

# Exceptional News

Student Support Services Division



Department of Education

and

Early Childhood Development

## Newsletter

October 2016



### SSS Staffing Update

Anna Powell is currently on leave from EECD. In her absence, enquiries regarding Alternate Format Materials may be directed to [tinaloveless@gov.nl.ca](mailto:tinaloveless@gov.nl.ca) and Home Teaching to [paulettejackman@gov.nl.ca](mailto:paulettejackman@gov.nl.ca)

### Professional Learning Opportunity – Autism and Anxiety

Want to learn more about autism and anxiety? The Autism in Education Symposium held in Halifax in May 2016 featured keynote presenter Dr. Patrick C. Friman, Ph.D., ABPP, Vice President of Behavioural Health at Boys Town (Nebraska) and Clinical Professor in the Department of Pediatrics at the University of Nebraska School of Medicine. Dr. Friman addressed the causes of anxiety, explained the reasons for increased prevalence of anxiety in individuals with ASD, and provided research-based intervention strategies for

addressing anxiety in individuals with ASD and other diverse needs. He shared a variety of evidence-based strategies to help professionals and caregivers bring about meaningful changes in behaviour for individuals who are dealing with a variety of challenges. You can watch this presentation free of charge at <http://aie/apsea.ca/recorded-presentations/symposium.html>

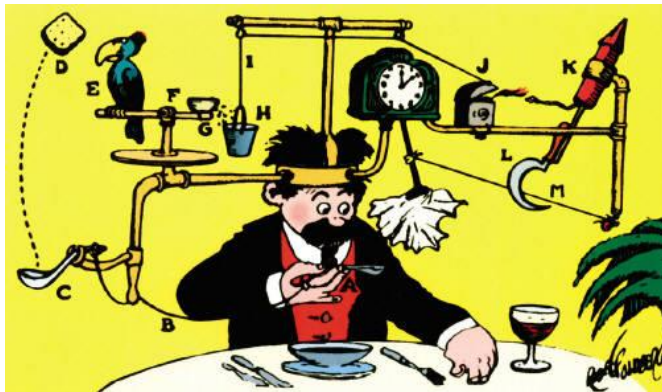
Autism in Education is an Atlantic partnership that facilitates the sharing of best practice, professional development, training and resources.

### Gifted and Talented: Suggested Websites

The April 2016 ASCD **Education Update** included the article *Six Strategies for Challenging Gifted Learners* by Amy Azzam. This article for teachers is also available free online at <http://bit.ly/2cljXXn>

Teachers frequently ask about resources to extend the learning of students who are particularly able or those who have been identified as gifted and talented. It is important to realize that students have

strengths and interests in many areas and what is a favourite for one might not be of interest to another. However, some sites which might be of interest to students with a particular bent include:



### Rube Goldberg Machine Contest

Rube Goldberg (1883-1970) was a Pulitzer Prize winning cartoonist best known for his zany invention cartoons. He was born in San Francisco in 1883 and graduated from University of California Berkeley with a degree in engineering. His name has become synonymous with “A comically involved, complicated invention, laboriously contrived to perform a simple operation” (Webster’s New World Dictionary). There are several contests and challenges which build on his work. The Elementary School Rube Goldberg Machine Contest is free to enter. See <https://rubegoldberg.madscience.org/> There are many educational resources and provocations for aspiring engineers or physicists.

See also

[www.rubegoldberg.com/education/teaching-resources/](http://www.rubegoldberg.com/education/teaching-resources/) for teaching resources.

### Differentiated Instruction

Now available on the K12PL site is *Differentiated Instruction in the Inclusive Classroom: Strategies for Success*. This is a collection of suggested instructional methods to respond to the learning styles and interests of your students. It is in the quick links (right side) of the home page at [www.k12pl.nl.ca](http://www.k12pl.nl.ca). CDLI credentials are required for access.

### Watch-Read-Watch-Read (W-R-W-R)



Students watch a short clip from a movie version of a novel (3-5 minutes) allowing them to see enough to want to continue reading the novel. The teacher specifies critical elements of the movie clip that students should look for when viewing, such as setting, types of homes, physical appearances, prediction, vocabulary, problems and solutions.

Process:

- Teacher locates appropriate approved video to match a novel that the class is reading.
- Teacher identifies 3-5 clips that might be used before beginning the novel or at any point during the reading.
- The teacher decides on which elements of the clips she wants the students to focus. This may include setting, plot, character, language, conflict, etc.
- Have students watch the video clip, and then lead a discussion of the elements for which students were asked to look.
- Have students read the portion of the text that matches the video clip.
- Discuss how the same elements were described in the text.
- Ask students how the video clarified or expanded their understanding of the written text.
- Where there are differences between the text and the video, lead a discussion about why the director might have changed what the author wrote.

Source: Hibbing, Anne N., and Joan L. Rankin-Erickson. "A Picture is Worth a Thousand Words: Using Visual Images to Improve Comprehension for Middle School Readers." *The Reading Teacher* 56 (2003): 758-77.



## Anaphylaxis in Schools: What Educators Need to Know

This training is intended for teachers, administrators and other school personnel. This online course will help participants understand the basics of anaphylaxis, ways to reduce risks in the school setting, and the recommended emergency treatment. The duration of the course is approximately 30 minutes. A personalized certificate is available upon completion.

<http://www.allergyaware.ca/>



## Guidelines for LGBTQ Inclusive Practices

The EECD has developed *Guidelines for LGBTQ Inclusive Practices*. These guidelines were developed in consultation with NLESD and CSFP staff and community partners. The guidelines will be posted on the EECD website, along with a PowerPoint presentation and other resources. These may be appropriate for schools to use to introduce the guidelines to their school community.

[www.gov.nl.ca/edu/k12/safeandcaring/index.html](http://www.gov.nl.ca/edu/k12/safeandcaring/index.html)

## Graduating Student Awards

In June 2016, the Safe and Caring Schools *Graduating Student Awards* were presented to 14 deserving graduates from across the province. Each of these students received a \$500 post-secondary tuition voucher in recognition of their leadership in promoting and maintaining safe and caring schools and communities.

Congratulations are extended to the following students:

Brittney Coleman	St. James High School
Riley Power	Piccadilly High School
Emily Ball	Grandy's River Collegiate
Hayley Flynn	Labrador Straits Academy
Frances Leonard	Mealy Mountain Collegiate
Chelsea-Anne Woolridge	Botwood Collegiate
Olivia Baker	Botwood Collegiate
Kailey Gillingham	Valmont Academy
Kaitlin Mugford	St. Mark's School
Kathleen Blundon	Mount Pearl Senior High
Naomi Russell	St. Michael's Regional High School
Breanna Bickford	St. Michael's Regional High School
Cameron Hibbs	St. Michael's Regional High School
Matthew Cudmore	St. Michael's Regional High School

Please encourage students who are graduating this year to become involved in leadership activities within their school and to apply for an award in the spring.





## Safe and Caring Schools Project Awards

*The deadline date for applications is November 28, 2016.*

These awards support specific projects in schools that are student focused, and provide leadership in the development and maintenance of safe, caring and inclusive school environments.

### Specifically, the goal of a project should:

- ✓ support the implementation of the safe and caring schools goal identified in your school development plan,
- ✓ support a specific action that has been identified by the safe and caring school action team, and
- ✓ support the implementation of key components of the Safe and Caring Policy such as school-wide positive behaviour supports, code of conduct, violence/bullying prevention, social/emotional learning, inclusive education and/or digital citizenship

Please note there have been some slight changes to the application this year, as projects must be linked to the Safe and Caring Action Plan found within the School Development Plan. For further information, please contact the Safe and Caring Itinerant assigned to your school.

Visit

[www.gov.nl.ca/edu/k12/safeandcaring/Guidelines\\_and\\_Application.pdf](http://www.gov.nl.ca/edu/k12/safeandcaring/Guidelines_and_Application.pdf) for more details.

## The Body Project

The Body Project Canada is an evidence-based Eating Disorder prevention program. The goal of the program is to decrease the number of eating disorders in NL through supporting young women to resist cultural pressures to conform to the appearance-ideal standard of female beauty, and reduce their pursuit of unhealthy thinness. In August, the Eating Disorder Foundation hosted a very successful initial Body Project Canada training session involving 14 teachers/guidance counsellors from the NLESD. These educators are now trained to initiate prevention groups with young women in their schools. Educators interested in future training sessions, please contact the Eating Disorder Foundation of Newfoundland and Labrador ([www.edfnl.ca](http://www.edfnl.ca)).



## Relationships First: Restorative Justice in Education

Building a safe, caring and inclusive school environment requires a focus on developing respectful and caring relationships within the school community – among students, among adults and between student and adults, through a focus on:

- relationships
- harm done, rather than rule/law broken
- encouraging responsibility and accountability
- involving and engaging everyone
- collaborating and problem solving
- giving a voice to all

Using restorative approaches, as referenced in the Safe and Caring Schools Policy, means schools use a range of relational practices that build positive relationships, assisting in the prevention of inappropriate behaviour. When conflict does occur, it leads all individuals involved to learn from the experience and examine the attitudes, beliefs and behaviour which have contributed to it.

Schools practising a restorative philosophy have discovered that restorative approaches are on a continuum ranging from whole school (e.g., classroom and corridor conferences,

peer mediation) to targeted (e.g., individual conferences), to more intensive approaches (e.g., conferences for serious harm). What is common among all these approaches is that the primary focus is relationship building.

Any school that is interested in learning more about *Relationships First: Restorative Justice in Education* please contact the Safe and Caring Schools Itinerant or the Inclusive Education Itinerant in your region. Additional information pertaining to Relationships First: Restorative Justice in Education can also be found at <http://relationshipsfirstnl.com/>.



## Assistive Technology

EECD has recently deployed Surface Pro 4 tablets to students in Grade 7 meeting specific criteria related to Specific Learning Disorder in Written Expression. See [www.gov.nl.ca/edu/k12/studentssupportservice/s/assistive\\_tech.html](http://www.gov.nl.ca/edu/k12/studentssupportservice/s/assistive_tech.html) for more details. There are a limited number of tablets still available for qualifying students.

EECD has posted sample trial forms to indicate the type and depth of information required as part of a 30 day trial of software. Following these samples may result in timelier processing of AT applications.

Visit

[www.gov.nl.ca/edu/k12/studentssupportservice/s/assistive\\_tech.html](http://www.gov.nl.ca/edu/k12/studentssupportservice/s/assistive_tech.html) to find links to trial form samples.

## Hushhups

Please note that the Hushhups application form has been updated. Visit

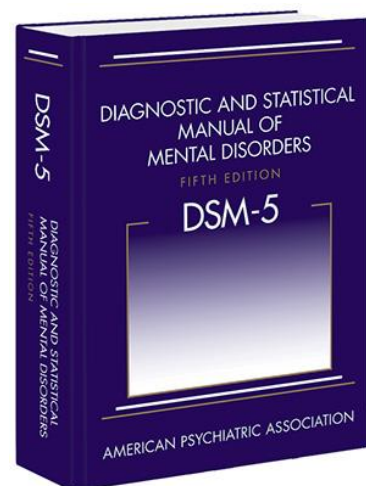
[www.gov.nl.ca/edu/forms/studentssupport/Hushhups\\_Application\\_Form.doc](http://www.gov.nl.ca/edu/forms/studentssupport/Hushhups_Application_Form.doc)

## Kurzweil 3000 Update

Our management report indicates that there are 56 NLESD students with Kurzweil credentials who have not logged into the system since September 7, 2015. Many of these students may have graduated. At the end of December, we will cancel the usernames for these inactive accounts thereby allowing reassignment of this software to other applicants. If there are exceptional cases which may warrant extension, please contact [sewhalen@gov.nl.ca](mailto:sewhalen@gov.nl.ca) or [jackiefewerbennett@gov.nl.ca](mailto:jackiefewerbennett@gov.nl.ca) before the end of December 2016.

## Service Delivery Model for Students with Exceptionalities (SDM-SE)

Professional Learning related to the SDM-SE is now available on the EECD Professional Learning Page. Visit [www.k12pl.nl.ca](http://www.k12pl.nl.ca) and sign in with your CDLI credentials. You can then navigate to Student Support Services and choose whether you prefer French or English directories.



## DSM-5 Online

The Department of Education and Early Childhood Development has renewed access for 2016-17 to the American Psychiatric Association's (APA) "Psychiatry Online" service for guidance counsellors, educational psychologists, itinerants, program specialists, and senior education officers for Student

Support Services. The service provides access to three APA publications:

- *Diagnostic and Statistical Manual of Mental Disorders (DSM-5)*
- *DSM-5 Clinical Cases*
- *DSM-5 Handbook of Differential Diagnosis*

Access is granted from <http://psychiatryonline.org/> with the following username and password:

Username: assessor  
Password: DSM-5

Once logged in, the user will see reference to the three books mid-page under the header "Books".

### **AFM Advisor Program**

The Alternate Format Materials Library at the Department of Education and Early Childhood Development (AFMNL) provides on-line and off-line alternate format materials (AFM) to students unable to use traditional print material and meeting the criteria outlined. Regulations related to the library's operation and the roles of the department, district, and schools are available on the department's website at

[www.gov.nl.ca/edu/k12/studentsupportservices/pdf/afmnl\\_regulations.pdf](http://www.gov.nl.ca/edu/k12/studentsupportservices/pdf/afmnl_regulations.pdf).

School principals are requested to ensure that one or more AFM Advisors are available in their schools. AFM Advisors:

- complete an AFM Advisor application.
- complete on-line professional learning at [www.ed.gov.nl.ca/edu/k12/studentsupportservices/resource\\_center/index.html](http://www.ed.gov.nl.ca/edu/k12/studentsupportservices/resource_center/index.html).
- have access to a list of all students in their school currently approved to access the AFMNL digital repository
- reset student passwords

- add digital AFM resources to the approved student's account

AFM Advisors are approved by the Department of Education and Early Childhood Development through an application process. The application form is available at [www.gov.nl.ca/edu/forms/studentsupport/afm\\_advisor\\_app.doc](http://www.gov.nl.ca/edu/forms/studentsupport/afm_advisor_app.doc).

### **Return of Off-line AFM Resources**

Off-line AFMNL resources from the 2015-16 school year are now overdue. These resources are needed for loan to approved students in the 2016-17 school year. The address for returns is:

AFMNL Intake  
Division of Student Support Services  
Department of Education and Early Childhood Development  
Building 909, Pleasantville  
P.O. Box 8700  
St. John's, NL  
A1B 4J6



### **Feedback**

Please share your thoughts regarding this newsletter including any suggestions for future articles. Our hope is to facilitate better communication with all teachers throughout the province.

Send feedback to [sewhalen@gov.nl.ca](mailto:sewhalen@gov.nl.ca).