



# Exceptional News!

**Student Support Services Division  
Department of Education**

## Newsletter

**June 2013**

### Staffing Changes



The Department of Education's Student Support Services Division will say farewell to Evelyn Lundrigan this summer after twelve years with the department. We will miss her greatly and wish her well.

Here's a note from Evelyn:

*Come September 2013, I will not be at the DoE and take this avenue to express thanks for friendships, dedication and support which made my job pleasant and allowed us to be of service to students and their families. Have a wonderful summer and best wishes personally and professionally. Shalom Evelyn*

Another slight change at our division is that Darlene Fewer Jackson will now be the contact for the Blind/Visually Impaired area. If you have any inquiries or concerns, please contact her at [darlenefewerjackson@gov.nl.ca](mailto:darlenefewerjackson@gov.nl.ca).

### Speech-Language Pathology

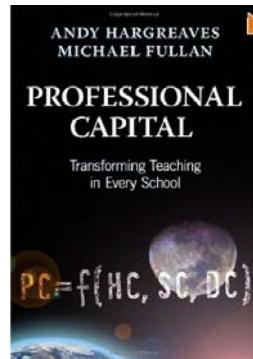
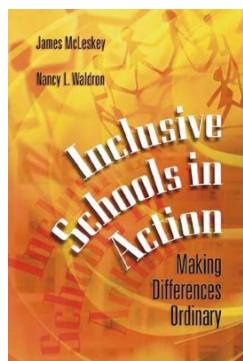
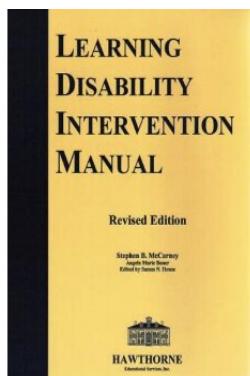
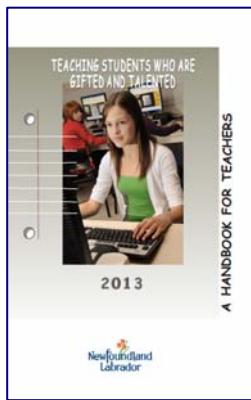
#### **What Is a “Lisp?”**

A “*lisp*” usually refers to a person’s difficulty producing the /s/ and /z/ sounds because of incorrect tongue placement. The tongue may be sticking out between the front teeth, or the sides of the tongue may not be high enough or tense enough in the mouth.

A *frontal (interdental) lisp* occurs when the tongue sticks out between the front teeth. This error makes /s/ and /z/ sound like “th” (e.g., *thew* for *sew*). A *lateral lisp* occurs when air escapes over the sides of the tongue. A lateral lisp often sounds “wet” or “slushy” because you can hear the sounds of saliva.

In young children, a frontal lisp is often a developmental distortion. This means that it may improve on its own as a child develops new sounds. Therefore, the speech-language pathologist may wait to provide intervention for this error until a child is seven or eight years of age. A lateral lisp is not a developmental distortion. Treatment can begin earlier.





- *Professional Capital: Transforming Teaching in Every School* by Andy Hargreaves and Michael Fullan
- *Inclusive Schools in Action: Making Differences Ordinary* by James McLeskey and Nancy L. Waldron

These resources should be placed with your school's professional learning materials.



## New Resources

Schools have recently received a number of new resources from the Division of Student Support Services, Department of Education.

All schools were sent:

- *Learning Disability Intervention Manual – Revised 2<sup>nd</sup> Edition* by Stephen McCarney and Tamara Arthaud
- *Teaching Students Who are Gifted and Talented: A Handbook for Teachers* by the Newfoundland and Labrador Department of Education. (This resource is also available at the Department of education website under Student Support Services: Publications. [www.gov.nl.ca/edu/k12/studentsupportservices/publications/TeachingStudentsGiftedTalented.pdf](http://www.gov.nl.ca/edu/k12/studentsupportservices/publications/TeachingStudentsGiftedTalented.pdf))

Schools which are involved in the Inclusive Education Initiative will also have received:

## Students with Autism and Kindergarten Entry

Students with an Autism Spectrum Disorder (ASD) may experience challenges coping with the transition into Kindergarten. With advanced planning and preparation, this shift can be successful for both the student and staff. Here are some suggestions for entry into school:

- Videotape class routines and school environments for your student to review over the summer.
- Develop a storybook using visuals for your student to review over the summer.
- Meet the student and familiarize him/her with class/school environment and staff.
- Show your student his/her specific areas, i.e., desk/quiet space/relaxation area.
- Have recess and lunch plans in place.
- If possible, arrange a trial bus run.
- Contact parents to discuss strategies, communication, sensory issues, etc.
- Create a 'kit' or 'bin' of materials specific to your student's needs; programming materials, reinforcers, schedules, visuals, etc. that may eventually move from grade to grade.

## **Professional Development for Teachers of the Deaf or Hard of Hearing**

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Teachers of the Deaf or Hard of Hearing (DHH) will be participating in a training program which will consist of a series of 6 multi-day workshops over a three-year period 2013-2015. This training is based on the competencies identified by the Alexander Graham Bell Academy for Listening and Spoken Language Specialist. It will provide DHH teachers with knowledge, strategies and techniques relating to listening and spoken language development for children with hearing loss.

## **Service Delivery Model for Students with Exceptionalities**

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A hard copy of this document is in every school. It is also available online at [www.cdl.ca/sdm](http://www.cdl.ca/sdm). Teachers can access the text of the document as well as short videos which have a brief introduction and then classroom footage and reflection from teachers. Also available on this site are a number of learning activities and multi-media items to further explore the topics contained in the model. One point to note: several articles are mentioned in the professional learning activities which accompany sections of the document. For copyright reasons, these articles are not available from the website. These articles are, however, available in full text on the resource CD provided to the principal of every school in his or her package.

Stay tuned to this site as more materials are being developed. We are also continuing to work on improving the flexibility of the record keeping forms and templates.

## **Differentiation Instruction Strategy**

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### **Sketch to Stretch**

In this strategy, students draw pictures that represent their understanding of a topic, text, or video and share their illustrations with a small group.

Process:

- Place students in groups of four or five.
- Have students think about what they have read or viewed.
- Ask each student to draw a sketch depicting what the selection meant to him or her.
- Tell students to focus on interpretation not artistic talent.
- When sketches are completed, each student shares his or her sketch with the other members of the group. They do not give any oral hints or phrases. Allow the members of the group to interpret what the sketch is depicting. Once the other members are finished with their interpretation, the artist explains the meaning of his/her sketch.
- Continue sharing around the group until all members have shared.
- To extend this activity, have each group choose one sketch to share with the larger group.

Sketch to Stretch Template:

[www.readwritethink.org/files/resources/lesson\\_images/.../sketch.pdf](http://www.readwritethink.org/files/resources/lesson_images/.../sketch.pdf)

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**(See next page)**

Name \_\_\_\_\_

Date \_\_\_\_\_

## Sketch-to-Stretch

Sketch your response to the story in the box below. Remember not to worry about artistic quality, just sketch your reaction.



Describe your sketch and your reaction to the story below.

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## Graduating Student Award Recipients 2013

The graduating student awards aim to promote student awareness of the Safe and Caring Schools Policy and acknowledge the contributions of youth in establishing and maintaining safe and caring schools and communities. Specifically, the goals are 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 initiatives.

The Provincial Advisory Committee for Safe and Caring Schools provides 15 awards of \$500 each for deserving graduates across the province.

The 2013 award winners are:

### *Francophone School District*

- Brittany Stumpf, École Boréale

### *Western School District*

- Jessica O'Brien, Labrador Straights Academy
- Nicholas Cassell, Cloud River Academy
- Ebenezer Gonesse, Burgeo Academy

### *Nova Central School District*

- Alyson Roberts, John Watkins Academy
- Abby Moss, Gander Collegiate
- Amanda Saunders, Glovertown Academy

### *Eastern School District*

- Samantha Miller, Holy Trinity Regional High
- Nicholas Ryan, Stella Maris Academy
- Jennifer Brenton, Queen Elizabeth Regional High School
- Jessica Siegfredt, St. Lawrence Academy
- Alycia Leonard, Gonzaga Regional High
- Rebecca O'Leary, Holy Heart of Mary

### *Labrador School District*

- Nancy Gear, Mealy Mountain Collegiate
- Rebekah Whey, Mealy Mountain Collegiate

## **Assistive Technology Tidbits**

There are currently a wide range of Assistive Technology options available, many of which are quite inexpensive. It is important that the assistive technology chosen meets the needs of the student (there is a good person-technology match) and is accompanied by adequate training, support and follow-up at the school level.

In this newsletter, we will highlight a couple of text-to-speech apps and free e-book sources.

- **Speak Selection:** On any iPad, iPod or iPhone with iOS 5.0, there is a free “Speak Selection” option which will read books, passages, text messages etc. aloud. In order to activate this feature, go to *Settings/General/Accessibility/Speech Selection*.

Here you can turn Speech Selection on, set the speaking rate and choose whether you want words to be highlighted as they are read. On the accessibility tab, if you scroll down the page, there are also many other features to explore which are listed under vision, hearing, learning, and physical and motor.

- **Speak it!** is an inexpensive app (currently \$1.99) which reads aloud emails, documents, web pages or pdf files. It is available for iPad, iPhone or iPod. To find it, go to the iTunes app store on your iPhone or iPad (you must download iTunes) and click Featured (on bottom tab) and then enter 'Speak it' in the search window (on top right of screen) or go to  
<https://itunes.apple.com/ca/app/speak-it!-text-to-speech/id308629295?mt=8>
- **iWordQ CA** (Canadian English) is an easy-to-use writing and reading app for iPad to assist struggling readers and writers. (It is the "iPad app" version of WordQ). In Writing mode, a simple text editor is used for writing with the support of word prediction, abbreviation-expansion and speech feedback features. Spell-check and dictionary access is included. In Reading mode, text is shown in a more visually pleasing manner to improve readability. This is used for proofreading, reading to learn, silent reading, reading aloud, and casual reading/listening. A novel text chunking method (patent-pending) can be selected to enhance comprehension and readability of text to allow you to focus on one text chunk at a time. It currently costs \$24.99. To find it, search for **iWordQ CA** in iTunes or go to  
<https://itunes.apple.com/ca/app/iwordq-ca/id557923777?mt=8&ign-mpt=uo%3D4>
- **Storyline Online** is a free online streaming video program featuring books read aloud by members of the Screen Actors Guild (James Earl Jones, Betty White, Robert Guillaume, Elijah Wood, etc.). Each book includes accompanying activities and lesson ideas. It can be found at  
<http://www.storylineonline.net/>
- **Project Gutenberg** provides over 36,000 free e-books which can be downloaded from the site. Go to  
<http://www.gutenberg.org/>
- **Audiobooks** provides a simple way to listen to many of the best classic books and modern titles. Listen to 5,154 classic audiobooks totally FREE on your iPhone or iPad. There is also a growing collection of premium audiobooks for purchase. These include professionally narrated modern best sellers and hand-selected classics edited for maximum quality. It can be found at:  
<http://itunes.apple.com/ca/app/audiobooks/id311507490?mt=8>

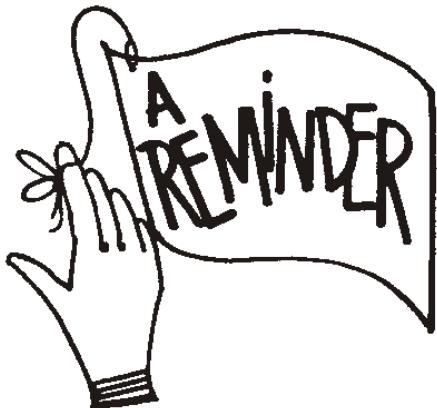
## Auditory-Verbal Therapy

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Andrea Hawley, the Auditory –Verbal Therapist who filled Nora Cahill's position, has been busy building relationships with DHH students who use cochlear implants and their educators and families. She has visited students in Labrador, on the West Coast, and in Central Newfoundland. Andrea plans to investigate the use of video-conferencing and/or tele-health methods to supplement her future in-person visits.



## Alternate Format Materials



**Please ensure that you place a copy of each student's AFM username and password in his/her cumulative file.**

Upon approval for alternate format materials (AFM) students are assigned a password by the Department of Education. This 'original' password is a complex password which contains letters and numbers. It is also a permanent password. Although the student is prompted to change his/her password at the initial login, the original, complex password remains viable. If the student forgets his/her password, the original password can be used to regain access to the AFM system and once again set a password that is meaningful to the student. It is therefore very important for schools to ensure that a copy of the student's username and password is kept in the student's cumulative file.



## Early Childhood Learning Resource

The Early Childhood Learning Division of the Department of Education has a wealth of resources available through their website. One

that may be of particular interest to teachers is the *Encyclopedia on Early Childhood Development* which is available in both English and French through the link to parent resources

[www.gov.nl.ca/edu/earlychildhood/parent.htm](http://www.gov.nl.ca/edu/earlychildhood/parent.htm)

There are a number of key topics with information sheets but also the ability to search by topic.

## 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)

