



Exceptional News!

Student Support Services Division Department of Education and Early Childhood Development Newsletter

October 2014

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Assistive Technology

The application and trial forms for Assistive Technology have been updated. They are available on the Department of Education and

Early Childhood Development website at www.gov.nl.ca/forms/studentsupport/applications.html

Please note that the Department of Education and Early Childhood Development does not provide computers for students. Please consult with your school district regarding the Computers for Schools Program.

www.nlesd.ca/schools/doc/cfsflyer.pdf

Schools are reminded that when iPads or iPods are deployed as assistive technology for a specific student, each device should be set up with a student specific Apple ID. This will avoid any difficulties when the student transitions to another school. Also, an Apple ID for a student under 13 years of age is to be created by, or in consultation with, the parent.

Safe and Caring Schools Special Project Awards

The Department of Education and Early Childhood Development will provide Safe and Caring Schools Special Project Awards to schools across the province this year. This special project fund aims to promote awareness of the Safe and Caring Schools Policy and to support districts and schools with its implementation. Specifically, the goal is to:

- increase awareness of, and support for, effective approaches to establishing and maintaining safe and caring learning environments
- strengthen partnerships and promote effective actions to create positive school climates
- support and help sustain safe, caring and inclusive school communities

Districts or individual schools may apply. Applications within each district or region will be reviewed by the Safe and Caring Schools Itinerant working in your area. Applications will

then be forwarded to the Department of Education and Early Childhood Development for final approval.

Projects could include a wide range of activities such as drama, musical or multi-media productions, visual art projects or other formats. Strong consideration will be given to innovative ideas. Award winners will receive \$500 to support their Safe and Caring Schools initiatives.

The deadline for applications is **November 28, 2014**.



Alternate Transportation Applications

The Department of Education and Early Childhood Development has been communicating with the Association of Registered Nurses of Newfoundland & Labrador to further expand its knowledge of the standards and scope of practice for nurse practitioners working in our province. In the past, we would only accept physician signatures on the medical certificate (Appendix B) required for an application for alternate transportation. This has been

revised. A physician or nurse practitioner signature is now acceptable.



Professional Learning for Teachers of the Deaf or Hard of Hearing

The Department of Education and Early Childhood Development will be hosting professional learning (PL) for itinerant teachers who work with Deaf or Hard of Hearing students. This PL, which is occurring on October 28 and 29th, 2014 is the 4th of 6 scheduled sessions for this group. The PL will focus on Listening and Spoken Language Skills also known as Auditory Verbal Therapy training.

Speech and Language Pathology

Communication Temptations

Wondering how to get your student talking? Speech-language pathologists have lots of tricks to do just that. One of their favorites involves enticing children to talk by creating what they call communication temptations (Wetherby and Prizant, 1989). This little strategy can be especially useful with encouraging a young child with autism to begin communicating. Communication temptations are pretty much just what they sound like: set up the environment to *tempt* children to *communicate* with us.

Setting up communication temptations is easy and there are lots of ways to do so. Wetherby and Prizant (1989), who formalized the term, were pretty creative in their list of examples.

They suggested things such as:

- offering a child something to eat you know he dislikes
- putting a toy in an opaque bag and shaking it to get the child's interest

- putting a child's hand in something sticky or gooey such as pudding
- waving bye-bye and saying "bye" as you put toys in a box three times, then pausing right before you put away the next toy

Each of these ideas has one thing in common—the environment is set up so that a child is tempted to communicate about *something* ("No, I don't want that!" "What is that?" "Yuck" or "Bye!"). Another form of communication temptation involves enticing a child to **request**. This is a great place to start for any child, but it's especially good for kids with autism, because requesting is often the easiest form of early communication for these children.

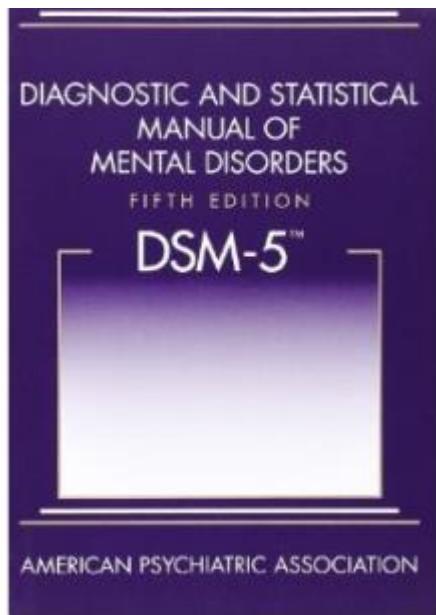
The steps to this type of communication temptation are as follows:

1. Find an activity or an object that the child really enjoys. Look for an activity that is easily stopped and started (e.g., bubbles or a swing) or an object that has multiple parts that you can hand to the child (e.g., crackers, cars for a car track).
2. Arrange the environment so that you create an obstacle to getting that object, but ensure that the child can see the object. For example, put the child's favorite crackers up on a high shelf, or put the cars in see-through container he can't open.
3. Start the activity, have a bit of fun and then *stop* (put the lid on the bubbles or pull him up in the swing but don't let him go) or give him *one* item (e.g., give him one cracker or one car).
4. *Wait!* Many people forget this part, but it's an important one. Give the child a chance to communicate first. Ideally, we want him to communicate *without* us helping him (we want him to *initiate*).

the communication), so always wait first. See what he does. Look expectantly at him, like you are waiting for him to do something (which, of course, you are!).

5. When he communicates with you (either verbally or nonverbally):
 - Give him what he wants and cheer him on - especially if it's the first time he's used that particular word or two-word phrase
OR
 - Build on his communication to help him move into the next stage of speech and language development.

Wetherby, A., & Prizant, B. (1989). The expression of communicative intent: Assessment issues. *Seminars in Speech and Language*, 10, 77-91.



On-line DSM-5 Library

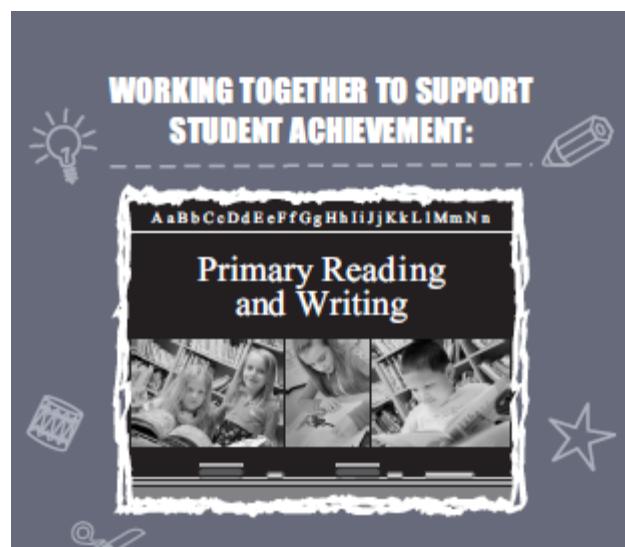
The Department of Education and Early Childhood Development has purchased access to the on-line DSM-5 Library for guidance counsellors, educational

psychologists, SSS itinerants, program specialists, and senior education officers for Student Support Services. The library contains three books:

- 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/>. The username and password for the personnel listed above are available from the Newfoundland and Labrador English School District.

Once logged in, the user will see reference to the DSM-5 Library mid-page under the header "Books".



Working Together to Support Student Achievement: Primary Reading and Writing

The pilot of the "Working Together to Support Student Achievement: Primary Reading and Writing" initiative is confirmed in 13 schools of the Newfoundland and Labrador English School District (NLES).

These schools are:

Labrador Region	• Amos Comenius Memorial
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	School, Hopedale
Western Region	<ul style="list-style-type: none"> • C.C. Loughlin Elementary, Corner Brook • White Hills Academy, St. Anthony
Central Region	<ul style="list-style-type: none"> • Memorial Academy, Botwood • Lewisporte Academy, Lewisporte • Centerville Academy, Centerville • Hillside Academy, La Scie
Eastern Region	<ul style="list-style-type: none"> • Anthony Padden Elementary, Musgravetown • St. Lawrence Academy, St. Lawrence • Tricon Elementary, Bay de Verde • Bishop Abraham Elementary, St. John's • Cowan Heights Elementary, St. John's • Mary Queen of the World, Mount Pearl

“Working Together to Support Student Achievement: Primary Reading and Writing” is a joint initiative of the NLESD and the Department of Education and Early Childhood Development’s Student Support Services, Program Development, Evaluation & Research, and Early Childhood Learning Divisions. Pilot schools receive professional learning on an inclusive and preventative service delivery framework that focuses on the learning and teaching of reading and writing in

primary school. Pilot teachers will provide feedback to the department and district on both the framework and the professional learning.

Regional interdisciplinary implementation teams in the district are tasked with the management of professional learning in the pilot schools. Team leads are:

- Wendy Marsh, Program Specialist, Curriculum, Labrador Region
- Lois Burden, Program Specialist, Curriculum, Western Region
- Patti Winsor, Program Specialist, Student Support Services, Central Region
- David Bishop, Program Specialist, Student Support Services, Eastern Rural
- Trudy Porter, Program Specialist, Curriculum, Eastern Urban

Regional teams are pictured as follows:



Labrador – Marcus Gosse, Fiona Frawley, Faron Sheppard, Janet Wiseman, Jenna Buckle, Wendy Marsh, Desmond Sellars



Western – (back) George Keeping, Darlene Smith-Osmond, Dan Smith, (front) June Abbott, Lois Burden, Lisa Wheeler



Central – (back) Nicole Kelly, Denise Penny, (front) Patti Winsor, Bronson Collins, Dennis Barrow



Eastern Rural – Daniel O'Brien and Mary Larner-Pardy (replaced by Sue Howell - not in photo), David Bishop. Absent from photo are Alice Bridgeman and Colleen Scott.



Eastern Urban – (back) Deborah Toope, Karen Yetman, Gillian Blackmore, (front) Trudy Porter, Lynette Coish (replaced by Stephanie Finn – not in photo). Absent from photo are Deanna Ward and Lisa O'Keefe.



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:

Superkids Vocabulary Builders

This site provides a Word of the Day feature at several levels beginning at upper elementary. www.superkids.com/aweb/tools/words/wod.shtml

The same site also has a collection of interactive games of logic and reasoning available at:

www.superkids.com/aweb/tools/logic/

Mars Science Laboratory

On November 26, 2011, NASA launched the Mars rover, Curiosity, from Cape Canaveral. It successfully landed on Mars on August 6, 2012 and studies the geology and environment of selected areas and analyzes samples drilled from the rocks and soil. Visit this website for more information and images from Curiosity.

<http://mars.jpl.nasa.gov/msl/>



Shad Valley Program

Also of interest to exceptional high school students:

The Shad Valley Program has been in the local news recently because of a \$2.85 million investment from the Hibernia Management and Development Company Ltd. to create the Hibernia Project-Shad Valley Fund at Memorial University. Shad Valley is a highly competitive, four-week summer enrichment program held at 12 Canadian universities, including Memorial, to encourage high school students to pursue studies in the areas of science, technology, engineering and mathematics. For more information and application materials, visit www.shad.ca/

Alternate Format Materials



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

French 1200

A La Une: Au Panier
A La Une: Chacun son toit
A La Une: Droit Ao But
A La Une: Incroyable
A La Une: Les Amis
A La Une: Les Predateurs

A La Une: Matiere Grise

A La Une: Mise Au Jeu

Grade 6 ELA

A.K.A Nikki
Adventures on High Seas
Arthur's Knights
Biff! Bang! Pow!
Captain Kid
Disaster Strikes
Golden Tiger
Masks
Myths & Legends
Prepare for Takeoff
Shadow World
That's Gross
The Last Great Race
Crabbe

Differentiation Instruction Strategies

Menu Boards

A menu board offers students a way to make decisions about what they will do in order to meet class requirements. It could be for a single lesson, a week-long lesson or even a unit of work.



Process:

- Identify the most important elements of a lesson or unit.
- Create a required assignment (Main dish) that reflects the minimum understanding you expect all students to achieve.
- Create negotiable assignments which expand upon the main dish or required assignment/project. These negotiable assignments often require students to go beyond the basic levels of Bloom's Taxonomy. For example, they often include activities that require synthesis, analysis, or evaluation.
- Create a final, optional section that offers students the opportunity for enrichment.

Sample Menu Board – Photosynthesis

Appetizer

- Write the chemical equation for photosynthesis.

Entrée (Select One)

- Draw a picture to show what happens during photosynthesis.
- Create a PowerPoint presentation to show what happens during photosynthesis.
- Create a rap or song that explains what happens during photosynthesis.

Side Dishes (Select Two)

- Define respiration, in writing.
- Compare photosynthesis to respiration using a Venn diagram.
- Write a journal entry from the point of view of a green plant.
- With a partner, create and perform a skit that shows the difference between photosynthesis and respiration.

Dessert (Optional)

- Create a quiz on photosynthesis.

Source: Adapted from: k8AccessCenter
www.k8accesscenter.org/training_resources/documents/15HourDifferentiationModule/Handouts/HO2DinerMenu.doc

Mind Maps®

Mind Maps, developed by Tony Buzan (<http://www.mind-mapping.co.uk/>), are an effective method of note-taking and summarization of information, as well as being useful for the generation of ideas by association.

Process:

- Use a minimum of letter sized paper, oriented in the landscape position and follow the steps summarized from Tony Buzan's "How to Make a Mind Map" available at <http://www.mind-mapping.co.uk/>.
- Start in the centre. At a minimum, put the topic title in the centre of the page and draw a circle around it. If possible, create an image of the topic you are mapping (e.g., draw a globe if your information is about the earth; draw a river if your information is about rivers).
- The main points will be arranged on lines that radiate out from the central topic. Each line represents a key idea that will be further delineated. There is one line for each key idea and it is to be drawn freehand. Make these lines thick and curved.
- Use at least three colours for the lines and the associated text.
- Limit the textual component to single words or short phrases (maximum 3 words long).
- Using CAPITAL letters, PRINT the key point on these lines. This is the first level of information about the topic you are mapping.
- Add a second level of information to the key idea by adding lines to the key idea line. Add as many of these second-level lines as necessary to describe the key point. Remember, use only single words and, at most, 2- or 3-word phrases. Subdivide these second-level lines further as necessary (i.e., make third- and forth-level lines) to explain or clarify the ideas/concepts.
- Second-level lines are thinner than the main idea lines. Continue to print the words but these do not need to be capitalized. You may want to bold, underline, or capitalize specific words for emphasis. Continue to add as many sub-level lines as necessary.

- Use images, sketches, or symbols as much as possible. The image should be meaningful to you and should convey information about the text (e.g., if the topic is “birthdays” you might include a sketch of a birthday cake or present; if the topic is “Holidays” you might sketch a Christmas tree).

Feedback



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

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Sample Mind Map:

