



# Exceptional News!

**Student Support Services Division  
Department of Education**

**Newsletter**

**June 2012**

## **Staffing Changes**

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The Division of Student Support Services has undergone a change in staffing. Mr. Nelson Sheppard will be returning to the Eastern School District in September 2012 and Ms Jewel Cousens has moved to the public libraries system in the role as Newfoundland and Labrador Collections Librarian. We wish them well in their new positions.

Inquiries related to Alternate Format Materials may be directed to Tina Loveless at [tinaloveless@gov.nl.ca](mailto:tinaloveless@gov.nl.ca).



## **Educators Spend a Day with Leading Autism Researcher**

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On April 5<sup>th</sup>, 2012 almost 100 educators and administrators from across the province spent the day listening to leading autism researcher Dr. Hanna Rue talk about her organization's multi-year study on evidence-based interventions for the treatment of Autism Spectrum Disorders. Dr. Rue is the Director of the *National Standards Project* at the National

Autism Center located in Randolph, Massachusetts, USA.

In 2007, the National Autism Center released a report entitled *The National Standards Project – Addressing the Needs for Evidence-Based Practice Guidelines for Autism Spectrum Disorder*. This report outlined hundreds of different interventions for treating Autism and the science (or lack thereof) behind the interventions. In her talk to educators, Dr. Rue spent part of the morning discussing what makes for good science, and sound quality research. She emphasized selecting interventions for students that are proven, through a rigorous scientific process, to work in treating the core symptoms of Autism.

The afternoon session involved an overview of how to implement the interventions that were deemed “established,” or proven through science to be effective. The final part of the day saw school districts examine their use of “established treatments” in teaching students with autism, and their ongoing commitment to implement more of these treatments in their work with students with ASD.



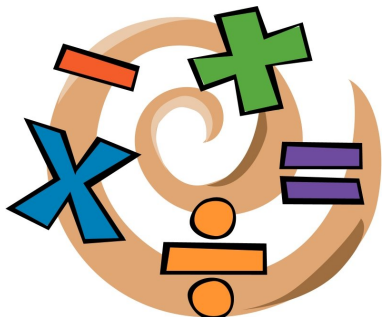
Research is currently underway on an updated version of the National Standards Report. In this updated report researchers will continue to assess interventions based on the latest research available. While the first version of the National Standards Report solely focused on treatments for youth (individuals up to age 22), the updated version will examine treatments for both children and adults with Autism Spectrum Disorder.

## **Educators attend Intensive Workshop in Positive Behavioural Programming**

In late April, itinerants from Student Support Services in each school district joined over 175 personnel from the health sector in attending a three-day intensive workshop entitled *Non-Linear Applied Behaviour Analysis and Positive Practices in Behavioural Support* hosted by the Department of Health and Community Services.

Dr. Gary LaVigna, Institute for Applied Behavior Analysis (IABA) in Los Angeles, California, lectured and demonstrated for participants how to effectively deal with students' most challenging behaviours using only positive strategies - the focus of Dr. LaVigna's work with children and adults for the past 40 years.

As Dr. LaVigna so adamantly states, the recent direction of the courts and human rights legislation indicates that the use of so-called "traditional strategies" such as time out, response-cost, and natural consequences may soon be no longer acceptable.



## **Gifted and Talented Math Learning Resources**

Schools that have student populations including Grades 3, 4, 5, or 6 have been sent an assortment of math resources (varying by grade) meant to help provide additional challenge for students who are exceptionally able in mathematics. These problem-solving tanks and reproducible math games are intended as a resource to the school rather than a particular classroom. Teachers are encouraged to try several of these in order to determine which may provide appropriate challenge for the individual student. These resources have also been supplied to Math Program Specialists, Numeracy Support Teachers and Numeracy-Literacy Support Teachers.

## **Service Delivery Model**

The professional learning resources connected to the *Service Delivery Model for Students with Exceptionalities* are now available online in both English and French. There is a link from the Department of Education website at [www.gov.nl.ca/edu/k12/index.html](http://www.gov.nl.ca/edu/k12/index.html)

You may access it through the CDLI home page <https://www.cdli.ca>

(icon on the bottom left)

or directly at <https://www.cdli.ca/sdm>

There are several additional resources provided here including Captivate presentations on the time requirements for alternate programs and courses, and black and white thinking in the decision-making process regarding appropriate settings for programming.

The sample forms related to the Service Delivery Model have been provided here for professional learning purposes, but new forms will be available during the summer for use beginning in September 2012. These forms will be mainly Adobe fillable in order to make them more user friendly. They may be saved on a personal computer. We are also

exploring a better format for recording alternate courses and programs in order to accommodate the variation of terms and situations in different grade levels.

Learning regarding this model continues on many fronts as Memorial University has decided to use this site as their resource for ED3650: Practicum in Special Education.



## **Alternate Format Materials & Assistive Technology Deadlines**

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Schools should note that the deadline for applications for Alternate Format Materials and/or Assistive Technology for the 2012-13 school year was May 15, 2012. If you have not yet submitted your applications, please forward them as soon as possible to:

*AFM*  
Tina Loveless.

*Assistive Technology*  
Laurie Ann Strange

## **Student Support Database**

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This system is a repository for student support services information regarding Student Assistants, alternate transportation, home tutoring, bursaries and itinerant support. It is available to users for viewing all year. While schools only have update rights for a few weeks of the year, districts have update rights year round.

For assistance or additional information regarding the SSS database, please contact [evelynlundgrigan@gov.nl.ca](mailto:evelynlundgrigan@gov.nl.ca)

## **Differentiated Instruction Strategy**

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### **1) Talk with F.R.E.D. – Facts, Reflections, Evaluation, Decisions** (from the work of Betty Hollas)

This is a useful activity to get your students to the highest level thinking in an individualized activity.

Process:

- Before students read a text, watch a video or participate in discussion, write a list of questions that you want to ask the class. Base your question of the F.R.E.D. guidelines. Be sure to tailor the questions to the subject and the group of students.

### **F.R.E.D. Guidelines**

**Facts:** These are questions that get at what your students have seen, heard, or experienced in other ways. (e.g., What facts do you remember? What scenes or images do you remember?)

**Reflections:** These are questions that get your students' emotions involved by finding out how they feel. (e.g., What was your first response to the scene?)

**Evaluation:** These questions invite your students to make meaning. (e.g., What was the most interesting part for you?)

**Decisions:** These questions help students with decisions. (e.g., What would you say about this text or video to someone who has not read or seen it?)

- After the class reads the text or watches the video, ask your questions. Spend three to four minutes at each step of questioning.
- Ask students to elaborate on their answers by giving specific examples.



## 2) Give Me 10 Questions for This Answer

Process:

- Give students a word related to the content being studied and tell them that the word is the answer.
- They need to come up with 10 questions that have that answer.

You can easily increase or decrease the complexity of this quick assessment based on the content you are addressing.

Example:

- Write 10 words that start with "R."
- Come up with 10 questions to which the answer is the word "abolitionist."
- Give 10 different equations, using exponents and their base numbers only, that equal 24.

*From literature distributed by Staff Development for Educators*



## Assistive Technology Pilot

Eleven high schools throughout the province have been selected to take part in a pilot project entitled *Fostering Accommodations Independence Through Technology*. These schools have been provided with laptops loaded with various software in order to support students who require accommodations such as teacher reading text aloud, scribing, use of an audio recording device, or word processor. The instructional resource teachers, as well as classroom teachers involved in the delivery of these accommodations, will receive professional learning in the use of the various programs. The aim of the project is to increase student independence and confidence through the use of technology to support their learning needs and thereby aid their transition to post secondary education or the work force.

The schools involved are:

### **Eastern School District**

Prince of Wales Collegiate, St. John's Heritage Collegiate, Lethbridge Roncalli Central High, Avondale Marystown Central High

### **Nova Central Schools District**

Leo Burke Academy, Bishop's Falls J.M.Olds Collegiate, Twillingate

### **Western School District**

St. James' Regional High, Channel-Port aux Basques Picadilly Central High

### **Labrador School District**

Mealy Mountain Collegiate, Happy Valley-Goose Bay Menihek High School, Labrador City

### **Conseil Scolaire Francophone**

École Ste-Anne, La Grand' Terre



## Safe Caring Schools: Graduating Student Award Winners

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The graduating student awards acknowledge the contributions of youth in establishing and maintaining safe and caring schools and communities. Specifically, the goal is to:

- ✓ Recognize the leadership of youth across the province in completing projects and activities aimed at enhancing the safety and well-being of others in their schools and communities.
- ✓ Help students recognize that they can make a difference in the lives of others.
- ✓ Encourage and mobilize students to become involved in future initiative

### Eastern School District:

- 1) **Nikita Marsh**  
Random Island Academy  
Anti-Bullying Week Activities
- 2) **Leah Sing**  
Prince of Wales Collegiate, St. John's  
Gay-Straight Alliance
- 3) **Bailey Howard**  
Bishop's College, St. John's  
PINK Committee (Social Justice & Bullying Prevention)
- 4) **Lesley Dawe**  
Queen Elizabeth Regional High School,  
Conception Bay South  
Annual Shave for the Brave Fundraiser

### Western School District:

- 1) **Toni Kearney**  
Sacred Heart All-Grade, Conche  
Rockin' Robin Book Club
- 2) **Ian Ryland**  
Labrador Straits Academy, L'anse au Loup  
GLEE club
- 3) **Samantha Budden**  
Stephenville High  
Anti-Texting & Driving Campaign

### Nova Central School District:

- 1) **Gregory Hynes**  
Glovertown Academy  
Bullying Prevention Club (with online anonymous reporting)
- 2) **Paige Rowe**  
Fogo Island Academy  
Chains of Kindness (an initiative of student-led PBS)
- 3) **Stephanie Turner**  
Holy Cross, Eastport  
Stand-Up to Bullying Day Activities

### Labrador School District:

- 1) **Jonathan Connell**  
Mealy Mountain Collegiate, Happy Valley-Goose Bay  
Anti-bullying Assembly and Rally

## Students with Hearing Loss

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The Department has partnered with teachers of students who are deaf or hard of hearing in order to create a brochure regarding services available for preschool children who have hearing loss. This will be distributed to all audiology clinics in the province which service the preschool population. The brochure is available in both French and English and may also be viewed at the Publications section of the Student Support Services section of the Dept. of Education website

[www.gov.nl.ca/edu/k12/studentsupportservices](http://www.gov.nl.ca/edu/k12/studentsupportservices)

## **Professional Learning**

All teachers who work with the population of students with hearing loss were involved in professional learning from May 23 to 25. The topics included training in assessment materials and the use of a database specific to the needs of this population.

## **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.

Contact us at:

**Darlene Fewer Jackson**

[darlenefewerjackson@gov.nl.ca](mailto:darlenefewerjackson@gov.nl.ca)

**Anna Powell**

[annapowell@gov.nl.ca](mailto:annapowell@gov.nl.ca)

**Sharon Whalen**

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

