



Treaty 8 Education Commission Special Education Newsletter

March 2006
Vol 1 No 7

Thank You!

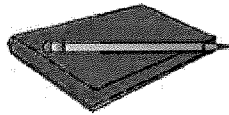
Thanks to all who attended the Special Education in-service. I would also like to invite interested parties to submit best practices, resources, strategies, as we begin the learning journey to the intervention based funding approach for Special Education in our band operated schools. All submissions will be shared in the monthly newsletter. The following is a glance at the themes for the next 4 months.

March - ADHD

April -Autism & Aspergers

May - Memory

June - Last Newsletter 05/06 (feedback, ideas, etc)



All children are unique!

Attention Deficit Hyperactivity Disorder (ADHD)

ADHD:

- ◆ A disorder characterized by difficulties in 3 specific areas:
- ◆ attention span
- ◆ impulse control
- ◆ hyperactivity
- ◆ Characteristics of ADHD are: impulsivity, forgetfulness, restlessness, lack of interest, inability to complete tasks, unpredictability, moody, and levels of disruption
- ◆ The persistence, pattern, and frequency of these behaviors is greater than normal activity levels
- ◆ ADHD affects 3 - 5% of the school population (3.5 million children)
- ◆ ADHD will affect:
- ◆ self-esteem
- ◆ academic skills
- ◆ social relationships
- ◆ family relationships
- ◆ Up to 2/3 of children diagnosed with ADHD will have coexisting disorders such as: Oppositional Defiant Disorder, Conduct Disorder, Mood Disorders, Depression, Anxiety Disorders, Learning Disabilities.



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 / Profound Disabilities
DUE: April 21, 2006 to Treaty 8 Office
3. Special Education Sub-Committee Meeting
Monday, May 8, 2006 - Annual Report Working Meeting
4. First Nation School Annual Report on the Special Education Program
DUE: May 15, 2006 to Treaty 8 Office



Assessment & Diagnosis

Assessment and diagnosis is a formal procedure completed by an experienced professional.

A student demonstrating ADHD characteristics is referred for assessment based on classroom observation and testing. The following is a checklist to help classroom teachers determine if ADHD is a factor in the behaviors a child demonstrates. (Daniel G. Amen MD)

- Past History
- Short attention span / distractibility
- Restlessness
- Impulsivity
- Poor organization
- Problems getting started and following through
- Negative internal feelings
- Poor social skills
- Outbursts
- Switches things around (numbers, letters, words)
- Writing / fine motor coordination difficulties
- Sleep difficulties
- Lethargy
- Sensitive to noise or touch



TOP 10 FAVORITE TEACHING TIPS:

1. Making Math Workbooks Work!
 2. Have Them Do Two Things at Once
 3. Allow Them to Respond Orally
 4. Integrate Motion into Everything You Can
 5. Put Up Visual and Auditory Blinders
 6. Phind the Phun in Phonics!
 7. Don't Do Everything in Every Book
 8. Give Your Child a Checklist of the Day's Assignments
 9. Watch Your Teaching Tempo
 10. Forget What Others Think...See The Gift in Your Child
- Available: <http://www.westfieldacademy.org/adhd/home.sht>



ADHD Resources: Books & Articles

1. Naglieri & Pickering. Helping Children Learn: Intervention Handouts for Use in School and Home. 2003.
2. Cohen, Micheal W. The Attention Zone: A Parents' Guide to Attention Deficit/Hyperactivity Disorder. 1998.
3. Boyles & Contadino. Parenting a Child with Attention Deficit/Hyperactivity Disorder. 1996.
4. Levine, Mel. All Kinds of Minds. 1992.
5. Levine, Mel. A Mind At A Time.
6. Barkley, Russell A. Taking Charge of ADHD. 2000.
7. Barkley, Russell A. Attention Deficit Hyperactivity Disorders: A Handbook for Diagnosis and Treatment. 1998.
8. Wender, Paul H. ADHD: Attention Deficit Hyperactivity Disorder. 2002.
9. Watkins MD, Carol D. Attention Deficit Disorder in Children. 2003.

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Treaty & First Nations of Alberta Sub Office

Eileen

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Classroom Strategies

- ✓ Develop an IEP based on recommendations on assessment
- ✓ Help the child develop positive social skills, listening skills, planning, note taking, memorization
- ✓ Provide extra time for tests
- ✓ Cue on what is expected or what is coming
- ✓ Homework assignments need to be clearly stated
- ✓ Acknowledge positive behavior
- ✓ Provide positive reinforcement
- ✓ Rules and responsibilities are clearly defined and stated
- ✓ Provide a time out location
- ✓ encourage the development observation and awareness skills



Websites:

1. <http://www.ncpamd.com/adhd.htm>
2. <http://www.add.about.com/>
3. <http://www.kidsource.com/kidsource/pages/dis.add.html>
4. <http://www.addresources.org/>
5. http://www.addresources.org/article_checklist_amen.php
6. <http://www.addresources.org/articles.php>
7. http://www.addresources.org/articles_tips_hammer.php
8. <http://www.addresources.org/bookstore.php>
9. http://en.wikipedia.org/wiki/Attention-deficit_hyperactivity_disorder
10. <http://healing-arts.org/children/ADHD/>
11. <http://www.kidsource.com/kidsource/content2/add.html>
12. <http://ld-add.com/Howare.htm>
13. <http://www.chadd.org/fs/fs1.htm>
14. <http://www.chadd.org/fs/fs5.htm>



Treaty & Education Commission

Chief Rose Laboucan- Education Portfolio Holder
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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 for further information. We welcome ideas, success stories, best practices and suggestions.
"For the betterment of First Nation Special Education learners"