



# Treaty 8 Education Commission Special Education Newsletter

## Happy Easter

April 2006  
Vol 1 No 8

### Asperger's Syndrome

- \* A neurodevelopment disorder at the mild end of the autism spectrum
- \* affects language and social functioning
- \* accompanied with perceptual, emotional, and behavioral symptoms
- \* Exhibits reluctance to accept change
- \* Inflexibility of thought - will not change mind
- \* In some cases, affects motor problems
- \* Requires Special Education, medical and psychological supports
- \* There is no cure for Asperger's Syndrome, only rehabilitation and intervention

#### Characteristics of Asperger's Syndrome:

- ✓ Poor Social Interaction & Communication
- ✓ Restricted, repetitive or stereotyped patterns of behavior, interests and activities
- ✓ Speech & language skills impairment (semantics, pragmatics, and prosody)
- ✓ Impairment in the use of nonverbal behaviors EX eye contact
- ✓ Problems adhering to routines, rituals
- ✓ Difficulty understanding others' and the feelings of others'
- ✓ Difficulty developing peer relationships
- ✓ Excellent rote memory
- ✓ Difficulty in reading and interpreting social cues
- ✓ Extensiv vocabulary
- ✓ Preoccupation with particular subject and excluding others
- ✓ Difficulty judging personal space and motor clumsiness
- ✓ Socially and emotinally inappropriate responses
- ✓ Sensitivity to environment; loud noises, clothing, textures, odors
- ✓ Narrow Interests & Preoccupations



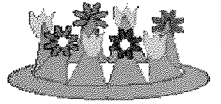
### Assessment & Diagnosis

- \* Assessment of Asperger's Syndrome is broad, multidisciplinary, and takes into account:

**Cognitive ability:** indentify discrepancies between receptive & expressive, verbal & non-verbal communication

**Functional ability:** acknowledge the extent to which problems in function and limited empathy can be disabling

**Comorbid developmental disabilities:** ADHD, Tics, Dyspraxia



Diagnosis should be based on the developmental history combined with a current examination designed to identify characteristics of Autism.

Most diagnostic instruments designed for Asperger's Syndrome are screening questionnaires which vary from very specific, self rating to a simple reliable framework with good levels of reliability

- \* Not usually diagnosed until age 6

### UPCOMING COMMUNITY CONSULTATIONS

We have tentatively scheduled First Nation school visits for April and May. Each school will be visited for the purpose of consultation regarding the new intervention funding approach for Special Education and data collection.

We will be available to answer any questions you might have and look foward to visiting your community.

### SPECIAL EDUCATION SUB-COMMITTEE

TITLE	REPRESENTATIVE	LOCATION
Education Portfolio		Representative for Chief Rose Laboucan
Elder		ATC
SPED Coordinator	Amy Kucherawy	BCN
Education Commission Representative	Saxon Govender	
SPED Coordinator	Gail Bellerose	KTC
Director of Education	Cheryl Sheldon	L.S.L.I.R.C.
Classroom Teacher	Shelley Hamelin	WCTC
SPED Coordinator	Gloria Cardinal	L.R.R.C.N.
Director of Education SPED RMO Coordinator	Shelley Willier Eileen Lines	Treaty 8 First Nations of Alberta FNRMO

### UPCOMING DATES TO REMEMBER:

1. Attachment C - Extra Ordinary / Profound Disabilities Request Form  
**DUE:** April 21, 2006 to Treaty 8 Office
2. Attachment D - Monitoring Checklist for Students with Extra Ordinary / Prfound Disabilities  
**DUE:** April 21, 2006 to Treaty 8 Office
3. First Nation School Annual Report on the Special Education Program  
**DUE:** May 15, 2006 to Treaty 8 Office



## Intervention Strategies



- ☆ Classroom and formal assessment
- ☆ Identify strengths and weaknesses
- ☆ Classroom observation and anecdotal notes
- ☆ Identify characteristics of deficits & abilities
- ☆ Provide small group settings
- ☆ Classroom social, communication, & real life skills training
- ☆ Offer opportunities for social interaction
- ☆ Adapt curriculum promoting success
- ☆ Communicate at their level and ensure communication is clear and concise
- ☆ Encourage awareness and understanding of expressions & gestures
- ☆ Teach physical, visual and auditory cues
- ☆ Maintain simple language and keep facial expressions to a minimum
- ☆ Be patient, sympathetic, and provide positive reinforcement
- ☆ Provide time out space
- ☆ Use visual cues to reinforce expected behaviors
- ☆ Create an environment offering clarity, consistency and routine
- ☆ Clearly defined rules
- ☆ Offer counselling services

## Asperger's Syndrome Resources: Books


1. Hoopman, Kathy. Blue Bottle Mystery: An Asperger Adventure.
2. Simpson, Richard, L & Brenda Smith Myles. Asperger Syndrome: A Guide for Educators and Parents. 1998.
3. Adreon, Dianne & Brenda Smith Myles. Asperger Syndrome and Adolescence: Practical Solutions for School Success.
4. Smith Myles, Brnda & Jack Southwick. Asperger Syndrome and Difficult Moments: Practical Solutions for Tantrums, Rage, and Meltdowns.
5. Thompson Moore, Susan. Asperger Syndrome and the Elementary School Experience: Practical Solutions for Academic and Social Difficulties.
6. Myles, Haley. Practical Solutions to Everyday Challenges for Children with Asperger Syndrome.
7. Davalos, Sandra R. Making Sense of Art: Sensory Based Art Activities for Children with Autism, Asperger Syndrome and Pervasive Development Disorders.
8. Gagnon, Elisa, Jennifer Savner & Brenda Smith Myles. Power Cards: Using Special Interests to Motivate Children and Youth With Asperger Syndrome and Autism.
9. Gagnon, Elisa & Brenda Smith Myles. This is Asperger Syndrome.
10. Attwood, Tony, Patricia Romanowski Bashe & Barbara L. Kirby. The OASIS Guide to Asperger Syndrome: Advice, Support, Insight and Inspiration.
11. Faherty, Catherine, Dr Mesibov, & Gary B. Mesibov. Asperger's: What Does It Mean to Me?
12. Willey, Liane Holliday. Asperger Syndrome in the Family: Redefining Normal.
13. Moreno, Susan J. 7 Rebecca A. Moyes. Incorporating Social Goals in the Classroom: A Guide for Teachers and Parents of Children With High-Functioning Autism and Asperger Syndrome.
14. Cumine, Val, Leach & Stevenson. Asperger Syndrome: A Practical Guide for Teachers.



## Classroom Strategies

- ☆ Clearly defined rules and steps
- ☆ Problem solving strategies
- ☆ Social awareness
- ☆ Part to whole verbal teaching approach
- ☆ Non-verbal cues
- ☆ Self evaluation
- ☆ Adaptive skills to increase self sufficiency
- ☆ Visual sequencing
- ☆ Adapt teaching guidelines and approach to accommodate learner deficits and abilities

### Websites:

1. [www.wrongplanet.net](http://www.wrongplanet.net)  
puzzles, books, writing, poetry 
2. [www.udel.edu/bkirby/asperger/teachers\\_guide.html](http://www.udel.edu/bkirby/asperger/teachers_guide.html)  
Aspergers Syndrome Guide for Teachers
3. [www.asperger-manitoba.ca/](http://www.asperger-manitoba.ca/) - Information
4. [www.aspennj.org/guide.html](http://www.aspennj.org/guide.html) -Guidelines for assessment and diagnosis
5. [www.aspergers.com/asprt.htm](http://www.aspergers.com/asprt.htm) - Asperger's Syndrome
6. [www.kidsdomain.com/holiday/easter/](http://www.kidsdomain.com/holiday/easter/) - Crafts and activities
7. [www.123child.com/easter/](http://www.123child.com/easter/) - Songs, games, activities
8. [www.theholidayspot.com/easter/](http://www.theholidayspot.com/easter/) -Stories, poems, crafts, and recipes
9. [www.happy-easter.com/facts.htm](http://www.happy-easter.com/facts.htm) - fact, crafts and games
10. <http://sunniebunniezz.com/holiday/cardseasterpages.htm>  
colouring, puzzles, wordsearch, crossword, poems
11. [www.enchantedlearning.com/crafts/easter/](http://www.enchantedlearning.com/crafts/easter/)  
crafts and activities



### Treaty 8 Education Commission

Chief Rose Laboucan- Education Portfolio Holder  
Casey Brown, Director of Education, ATC  
Ray Peters, Director of Education, BCN  
TBA, Director of Education, KTC  
Cheryl Sheldon, Director of Education, LSLIRC  
Dennis Laboucan, Director of Education, LRRCN  
Ken Hampel, Director of Education, WCTC

Please feel free to contact Eileen Lines at [elines@treaty8.org](mailto:elines@treaty8.org) for further information. We welcome ideas, success stories, best practices and suggestions.  
"For the betterment of First Nation Special Education learners"

### Treaty 8 First Nations of Alberta Sub Office

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