools to determine their needs, and to work with participating schools and the FNESC Special Education department to establish follow-up procedures and support for students as appropriate.

This Project is part of a much larger initiative by the First Nations Education Steering Committee (FNESC) and the First Nations Schools Association (FNSEA). The purpose of the larger initiative is to provide effective support in First Nations schools, for students who have special needs.

For a more complete description of the special education initiative of FNESC/ FNSEA see the 2003 assessments report.

II. BACKGROUND

Purpose

These Coordinated Assessments constitute the fifth set of assessments that have been conducted in the First Nations schools in BC since 1998.

The purposes of the Coordinated Assessments are:

- a. to determine the special educational needs of students attending First Nations schools in BC;
- b. to assist in developing effective intervention plans to meet the immediate needs of students with special needs; and
- c. to develop a basis for FNEC and FNFA to plan future initiatives and to support a request for appropriate special needs funding from DIAND.

Definitions

Throughout the Assessment Projects, the following definitions have been used.

“Children with special needs” are children who, because of their individual differences, are unable to realize their individual educational potential from the educational resources provided to most children. Note that this definition includes gifted children.

“Special education” is the provision of educational resources that are different from the resources provided to most students in response to the special needs of specific children.

“Funding categories” are categories used by the BC Ministry of Education to determine special needs funding (see Table 1).

“Special education categories “ and “special needs categories” refer to the categories used by the BC Ministry of Education to categorize special needs. These are more detailed than the funding categories.

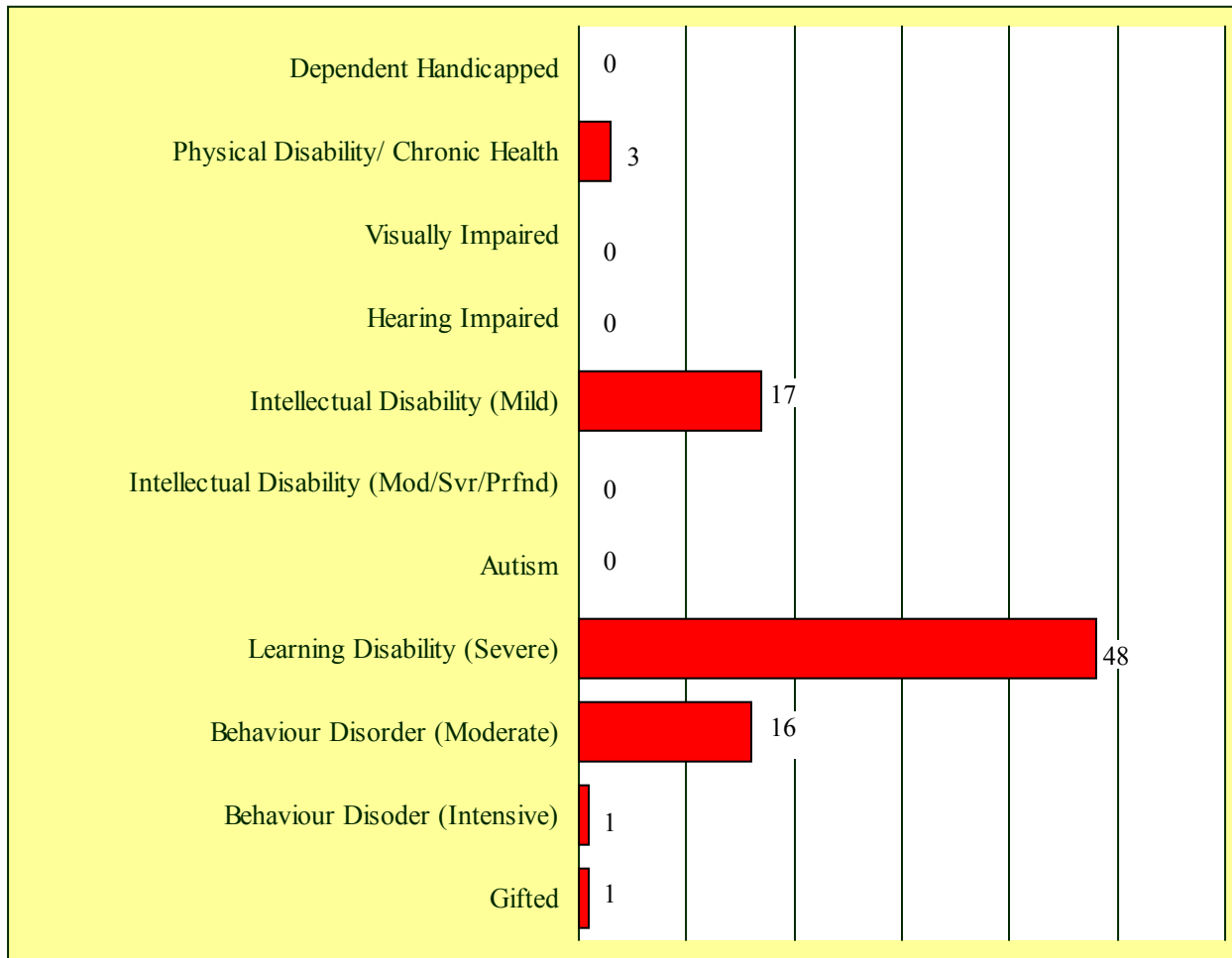
Table 1 – Funding categories and special needs categories for the BC Ministry of Education
(these were slightly different in 1998 - 2000)

Level	Funding	Special Needs Category
Level 1	\$30,000	A. Physically Dependent B. Deaf/Blind
Level 2	\$15,000	C. Moderate to Severe/Profound Intellectual Disability D. Physical Disability/ Chronic Health Impairment E. Visual Impairment F. Deaf/ Hard of Hearing G. Autism
Level 3	\$6,014	H. Intensive Behaviour Interventions/ Serious Mental Illness
Included in Student Base Allocation		
	\$3,132	J. Learning Disabilities K. Mild Intellectual Disability M. Behaviour Disorders Supports/ Mental Illness N. Rehabilitation programs, now included in “M”, above
	\$341	P. Gifted

Results - 2003

In 2003, 156 children in 22 different schools were assessed. The results are shown in Figure 1, below.

Figure 1: Number of assessed students in 2003 who met the provincial criteria for special needs, by category.



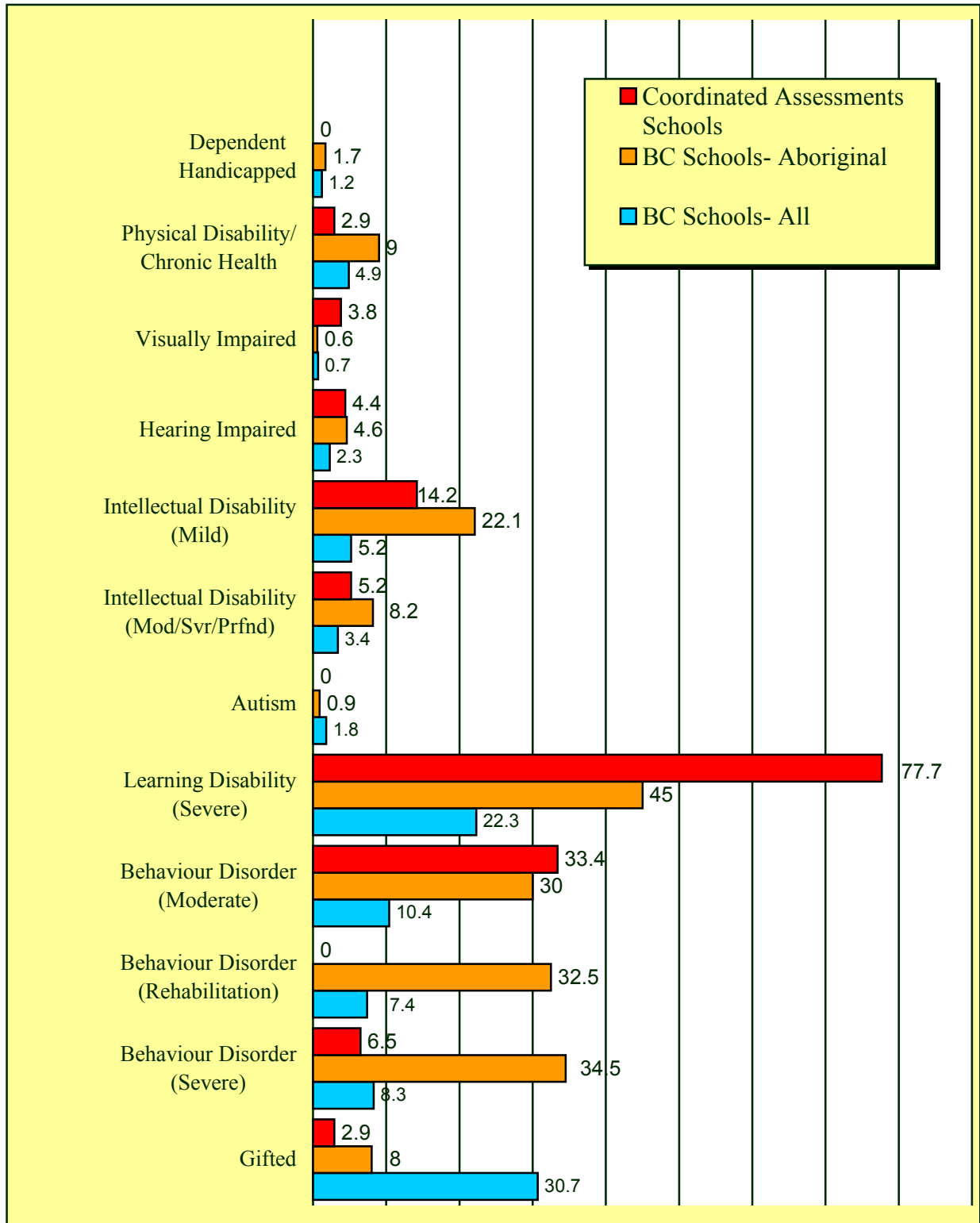
Composite results - 1998-2000

Figure 2 presents the results of the first two assessment project results in 1998-2000. It includes the results for the First Nations schools, Aboriginal students in the provincial schools and all students in the provincial schools.

The incidence of students in First Nations schools who met the criteria for special needs was about 50% higher, proportionally, than for all students in the public system.

For more information on the background, methodology and results see More (2000) *Special Needs Assessment Project-II Final Report*, and More (1999) *Final Report of the Special Needs Assessment Project*.

Figure 2: Proportion of students (rate per thousand) in each special needs category in the 1998-2000 Coordinated Assessment Projects and in BC provincial schools



Note that the numbers in this graph are rates *per thousand* students.

III. METHODOLOGY

Selection of schools and students

The process of selecting schools and students for participation in the project consisted of two parts.

Part One involved assessments funded directly by FNEC. Schools were selected, in consultation with the Special Education Resource Committee (SERC), from among schools that had indicated interest in participating, to be representative of First Nations schools in the province with respect to:

- type of school (pre-school, primary, elementary, secondary, elementary/secondary);
- school size (greater or less than 100 students);
- geographic region; and
- cultural and language groupings.

Part One included 71 students from 21 different schools.

Part Two was to add any school that chose to use some of its Special Education allocation for assessments. Two schools involving 7 students were added to the Project in this part. In addition, 6 of the schools from Part One requested 16 additional assessments. This made a total of 23 students in part Two.

The list of schools and student numbers is given in the Results section of this Report.

The selection of individual students within schools was done by each school in cooperation with SERC.

One of the most difficult parts of planning the Coordinated Assessments Project was

the decision regarding special needs criteria and categories. The decision, made by FNSEA and FNEC in consultation with First Nations schools, was to use the criteria, categories and procedures of Special Education Services, BC Ministry of Education.

The criteria for each category are provided in the Appendix. These criteria changed slightly in August 2002.

The decision to use BC Ministry categories was made for practical reasons related to negotiations for funding. Other approaches, categories and criteria could have been used. However, the BC Ministry of Education approach results in specific categories and numbers from which individual intervention plans can be developed appropriate to each student's difficulties and, in the First Nations schools, appropriate to the individual and cultural needs of each designated student.

The main advantages of this approach are that a stronger case can be made for funding which is equivalent to funding levels in the provincial schools and, concurrently, appropriate intervention and support plans can be developed for each child with special needs.

The main disadvantage of this approach is that it uses relatively inflexible criteria that may not be the most appropriate or effective for First Nations students. Indeed the categorical approach and the labelling it fosters are being increasingly questioned.

Assessments

The assessment component was the heart of the Project. The goal was to conduct as many assessments as possible within the available budget and time limitations, while

maintaining high standards for the assessments.

The referred students were prioritized by SERC, in consultation with the schools, so that the students in most need in each school were assessed.

The psychoeducational assessments were conducted between October 2003 and May 2004. They were carried out by an assessment team, all of whom were fully qualified to conduct psycho-educational assessments, have considerable experience in working with First Nations students, and have considerable experience in doing assessments using the BC Ministry of Education categories and criteria. They were:

Dr. Suzanne Jacobsen	Vancouver
Dr. Art More	Summerland
Dr. Buff Oldridge	Vancouver
Dorothy Sawatsky	Vancouver
Dr. Leonard Stanley	Qualicum
Dr. David Williams	Vancouver

The assessments included instruments that were usually selected from the following, as appropriate.

Cognitive abilities:

- Stanford Binet Intelligence Scale for Children;
- Wechsler Intelligence Scale for Children;
- Wechsler Preschool and Primary Scale of Intelligence (WPPSI);
- Woodcock Johnson III Tests of Cognitive Abilities.

Cognitive Processing:

- Beery Developmental Test of Visual Motor Integration, 4th Edition;
- Bender Visual Motor Gestalt Test;

Adaptive Behaviour:

- Vineland Adaptive Behaviour Scales.

Achievement:

- Canada Quick Individual Education Test (Canada QUIET);
- Expressive Vocabulary Test (EVT)
- Peabody Picture Vocabulary Test- III (PPVT);
- Wechsler Individual Achievement Test (WIAT);
- Woodcock Johnson III Tests of Achievement.

Behaviour:

- Conner's Behaviour Rating Scale – Revised: Long Version, and Short Version.

A signed statement of informed consent from the parent or guardian was required for each assessment and results were strictly confidential.

After the assessments were completed, the school psychologist met with the teachers and, if possible, the parents. In addition, a written report was provided to the school. A copy of each report was also sent to the Project Coordinator for use in compiling the Final Report. The commitment was given that results for individual students and individual schools would not be identified in any way in the Coordinated Assessments Project Report or provided to any other agency without permission.

Links to FNSA support services.

The assessments are linked to other support services from FNSA. Prior to the assessment, the support staff helps the schools in prioritizing children for assessments and in gathering appropriate background information. Once the assessments are completed, support is provided for intervention planning, usually in the form of Individualized Education Plans (IEPs).

Special education support staff include:

- Kelly Kitchen, Special Education Manager;
- Karen Horner, First Nations Special Education Resource Line;
- Madeline Pohlmann, Special Needs Resource Teacher; and
- Larissa Schrader, Speech and Language Pathologist.

Additional information on special education support services from FNSA is found at <http://www.firstnations-schools.bc.ca/specialed.htm>

IV. RESULTS

The schools

The 2003/4 Coordinated Assessments Project provided psychoeducational assessments for 94 students in 23 schools. The students ranged in age from 4 to 17. Mean age was 9.8 years.

The list of schools, enrolment and number of students assessed is presented in Table 2.

Of the 94 students, 66 % were males and 34 % were females. The breakdown of the students by sex and by age is presented in Table 3.

Results by category

In the first two assessment projects, it was possible to assess approximately 10 % of the enrolment of each school. From this we were able to estimate the proportion of students in the school population who met the provincial criteria for the various special needs categories.

Since this is the fifth assessment project and some schools have had assessments more than once, it was not possible to estimate the proportion of students in each school who have special needs. As a result, we report only the number of children who meet the criteria for each category amongst the students who were assessed.

The number of children, by special needs category, who met the various provincial

criteria, out of the 94 children assessed in 2003/4, in order of frequency, was:

• Learning Disability (Severe)	16
• Behaviour Disorder (Moderate).....	14
• Intellectual Disability (Mild)	14
• Behaviour Disorder (Intensive).....	6
• Physical Disability/ Chronic Health	6
• Intellectual Disability (Moderate/ Severe/ Profound).....	3
• Visually Impaired.....	3
• Hearing Impaired	1
• Gifted	0
Total.....	63

These results are also presented in Figure 3.

The reader is reminded that these figures do not show all students with special needs. They show only those students who were assessed and who meet the criteria for special education funding set by the BC Ministry of Education. They do not include such categories as:

- Moderate Learning Disability,
- Severe Language Delay (unless it is part of Learning Disability),
- emotional categories, or
- a range of special needs that may be much more appropriate to the needs of First Nations students.

Table 2. Schools, communities, number of students assessed and psychologists.

<u>School</u>	<u>Community</u>	<u>CA</u>	<u>Addnl</u> ¹	<u>Psychologist</u>
Chalo School	Fort Nelson	3	4	B. Oldridge
Chehalis Community School	Chehalis	4	1	S. Jacobsen
Coldwater Community School	Merritt	2		D. Williams
Gitanyow Independent School	Kitwanga	2		D. Williams
Gwa'Sala'Nakwaxda'xw School	Port Hardy	5	5	L. Stanley
Haisla Community School	Kitimaat	4	-	D. Williams
Kispiox Community School	Kispiox	4		D. Williams
Kluskus Survival School	Quesnel	5		B. Oldridge
Kuper Island School	Kuper Island	-	5	D. Williams
Lau'wel'new Tribal School	Brentwood Bay	4	-	S. Jacobsen
Lower Similkameen Education	Keremeos	-	2	A. More
Maatqtusiis Community School	Ahousat	4	6	L. Stanley
Muskoti Community School	Moberley Lake	2	-	B. Oldridge
Nagwuntl'oo Community School	Anahim Lake	5	-	B. Oldridge
Nak'albun Elementary School	Ft St James	2	-	B. Oldridge
Penticton Band Education	Penticton	3	-	A. More
Saikuz Elementary School	Vanderhoof	2	-	B. Oldridge
Sk'elep School of Excellence	Kamloops	5	-	D. Williams
Sk'il Mountain Community	Shalalth	2	-	D. Williams
Stein Valley - Nlakapamux	Lytton	5	-	D. Williams
T'lisalagi'lakw School	Alert Bay	3	-	L. Stanley
Wagalus Community School	Port Hardy	1	-	L. Stanley
Xit'olacw Community School	Mt Currie	4	-	D. Sawatsky
Number of schools	23			
Subtotals		71	23	
Total		94		

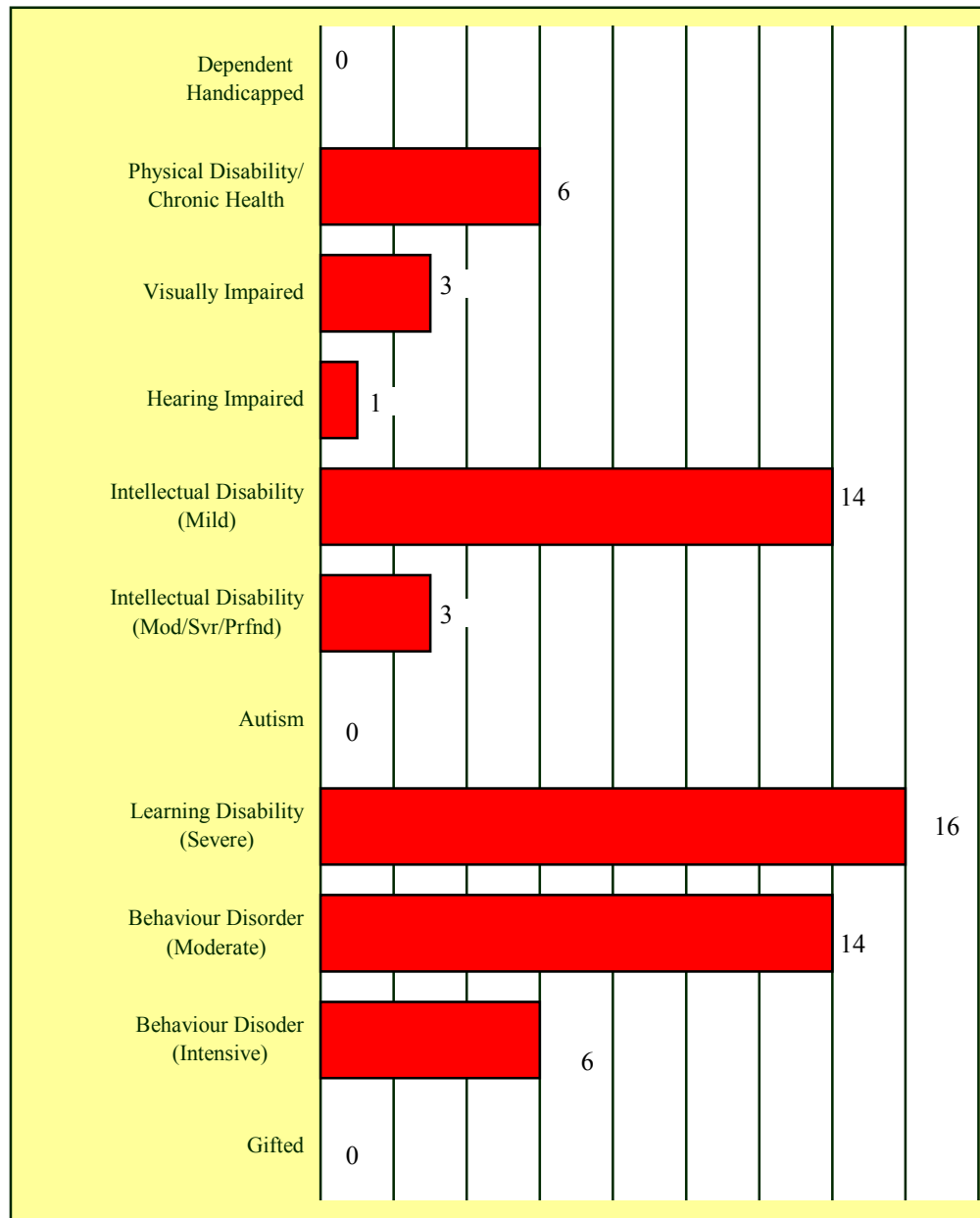
CA - Coordinated Assessments paid directly by FNEESC

Addnl - Additional assessments paid for by school, usually with special education funds from FNEESC

Table 3 - Number of assessed students by age and by sex and for 2003/4
(numbers from 2003 in parentheses).

Age	Male	Female	Total
4	4 (--)	2 (--)	6 (--)
5	4 (5)	2 (1)	6 (6)
6	2 (3)	0 (4)	2 (7)
7	6 (11)	6 (5)	12 (16)
8	6 (14)	4 (10)	10 (24)
9	5 (13)	1 (4)	6 (17)
10	7 (12)	1 (3)	8 (15)
11	11 (9)	5 (8)	16 (17)
12	7 (13)	3 (8)	10 (21)
13	3 (9)	3 (2)	6 (11)
14	3 (4)	1 (2)	4 (6)
15	1 (1)	3 (1)	4 (2)
16	2 (2)	1 (1)	3 (3)
17	1 (2)	0 (1)	1 (3)
18	-- (1)	-- (--)	-- (1)
19	-- (--)	-- (1)	-- (1)
21+	-- (3)	-- (3)	-- (6)
Total	62 (102)	32 (54)	94 (156)

Figure 3: Number of assessed students who met the provincial criteria for special needs, by category, in 2003/4.



In 2003/4, the pattern of frequencies in each category was quite different from previous results, as shown in Table 4.

- The proportion of students in the LD category dropped from 31% to 17%;
- The proportion of Intellectual Disability Mild increased from about 10 % to 15%;

- The proportion of Behaviour Disorder Moderate increased from about 10 % to 15%;
- Overall, the proportion of assessed students who met the BC criteria for special needs rose from 53% to 67%.

These fluctuations are discussed in the final chapter of this report.

Table 4 - Percentage of assessed students who met the provincial criteria for special needs, as well as number of assessments, mean number of assessments per school and mean age of children assessed, for the past three assessment periods.

Category	Year		
	2004	2003	2002
Learning Disability - severe	17 %	31 %	30 %
Intellectual Disability mild	15 %	11 %	2 %
Behaviour Disorder - moderate	15 %	10 %	13 %
Other	20 %	1 %	8 %
All categories	67 %	53 %	53 %

Number of assessments	94	149 ¹	54
Mean number of assessments per school	4.1	7.1	4.2
Mean age of students assessed	9.8	10.0 ¹	9.1

¹ Does not include 7 students age 19 to 26

Factors affecting the results

As with the previous assessments, a number of factors affected the results and must be taken into account when interpreting them.

1. Some schools had assessments in previous years, either through the Coordinated Assessments Project or through private arrangements. In these schools, many of the highest priority students had already been assessed. Consequently, the pattern of results in these schools this year would not necessarily be similar to those of previous years.
2. Despite changes in the Student Referral Form, there continued to be serious flaws in the system for identifying and supporting students with visual and/or hearing impairment. The assessments are often superficial at best. The results are seldom passed on to the school, even when requested. Often referrals for follow up assessment are not acted upon because it is unclear who has the responsibility and who can assist. And to be placed in either of these categories requires that the student be receiving special education services from a qualified teacher of the deaf and hard of hearing or visually impaired – a support for which no funding is available.
3. No dependent handicapped students were identified. According to teachers and administrators involved in the previous assessments, there were some students in this category. All of them had either moved off reserve to attend a provincial school, were living in foster homes off the reserve, or the parents had placed them in the provincial school because the community school was unable to provide the support services they require.

4. The number of gifted students is not a valid estimate, primarily because potentially gifted students were given a much lower priority for assessment, according to communications from teachers and principals. Students who were having serious difficulty were given a much higher priority. The problem of identifying potential giftedness because of the cultural inappropriateness of the assessment instruments is also an issue.
5. The number of students in the Intensive Behaviour Support category is a significant underestimate because the category requires that the student is receiving intensive interventions by other community agencies beyond the school. Such interventions are often not available in smaller or more isolated First Nations communities.

Students with special needs not identified by the Project

There are two groups of students with very serious special needs that remain unidentified in these and previous assessments.

The first group includes students who would meet the provincial criteria for special needs categories, but they were not identified for a variety of reasons.

The second group includes students who would not meet the provincial criteria but still require significant special needs support. Included in this group are students with moderate to severe language delays.

See the assessment reports from previous years for discussion of these students.

V. DISCUSSION

1. The pattern of results was quite different from the previous assessments. There was a much lower incidence of Learning Disability (Severe) and there was a much higher incidence in Intellectual Disability Moderate and Behaviour Disorder Moderate (see Table 4). The proportion of assessed students who met the criteria for special needs was up considerably from about 50% to 67%

There is no apparent reason for these differences other than random variation. The psychologists have ensured me that their criteria have not changed. The age of the children who were assessed and the type of schools have not changed.

2. Thirteen of the 23 participating schools have participated in the assessments at least once prior to this year. But the proportion of assessed students who meet the criteria for special needs did not decrease in those schools. This suggests that the proportion of those who have significant special needs but have not yet been assessed is still significant.
3. From teacher feedback and our own observations, there continues to be a serious shortage of resources for supporting students with special needs. Although there has been a significant increase in resources in recent years, teachers report that it is still inadequate.
4. As in previous years, teachers and principals lauded the efforts of FNSA and FNEC to secure adequate special needs funding, and the effectiveness with which the very limited funding was being used. For more information on the impact of FNSA/ FNEC support services, see the recent evaluation "A Good Start"

(McKibbin, E, 2004, *A good start: An evaluation of the Special Education Program administration in British Columbia*, available from FNEC/ FNSA.

5. As in previous years, serious delay in language development was a significant component in the difficulties of most of the assessed students. Almost all cases of severe learning disability were language based. Many children who did not meet the criteria for special needs support were seriously delayed in language. Many children, who were referred because of behaviour difficulties, were seriously delayed in language. And in many cases this contributed to the misbehaviour.

It is unlikely that the problems in language delay arise from the possibility that students were being tested in their second language since:

- most of the students who were tested spoke English only, and
- those who spoke a First Nations language as well as English were not overly represented among the special needs students.

Language difficulties are closely linked to most of the achievement and behaviour difficulties of the assessed students.

6. The systemic problem of dealing with hearing or vision screening and referrals continues to be serious. In many schools, screening had not been conducted recently. In most schools, there was no follow up after screening.

VI. CONCLUSIONS AND RECOMMENDATIONS

1. The increased incidence in Behaviour Disorder Moderate and Intellectual Delay Mild should be monitored carefully in succeeding assessment projects to ensure that it is indeed a random variation and not a trend.
2. I recommend that the psychoeducational assessments be continued until the percentage of students with assessed special needs decreases considerably. And, in line with recent research on special needs intervention (Roehrer Institute, 2004 and Siegel & Ladyman, 2000) that the assessments continue to focus on identifying and meeting student needs, rather than on categorization.
3. As the psychologists have visited the schools, we have noticed significant improvements in the delivery of special needs services through:
 - Increased resources;
 - The results of FNSA's efforts in professional development for special education;
 - A shift from frustration to hope amongst many teachers, towards being able to provide effective support to their special needs students.

The efforts to improve special education services in the First Nations Schools are clearly having a very positive impact, even though a great deal more support needs to be provided to do the job adequately.

4. Teachers spoke very highly of the help they had received from the FNSC special needs resource people:
 - Karen Horner, Special Education Resource Line,

- Kelly Kitchen, Special Education Coordinator
- Madeline Pohlmann, Special Needs Resource Teacher
- Larissa Schrader, Speech and Language Pathologist.

These services are logical and cost-effective ways of providing the special needs support that is desperately needed in the schools. These services will be expanded and improved next year, through the addition of another speech and language pathologist, through revision of the Special Needs Resource Line and the Special Needs website at FNSA. These are important and necessary improvements.

5. The Coordinated Assessments over the past 5 years have firmly established a link between language problems and special needs. I recommend that FNSA and FNSC continue their efforts to support early language development, early intervention, and oral language development at all levels.
6. I urge FNSA and the schools to continue to improve the screening and referral processes for visual and hearing impairment. Appointing one person in each school would be a very useful step.
7. I urge funding authorities to continue to work towards increased, continuous, and secure funding for special needs so that long-term planning is possible at FNSA and in the schools.

Thank you!!

My thanks to the teachers, principals, staff and parents for their cooperation and support in this Project.

The schools were cooperative and helpful in every way to make the assessments project successful. I wish you all the best as you convert the assessment results into effective support programs for your students.

Also, a special thank you to the psychologists who carried out the assessments. The timeline and the travel requirements were very demanding. But your enthusiastic involvement, and your focus on supporting individual children were very important to the success of this Project.

The First Nations Education Steering Committee and the First Nations Schools Association continue to be thoughtful, creative, well prepared, tireless, and tenacious in their pursuit of adequate and proper resourcing for special needs in the FNSA schools. Thank you for your leadership !

Arthur J. More

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USEFUL LINKS

- BC Ministry of Education, Aboriginal Education Enhancement Branch
..... www.bced.gov.bc.ca/abed
- Council for Exceptional Children..... <http://www.cec.sped.org/>
- First Nations Education Steering Committee..... <http://www.fnesc.bc.ca/index.cfm>
- First Nations Schools Association..... <http://www.fnsa.ca/>
- FNSA Special Education programming and services.....
..... <http://www.fnsa.ca/specialed.htm>
- FNESC/FNSA Handbook for parents.....
..... http://www.fnsa.ca/publications/pdf/parents_handbook.pdf
- Kids Stop, Indian and Northern Affairs Canada..... http://www.ainc-inac.gc.ca/ks/index_e.html
- Learning Disabilities resources..... <http://www.ldonline.org/>
- Medline Plus: US National Institutes of Health
Conditions and Illnesses..... http://www.nlm.nih.gov/medlineplus/healthtopics_p.html
Medications..... <http://www.nlm.nih.gov/medlineplus/druginformation.html>
- Student Record Book for First Nations Schools..... <http://www.fnsa.ca/programsframes.htm>
- Teachers Book Depository, Edmonton..... <http://teachersbooks.epsb.net/tbd.cfm>
- Use visual strategies.com..... <http://www.usevisualstrategies.com/>
- Website: Art More..... <http://www.artmore.ca/>