

SPECIAL EDUCATION ASSOCIATION OF BRITISH COLUMBIA

# CROSSCURRENTS

NEWSLETTER



NOVEMBER 2014

## Special Education Association of British Columbia Scholarships & Awards

Marg Csapo Student Scholarship  
Special Education Professional Development Scholarship  
Hazel Davy Award  
Special Education Association of BC Student Scholarships

link: <http://www.seaofbc.ca/awardsscholarships/>

**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 the Editor for the Special Education Association of BC at:

**seabcpublication@gmail.com**

Please submit items as Microsoft Office (Word) documents. Please submit articles for the Fall 2014/15 issue to the Editor @ **seabcpublication@gmail.com**.

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October  
Happenings

# CROSSCURRENTS CONFERENCE 2015

## Mark your calendar!

**Our 2015 conference will be held at the Sheraton Vancouver Airport Hotel in Richmond on Thursday, March 5th and Friday, March 6th.**

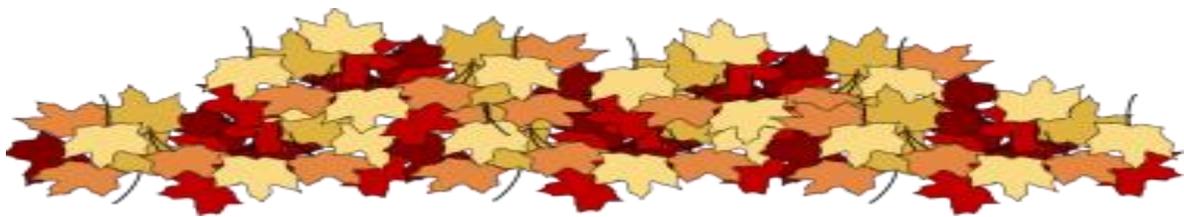
**Our keynote speaker for 2015 is Richard Guare, co-author of Smart but Scattered: The Revolutionary “Executive Skills” Approach to Helping Kids Reach Their Potential.**

Check your email and the website for the Conference Program which will be coming out soon.

**Registration will open in November. Check the website page for further conference information at:**

**<http://www.seaofbc.ca/crosscurrents-conference/>**

**For more information about registration, please contact the registrar at: [searegistrar@gmail.com](mailto:searegistrar@gmail.com).**



## App Review



### Video Scheduler

If you're looking to add to your video modeling app collection – check out Video Scheduler. This app allows you to create multiple picture and video schedules for each user. Simply create a user profile and start adding your schedules! You can use pictures and/or video stored on your device or record in real time. Special features include the ability to share your schedule with other users who have the app using a protected passcode. This is a great tool for teaching skills that have multiple steps such as daily routines, employment related skills, and self-care. Visit [look2learn.com](http://look2learn.com) for free video tutorials and to learn more about this app

## Toolbox



## AutismTeachingStrategies.com Social Skills Activities for Children with Autism

**FREE Social Skills Downloads** Here are dozens of free autism social skills teaching resources, most with free pdf downloads. The resources vary in difficulty and can be used for children between age 6 and age 18.

<http://autismteachingstrategies.com/free-social-skills-downloads-2/>



PediaStaff

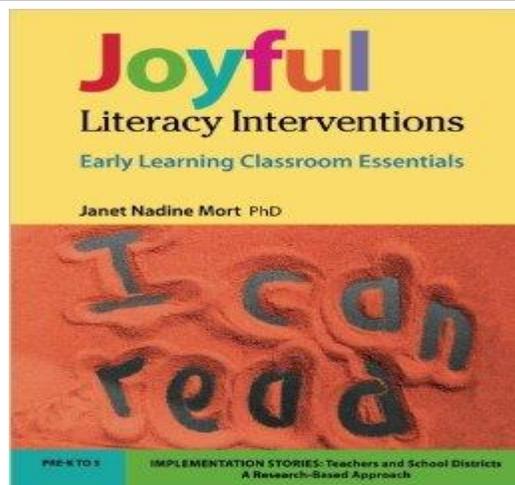


A peds/school-based staffing firm (SLP, OT, PT, Special Ed, School Psych, School Nurses) w/parallel mission 2 provide great resources! Great site for ALL disciplines!

## BOOKS

### EXECUTIVE COMMITTEE Picks

Dr. Janet Mort's book (*Joyful Literacy Interventions*) has just been published. It covers the latest research related to early literacy interventions for vulnerable readers, essential "must do" teaching strategies, teacher success stories, and is focused on the need to address literacy deficiencies quickly and aggressively (but joyfully) in the early years. The book weaves nine essential research-based components into practical classroom applications. Each chapter describes essential skills, concepts and experiences needed for literacy success for all children. Implemented together the result is a holistic classroom experience that promises literacy success for many disadvantaged children.



### **NEW! Social Skills for Students with ASD publication available from CEC**

Friendship 101: Helping Students Build Social Competence focuses on building social competence, friendship making, and recreation and leisure skills among students with autism spectrum disorder and other developmental disabilities. Chapters in this evidence-based guide address the needs of students in different developmental periods, providing teachers, parents and teacher educators with tools and strategies for enhancing the social skill development of these children and

youth. [http://imis.cec.sped.org/cec\\_prod/ItemDetail?iProductCode=P6138&Category=BOOK&WebsiteKey=269141f1-45d0-49b9-9769-40de3a48419c](http://imis.cec.sped.org/cec_prod/ItemDetail?iProductCode=P6138&Category=BOOK&WebsiteKey=269141f1-45d0-49b9-9769-40de3a48419c)

Report to BCTF from Mary Berg  
BC Special Education Association Representative & Observer

**Changing Results for Young Readers: Seeding Success**  
**A Provincial Reading Initiative in BC 2012-2013**



Funded by the Ministry of Education, Changing Results for Young Readers (CR4YR) is a network of provincial partners collaborating to support early readers through inquiry learning, descriptive feedback, BC Performance Standards, professional learning communities, parent involvement and community connections (Youngreaders.ca). The 57 participating school districts select two to four schools with 6 to 12 District Early Reading Learning Team members that may be composed of *classroom teachers, resource teachers, SWIS workers, Aboriginal Support Workers, principals or vice-principals working in the classroom on a consistent basis to support vulnerable readers. Using the Spirals of Inquiry model (Halbert & Kaser, 2013), classroom teachers design inquiry questions and select a young reader for a case study to document their observations and exploration of practices to improve success in reading. Participating educators receive collaborative meeting time to discuss with Provincial Early Reading Facilitators and Early Reading Advocates approaches that work in their practice and to continue to build a repertoire of skills, strategies and techniques in reading instruction. The Provincial Early Reading Resource Team and Provincial Research Design Team, composed of leading British Columbia literacy researchers and educators, in turn, support the District level teams in gathering evidence and analyzing changes in student reading, as well as documenting changes in teaching practice.*

After a seven-month hiatus since the last Changing Results gathering last August, the 238 participants who attended the meeting were greeted with the news that another year of Education Plan funding for Changing Results for Young Readers had recently been approved. It was gratifying to have this

provincial network of educators all together again to review current progress, activity and results, share stories, make new connections, and anticipate next steps towards the continued goal of increasing the number of BC children who are engaged, successful (and joyful) readers.

The day began with a breakfast meeting of Facilitators, Resource Team members, and BCTF PSA observers. They reviewed themes that have emerged from Sharon Jeroski's data analysis and summaries of the teacher inquiry questions. Themes for exploring ways to create powerful and joyful readers included:

- Building Relationships
- Self-regulated Learning
- Social Emotional Learning
- Oral Language (Including reader's theatre and drama)
- Engagement and Personalization
- Teacher Collaboration
- Choice
- Providing one-on-one Support
- Focus on Meaning and Purpose

In response to the emerging themes, participants considered a number of possible next steps including:

- Explore quality assessment practices; intensify the focus on formative assessment
- think about creating rich environments and supporting literacy, self-regulation, e within that environment
- think and deepen questions about the work, building on what participants see here
- Add BCPVPA and BCSSA to this network to expand awareness of the CR4YR findings
- work to reorganize resources in schools so that classroom teachers have access to a wider variety of books
- continue to forefront Aboriginal principles of learning
- consider site-based mechanisms for sharing with colleagues who are not in the project; have multiple ways to share, collaborate and engage with the wider community

Following the breakfast meeting, all participants gathered to share stories from communities of practice and to explore building relationships with students and collaborating with colleagues. Members of the Early Reading Resource Team shared their "Stories of Possibilities"; Faye Brownlie spoke about quality reading instruction; Judy Halbert and Linda Kaser discussed Indigenous Principals of Learning; Randy Cranston described collaboration around the province; and Maureen Dockendorf highlighted the Joy of Reading.

The afternoon featured a professional learning session with Pat Johnson, the author of *Catching Readers Before They Fall*. She shared current research and instructional strategies focused on the reading process, with an emphasis on children experiencing reading difficulties. Ms. Johnson described the nuts and bolts of reading instruction with moment-by-moment scenarios and descriptions of ways to model, scaffold, prompt, back off, and reinforce. Her information was clear, practical, research-based and full of examples drawn from her vast experience as a literacy and Reading Recovery teacher. Johnson urged participants to teach reading in an integrated way, using a balance of meaning, structural and visual information and information about what a child "can do, can almost do, and cannot do (Johnson, 2014)". She encouraged teachers to layer their understanding from a simple to complex theory of reading. Most importantly, she reminded participants that, "Being fair means that every child gets what they need (Johnson 2014)".



On April 11, CR4YR collaborated with the Vancouver School District to present a further professional learning opportunity with Pat Johnson: *Continuing the Conversation – Going Deeper with New Topics*. A total of 335 people attended the day which focused on reading assessment, getting readers to use all their sources of information when solving words, understanding the principles of how words work, teaching beyond word families, building high frequency words, and incorporating word work throughout the day.

While the original intent of Changing Results for Young Readers was to use current research and an understanding of what fosters reading success, it is becoming clear that the volume and breadth of data generated by the teacher inquiries are themselves creating an important body of research that is being noticed at a local, provincial, national, and international level. Indeed, the OECD (Organization for Economic Co-operation and Development) has identified British Columbia along with Peru, Belgium, South Africa, and New Zealand as innovative learning environments or “learning labs” and models of inquiry and innovation. At the very centre of this inquiry model are teachers, constantly working hard in their classrooms, caring deeply about their students, examining their practices within professional learning communities, and changing results for young learners.



## **It Couldn't Be Done**

By [Edgar Albert Guest](#)

Somebody said that it couldn't be done  
But he with a chuckle replied  
That "maybe it couldn't," but he would be one  
Who wouldn't say so till he'd tried.  
So he buckled right in with the trace of a  
grin on his face. If he worried he hid it.  
He started to sing as he tackled the thing  
That couldn't be done, and he did it!

### **EXECUTIVE COMMITTEE CONTACT LIST**

**Emails at: <http://www.seaofbc.ca/executive/>**

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