



Exceptional News!

Student Support Services Division Department of Education Newsletter

October 2013

Staffing Changes



Bernie Ottenheimer has been appointed Director of the Department of Education's Student Support Services Division. Bernie was previously a consultant at the division with responsibilities for Safe and Caring Schools. We welcome her to her new role.

With our staffing changes come new and reassigned responsibilities.

The new contact people, by initiative, are:

Assistive Technology:

Jackie Fewer-Bennett & Sharon Whalen

Alternate Transportation: Paulette Jackman

Bursaries: Carolyn Wheeler-Scott

BVI: Darlene Fewer-Jackson

Home Tutoring: Anna Powell

The assignment of credentials for online Conners Behaviour Rating Scale and the day to day workings of both RTS and the SSS database will be handled by the Newfoundland

and Labrador English School District. This will be overseen by Evelyn Lundrigan who now holds the position of SSS Data Management Coordinator with the Newfoundland and Labrador English School District.

Assistive Technology

The application for Assistive Technology has been updated. It is available on the Department of Education website at www.gov.nl.ca/edu/forms/studentsupport/applications.html

Please notice the guidelines on the front. In particular, note that the Department of Education does not supply any item which costs less than \$200 before taxes. Such items would be the responsibility of the school and/or district. Also, once technology has been sent to a school or district, it becomes the property of the district and the responsibility for any repairs or maintenance lies with them. Kindly use the updated form for any assistive technology requests and follow the guidelines outlined there. The trial form which must accompany the request is also available on the Department's website from the same page noted above.

Public Exam Accommodations

A reminder from our friends in Evaluation and Research that applications should now be in process for students who will require public examinations in special forms. This would include Read and Write Gold, Kurzweil, etc.

Applications should be at the district by October 31 as per the Public Exam Accommodations Policy Section 5 www.gov.nl.ca/edu/k12/studentsupportservices/publications/accommodationpolicy.pdf

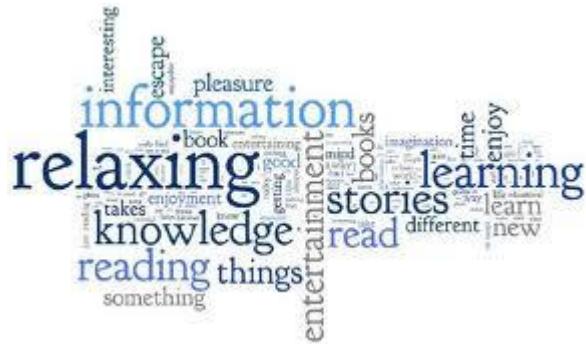
New Resources

Word Q Speak Q Software



The Department of Education has purchased a provincial software licence for Word Q + Speak Q. Discs are being distributed to schools and may be installed on all school computers. This software is available for general instructional use for all students. It should not be used as an ongoing educational support unless a particular student has been identified with an exceptionality and his or her program planning team has recommended its use as an accommodation. This should then be recorded on his or her Record of Accommodations. Please note, applications are no longer required for the provision of this software. For more information on acceptable use, please see the letter to principals which accompanied this software to schools. This will also be posted online at www.gov.nl.ca/edu/k12/studentsupportservices/publications/index.html although the activation codes will be removed for posting.

* This is the only software for which a provincial licence has been purchased. Applications for other pieces of assistive technology (costing \$200 or more before taxes) continue to be forwarded to the Department of Education via the school district personnel for Student Support Services.



Guided Reading Materials for English Language Arts Grades 4 and 5

We have partnered with the Division of Program Development for a one time provision of additional guided reading resources for Grades 4 and 5 English Language Arts. These resources extend the upper range of leveled guided reading selections to better provide for advanced readers and those who are gifted and talented in their reading abilities. Schools with these grades should have already received these materials.

Speech and Language Pathology

Many of us take our ability to communicate for granted. Here are some tips for better communication with someone who has a communication disorder:

- Speaking with someone who has a communication disorder may require extra time and patience.
- Reduce background noises that may be distracting (e.g., turn off the radio or TV, close the door, or move to a quieter place).
- Stick to one conversation topic at a time. Avoid quick shifts in conversation topics.
- Keep sentences and questions short.
- Allow extra time for responding.
- Ask questions with yes/no answers. Open-ended questions are more difficult to respond to.
- Be an active listener. Pay attention to eye gaze and gestures. Take a guess (e.g.,

“Are you talking about your dog? Yes? Tell me more.”)

- Speak slowly and clearly.
- Do not speak louder to get your message across unless the person has a hearing loss.

(Adapted from Canadian Association of Speech-Language Pathologists and Audiologists (CASLPA) Tips for Communication Handout)

Service Delivery Model Forms

The Division of Student Support Services continues to investigate ways to make the Service Delivery Model record keeping forms easier for teachers to use. While we pursue long term changes to the format of these forms, we have provided Word versions of the alternate course, program and curriculum templates on our website.

www.gov.nl.ca/edu/forms/studentsupport/sdmo-del.html

These versions of the forms are labeled “unlocked” and are more easily manipulated and tailored to the number of strands and outcomes required.



Professional Development for Teachers of the Deaf or Hard of Hearing

The Department of Education has organized a three day training session for all itinerant and classroom-based teachers for the deaf or hard of hearing on November 25-27, 2013, in St. John’s. These sessions will be a continuation of training held last spring in the area of listening and spoken language skills.

Gifted Education Suggested Websites

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:

World Traveller IQ

This site deals with world geography. Levels offer different challenges including locating a major city on a world map, locating world capitals when the country’s flag is presented, and finding cities when photos of famous landmarks are presented. The web address is www.travelpod.com/traveler-iq

Fact Monster

Trivia lovers might enjoy www.factmonster.com There are facts from mythology to quizzes on Harry Potter to food invented by mistake. There is a great deal of US content but browsers can select world options for such things as geography, holidays, etc.

SAT Question of the Day

At <http://sat.collegeboard.org/practice/sat-question-of-the-day> there is a daily multiple choice question from sample Scholastic Assessment Tests. You are able to ask for a hint if you need it. Once you make your choice you can submit for immediate feedback. This might provide challenging questions for interested students or additional practice for any student preparing to write SATs perhaps for entrance requirements into universities which require such a score.



Nrich Math

Another site which may be of interest to students with an interest in Mathematics is the University of Cambridge (England) site <http://nrich.maths.org/>. There are options for students at various levels, for teachers and for parents. Some posted problems invite collaboration to reach a solution.



Differentiation Instruction Strategy

Carousel K-W-L

This is a useful way to turn your K-W-L chart into an interactive activity.

Process:

- Choose one of the major topics students will cover during a unit of work.
- Create 4 K-W-L charts - place the topic at the top and post them around the classroom.
- Divide students into 4 groups. Give each group a different coloured marker and tell them to go stand next to a chart. Ask each group to appoint a recorder. Each group records under the K section of the chart things they already know about the

topic. Under the W section of the chart record what they would like to know.

- After a few minutes, have each group rotate to another chart. Ask the group to look at the list written by the other group and put a checkmark (with their colored marker) beside the things they also knew about the topic and then make their own additions to the list.
- Continue the rotation until all students are back where they started. Now ask each group to select a reporter.
- Give each group a few minutes to look over their chart. Then ask the reporter in each group to give the class a brief summary of the information on the chart.
- After the class completes the work on the topic, have students return to their charts to discuss with the group or entire class what they have learned. At this time, complete the L section of the chart.

Sample chart:

NAME: _____

TOPIC

K What I Know	W What I Want to Know	L What I Learned

Alternate Format Materials



copyright

The Department of Education provides curriculum resources in alternate format to students who have an exceptionality, require the accommodations of alternate format materials (AFM) and meet the Federal Government's definition of "perceptual disability". Students, parents and teachers who are provided access to AFM resources by the Department of Education are required to take steps to ensure that Federal Copyright Law is respected; that these resources are stored in a secure location and only authorized users are provided access.

Federal Copyright Law states that:

32. (1) It is not an infringement of copyright for a person with a perceptual disability*, for a person acting at the request of such a person or for a non-profit organization acting for the benefit of such a person to

(a) make a copy or sound recording of a literary, musical, artistic or dramatic work, other than a cinematographic work, in a format specially designed for persons with a perceptual disability;

Subsection (1) does not apply where the work or sound recording is commercially available** in a format specially designed to meet the needs of any person referred to in that subsection, within the meaning of paragraph (a) of the definition "commercially available".

*A perceptual disability means a disability that prevents or inhibits a person from reading or

hearing a literary, musical, dramatic or artistic work in its original format, and includes such a disability resulting from

- (a) severe or total impairment of sight or hearing or the inability to focus or move one's eyes,
- (b) the inability to hold or manipulate a book, or
- (c) an impairment relating to comprehension

** Commercially available means, in relation to a work or other subject-matter,

- (a) available on the Canadian market within a reasonable time and for a reasonable price and may be located with reasonable effort.

(Canadian Copyright Act Section 32:

<http://laws.justice.gc.ca/en/showdoc/cs/C-42>



New AFM resources

Several new resources have been/will soon be added to the AFM Library. Some of the most recent include:

English curriculum resources:

K-3

- Big and Small (pdf)
- The Castle in the Attic (Digital audio)
- Come Home Bailey (pdf)
- A Hot Day (pdf)
- Dive In (pdf)

Gr. 4-6

- Among the Impostors (pdf)
- Charlie Wilcox (pdf)
- Dive In (pdf)
- Maniac MaGee (Digital audio, pdf, kesi)

Gr. 7-9

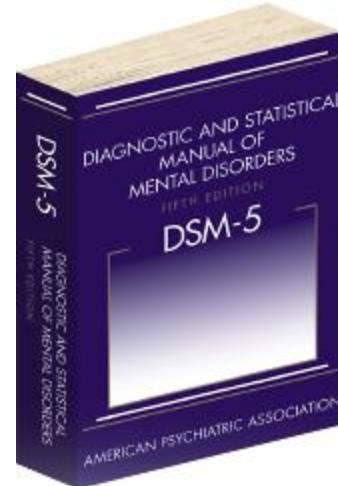
- War Brothers (pdf)
- The Watsons Go To Birmingham (pdf)
- The Wreckers (pdf)

High School:

- Animal Farm (kesi, DAISY)
- Bifocal (rtf, kesi)
- The Book Thief (kesi, pdf)
- The Blue Helmet (kesi, pdf, DAISY)
- A Christmas Carol (kesi, DAISY)
- Collected Searchlights (edited version)
- Divergent (pdf)
- The First Part Last (kesi)
- Haunted (Daisy)
- In the Heat of the Night (pdf, kesi, DAISY)
- Lifechoices: Relationships (pdf)
- Life choices: Venturing Out (pdf)
- Losing Joe's Place (Digital Audio)
- The Maze Runner (kesi)
- A Midsummer Night's Dream (kesi)
- Monster (Word, kesi)
- The Pigman (Word)
- Rumble Fish (Digital audio, kesi)
- A Separate Peace (pdf)
- A Tale of Two Cities (pdf)
- The Theban Play - Penguin edition (pdf)

French Immersion & FFL Resources:

- A la une: Les parcs d'attraction – Core French 1200
- Mathematiques 7 (French); Published by Chenelière
- Sciences 7 Terre Neuve et Labrador (pdf)



Diagnostic and Statistical Manual of Mental Disorders (DSM –V)

The ***Diagnostic and Statistical Manual of Mental Disorders (DSM)***, published by the American Psychiatric Association, provides a common language and standard criteria for the classification of mental disorders. It is used by clinicians, researchers, drug regulation agencies, insurance companies, pharmaceutical companies, the legal system, and policy makers. The department's current criteria for exceptionalities, available at www.gov.nl.ca/edu/k12/studentsupportservices/exceptionalities.html, cite the ***Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, Text Revision (DSM-IV-TR)***.

The new version of the DSM, the ***Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition*** (DSM-V), became available in June 2013. The Department of Education, in collaboration with stakeholder groups, will review the impact of the DSM-V on its exceptionality categories over the next 10 months.

Stakeholder groups include:

- Ministries of Education in the Atlantic Provinces
- Association of Psychology in Newfoundland (APNL)

- NL Counsellors' and Psychologists' Association (NLPA)
- NL Psychology Board (NLPB)
- Memorial University of Newfoundland (MUN)
- Janeway Child Health Care Center
- School Districts

Any revisions to the exceptionalities will be announced next school year. Until that announcement is made, the department is following its current exceptionalities categories.

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

Anna Powell

annapowell@gov.nl.ca

Sharon Whalen

sewhalen@gov.nl.ca

