

CROSSCURRENTS



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Message from the President

35 years ago I was a 9 year old girl in Coquitlam skipping down the street to get to Mountain View Elementary School. I was soooo excited to start Grade Four both because I was now a student of the annex building and more importantly, my new teacher was Mrs. Madison. She was the best! Everyone wanted to be in her class. She had an incredible manner about her. She made an impact on each student with her ability to ensure success for every student every day.

Long before ESL was an acronym and inclusion was a philosophy that schools tried to deliver, Mrs. Madison was demonstrating how to teach all of her students. The Mountain View catchment area was broad. Both middle class stable families and families who struggled daily to make ends meet from a low income housing complex made up the Mountain View community. That year there were two students that stood out. One student from the Middle East had just moved to Coquitlam and barely knew English. Another had survived a horrific car crash that left them with a brain injury. Yet both students were fully participating and contributing members of our class. Mrs. Madison's style was the epitome of differentiating instruction long before Carol Tomlinson and Karen Hume provided us with valuable resources on how to differentiate. Mrs. Madison didn't have a resource teacher to adapt and/or modify those student's programs. What she had was the conviction that the 22 students before her were her responsibility and a keen ability to advocate for professional support from district staff on an as needed basis.

That is why 35 years later, our PSA along with 3 LSA Chapter Presidents is embarking on an inquiry with BCTF on "How do we, as a PSA, support our members in differentiating instruction?" We are exploring how to best support our 600 members on very complex class compositions. How do we support new classroom teachers with minimal special needs training to not burn out within the first 5 years? As we pursue these questions in our inquiry, our conclusions will be shared on our website, this journal in the Spring and at Crosscurrents 2010 on March 31/April 1st.

Why the significance of 35 years? This year marks the 35th Annual Crosscurrents Conference March 31 and April 1st, 2010 at the Westin Bayshore Conference Center in Vancouver.

35 years ago, I remember my first Crosscurrent Conference. My grandmother, Elsie Craig, a teacher from Fruitvale Elementary School came to that first conference and at the end of the day our family drove to the conference to meet her for dinner. She could not stop talking about the amazing people she had connected with and how now she doesn't feel so alone in trying to support students with learning needs. She was energized from the experience and couldn't wait to return to Fruitvale Elementary with the new ideas and energy. My grandmother reminded me of that day when I became involved in this amazing PSA 6 years ago. Now in my second year as President, I hold

on to that memory as a benchmark of what we strive our work and conference to be... an opportunity to connect with people, resources and ideas to re-energize very tired teachers and support staff in order to be their very best in their teaching communities.

I wish you a healthy, productive year in the midst of what has started as a chaotic year, in order that every child gets to experience their very own Mrs. (or Mr.) Madison... Looking forward to meeting you at the Crosscurrents Conference March 31st and April 1st, 2010.

Leann

LETTER FROM THE EDITOR

It has been quite the start to the school year. In addition to my duties as the new editor of the SEA Crosscurrents Magazine, I spend my days working as the School Based Resource Teacher at Eric Hamber Secondary in Vancouver. The start to the year has been tumultuous to say the least and I'm feeling ready for things to settle down into their usual breakneck pace. Bill 33 consultations and resulting timetable changes for students with Ministry designations have served to both sadden and anger me. In the search for suitable class composition, individuals are being lost. We must do better in the future with respect to balancing classes before students start school and ensure that there is room for students, with and without Ministry designations, to have some choice about the structure of their schedule and timetable.

I am looking forward to my new role as Editor of Crosscurrents and the year ahead. I have learned a great deal putting together this issue and would welcome feedback for future publication. Please direct any comments to agoden@gmail.com.



Miila Pullan, our new Professional Learning Support and Conference Mailout Coordinator, joins us from the Victoria School District (#61). Miila has been working in the Victoria District for the last 13 years as a Learning Support Teacher and a Classroom Teacher at the Elementary level. She is working on completing her Master's in Education as she balances life with her family. Miila is also working with the BCTF's program for Quality Teaching Action Research/Inquiry looking at how special educators can collaborate with classroom teachers in the identification and application of the critical elements of Differentiated Instruction. Life is busy, but fun!

Denise Chow, is a new MAL (Member at Large: Conference Support). After a few whirls as a conference delegate from the Victoria, it was the mystic powers and banter of the current executive as well as 'something' in the *chocolate fountain* that lured her into further involvement with the SEA. Denise is known as the "Deputy Dog" heading the pack in her dual role as a Teacher of the Deaf and Hard of Hearing and Learning Support Teacher at Oak Bay High School. She continues to add the play factor into the school day and serves as the Vice President of the Special Education LSA in Victoria. In her spare time she is designing a contemporary, multiple-level westcoast living space where..... a clutter-free area is just an elevator button away.



Response to the Spring Issue: Rebuttal to Katie's Story

Stephanie Koropatnick, Vancouver

In the Spring edition of Crosscurrents Magazine, a first-person article from a former special education student ("Living with Injustice" by Katie Thomas) was published. If you read this article, you probably had the same cringing response as I did, as Katie railed against what she saw as injustices she had faced during her early school-years. As the former editor of Crosscurrents, I was hesitant to include the article, but chose to for two reasons. One, it was submitted to me by a trusted colleague, and two, I found the message of redemption in the latter half of the article was a positive one.

It was not long after the magazine first appeared in your homes that I began to receive letters from teachers who recognized Katie and the events in her narrative. Concern was expressed that the teacher described in the first half of Katie's story could be identified and that he or she would feel public criticism or even humiliation. If this is the outcome of printing this story, I deeply regret the decision to print it and apologize for any hurt or embarrassment it caused. On the other hand, I am sure that Katie's former teacher is not the only special education teacher in the province who will recognize a similar story.

As special education teachers, we all make decisions which, based on the information we currently have, are the best decisions we can make. Nonetheless, sometimes the children we work with can surprise us. Within the past two weeks, I have had two such surprises.

For several years, I taught a program called Social Development. This was a

self-contained class designed for young adolescents (grades 8 & 9) who had social & emotional issues that interfered with their learning. While all of them were cognitively 'average', their academic skills ranged from primary-level to upper intermediate. I provided them with both adapted or modified curriculum goals as I deemed appropriate at the time. When they moved on from my program, I used my knowledge of them and my professional judgment to make 'best guess' recommendations for placing them in senior programs. Very few of my students returned to the 'mainstream'.

On Thursday of this past week, I happened to meet the mother of one of these former students, a boy who, like Katie, was identified with Asperger's Syndrome and who, although quite bright, had the emotional maturity of a 5 year old. I asked her how he was doing, and was very surprised to hear that he was getting ready to graduate from mainstream, was on the honour roll and was 'challenging his special education credits'.

Only two weeks ago, I almost literally ran into another former student (he almost drove his bicycle into the side of my car!). When we saw and recognized one another, we both stopped our vehicles and had a brief chat. This boy, who had a severe case of ADHD and a host of other social-emotional issues that severely hindered his progress in high school, told me that he had finished school, went on to complete a college program and was now a foreman in a construction company and making very good wages!

As delighted as I was with the outcomes these two boys had achieved for themselves, I admit that I could not have predicted them. Both of these boys had academic programs based on IEPs while I worked with them. Although both of them were intelligent, neither of them displayed the kind of skills that would predict the ability to achieve an academic high school diploma (Dogwood) when they left my care at the end of grade 9. I am pleased that the teachers they worked with after me were able to see and nurture what I was not.

I also know that maturation plays a huge role in this process and what may not be evident or even possible for a student at age 14 or 15, begins to become a reality when they come through the other side of the 'storm of adolescence'. I like to imagine that all the young people who came through my doors between the ages of 13 & 15 have the capacity to grow and succeed beyond *my* expectations and to meet and achieve their *own* expectations.

Special Education Professional Development Scholarship

The Special Education Professional Scholarship was developed to promote the specialist training of practicing teachers currently working in the BC Education system. Two \$500 scholarships will be available each year for someone enrolled in special education coursework. The awards will be for attendance in a course(s) taken in a semester, summer session, or intercession during the year dated from July 1st to June 30th.

Rationale:

- To support teachers who wish to increase their qualifications in the field of special education
- To provide financial assistance to practicing teachers who are returning to post-secondary special education coursework

Criteria for Selection:

The applicant must:

- a. be currently enrolled in diploma or certificate courses in special education at a post-secondary institution.
- b. be a member of BCTF, preference will be given to a member of the SEA
- c. be a practicing teacher in a B.C. public school
- d. submit a letter detailing:
 - program of study
 - current teaching position
 - personal experience which demonstrates interest in and commitment to working with children with special needs
 - future goals related to working in the field of special education.
 - relevance of course work to achieving future goals.
- e. submit a letter of support from an instructor of special education course.
- f. submit all documents to the SEA President by December 15th of the year in which the scholarship is to be awarded.

Nominations must be received by mail, fax, or e-mail by the December 15th closure date. Late nominations will not be considered.

SEA Executive Committee members are not eligible for this award during their term of office.

Contact:

SEA President – Leann Buteau

714 Guiltner St..

Coquitlam, B.C. V3J 4M5

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Clarifying the terms: Adaptations and Modifications

“What is the difference between adaptations and modifications?”

“Once a child is on an “adapted program” is s/he always on an “adapted program?””

“How do I know if a student should be on a program with adaptations or modifications?”

“How do I grade a student fairly when adaptations or modifications are in place?”

“A Guide to Adaptations and Modifications” is a document designed to clarify terms, guide decision making processes and inform procedures around marks and grades. The guide is supplemented with a flow chart, which will assist educators in applying the decision-making process to individual cases.

This guide was developed by the Ministry of Education in consultation with BC Council of Special Educators (BCCASE), Learning Assistance Teachers’ Association (LATA), Special Educators’ Association (SEA), Office of the Inspector of Independent Schools, and British Columbia Teacher’s Federation (BCTF).

The document has been published here with the permission of the Ministry of Education. It is also available at this link: http://www.bced.gov.bc.ca/specialed/sped_res_docs.htm

Please consult your school’s principal or district’s Administrator of Special Education for further information about school and local district processes.

A GUIDE TO ADAPTATIONS AND MODIFICATIONS

In British Columbia, three principles of learning guide practice in the development of Integrated Resource Packages (IRPs), which contain the provincially prescribed learning outcomes for grades and subjects. These are:

- Learning requires the active participation of the student.
- Students learn in a variety of ways and at different rates.
- Learning is both an individual and group process.

These same three principles should guide the differentiation of instruction, assessment methods, and/or materials--particularly the principle that people learn in a variety of ways and at different rates.

Today’s classrooms are diverse and inclusive by nature. Differentiation of instruction and assessment and the principles of universal design are now recognized practices for teachers.

Both differentiation and universal design provide systematic approaches to setting goals, choosing or creating flexible materials and media, and assessment. To undertake differentiation and universal design, teachers need to be aware of a range of accommodations (multiple means of representation, of expression, and/or of engagement) that may be necessary to help each student in the classroom succeed. These accommodations may take the form of adaptations and/or modifications.

Many students with special needs and significant learning challenges will be able to achieve the learning outcomes for subjects or courses with no or minor adaptations. Some may be able to achieve the learning outcomes of some subjects or courses with adaptations.

A small proportion will need to work on individualized outcomes, goals different than the curriculum; this is referred to as modification.

Adaptations

In BC policy, all students should have equitable access to learning, opportunities for achievement and the pursuit of excellence in all aspects of their educational programs. (Policy Document: Special Education: http://www.bced.gov.bc.ca/policy/policies/special_ed.htm.) Adaptations are teaching and assessment strategies especially designed to accommodate a student's needs so he or she can achieve the learning outcomes of the subject or course and to demonstrate mastery of concepts. Essentially, adaptations are "best practice" in teaching. A student working on learning outcomes of any grade or course level may be supported through use of adaptations.

Adaptations do not represent unfair advantages to students. In fact, the opposite could be true. If appropriate adaptations are not used, students could be unfairly penalized for having learning differences, creating serious negative impacts to their achievement and self-concept.

Examples of Adaptations

Accommodations in the form of adaptations occur when teachers differentiate instruction, assessment and materials in order to create a flexible learning environment. For example, a student could be working on below grade level learning outcomes in Language Arts and at grade level in all other subjects or courses, some of which require reading materials at the lower reading level.

Adaptations include, but are not limited to:

- audio tapes, electronic texts, or a peer helper to assist with assigned readings
- access to a computer for written assignments (e.g. use of word prediction software, spell-checker, idea generator)
- alternatives to written assignments to demonstrate knowledge and understanding
- advance organizers/graphic organizers to assist with following classroom presentations
- extended time to complete assignments or tests
- support to develop and practice study skills; for example, in a learning assistance block
- use of computer software which provides text to speech/speech to text capabilities
- pre-teaching key vocabulary or concepts; multiple exposure to materials
- working on provincial learning outcomes from a lower grade level

Best practice in teaching suggests that a record of successful adaptations for any student should be kept within a student's file to both document current practice and support future instructional needs. In the case of a student with special needs who has an Individual Educational Plan (IEP) or English as a Second Language students who have Annual Instructional Plans, successful adaptations are recorded in these plans to document how the student is being supported currently and also so other teachers will know what works well for that student.

For students with special needs, adaptations that are used for tests and exams must be included in their IEPs in order for them to be considered for adaptations to the provincial exam conditions (adjudication).

Students whose education programs include adaptations will generally be working toward graduating with a Dogwood Diploma.

Grading and Reporting When There Are Adaptations

Grading for students who have been provided with adaptations should be in relation to the outcomes of the curriculum. If the learning outcomes that a student is working toward are from the curriculum of a grade level lower than the current grade placement, this should be indicated in the IEP or learning plan and in the body of the student's progress report. Further information on this subject is available in the Ministry document: *Reporting Student Progress: Policy and Practice*: http://www.bced.gov.bc.ca/reportcards/09_report_student_prog.pdf

Modifications

This section may not apply to students in ESL programs unless they are also identified as a student with special needs as determined by Ministry and district processes.

Accommodations in the form of modifications are instructional and assessment-related decisions made to accommodate a student's educational needs that consist of individualized learning goals and outcomes which are different than learning outcomes of a course or subject.

When To Use Modifications

The decision to use modifications should be based on the same principle as adaptations—that all students must have equitable access to learning, opportunities for achievement, and the pursuit of excellence in all aspects of their educational programs. Before modifying the outcomes for a student, schools should review all instructional interventions tried and consider assessment information, utilizing a process that is ongoing and consultative—similar to IEP development practices overall.

Modifications should be considered for those students whose special needs are such that they are unable to access the curriculum (i.e., students with limited awareness of their surroundings, students with fragile mental/physical health, students medically and cognitively/multiply challenged.) Using the strategy of modifications for students not identified as special needs should be a rare practice.

In many cases, modifications need only form part of an educational program for a student with special needs, and they need not be a permanent or long term solution. Whether to use modifications should be reviewed on a regular basis. Decisions about modifications should be subject or course specific wherever possible. For example, a student with an intellectual disability may require modifications to a specific subject area such as mathematics; however, modifications may not be required to meet the provincial outcomes in physical education.

Although decisions about modifications to a student's courses or subjects may take place in grades earlier than Grade 10, a formal decision that an overall program is modified does not need to occur until Grade 10. The decision to provide modifications, particularly at the secondary school level, will result in students earning a School Completion Certificate upon leaving school rather than credits toward graduation or a Dogwood Diploma. Therefore, the critical decision of whether a student's education program should include modifications should not be made in isolation by a single classroom teacher. The decision should be carefully and thoughtfully made, in consultation with parents, school administration, and/or instructional support personnel. This decision should address longer term educational, career and life goals of students and encompass plans for attaining these goals.

Examples of Modifications

An educational program for a student might include a combination of accommodations which includes modifications. For example, a student could be working on grade level learning outcomes in Physical Education and Health and Career Education and below grade

level learning outcomes in Mathematics, all with adaptations while at the same time working on individualized learning outcomes that meet the student's IEP goals in all other subjects. The individualized outcomes address functional life skills and foundational academic skills.

For students with special needs, modifications that consist of individualized learning outcomes or goals must be included in the IEP. Some further types of modifications include:

- Content and evaluation related to the course or subject but at a lower level of conceptual difficulty that is based on a student's individualized outcomes or goals. When students do well on this especially designed material, they have a chance to feel successful. For example, while students in a Grade 3 class are researching for presentations on the solar system, a student with special needs in this class uses a computer to drag and click planets into a template of the solar system and learns to say the names of each planet. At the secondary level, a Grade 9 student with special needs learns how to count change and manage a personal budget while other students are introduced to algebraic expressions.
- Only portions of the learning outcomes are addressed so that a student may participate in the classroom and feel success even though they are working at a conceptual level significantly different from the other students. For example, in a science class a student with special needs learns to identify safe and dangerous chemicals used in the lab, while other students carry out a chemistry experiment.
- Although related to the outcomes of the curriculum, the goals for a student with special needs are significantly different. For example, while other students are learning how to read and respond to text in a Grade 4 classroom, a student with special needs is learning how to listen to stories at a pre-primary level and when to turn the page at the appropriate time using assistive technology.

Grading and Reporting When there are Modifications

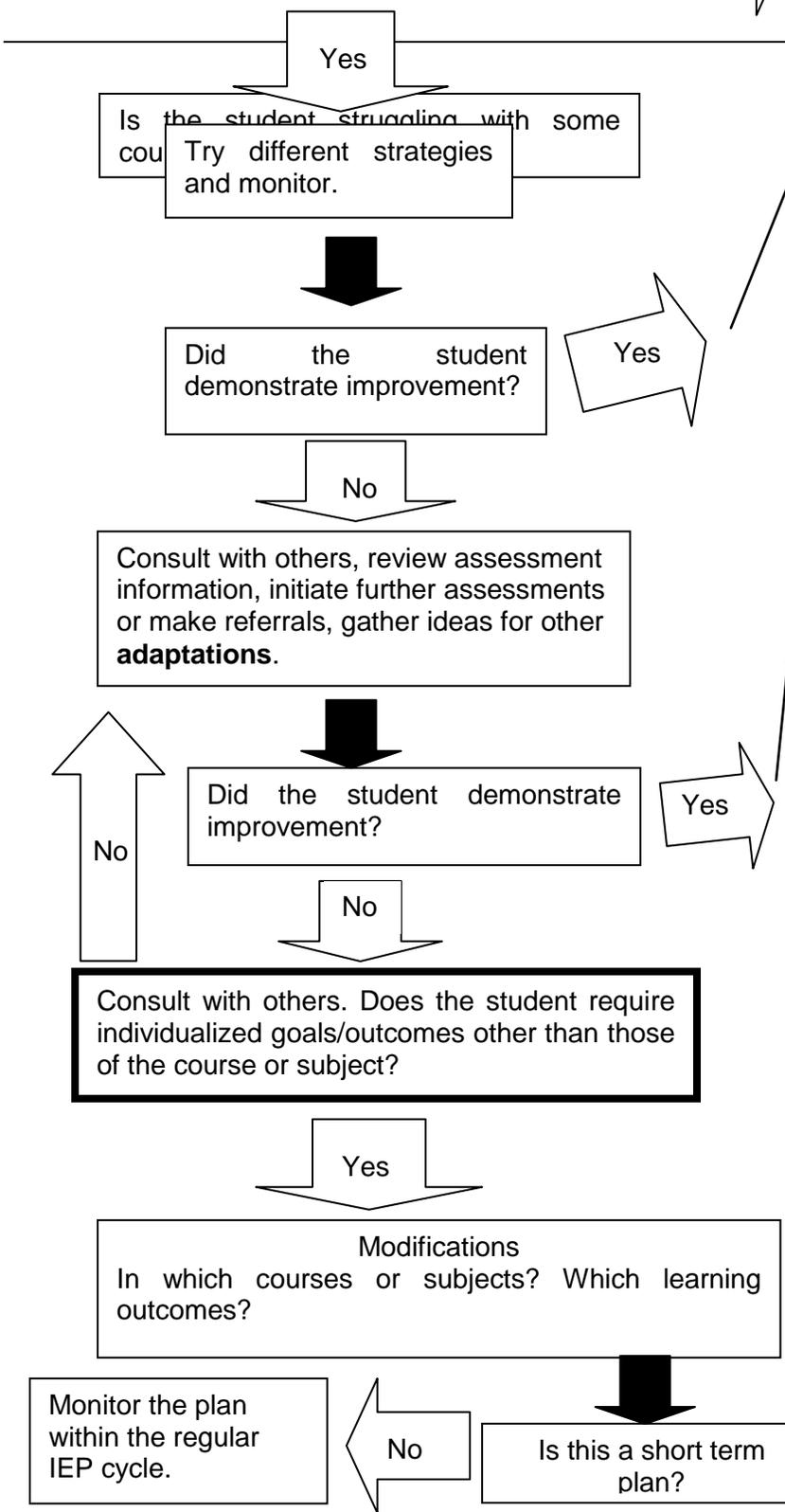
If schools are using BCeSIS or Student Achievement Data Exchange (SADE) to record progress for students in Grades 4 to 12, a value is required to be entered to maintain student records over time. For more information about BCeSIS, please contact your local school district. For more information about SADE, please see the following link: <http://www.bced.gov.bc.ca/datacollections/sade/>

Progress reports to parents for students with special needs who are working toward individualized outcomes or goals in an IEP rather than the outcomes of the curriculum for that subject or course may be done using structured written comments or letter grades. The most appropriate form of reporting for the student should be determined collaboratively at the school level. If letter grades are used when modifications have been made, the body of the student progress report should state that the evaluation is in relation to the individualized outcomes or goals and not in relation to learning outcomes for the subject or course. The specific IEP outcomes or goals evaluated should be included in the student progress report. Further information on this subject is available in the Ministry document: *Reporting Student Progress: Policy and Practice*:

http://www.bced.gov.bc.ca/reportcards/09_report_student_prog.pdf

Every student can learn, just not on the same day, or the same way.
-- George Evans

No
Continue with differentiation of instruction using adaptations and universal design for learning concepts noting strategies that work particularly well for the student.



Adaptation or Modification Decision Path

This guide reflects the collaborative process which might be used to determine if a student requires adaptations or modifications. Foundational to the process are the following;

- The principle that students learn in a variety of ways and at different rates
- Teachers engage in differentiation of instruction as best practise
- Students who require adaptations or modifications may only need them in some subjects or courses
- Modifications to a student's learning outcomes might be considered as a short term solution with the goal of transitioning back to course or subject outcomes wherever possible.

Building an Effective Classroom Climate

Stacey Burnard (excerpt from Putting the Pieces Together: Building a Curriculum of Caring – manual on positive behaviour management supports for today's classroom)

Today's teacher cannot begin with rules but rather must provide "rituals of connections." Children were never meant to be taught by those whom they are not attached. One person may be the critical attachment figure so pivotal in creating a platform for the healthy development of the child. Children are not "bad"; they are making poor choices because they do not know any better. The onus is upon educators and parents to guide them in making better choices.

In order to provide moral leadership and connection, teachers must:

- Be healthy ourselves. In working with young people, one's own reaction to the youth is as important and revealing as one's own pedagogical leaning. Accordingly we must examine our own lives and internalized biases to reach an emotionally deprived child and provide a safe school;
- Believe in our purpose to serve the needs of the child as a result of a moral commitment to the child. This commitment is rooted in the awareness of the needs of children and our belief about the significance of our roles as teachers in their lives;
- Build communities within our classrooms through a lens of democracy, open communication and collaboration. We must provide a participative environment within a framework developed with the wisdom we have acquired through our own personal development. As the elder in the room we must permit participation in decision-making but within a set decision tree, otherwise we would not be employing our wisdom in guiding our youth;
- Develop a supportive environment for trust, safety and relationship building to occur.

Rogierian psychology (1951) states that in order to be an effective therapist one must be genuine or authentic, must provide empathy and provide unconditional positive regard or acceptance for another. The same could be said of the effective teacher. Once one believes in the inner goodness of people and children's desire to contribute, then one can provide positive regard by being genuinely interested in students. From there, one can build trust through offering understanding.

It is often the small interactions that are the most important. For example, meeting kids at the classroom door, saying goodbye at the end of day, walking the halls and asking questions about their lives are simple ways to create connection. Another example is the provision of a "talking circle" in the classroom. That is, each morning the class can sit in a circle and respond to questions such as "How are you feeling?," "What are you looking forward to today?," and "Provide a compliment to a member of the class." etc. It is critical to connectedness and relationship building to "collect" the students at the beginning of the day and at the end of the day.

Connecting with "adult wary" kids requires providing a fail-safe relationship wherein the teacher must demonstrate that s/he will always be there. There must be the belief and understanding on the part of the teacher that nothing productive will occur in the classroom without belongingness as a basis. Teachers who exhibit love, warmth and nurturance, who show respect for their students and their opinions, use non-coercive discipline and rely on reasoning and explanation in discipline foster positive social development.

The classroom must promote the value of “otherness.” Explanations of the impact of behavior on others is critical in developing empathy and moral and social reasoning.

Teachers need to encourage risk-taking with their students. We can only build resilience in our youth through empowerment. In a safe, supportive environment children can pursue their potentials through questioning, discovery and curiosity. Our relationships with them will reveal their individual needs and interests which can then be manifested in their work and projects.

Stacey Burnard is a behavioural specialist with appearances on CBC radio and publications in CrossCurrents, and SNAP and presentations at the CCBD in the United States and throughout B.C. and the Yukon (867-335-1717; stacey.burnard3@gmail.com for copies of the manual or discussion)

The Special Education Association of British Columbia Student Scholarships

The goal of these scholarships is to help BC public school students with Ministry designations that can challenge academic success, achieve their dreams of higher education

Value: \$500

Number of awards: 4

Application Deadline: November 30

The successful applicant:

- attended a BC public school.
- Has a Ministry of Education designation that can impede academic success.
- Is entering or enrolled in a full-time post-secondary program at a recognized Canadian institution

The scholarships will be chosen by committee and will be granted based on a combination of factors such as challenges faced, financial need, community involvement, academic excellence and/or career objectives.

To apply for the scholarship

- provide a letter from high school case manager (Special Education teacher) confirming the Ministry designation
- prepare a short essay outlining academic and/or financial challenges and post-secondary goals
- provide a copy of the letter of acceptance from the post-secondary institution.

Applications to be sent by e-mail or mail and must be received by December 10. Please send them to:

SEA President: Leann Buteau
 714 Guiltner Street
 Coquitlam, B.C., V3J 4M5
 lbuteau@gmail.com

Facilitating a Differentiated Movement and Dance Program With Children With Special Needs: A Participatory Action Research Inquiry

Mary Berg – winner of the 2009 Marg Csapo Student Scholarship



I have two professional passions — dance and special education. When I enrolled in Simon Fraser University's Master of Education in Educational Practice program, I was curious to merge the two by exploring the use of dance and play in my role as a special educator. My curiosity to explore dance with children with special needs has been informed by dancers and theorists who realized the power of the art form in transforming the lives of people whose potential had been largely ignored (Dunphy & Scott, 2003; Glazener, 2004; Laban, 1980; Morningstar, 1986; Harris, 2002). These writers had the imagination and vision to proclaim, "everybody can dance!"

Who, What, When, Where, How

I used the qualitative research methodology of Participatory Action Research to explore my question: How might facilitating a differentiated movement and dance program for children with special needs help to support their cognitive, physical, sensory, and social/emotional learning?

Our class was a continuation of a program I had begun the previous school year. It included five children ranging from Kindergarten to Grade Seven. They were Sarah, a grade 7 student with a moderate to severe intellectual impairment; Tayler, a grade 5 student who has Down syndrome as well as leukemia; Shawn, a grade 5 student with Autism Spectrum Disorder; Andrew, a kindergarten student with sensory challenges, and Angel, a grade 5 student with a range of ability and health challenges, including spastic paralysis, blindness, and global developmental delays. Two Certified Education Assistants (CEAs), and Angel's nurses, also participated in the class by assisting the children and me.

Partway through the year, I was able to create a more inclusive setting for the class by including the kindergarten students, half the class at a time on alternating weeks. Other participants in the study included a Speech-language Pathologist, a Physiotherapist, a Music Therapist, two Occupational Therapists, four Classroom teachers, two nurses, and the parents of the children.

Methodology

It was not easy for me to overcome decades of academic experience that had been steeped in positivism and quantitative methods. I found this new paradigm of teacher inquiry both liberating and perplexing. Throughout much of the process, I struggled to trust that my inquiry did not have to prove something, and that I was not required to demonstrate measurable results. As a teacher-inquirer examining my "understandings, skills, and values" (Kemmis & McTaggart, 2008, p. 567) about my connection to dance in education, I was a participant in the inquiry, doing research "on" my own practice, and reflecting critically on my efforts to develop a dance program for children with special needs.

My deeply instilled quantitative schooling made me uneasy to embrace a qualitative methodology and form of representation that gave me permission to express my art within the science (Lawrence-Lightfoot, 1997). As I struggled to tame the monster of my data analysis and synthesis, I revisited my question. In the process, I realized that the learning need not be limited to rigidly defined domains. It would occur, in all its glorious diversity, regardless of the label I attached to it. By becoming “wide awake” (Greene, 1995) to the responsiveness that has always been central to my practice, I realized that the class was not *for* the children but *with* them, the learning was not *theirs*, but *ours*. And so, my question got smaller but expressed much more: How might facilitating a differentiated movement and dance program with children with special needs help to support learning?

When I began my final inquiry write-up, the quantitative/qualitative beast again reared her obstinate head and I waged a representational battle between the old familiar habits of traditional scientific writing and a “new research literacy” (Kelly, 2009) that promoted the “violation of prescribed conventions...[in] experimental writing” (Richardson, 1994, p. 520). Through life writing (Hasebe-Ludt, Chambers and Leggo, 2009), autobiographical narrative (Hobson, 2001), and portraiture (Lawrence-Lightfoot, 1997), I began to link the stories of my life with the stories of my inquiry. My writing became itself a “method of inquiry” (Richardson, 1994, p. 516) that revealed the essence of my learning and enabled my voice to dance. I include here three of the stories that I wrote to describe my learning.

The Neuron Dance

Sarah’s brain has baffled the specialists ever since they started studying it, and they have studied it her whole life. For her parents, Sarah’s brain has been a source of disappointment and hope, frustration and humour, fear and optimism, grief and triumph.

Sarah is comfortable with the way she is. She doesn’t worry about being “cool”; she doesn’t stress over her marks at school; she never wonders what others will think of her. Sarah says what is on her mind, she wears what feels comfortable, she plays with things that interest her.



Figure 2. Sarah skipping under the rainbow

Sure, Sarah’s life is not perfect or easy. She gets frustrated when people struggle to understand her stuttering utterances. She gets mad at her mother for making her wake up to go to school on time. She refuses to try academic tasks that may be difficult or tedious. She is often alone on the playground. Sarah’s innocence makes her vulnerable, and it makes her lovely.

The summer between grade six and grade seven, Sarah started rowing. Sarah’s mother discovered a coach that worked with people with special needs, so for two afternoons a week, all summer, Sarah perched in front of her coach in a fragile scull surging gracefully across the glassy water of Swan Lake. Reach, dip, pull, lift. In the repetition of that fluid, powerful action, something happened in Sarah’s brain. With every draw of the oar toward her body, her wrists crossed the midline of her body, and caused an amazing reaction to take place. Planet-shaped neurons on both sides of her brain simultaneously began to dance, sending their electric messages along lanky axons to excited neurotransmitters. Synaptic fireworks ignited and were caught by the waiting Medusa arms of hungry dendrites. Next, the two hemispheres began to dance with one another, sending choruses of nerves surging, leaping, and reveling across the Great Wall of the corpus callosum. New dendrites were born, and juicy sheaths of myelin wrapped an insulating glial tube around their long-limbed axons,

dressing their memories in a shimmering white protective gown (Anaka, 2008, p. 3, Glazener, 2004, p. 53, Stufflebeam, n.d., Jensen, 2008, Dennison, 2006).

Was Sarah aware of the dramatic cellular ballet that was taking place inside her head? Probably not. What she understood was the exhilaration of soaring across that glassy lake; the physical satisfaction of feeling her body perform well with power and grace; and the joyful rhythm and harmony of human, vessel and universe.

What we noticed when Sarah came back to school in September was that for the first time in her school career, she did not have to relearn the concepts and skills she had gained from the previous year. I cannot prove that Sarah's hours on the lake enabled her to pick up where she had left off in June; or that it was the reason she was the first in the dance class to do her deliberate, flat-footed step-hop around the room to the strains of "Here We Go Loobie Lou" and a cheering chorus of "Sarah, you are skipping!" (Figure 2). I cannot stand and point my researcher's finger in the air to pronounce that this is the reason Sarah was the first child to be able to push through that impenetrable, invisible barrier at the midline of her body so that her opposite elbow and knee could kiss one another for the first time. I cannot prove the reason behind Sarah's triumphs any more than I can show that my son's hours of hurtling his spinning body off a ski jump have enabled him to remain on the honour role despite weeks of missed classes and minimal academic effort. But I have a hunch.

The neuron dance is an invisible one. It has no audience to witness the thrilling action, but this remarkable performance tells the story of learning.

The Fire Dance



Figure 1. Shawn's Fire Dance

Shawn has the most beautiful brown eyes. At times he looks as if he sees deep inside a person. Other times, it is as if he looks through them with a gaze so far away and so absorbed, that it makes me wonder what riveting places he must visit in his autistic world. When I first started working with Shawn in the dance class, I was nervous about how he would behave and whether I would be able to relate to him successfully. Over time, I gained confidence in taking a more direct role with him as I observed the interactions between Shawn and his CEA, Charlene, and as Shawn and I became more familiar with each other. I learned that I could facilitate Shawn's participation by providing a predictable structure to the classes, by offering visual supports, by giving him direct verbal prompts, by gently but firmly guiding him by the shoulders, by varying my choice of music, by providing extra processing time, and by coaching the other children in the class to be peer helpers for him.

As the year progressed, I noticed a steady increase in Shawn's engagement and understanding of what he could do in the class. His learning growth, both in and out of the dance class, was significant. I geared the conceptual content of the class mainly to Shawn's learning level and I feel that it was an excellent vehicle for him to master by "doing and being", concepts that included positions, numbers, levels, opposites, and categories. Because the structure of the class was predictable from week to week, over time, Shawn was able to increase his ability to participate with the other students and acquire an impressive range of concepts and skills. He chanted the days of the week, he counted to ten, he demonstrated positional language, he waited his turn, he named an item and a quantity for our stretching game, he initiated greetings and farewells with other students, and one day, he performed his fire dance for us.

It was our first class with the kindergarten children, and I was worried about how Shawn would react to the extra bodies, noise, and activity of nine five-year-olds joining our little group. At the beginning of the warm-up, Shawn seemed quite flat, mainly standing and

watching. Partway into the warm-up, Shawn began to shake his hands a bit, then when Sarah suggested wiggling our knees, he came alive, holding his knees with his feet apart and bouncing like a hip hop dancer! During the follow-the-leader dance, Tayler helped Shawn to find his place in the line.

When it was time to do our “fire” dance with the scarves, Shawn helped to pass out “one” scarf of a requested colour to each student. We had a little talk about ways to move in the fire dance before the whole group moved to the suspenseful, flickering music of Manuel de Falla’s *El Amor Brujo: Ritual Fire Dance*. Shawn stayed in one place and did his usual action of tossing the scarf up and down across his head, enjoying the sensation of the light fabric sliding over his hair and face.

I had introduced the idea of having the children perform for one another, take a turn being in the audience, and comment on the dances they observed. Shawn was in the audience watching the children respond to the frenzied music by stabbing the air like sparks, drifting like smoke, twirling and leaping like flames, and spontaneously combining their movements with other children in the room. Partway into the performance, Shawn stood up, stepped forward, and started to dance with his scarf (Figure 1).

Charlene and I watched. We both knew it would be wrong to make him sit down and wait his turn. I think the children understood that too because nobody objected to his entry into the performance.

Suddenly he announced, “Ms. Berg, I’m doing my fire dance!” It was a moment of triumph for us all.

My Brother’s Boat

When my brother was fourteen, he built a speedboat in our parents’ carport. He cut up the ping pong table from our basement for the ribs, covered the frame with strips of rough, slivery wood, and taught himself how to fiberglass the body. He spent that year in the carport, figuring out plans, measuring and sawing wood, hammering the pieces together, and painting toxic smelling resin across luminescent fabric. He had no teacher to show him what to do. Our father was passionate about Bach but had no interest in building. Our mother gave him the ping-pong table, made space in the carport, and bought him the supplies to make it happen.

I do not remember if he ever launched that boat, or even if it floated. Whether or not it did is irrelevant. The fact is that my brother, a child with a severe learning disability, led himself through the complex process of that mammoth project.

My parents did the best they could with my brother. They recognized and nurtured his strengths as well as they could within a system that had yet to discover learning styles and Multiple Intelligences (Gardner, 1992). In those days, there was only one kind of intelligence and my brother was found lacking in it.

In the eleven years that he struggled through school, my brother connected with two of his educators. One recognized his physical power and speed and coached him in rugby and track and field. The other was the principal of a progressive high school that acknowledged and accommodated student diversity. My brother still speaks of that man.

When I think about my brother’s boat, it makes me wonder how a child could, alone, succeed at such a challenging task, yet fail in school. Our schools are full of children who have different ways of knowing, ways that do not involve language. I know a boy whose brain and body enabled him to perform spectacular feats on his skateboard, but is baffled by the print in a book. I know a girl whose choreography contained remarkable physical and spatial complexity, yet she barely made it through high school. I know another girl with a gift for understanding relationships and nurturing friendships, yet she can barely write a sentence. There are children who understand their own “inner landscapes” (Palmer, 1998), still others who live and speak the language of the natural world. Schools rarely recognize them.

My brother's boat also makes me wonder about Angel's way of knowing. How does she construct her understanding of the world? I wonder if it is through the gradual brightening of night becoming day, the familiar smells and sounds of her home, the chilly wind or generous sun on her upturned face, the bumpy or gliding action of her wheelchair? Angel understands herself through the familiar voices of the people she loves and the reverent touch of hands that lift her, dress her, feed her, change her, carry her — cherish her. Angel and the people who love her know her for what she is, not from what is lacking.



Figure 3. Angel rushing through the rainbow

How does Angel make meaning of the dance class? It may be from the sound that happens when she pushes a button with her head. From the sensation of careening around the circle with the other children. From matching with her voice the intonation of our chants and songs. From the way we jiggle her rigid arms and giggle with her as we sing an ascending up, up, up. From the feeling of the chiffon scarf we place around her hand so that she can perform her personal Waltz of the Flowers to Tchaikovsky's famous melody.

From the sensation of the light fabric that brushes across her face as she surges through the "rainbow" (Figure 3). From the way her nurse, for a little while, liberates her hand from the cruel brace forcing her unwilling muscles to lengthen.

Mine is not one of the voices that make Angel's face light up with a smile. That saddens me, but I know I have much more to understand about my way with her. That will come with time and with patience. My way of knowing Angel has come from watching and participating with her. She has demonstrated her will to choose for herself by shunning her communication switch to instead pronounce her greeting in a determined voice, "Howww". She has shared her sense of mischief by making us wait for her to play the music for us; and she has revealed the strength of her spirit by the optimism and grace with which she lives her life.

My brother's boat and Angel's dancing are symbols of "knowing, being, and doing" (Varela, 1987). What I know is this: My brother built a boat. Angel dances.

Full Circle

"And the end of all our exploring will be to arrive where we started and know the place for the first time" T.S. Eliot (cited in Bagley & Cancienne, 2002, p. 25)

The story of my inquiry is the story of my life. It describes the tension between my identity as a dancer and my role as a teacher; it follows the struggle between the qualitative and positivist influences of my education; it illuminates the blurred line between teacher and learner. My inquiry began in Mrs. Petter's basement studio when I danced my five year-old understanding of Sleeping Beauty. It documents my waking up to the "inner landscapes" (Palmer, 1998) of my own and my students' lives. Learning to step back, "listen, observe, and experience holistically by creative exploration" (Cajete, 2005, p. 71) helped me to realize that the children were "not following a path but laying down a path in walking" (Varela, 1987) and allowing me to walk beside them.

The reflexive nature of teacher inquiry enabled me to rediscover, through the act of autobiographical life writing and portraiture, the creative thrill that is so much a part of my life as a dancer. By telling stories of my life and of my students, I was able to articulate those "somatic understandings" (Egan, 1992) deep within me that existed before I knew how to express them in dance or in words. Using "writing as a method of inquiry" (Richardson, 1994) has shown me the deep connection between what I do and what I know; it has revealed the interconnecting complexity that links who I am and whom I walk with.

Finally, while the reading, discussion, and contemplation broadened and deepened my understanding of myself and my practice, in the end it was the children who taught me the most. They have shared their worlds with me by encouraging me to slow down, watch, and walk beside them. I thank Sarah for inspiring me to create the class and revealing the compelling link between movement and the brain; I thank Angel for challenging me to discover ways to adapt activities for a range of abilities by gazing through a different lens; I thank Shawn for revealing to me a glimpse of his world, thereby helping me increase my understanding and confidence in working with children with Autism Spectrum Disorder; I thank Andrew for showing me ways to use sensory experiences to enhance students' participation and success; and I thank Tayler for reminding me to always set my expectations high.

Marg Csapo Student Scholarship

The Marg Csapo Student Scholarship was established to honour Marg Csapo, a long-standing SEA executive member, in recognition of her accomplishments in special education as a faculty member with UBC and as editor of the BC Journal of Special Education. The \$1000 scholarship may be presented at the annual SEA Conference to a student or teacher taking training at a senior level in special education at a university in British Columbia.

Criteria for Selection

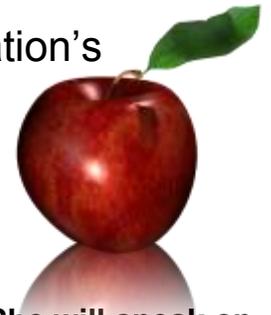
The Applicant must:

- a. Be currently enrolled in 4th year, 5th year, or graduate level courses in special education at a university in British Columbia
 - b. Submit a letter detailing:
 - personal experience which demonstrates interest in and commitment to working with children with special needs
 - future goals related to working in the field of special education
 - relevance of course work to achieving future goals
 - c. Submit letter(s) of support verifying exceptional performance from one or more of the following:
 - a school-based sponsor teacher
 - school district administrator of special education
 - a professor of special education
 - d. Submit all documents to the SEA President by February 1 of the year in which the scholarship is to be awarded
- Documents must be received by mail, fax, or email by the February closure date. Late applications will not be considered.

SEA Executive Committee members are not eligible for this award during their term of office.

Please watch for the SEA conference program brochure in schools in November and mark your calendars now for...

The 35th Anniversary Of the Special Education Association's **CROSSCURRENTS CONFERENCE**



Featuring our Keynote Speaker...
Michelle Garcia Winner

Michelle specializes in supporting students with social cognitive deficits. She will speak on "Growing Up Social: Exploring How Social Communication and Language Develop Over Time...And Strategies to Help". Her numerous books and presentations are invaluable sources of useful information and practical strategies to help students develop effective social skills.

Additional Session Offerings:

- Introducing the Social Thinking Vocabulary and Related Strategies
- Scaffolding Written Expression Instruction for Struggling Older Writers
- Accessible Resources for Your Students
- Differentiation: Knowing Your Learners
- Think Employment First!
- Brain Boosting Secrets – Making the Science of Cognitive Fitness Work for YOU
- Differentiated Instruction Made Practical
- Supporting Students with Special Needs Through Differentiated Instruction
- Multisensory Literacy: Play on Words
- What Educators Need to Know About Eating Disorders Among Children and Adolescents
- Three Tiers of Positive Support and Intervention for Behaviour
- Supporting Learners with Fetal Alcohol Spectrum Disorder
- Dynamic Vocabulary Instruction
- The School Completion Certificate: Resources and Planning Processes
- Putting the Pieces Together
- The Who, What, Where and When of Special Ed Support: Roles and Schedules with Collaboration, Flexibility and Patience!
- Brain Boosters, Brain Basics, Brain Breaks, and Better Behavior!
- Framework for Success - Student Planning with a Focus on Collaboration
- Universal Design for Learning in BC
- Off-Site Tour of School-based Programs for Students with Learning Disabilities
- Ministry of Education Update

Please note our **NEW DATES** for this year: **March 31st and April 1st 2010**
Join us at the Westin Bayshore Hotel in Vancouver, just before the Easter weekend, for this wonderful professional learning event

Our thanks to this year's sponsors:
Duocom Canada, Bridges, and Microcomputer Science Centre

Go to our website at www.bctf.ca/SEA for conference registration information

Program of the Special Education Association

PSA 60

For 2009-2010

Goal

To promote awareness, acceptance, and personal excellence for students with special learning needs through our communications with members in the educational field and the broader community.

Objectives

Activities

1. Communicate with SEA members.

- 1.1 Publish 2 *Crosscurrents* Magazines and 1 newsletter over the year.
- 1.2 Promote chapters to host regional conferences.
- 1.3 Hold an annual *Crosscurrents* Conference.
- 1.4 Maintain and use electronic contact list for SEA Executive Committee/Chapter Presidents.
- 1.5 Maintain and use electronic contact list for SEA general membership.
- 1.6 Promote use of BCTF Teaching to Diversity mail list.
- 1.7 Maintain and use SEA web site.
- 1.8 Publish SEA Goals and Objectives, and Financial Report in *Crosscurrents* Magazine.
- 1.9 Publish SEA Executive roles and general duties in the *Crosscurrents* Magazine

2. Communicate with:

- a) teachers and other educators
- b) parents, and other groups.

- 2.1 Maintain active communication with professional education associations.
- 2.2 Invite participants to *Crosscurrents* conference from B.C. School Trustees Association, parent advisory and advocacy groups, paraprofessional groups, colleges, universities and independent schools.
- 2.3 Invite representatives from the BCTF and the Ministry of Education to *Crosscurrents* Conference.
- 2.4 Promote attendance of executive members at relevant outside agency sponsored events to represent SEA.
- 2.5 Maintain and use SEA web site to post information.
- 2.6 Promote access to resources through the BCTF Teaching to Diversity website
- 2.7 Share SEA information and resources with partner groups, including local PD chairs.

3. Communicate with other PSAs

- 3.1 Liaise with PSAC and other specific PSAs on common issues.
- 3.2 Send copies of *Crosscurrents* Magazine to other PSAs and the BCTF
- 3.3 Collaborate on the Teaching to Diversity project.

- 3.4 Participate in reciprocal sharing of published articles with other PSAs.
 - 3.5 Provide president or delegate from every PSA with complimentary registration to attend *Crosscurrents* Conference.
4. Take informed action on special educational issues and changes.
- 4.1 Examine and respond to legislated educational changes related to special education service delivery.
 - 4.2 Communicate with BCTF regarding special education issues and service delivery.
 - 4.3 Participate on and communicate with BCTF, ministry district, and other relevant committees.
 - 4.4 Provide input to the ministry, BCTF, and local teacher unions on special education and related issues.
 - 4.5 Continue to promote the importance and value of specialist teachers.
 - 4.6 Provide input on skills & knowledge training for teachers supporting students with special learning needs
 - 4.7 Communicate with universities about special education teacher training issues.
 - 4.8 Share research results on declining specialist teacher's assignments.
 - 4.9 Provide input to BCTF Bargaining on class size and composition and caseload ratio issues
5. Offer a variety of professional learning opportunities.
- 5.1 Provide access to resources and sessions of interest at our annual *Crosscurrents* Conference.
 - 5.2 Provide a workshop and information table at the New Teachers Conference.
 - 5.3 Offer to send an SEA rep to participate at the BCTF Days on Campus and Summer Conference.
 - 5.4 Subsidize executive members to attend and/or represent the SEA at educational conferences.
 - 5.5 Sponsor regional conferences
 - 5.6 Offer alternative professional development activities such as teacher inquiry, action research, book studies, teacher mentorship, etc.
 - 5.7 Schedule sharing of ideas/resources and discussion of local issues at executive committee meetings.
 - 5.8 Continue to develop in-service opportunities related to special education issues.
 - 5.9 Offer book club grants to chapters.
6. Communicate with local chapters and encourage formation of new chapters.
- 6.1 Disseminate information regarding chapter formation.
 - 6.2 Share strategies with chapters on how to strengthen chapter effectiveness
 - 6.3 Provide start-up grants and annual chapter grants.

-
- 6.4 Provide assistance to qualifying chapters to conduct regional SEA conferences.
 - 6.5 Provide assistance to chapter delegates to attend the annual *Crosscurrents* Conference/AGM.
 - 6.6 Encourage communication of local activities through *Crosscurrents* Magazine and chapters mail list.
 - 6.7 Hold meetings for chapter delegates at annual *Crosscurrents* conference.
 - 6.8 Hold a one-day chapter presidents' meeting in conjunction with an executive meeting
7. Maintain an active SEA membership.
- 7.1 Provide complimentary SEA membership to eligible conference delegates.
 - 7.2 Provide membership information and offer complimentary memberships at regional conferences and New Teachers' Conference
 - 7.3 Provide membership information and recruitment brochures to chapters and to other potential members.
 - 7.4 Promote student teacher memberships through liaison with universities and colleges.
 - 7.5 Provide membership applications to universities/colleges for distribution in special education certification programs.
 - 7.6 Offer SEA memberships to participants of SEA-organized professional learning activities
 - 7.7 Promote the choice of the SEA PSA to new BCTF members.
8. Recognize exceptional leadership and achievement.
- 8.1 Solicit nominations for SEA awards and scholarships.
 - 8.2 Confer the Hazel Davy Award.
 - 8.3 Confer the Marg Csapo Student Scholarship.
 - 8.4 Confer Outstanding Achievement awards.
 - 8.5 Confer student scholarships for practicing teachers to support Special Education coursework.
 - 8.6 Confer scholarships to designated special education students attending post secondary education.
 - 8.7 Provide complimentary conference registration to all eligible scholarship applicants.
 - 8.8 Publish award winners in *Crosscurrents* Magazine.
 - 8.9 Publish articles describing the awards and scholarships in the *Crosscurrents* Magazine and on the SEA Website.
 - 8.10 Write letter regarding award presentations to recipients' District Teacher Association and District Superintendent.
 - 8.11 Solicit proposals and provide funding support for innovative special education projects in BC.

Methods the SEA will use to determine the extent to which our program activities have met our objectives:

1. Publication of the SEA *Crosscurrents* Magazine
2. Attendance at SEA-sponsored events, including Crosscurrents conference.
3. Participant evaluations for *Crosscurrents* Conference sessions, individual speakers' presentations, other SEA-sponsored events
4. Record of SEA involvement with BCTF, Ministry of Education committees, outside representatives and other SEA contacts on PSA Activities outline
5. Number of SEA members
6. Number of chapters within our organization
7. Feedback on chapter response requests
8. Record of direct contact with partner groups
9. Delivery of in service and/or professional development opportunities
10. Number of visits to the SEA Website and activity on the Teaching to Diversity website
11. Active participation in Teaching to Diversity projects
12. Use of complimentary registrations to Crosscurrents Conference

At the final executive meeting of the 2009-2010 school year, the SEA executive will review how well the association did following the program outlined above and examine information collected through the evaluation methods used. At that time, the program for 2010-2011 will be determined.

Hazel Davy Award

The Hazel Davy Award was established to honour Hazel Davy when she retired from the position of principal at Woodlands School and to recognize her accomplishments in special education. The award is presented at the annual SEA Crosscurrents Conference to recognize an individual's professional contribution to special education in the province of British Columbia. The award consists of plaque on which each year the winner's name is inscribed and an individualized plaque given to the recipient.

Criteria for Selection:

The nominee must be a BC resident:

- Who is (or was) professionally employed in the field of special education
- Who is (or was) a member of the SEA
- Whose professional contributions affected the practices of other special educators
- Whose professional contributions resulted in improvement of services
- Who is aware of the nomination and is willing to accept the award.

Nomination Procedure

Nominations are invited through the Crosscurrents newsmagazine and through letters to District Teachers' Association Presidents, and district Special Services Administrators. Letters of nomination should be sent to the SEA President and must be received by February 1 of the year the award will be presented.

The nomination must include:

- Name, official position and address of the nominator
- Name, official position and address of the nominee
- A description of the most outstanding professional contributions of the nominee
- The nominee's curriculum vitae.

Nominations must be received by mail, fax, or email by the February 1 closure date. Late nominations will not be considered.

SEA Executive Committee members are not eligible for this award during their term of office.



British Columbia Teachers' Federation

100-550 West 6th Avenue, Vancouver, BC V5Z 4P2 • 604-871-2283, 1-800-663-9163 • www.bctf.ca

A Union of Professionals

SPECIAL EDUCATION ASSOCIATION Y600

STATEMENT OF RECEIPTS AND DISBURSEMENTS (Note 1)
FOR THE YEAR ENDED June 30, 2009

Balance, July 1, 2008 \$ 135,851.88

Receipts

BCTF grant	9,768.00	
Membership/subscription fees	15,617.80	
Interest	2,694.03	
Other	269.31	
Conference fees	115,663.70	
Conference exhibits/sponsorships	20,060.00	
	164,072.84	

Disbursements

Meeting-executive	9,203.76	
Meeting-table officers	875.35	
Meeting-TOC costs	22,405.91	
Publications-journal	6,824.65	
Operating	1,894.15	
Chapter support	15,251.47	
Curriculum Development	(4,453.76)	
Affiliation fees and meetings	485.00	
Scholarships	2,000.00	
Miscellaneous	426.05	
Conference-operating	13,975.93	
Conference-facilities	10,206.00	
Conference-catering	34,514.61	
Conference-printing	4,277.28	
Conference-promotions	3,235.14	
Conference-committee costs	8,912.58	
Conference-entertainment	12,324.07	
Conference-equipment rental	7,983.78	
Conference-speakers	27,942.62	
	(178,284.59)	

Balance, June 30, 2009 \$ 121,640.13

Notes:

1. This statement reflects only funds held by the BC Teachers' Federation on behalf of the Special Education Association.

21-07-09
PSA FIN STMTS JUNE2009
ms/lfu





You are invited to participate in an important research regarding the World Health Organization (WHO)'s International Classification of Functioning, Disability and Health (ICF) as it relates to children and youth with motor impairments, specifically cerebral palsy (CP). The goal of the ICF-CY is to create a framework to define and classify the health and function of children and youth around the world and to provide a comprehensive classification system of childhood disability that could be used across service systems.

In order to facilitate the use of the very comprehensive ICF, adult research groups working in collaboration with the WHO, have gone on to create "core sets." A core set is a subset of many items of the ICF and is created to make the ICF-CY more user friendly in every day practice. To date, no core sets have been developed for children and youth.

Our research group, based in the Department of Pediatrics at UBC is working in collaboration with the ICF Research Branch of the WHO, located at the Department of Physical Medicine and Rehabilitation at Ludwig-Maximilian-University in Munich, Germany, to develop ICF "core sets" for children and youth with CP.

We are inviting you, as an expert in the field of childhood CP, to be part of one of the first projects. We are identifying experts in the assessment and management of children and youth with CP who are willing to participate in an internet-based expert survey. Over 350 experts from all six WHO regions of the globe are being sought to identify all relevant areas of functioning for children and youth with CP.

Therefore we are seeking the help of individuals who fulfill the following criteria:

- Your professional background includes one of the following: *pediatrics, developmental pediatrics, pediatric rehabilitation physician, pediatric neurology, pediatric neurosurgery, orthopedic surgery, occupational therapy, physiotherapy, speech and language pathology, rehabilitation nursing, social worker and special education teachers* **and**,
- For at least 5 years, you have been working in the field of child/adolescent physical disability including CP (including clinical, educational, research and/or administrative roles) **and**,
- Your focus is mainly in pediatric physical disabilities **and**,
- You are fluent in English.

Your participation is completely voluntary. If you agree to participate, your name will be added to a bank of experts and subsequently a random sample will receive an electronic survey to complete. If you are randomly selected, completion of the survey will require approximately 30 minutes of your time. You are free to withdraw at any time. Your identity will be kept strictly confidential. Your completed survey information will be stored with no personal identifiers as participants will be assigned an identification number and responses will be kept anonymous. Only the researchers have access to the data which will be held securely in the Children and Youth with Disability in Society (CYDiS) research unit of the Child & Family Research Institute, a

partner of the University of British Columbia. Results will be reported only in aggregate form without naming specific individuals, universities or cities.

More information regarding this project is available from the research project team: Dr. Veronica Schiariti, Dr. Maureen O'Donnell, Dr. Robert Armstrong (University of British Columbia) and Dr. Alarcos Cieza (Ludwig-Maximilian University, Germany), from the survey webpage at http://www.cfri.ca/our_research/ICF_expert_survey.asp or by contacting the project coordinator, Dr. Veronica Schiariti (ICF_CerebralPalsy@cw.bc.ca). The project has been approved by the research ethics boards of the University of British Columbia. If you have any concerns about your rights or treatment as a research subject, you may contact the Research Subject Information Line in the UBC Office of Research Services at 604-822-8598 or e-mail RSIL@ors.ubc.ca.

As an expert in the field of CP, we thank you for considering your participation in this important survey. If you are willing to participate, please submit the attached contact information.

Finally, if you are aware of other experts in this field, please provide them with this information and invite them to contact Dr. Veronica Schiariti. It would be very helpful for our research project if you could name other experts in the field who are known to you.

I would like to thank you in advance for collaborating in this important international project and look forward to hearing from you soon,

Yours sincerely,
Veronica Schiariti, MD MHS PhD (C)
(Expert Survey Coordinator)

**Global Expert Survey project
Contact information for CP experts**

As an expert in the field of CP, we thank you for your consideration of this important Global Expert survey. If you are willing to participate, please email your *contact information* to Dr. Veronica Schiariti (e-mail: ICF_CerebralPalsy@cw.bc.ca). With this consent, your name will be added to a bank of experts and a random sample will receive an electronic survey to complete.

Contact information:

Title	Last name	First name	E-mail contact	Profession	Name of institution
City	Country				

Please email your contact information to:

Dr. Veronica Schiariti
e-mail: ICF_CerebralPalsy@cw.bc.ca
Children and Youth with Disabilities in Society (CYDiS)
Child & Family Research Institute
BC Children's Hospital, UBC
L408-4480 Oak Street
Vancouver, BC, Canada V6H 3V4

Do you work with one or more students with special needs?



Join the SEA!

Members share ideas, successes, and concerns regarding issues such as:

- ✓ Identification of students with special needs
- ✓ Assessment and evaluation
- ✓ Role of the school-based team
- ✓ Roles and responsibilities of the special education teacher
- ✓ The complementary roles of the classroom teacher and the special education teacher
- ✓ Working with teacher assistants
- ✓ IEP design and implementation
- ✓ Curricular adaptations and modifications

through *Crosscurrents magazine*, the conference, and the SEA Executive Committee.

The SEA's commitment to members is to provide:

- The annual provincial Crosscurrents Conference
- This annual conference features an outstanding variety of sessions and speakers as well as opportunities for members to meet colleagues and exhibitors/publishers who share common interests and expertise.*

- The SEA magazine, Crosscurrents
- The informative professional magazine relates news and trends in special education from around the province, as well as SEA activities and events.*

- Support for local Special Education Association Chapters
- Annual financial grants are provided based on membership in both local and provincial associations.*

- Support for local chapters' professional development activities
- Financial support is available to chapters sponsoring regional professional development activities.*

- Special recognition to individual educators or groups of educators
- The Hazel Davy Award recognizes an individual's professional contribution to special education in British Columbia.*
The Marg Cosgro Scholarship is presented to an individual in training in special education.

- Special Education Project Award
- Special Educators working on projects to support students with special needs may apply for funding (up to \$500) to help meet project costs.*

- Liaison with other PSAs, the BCTF, and the government ministries

Members of the Special Education Association Executive Committee communicate regularly with representatives from other PSAs, the BCTF, and government ministries regarding issues of common interest.



For further information contact:

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Chapter

Thinking of starting a Local Chapter of the Special Education Association?

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Are you interested in belonging to a local chapter of the SEA?

Have you considered the benefits of belonging to a local SEA chapter?

If you are interested in forming a local chapter in your district or together with an adjacent district the following information will be useful.

This is all it takes:

- A start up committee of five to six teachers
- A meeting time and place to elect an executive
- A membership open to all 'special educators' – some Local Chapters are a combination of learning Assistance and Special Education teachers
- Contact with the SEA Membership/Chapter Co-ordinator

Local Chapters are provided with:

- A grant of \$100
- The SEA magazine, 'Crosscurrents', an informative professional magazine is provided to principal members
- Recognition awards to individual educators
- Financial support for two of you local chapter members to attend the annual Crosscurrents Conference in the spring in Vancouver
- A chance to liaise with 15 other SEA chapters in the province as well as other PSAs, the BCTF, and government ministries

Let us help you start a local Chapter.

If you require further information please contact one of us below.

Alternately, if you know the name and contact information of a teacher who might be interested in forming a local SEA chapter, we would be pleased to contact them directly.

Looking forward to hearing from someone in your district soon.

Contacts:

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SEA Executive Members: 2009-2010



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Crosscurrents Magazine is the official publication of the B.C. Special Education Association, a PSA of the BC Teachers' Federation. **Crosscurrents Magazine**

publishes original articles concerning issues related to special education. Practical and theoretical articles are sought. Potential contributors are encouraged to submit reviews of strategies, methodologies, publications, research, and historical and philosophical studies as well as reports of the effectiveness of innovative programs.

The opinions expressed are those of the author(s) and do not necessarily reflect the views of the editor, the SEA, or the BCTF.

For information regarding this magazine or to submit articles, letters, etc., please contact Alison Ogden, Editor at alisonogden@gmail.com

Please submit items as Microsoft Office (Word) documents. Please submit articles for the WINTER 2010 issue by December 14, 2009