

Letter from the Editor



Signs of spring are in the air – at least here in the lower mainland. We just had a week full of sunshine and I began to remember what it feels like to not have to go outside covered in head to toe gortex. The weather has also reminded me (along with many emails exchanged between exec members) that the Crosscurrents conference is just around the corner. This year's keynote is Dr. Paula Kluth. She is a renowned educator focusing on supporting students with autism and significant disabilities in inclusive classrooms. Her keynote will emphasize how we can give all students – including those with significant

disabilities – access to the literate community.

I am currently reading her book 'Joyful Learning: Active and Collaborative Learning in Inclusive Classrooms' (and not participating enough in the online book study). I am however enjoying the book and I'm looking forward to using some of the suggested strategies in my practice.

As always, there will be many other amazing presenters at Crosscurrents offering a variety of topics in the area of special education. (See page two and three for a full run down of who will be there and the workshops that they will be presenting).

The SEA has also recently submitted a proposal for caseload language for learning specialist teacher caseloads to be included in the Declaration of Teaching and Learning Conditions (the document that locals use during bargaining). I was incredibly surprised to find out at our Chapter President's Day meeting in December that there was no language in the Declaration outlining suggested caseload limits for Learning Specialist teachers. In conjunction with the Learning Assistance Teachers Association and the English as a Second Language Provincial Specialist Association, we put together a proposal which you can find on page 10.

This issue also contains a lot of the information that we shared on our Chapter president's day way back in December. I am always on the hunt for content for this publication (especially from my elementary school colleagues) so please, after you've read through this issue, think about something that you could submit that your colleagues across the province could use and appreciate. You are all out there doing such great work and this is a venue to share it with others.

I hope to see many of you at the conference.

Alison Ogden



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@hotmail.com

Please submit items as Microsoft Office (Word) documents. Please submit articles for the Spring 2011 issue by April 15, 2011.

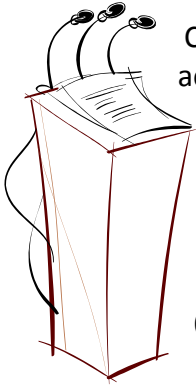
36th Annual Crosscurrents Conference

March 17-18th, 2011

Vancouver, BC

This year featuring Paula Kluth as our keynote speaker

A Land We Can Share: Access to the Literate Community for ALL



Come and learn about how we can give all students – including those with significant disabilities – access to the literate community. Dr. Kluth will explore how many learners have been excluded from literacy experiences that are inclusive, rich, and challenging. Participants will also learn some strategies for including and supporting students with disabilities in reading, writing, speaking, and listening activities. Ideas for enhancing skills in comprehension, fluency, and vocabulary will be highlighted.

Other sessions include:

Assessments within Three Tiers	Dawn Reithaug	Teaching Adolescents with LD	Anne Price
Social Thinking Groups	Allison Adams et al	FASD: Supporting Learners	Kathi Hughes
Collaborative Learning Environments	Faye Brownlie	School Completion Certificate	Pegg Davidson et al
Peer Tutor Training Program	Janice Clary	Three Tier Model	Kent McIntosh
Inclusion for Math	Carole Fullerton	Play on Words	Jane Felling
Brain and Studying	Terry Small	Behavioural Detective Work	Kim Barthel
Retelling for Comprehension	Colleen Politano	Assessment for Learning	Carol McAndrew
Exploring the use of Adaptations	Saima Fewster	Behavioral Challenges and Attachment	Vanessa Lapointe
Teaching from a Brain Based Model	Marc Landry	Sex in the City: Sexuality Lessons	Sharon Jeske
Supporting the Classroom Teacher	Norman Kunc		Deb Buchan
	Emma Van der Klift		

All registrations must be received by March 2, 2011.

All registration receipts will be handed out at the conference.

No refunds will be given for cancellation after March 9, 2011.

Where?

Westin Bayshore Hotel and Conference Centre
1601 Georgia Street, Vancouver, B.C.
Tel: 604-682-3377
www.westinbayshore.com

How Can I Register?

Go to our website at www.bctf.ca/SEA for conference registration information. You can register online or print off our mail in registration form.

Program

Thursday, March 17		Friday, March 18	
7:30 a.m.	Registration Desk and Exhibitors' Displays open	7:30 to 9:00 a.m.	Complimentary Continental Breakfast
7:30 to 9:00 a.m.	Complimentary Continental Breakfast	7:30 to 8:30 a.m.	Bonus Sessions – no Cost – no preregistration. Bring your breakfast in, hear about products and programs.
9:00 to 12:00 noon	Awards and Keynote Presentation	8:00 a.m.	Registration Desk and Exhibitors' Displays Open
10:30 to 11:00 a.m.	Refreshment Break/Exhibitors' Displays	9:00 to 11:30 a.m.	Sessions
12:00 to 1:00 p.m.	Lunch (on your own) Exhibitors' Displays	10:15 to 10:45 a.m.	Refreshment Break/Exhibitors' Displays
1:30 to 3:30 p.m.	Sessions	11:30 to 1:00 p.m.	Lunch (on your own) Exhibitors' Displays
4:00 to 5:00 p.m.	AGM –Seymour Room	1:00 to 3:00 p.m.	Sessions
5:00 to 6:30 p.m.	Wine and Cheese Social		

Bonus Sessions:

Evolution Presentation Technologies	Go beyond the basic level of a SMART Board interactive whiteboard and learn how it can be a welcome addition to a classroom for any subject or grade level.
Bridges	CoWriter v6 –See how the new CoWriter works in conjunction with any application – Word, blogs, email, etc. Communicate: Symwriter – provides the perfect tool for simple work and symbol processing for emergent writers
'makeChange'	– The Ladybug Foundation Education Program is a K-12 multi-media resource to help empower young people to get involved and make change in their communities.

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If you have any questions, please contact the BCTF's privacy officer at 604-871-2283 or toll-free at 1-800-663-9163, privacy@bctf.ca.

REGISTER ONLINE AT www.bctf.ca/SEA

Toward more inclusive classrooms and communities



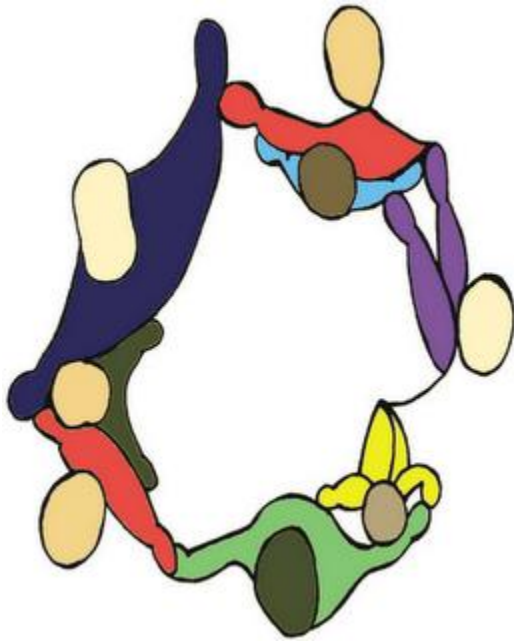
Our keynote speaker at our 36th annual Crosscurrents Conference is Dr. Paula Kluth. Her keynote address will explore strategies to include and support students with disabilities in reading, writing, speaking and listening activities. She will also highlight ideas for enhancing skills in comprehension, fluency, and vocabulary. In her afternoon session she will discuss and explore a number of collaborative, active and brain-compatible learning techniques aimed at engaging students and making learning joyful.

Paula is a consultant, teacher, author, advocate, and independent scholar who works with teachers and families to provide inclusive opportunities for students with disabilities and to create more responsive and engaging schooling experiences for all learners. She is a former special educator who has served as a classroom teacher, consulting teacher, and inclusion facilitator. Her research and professional interests include differentiating instruction, and supporting students with autism and significant disabilities in inclusive classrooms.

Paula is the author or co-author of eight books including *“You’re Going to Love This Kid”: Teaching Students with Autism in Inclusive Classrooms* ; *Access to Academics: Critical Approaches to Inclusive Curriculum, Instruction, and Policy*, *A Land We Can Share: Teaching Literacy to Students with Autism*; *Joyful Learning: Active and Collaborative Learning in the Inclusive Classroom*; *You’re Welcome: 30 Innovative Ideas for Inclusive Schools*, and *Just Give Him the Whale: 20 Ways to Support & Honor the Passions & Interests of Students with Autism*. Paula is also the director of a new documentary film titled *“We Thought You’d Never Ask”: Voices of People with Autism*.

In addition to these great resources you can be Paula’s friend on Facebook where she posts interesting and practical ideas, strategies and resources. Her website is also a treasure chest of informative articles, weblinks and resources. As Paula states her website is “dedicated to promoting inclusive schooling and exploring positive ways of supporting students with autism and other disabilities.” Check it out at: <http://www.paulakluth.com/index.html>

The BCTF Secondary Inclusion Project



This small-scale project is intended to consider whether and how secondary school teachers might be supported through union-initiated inquiry approaches.

Small groups of teachers who work in supporting inclusive approaches in secondary schools met within their districts and with BCTF Research facilitation around the following central question:

Can we make the work of classroom teachers easier and better meet all students' needs?

BCTF Research provided some funding for release time. Small groups of 3 or 4 teachers met in the following school districts:

- #33, Chilliwack
- # 38, Richmond
- # 68, Nanaimo

There were several meetings between February and May 2010. Each group chose a focus for building on their continuing work, which were:

Chilliwack: Inclusion through in-class support and work experience within Sardis Secondary school

Richmond: Developing one-page IEPs that are useful and used by secondary classroom teachers

Nanaimo: Designing a Social Studies 11 unit incorporating Universal Design for Learning Principles and co-teaching this unit with a classroom teacher

A prime focus of the work was to ensure that the initiatives can be discussed and shared. This project is experimental, with limited outcomes, but is designed to use Inquiry to consider how:

- Inclusive secondary practices can be developed, extended and shared
- Resource and classroom teachers might better collaborate
- Classroom teachers might be supported in developing inclusive pedagogy in time-efficient ways that meet their needs and workloads

The intention was not to 'make work' but to make life a fraction easier for classroom teachers while also including all students in learning.

All of the work these three groups did can be found on their wiki at
<http://secondaryinclusion.pbworks.com/w/page/21374176/FrontPage>

I was fortunate enough to be able to attend their final wrap up meeting. I found the IEP project by Shelley Moore to be especially intriguing as anything to make IEPs less time consuming and more effective always piques my interest. I have included two of the forms that she presented. One is a planning form that she uses with classroom teachers to outline adaptations or modifications as well as how the student will be assessed. The second form is part of the IEP and

outlines the goals for each unit as well as how the student will be assessed. There is room for EA comments as well as teacher comments.

Planning Meeting: Art Foundations 9-12 Unit: Animal Vessels		K. Campbell and R. Haklander
Students: Stephen, Aun		
Big Ideas What do they need to know?	<ul style="list-style-type: none"> Recognize pre Columbian/Mayan ceramics characteristics Background info of the Mayans Know different 'views' Criteria and function of a pot Elements and principles of ceramic design and technique 	
Thinking What do they need to do?	<ul style="list-style-type: none"> Build coil pots (smooth coils together) Add features (foot, handle, spout) Add animal features Use a staccato technique (design slip to reveal colour underneath) Thumbnail sketches (3 views of pot before construction) Burnish the smooth areas with a spoon 	
Assessment How will they show it?	<ul style="list-style-type: none"> Build and hand in a functional pot Designing sketchbook Artist statement 	
Learning Activities		
Typical	Adapted	Modified
Introduce Mayan background information and characteristics using PowerPoint	Introduce five content vocabulary words (scoring, slipping, spout, handle, foot, leather hard, burnish)	Use pictures to define vocab works
Review Criteria		
Model thumbnail sketches, model of 3 views		
Model basic forms using clay		
Model techniques of joining clay together (coring and slipping)		
Modeling techniques of texture		
Model use of staccato		
Model burnishing techniques		
Glazing		
Artist statements		

I find this form useful in that it guides the conversation with the classroom teacher. It asks three important questions that are often overlooked: What do they need to do? What do they need to know? And how will they show it? The form has space to plan for students on adapted and modified programs. I think that this is important as it lets classroom teachers know that there is a difference and it allows you to work out what those differences are before the students begin the unit.

What struck me as the most useful tip (and I have since talked to other teachers who do this) was that the way that the IRPs are laid out, you can source wording for adapted goals from the PLOs of different grades. The curriculum packages are all organized using the same framework. If a student is not able to meet the PLOs for a particular grade, just look in the same PLO in a lower grade to find a more simplified version of the skill or concept.

IEP Long Term Goals (LTGs) and Short Term Objectives (STOs)		
Student: Stephen A. Course: Science Literacy Level: Conventional		School Year: 2009/2010 Teacher: Hunt Term: 1
Unit		Mark (6)
Unit: Characteristics of living things/cells		
Goal	Stephen will identify 3 characteristics of living things	3
Goal	Stephen will identify 1 difference between the plant and animal cell	5
Unit: The microscope		
Goal	Stephen will label 5 parts of a microscope	6
Goal	Stephen will describe how light moves through a microscope	5
Unit: Lab processes		
Goal	Stephen will independently follow written instructions and procedures for a lab	4
Unit: Student independence		
Goal	Stephen will read for information by using text features in text book	3
Goal	To complete at least 2 of the assigned text based questions for homework	5
Unit: Group/Peer Interactions		
Goal	Stephen will initiate asking peers to join a group	5
Goal	Stephen will ask a peer first if he is confused about a task or question	4
Teacher Comments		Term 1 Mark 41/54=76% (derived from earning 41 marks out of a total possible 54)
Points		
N	Not yet meeting expectations	1
M	Minimally meeting expectations	2 - 3
F	Fully meeting expectations	4 - 5
E	Exceeding expectations	6

EA Comments
Stephen is fitting in nicely with peers in his class. He has a keen interest in being a part of the classroom discussions on his preferred science topics. He offers great contributions! Stephen is working on remembering to keep his questions on topic and waiting to be called on before asking. Great work Stephen!

What I really like about this form is the assessment piece. So often with students on modified IEPs, things roll along well until it is time for report cards and then everyone is at a loss for what to write down. At the secondary level particularly, the report card has space for a number and a preset comment. Using this type of planning form allows you to communicate to students, and parents/guardians exactly where the child's mark is coming from.

In addition to facilitating assessment, I also appreciate how clearly this form outlines the goals and objectives of the course for the teacher, EA and student.

Chapter President's Day



Our Chapter President's Day was held at the Sheraton Vancouver Airport Hotel on December 3, 2010. Delegates from 17 chapters attended. We began our day with a discussion of 21st Century learning. After overcoming some technical difficulties we briefly discussed how 21st century learning impacts our students and our practice. We took time to do some strategic planning for our meeting with Glen Hansman of the BCTF.

Glen is currently the second vice president and is on leave from his job teaching a Communications class at Kingsford Smith in Vancouver. He has worked as a part time anti-homophobic consultant as well as at the secondary level in Montreal.

Glen started his talk with a brief history of contract negotiations as well as what is currently happening with the court cases involving class size and class composition as well as bargaining. There is a written summary on the BCTF webpage update on what was presented by BCTF and the government. See <http://www.bctf.ca/BargainingAndContracts.aspx> for more information.

The following are questions that presidents had for Glen. His responses are in italics. Because of time constraints, Glen only had a chance to answer the first few questions. The theme of caseload limits was overwhelming and he did hear, loud and clear, our call for language regarding caseload limits.

1. What are the caseload limits for Special Education/Resource Teachers?
Currently, there are none.
2. Will reinstating caseload limits for learning specialists be a priority for this year?
Bargaining for this will depend on whether or not it is addressed at the local or provincial level.
3. Will language be written into the new contract that will address caseload limits and working conditions for special education teachers?
See question 2
4. Will there be any contract language regarding working conditions for Special Education Teachers?
See question 2
5. How do we address the need for Specialty Services? i.e. assessment time, vision/hearing consultation time, outside agency support, etc?
6. What is the priority of the BCTF to ensure Special Education and learning specialist teacher positions are maintained?
7. Are you aware that class size composition limits such as those outlined in Bill 33 pits Special Education and Resource teachers against classroom teachers? What is BCTF doing about this?
8. What is the BCTF doing to access money from the Ministry of Health?
9. What is the BCTF doing to access money from the Federal Government?
10. Is Bill 33 really serving its purpose? Some districts seem to resist designating students in an effort to cap numbers and stay within Bill 33 guidelines.
11. What are teachers telling the BCTF they want? Is BCTF hearing them and taking them seriously?
12. With regard to provincial audits of special education students in a district, how much time is expected/allocated to enable preparation? There is too much paperwork for us!
13. Too many demands are being placed on Special Education teachers. How can they be expected to efficiently carry out all that is expected?

14. There have been so many cuts to district specialists - Speech/Language Pathologists, Behaviour Support Teams, Learning Assistance Teachers – What will we do without them? Having a Speech/Language Pathologist for only 6 weeks per year does not allow enough time to fit everyone in their schedules and is not realistic to the needs of the school.
15. What has happened to respecting us and our roles? Why are learning specialists expected to cover other school staffing needs?
16. We need competent EA's and the time to train them adequately. Where is the funding to buy extra time so that we can properly train EA's to meet the specific needs of disabled children?
17. Is the BCTF trying to work toward developing a more realistic timeline for the writing of IEP's?
18. Is the BCTF aware that Special Educators work far more hours than regular classroom teachers because of the sheer volume of additional paperwork generated by IEP and audit requirements?
19. Where is the money for High Incidence Students (Mild Intellectual Disability (MID) and Learning Disabled (LD) that disappeared in 2001? Will we get it back?
20. What is the BCTF doing about teacher burnout? Many Special Education teachers are being challenged to work in multiple roles that include counselling support.
21. What is the BCTF doing to support non-designated students who are not able to function in the mainstream classes without additional support? As caseload sizes grow, these students are being neglected.
22. Classroom teachers are expected to assume more and more responsibility for a growing number of students with diverse needs. Typically, these students are not able to function in the classroom without special support. Many classroom teachers are inadequately trained to meet these diverse needs. What is the BCTF doing to address this lack of training and to ensure that student needs continue to be adequately met.
23. What is the BCTF doing to ensure inter-ministerial protocols are working?
24. To meet designation requirements, and therefore access to funding support, students with certain behavioural and emotional needs (Category H) must have support from an outside agency (Mental Health, private counselling). In many small BC communities, these outside agencies do not exist, or are so overloaded that access is impossible. Will the BCTF make these challenges known in order to allow us to get access to funding so that we can properly support the needs of these students?
25. Will the BCTF ensure clear caseload language exists in our next contract? Language needs to include limits to caseloads sizes, the intensity and the diverse needs of students.
26. How do we deal with caseload and classroom limits in smaller Northern BC communities? i.e. school districts not allowing students to be recognized and designated because it will put the district over the provincial average with regard to identified special needs students and trigger an audit by the province. Will the BCTF include contract language to recognize that communities in Northern BC typically have a higher number of special education designations and have a higher number of students needing access to special services?
27. Is there a certain person at the BCTF whose job it is to make sure the concerns of SEA members are heard at the BCTF AGM in the spring? If there is who are they, and how do we contact them?
28. What is BCTF doing to bring attention to the need for more outside agency service (MCFD, CYMH) in smaller communities outside of the Lower Mainland? Students in crisis are not being served pro-actively and the service is largely reactive and minimal.



In response to the lack of caseload language in the Declaration of Teaching and Learning Conditions (see section 7.7 at <http://bctf.ca/uploadedFiles/public/AboutUs/ServicesHandbook/3Declaration.pdf>), the SEA (in consultation with the Learning Assistance Teachers Association (LATA) and the English as a Second Language Provincial Specialist Association (ESLPSA), put forward the following proposal to the BCTF Executive Committee:

“That as per 7.7 of the Declaration of Teaching and Learning Conditions (Policy 3.J.01), that the following ratio/caseload language for special education teachers be inserted into the Declaration as follows:”

Learning Support Teachers (Resource teachers, Special Education teachers, Learning Assistance teachers)

The caseload for a Learning Support teacher shall be based on the following formula:

Categories A and B	4 points
Categories C, D, E, F, G, H	2 points
Categories K, Q, and R	1 point
Category P and students with no designation but who are seen for ongoing support	0.5 points
Assessment (informal and level B)	5 points

To a maximum total of 33 points

The total caseload for any one (1) full time equivalent non-enrolling teacher during any one term for the school year shall not exceed thirty (30) students. For those Learning Specialist teachers who are also enrolling teachers or have other teaching roles, their caseload should be reduced according to the percentage that they are teaching. For example, if a Learning Specialist teacher is teaching two courses out of a seven course teaching load, the caseload should be reduced by 28%.

Rationale

- There is currently no limit to the number of students a Learning Support teacher can be assigned to give service to. We do not have caseload limits and it is significantly impacting our ability to do our jobs. With increased funding cuts, Learning Specialist teacher positions are being eliminated, increasing caseload numbers for the remaining LSTs.
- There is a huge disparity in caseloads across the province. Some full time teachers have 130 students on their caseload while others have fewer than ten.
- These suggested points are given by taking into consideration both the funding attached to each category and the language around Bill 33 negotiated for teachers (level 1 funding for categories A and B, level 2 funding for categories C, D, E, F, and G, level 3 funding for category H, and student based funding allocation for categories K, Q, R, and P) as well as the general amount of time a Learning Specialist teacher needs to spend with these students.
- The intent of this formula is not to affect school enrollment or have students shuffled between schools but to ensure schools are appropriately staffed.



Diane Kirby was our guest speaker in the afternoon and added some much needed perspective on humour and work/life balance to our discussions.

All chapter presidents were given a copy of Dr. Paula Kluth’s book, ‘Joyful Learning: Active and Collaborative Learning in Inclusive Classrooms’, which is the current SEA bookclub book. After Diane’s talk, we took a little time to share some of our chapters’ success and challenges. We ended our day with an exercise called, ‘Three stars and a Wish’. Everyone’s thoughts have been included below.

Delegate Ideas Shared at Chapter President's Day

Successes

- we were able to increase membership by making the SEA inclusive with counsellors, psychologists, and district itinerants
- the Director of Instruction came to our chapter to share with us at a meeting. She talked about mentorship
- working with a great team of motivated and enthusiastic teachers
- our chapter is drawing for a free registration to Crosscurrents for one of our members
- we held an electronic conference – (like a chat forum) for our members
- we held a dinner meeting for our members
- 32 teachers have joined our SEA chapter
- having such a great response to beginning a new chapter (22 members and growing)
- we had a wine and cheese at my house which resulted in the largest executive we've had in years
- we have an Anxiety workshop planned for Feb 18
- created a small bursary for each member to use to go to Crosscurrents
- we have increased our membership
- meeting at a member's home for Pro-d
- our chapter started a book club
- use the virtual classroom function to have a live chat meeting
- organized a presentation for local schools on "A Curriculum of Caring"
- SEA meetings allow a voice for Special Educator's concerns
- with increased participation at our last meeting, we ran out of chairs and had to get more
- we had a group discussion about how to provide speech to text technology skills to our students
- have established a Teaching to Diversity discussion group with some (minimal) release time
- created a "conference" icon on our 1st class e-mail so members can connect and keep up to date on Special education topics and issues
- have been given extra time to work on a new reporting system so that glitches can be worked out
- finally got some secondary teachers out to a meeting
- resource sharing
- we try to have social events such as wine and cheese
- our secondary school specialists have developed a booklet of goals and strategies

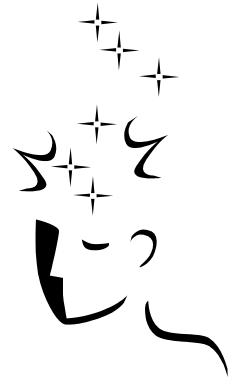


Where did we get that?

All clipart is licensed from the Clip Art Gallery on DiscoverySchool.com. Check out the great selection of clipart available to purchase or free download at <http://school.discoveryeducation.com/clipart/>

Ideas to Try

- our chapter had a presentation on “Smart Learning” techniques
- find time to meet during (or after) our District LRT meetings
- provide relevant and interesting sessions for members
- we are working toward having an executive picked out without having to double up all the jobs
- handed out Local Chapter SEA brochure out at the first Pro-D day of the year
- have great door prizes!
- networking through e-mail – “I have this situation . . . Does anyone have any ideas?”
- send brochures and meeting calendar out to all members before the school year starts
- we have a brochure with information about our SEA chapter
- social gatherings usually result in the largest member turn-out
- group information is circulated VIA e-mail to ensure all SEA members are in the loop
- have a book study – with sharing sessions at a local pub or restaurant
- include sharing sessions by members, for members
- find a good topic or people and people will attend – even on a snowy day
- have a schedule of meetings, dates, and topics to allow people to plan in advance
- have a local SEA member on the Provincial executive – lots of good information to share
- share Math strategies that work between schools
- create a book club that has on-line meetings as well as face-to-face
- have a location visit and tour
- check out “What Works Clearinghouse” website. It evaluates programs and interventions.
www.whatworks.ed.gov/



Challenges

- trying to increase our membership – since our district started having regular District Special Education meetings, SEA membership has declined
- getting our SEA started again after a year of nothing
- rural school districts – large distances between schools – How to bring members together and help them feel connected and supported. Having meetings is difficult as we are geographically spread out.
- how do we advocate for Special Educators in the province?
- getting members to participate regularly
- getting secondary and middle teachers involved in our SEA – we have lots of elementary
- to increase membership and to advocate for our monthly meeting time to continue
- finding meaningful ways to discuss topics and issues
- to get people to attend meetings
- how do we maintain the membership in our chapter?
- including EAs in sharing and collaboration sessions
- having people interested in attending, but not being involved in chapter meetings
- motivating others to do a job on the executive or in the SEA chapter
- the book chosen for our SEA chapter book club is an on-line format and I am finding it difficult to read an on-line book
- new chapter – just learning the ropes – Where do I begin?
- how to conduct ESL assessment
- having a guest presenter cancel the day of the meeting. What do you do for a back-up?!

What delegates liked about the SEA Chapter Presidents Day (Three stars and a Wish)

If you don't have a chapter in your local, the following are reasons why you should try and start one. In addition to being a great way to get your voice heard by the BCTF, Provincial Specialist Associations (PSAs) are fantastic venues for exchanging ideas and shared interests. The following are comments from chapter presidents on our most recent Chapter president's day.



Finding out others have the same concerns

A wonderful networking day!

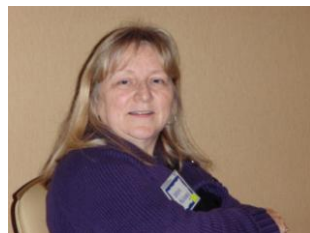


The day was laid out very well – a nice blend of business, pro-d, and fun

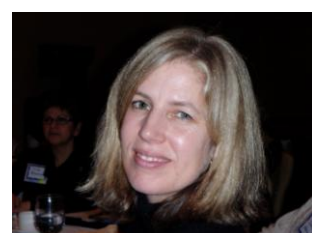
Sharing with and getting to know Special Education teachers from other districts



Good discussion around upcoming bargaining issues



I loved receiving a copy of *Joyful Learning* by Paula Kluth and the opportunity to join the upcoming book club



The visit from Glen Hansman was impressive and informative

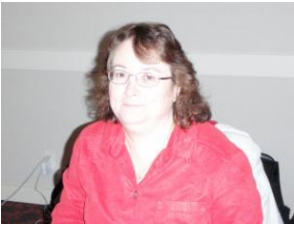
Talking to other BC Special Educators – especially the ones who come from remote and isolated areas



The amazing organization!

Loved the chance to talk to other Learning Support Teachers from other districts





A feeling of relief that we are not the only district who is struggling in the area of Special Education

The way we shared chapter successes and problems



Informal conversations



Loved Diane and her Stress Reducing workshop!

Taking the ideas from other Chapter Presidents about reaching members



Opportunity to discuss working conditions and possible ways moving forward

The high energy the executive has – Thanks!!



Thank-you to an amazing organization

Taking a new awareness about BCTF issues and what is being done on my behalf

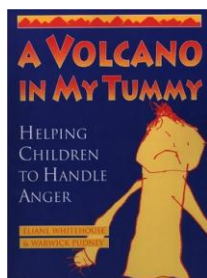


And . . . last but not least . . .
. All of Pearl's help! and the Chapter Grant cheques too!

Recommended Resources from the SEA Executive

Whenever we get together for our executive meetings, we take time to share resources and information. As a group, we always comment on how useful this time is. In reflecting on this, I decided that we should then share our most recent list with a wider audience – you!

These are resources that people currently working in the field of special education find useful and relevant.



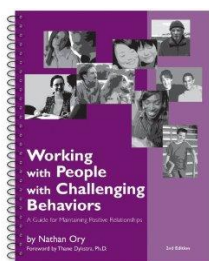
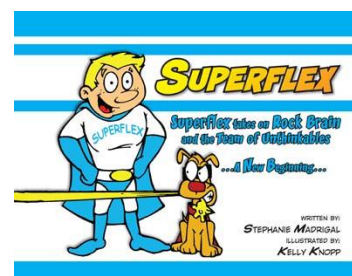
A Volcano in My Tummy – Eliane Whitehouse and Warwick Pudney

“*A Volcano in My Tummy* presents a clear and effective approach to helping children and adults alike understand and deal constructively with children's anger. The book offers engaging, well-organized activities which help to overcome the fear of children's anger which many adult care-givers experience, and distinguishes between anger the feeling, and violence the behavior. Primarily created for ages 6 to thirteen, it is accessible for use in class or at home.” – amazon.ca

SuperFlex– Stephanie Madrigal and Michelle Garcia Winner

“*Superflex: A Superhero Social Thinking Curriculum* provides educators, parents and therapists fun and motivating ways to teach students with Asperger Syndrome, high-functioning autism, ADHD and other diagnosed and undiagnosed social difficulties how to build social thinking skills. *Superflex* combines a book, comic book and CD to create a curriculum that develops in each student's brain their own superheroic thinking processes that can overcome the challenges in different social situations that arrive across the school and home day.

The curriculum works best with elementary school children (grades K-5) as well as with immature older students who respond to visual books. Prerequisite books to make this tool most effective include *Thinking About You Thinking About Me* and *'You Are a Social Detective'*. “– www.socialthinking.com



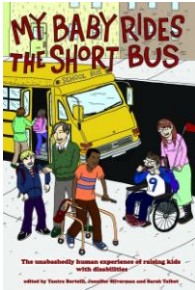
Working with People with Challenging Behaviors - Nathan Ory

This manual provides clear instructions and examples of how you can guide a person with behavior issues toward fulfilling relationships and greater choice and control in life.

Teaching Students with FASD

This is a free online resource with IEP writing online as well!
www.learning.gov.ab.ca/k_12/specialneeds/resource.asp





My Baby Rides the Short Bus – Editors Yantra Bertelli, Jennifer Silverman, and Sarah Talbot

This is an anthology of articles written by parents about the unique joys and challenges of their families. “The stories in this collection provide parents of special needs kids with a dose of both laughter and reality. Featuring works by so-called alternative parents who have attempted to move away from mainstream thought, this anthology carefully considers the implications of raising children with disabilities. From professional writers to novice storytellers, including original essays by Robert Rummel-Hudson, Ayun Halliday, and Kerry Cohen, this assortment of authentic, shared experiences from parents in the know is a partial antidote to the stories that misrepresent, ridicule, and objectify disabled children and their parents.” Amazon.com

21st century learning: Widening the frame of focus and debate: A BCTF Research discussion paper - Charlie Naylor, Ph.D.

<http://www.bctf.ca/PSID/PSACdocs/21st%20Cent%20Lrng%20%20C%20Naylor%20Discussion%20Paper%20%20Jan.pdf>

21st Century Learning is the buzzword popping up everywhere this year. If you’re feeling a bit in the dark about what it all means, this paper by Dr. Naylor goes over the history of the concept and relates how it fits into our current educational framework.



Do you have a favourite book or resource?

Please tell us about it. Email Alison (alisonogden@hotmail.com) the title, author, publisher and ISBN. If possible also include a brief description about the resource.

Websites of Interest

Edutopia

www.edutopia.org - blog by Jim Moulton about ‘any century skills’

Paula Kluth – Toward more inclusive classrooms and communities

www.paulakluth.com/index.html

TED – Ideas worth spreading

www.ted.com/

Riveting talks by remarkable people, free to the world



Muscular Dystrophy Canada



Since 1954, Muscular Dystrophy Canada has been committed to eliminate neuromuscular disorders and make life richer and more rewarding for Canadians affected by them. Over 100 neuromuscular disorders are under the umbrella of Muscular Dystrophy Canada, and a number of services are provided to individuals and their families including research, information and education, equipment, peer support, referrals and social action. Muscular Dystrophy is the name of a group of neuromuscular disorders that cause muscles in the body to gradually decline and weaken. Contrary to popular belief, muscular dystrophy is not exclusively a childhood disorder – people of all ages can be affected. Living with muscular dystrophy can mean losing the ability to do things most people take for granted, like walking or getting up from a chair. Over 50,000 Canadians are affected by neuromuscular disorders and currently, there is no cure. Services offered by Muscular Dystrophy Canada include providing information, education, equipment support, peer support, and social action. Two programs are re-igniting across BC/Yukon; MuscleFacts is aimed at increasing awareness of Muscular Dystrophy and physical disabilities in schools, and Bridges to the Future is a transition program for youth aged 15-24 with a physical disability.

MuscleFacts

MuscleFacts is a complimentary educational resource developed at Muscular Dystrophy Canada to provide educators, parents, and students with information and tools, resulting in a more inclusive school community and a better understanding of the concept of disability. MuscleFacts introduces disabilities to students, and through interactive presentations, games and activities, it aims to foster understanding and inclusion. There are a number of different resources included in this program. The School Resource Guide includes 8 chapters about integrating students with physical disabilities into the classroom and school. The Parent Guide is available for parents of children who have been diagnosed with a neuromuscular disorder. Muscular Dystrophy Canada staff members and volunteers are able to visit classrooms in the greater Vancouver area and select areas around BC to provide presentations for students or staff which will increase awareness and inclusivity of people with physical disabilities. Check out this website for more information or to request these free resources: <http://www.muscle.ca/western-canada/services/musclefacts.html>.

Bridges to the Future is a transition program for youth in BC/Yukon aged 15-24 with physical disabilities who are ready to set goals, work to achieve them, and become more independent in their lives as they transition toward adulthood. Bridges to the Future addresses the barriers faced during the transition by empowering youth with the necessary skills to move forward. The program is based on a variety of social and educational events, online resources and newsletters, and one-to-one coaching. Bridges to the Future youth should create social networks, try new decisions, develop goals, volunteer, be prepared to: meet new peers, activities, make independent gain self-advocacy skills, become education options, access vocational and employment counseling, and job training, discover personal talents, etc. The program is open to anyone currently being planned in Victoria and Vancouver. If you know of a youth who would benefit this program, please encourage them to check out www.bridgetothefuture.ca.



Future addresses the barriers faced during the transition by empowering youth with the necessary skills to move forward. The program is based on a variety of social and educational events, online resources and newsletters, and one-to-one coaching. Bridges to the Future youth should create social networks, try new decisions, develop goals, volunteer, be prepared to: meet new peers, activities, make independent gain self-advocacy skills, become education options, access vocational and employment counseling, and job training, discover personal talents, etc. The program is open to anyone currently being planned in Victoria and Vancouver. If you know of a youth who would benefit this program, please encourage them to check out www.bridgetothefuture.ca.

Awards and Scholarships – A Reminder 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: May 1, 2011

The successful applicant:

- has 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:

- a. provide a letter from high school case manager (Special Education teacher) confirming the Ministry designation
- b. prepare a short essay outlining academic and/or financial challenges and post-secondary goals
- c. 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 May 1st, 2011.

Please submit all award and scholarship applications to:

BJ Foulds, SEA President
3290 McGill Crescent
Prince George, BC, V2N 4E2
fax: 250-964-8265
bjfoulds@telus.net

SEA Book Club – An Update



Book - Joyful Learning: Active and Collaborative Learning in Inclusive Classrooms
Alice Udvari-Solner and Paula Kluth (2008).

Goal: To develop professional learning opportunities beyond our annual conference for our members

Action:	Decision/Status:
To access an online discussion webtool that could be added to our own website	<ul style="list-style-type: none"> *2009-2010 year: Wiki site was created for online discussion for the book club. *2010-2011: will follow last year's Wiki model and create a new site for this year's book club
Target audience	<ul style="list-style-type: none"> *Has been promoted through Crosscurrents magazine (autumn 2010) *Promote through active chapters at Chapter President's Day (Dec. 2010) *Advertise on email list to attract participants *Invite teacher education programs to join book club and discussions
Commitment of Participants	*Participants should commit to all sessions. As an incentive, a \$10.00 reimbursement has been offered to participants upon successful completion of the book club and associated discussions.
Choose topic	<p>Paula Kluth's book, Joyful Learning, has been chosen because of her role as Keynote Speaker at the 2011 Crosscurrents Conference.</p> <p>Rational: to encourage SEA members to become acquainted with Paula Kluth's research and writing prior to their involvement in the SEA Crosscurrents Conference in March.</p>
Structure of Bookclub	<ul style="list-style-type: none"> *All chapter presidents will be given one copy of Joyful Learning at the Chapter President's meeting in Dec. 2010 *All other participants will be expected to purchase their own copy of Joyful Learning. As stated above, a \$10.00 incentive is being offered upon successful completion.
Timeline:	<p>Joyful Learning books to go out to Chapter Presidents – Dec. 3, 2010</p> <p>Joyful Learning book club to begin January 2011</p> <p>See attached schedule</p>
Potential impacts and outcomes	Providing professional learning opportunities for our members beyond the conference by offering ongoing collaborative learning opportunities (5.4)

	<p>SEA members around the province to make connections as educators</p> <p>SEA contact list will be used to promote activities (1.5)</p> <p>Can lead to further teacher inquiry</p> <p>Can help support Crosscurrents Journal (1.1)</p> <ul style="list-style-type: none"> • Book study corner • Write ups about dialogues, books, reviews, teacher inquiry <p>Website will be a resource for our members(1.7)</p>
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As an incentive for book club members, \$10.00 from the purchase of *Joyful Learning* will be reimbursed following completion. If you are interested in joining the Book Club, or if you have any questions, please contact Tina Sikkes at tinasikkes@gmail.com

Timeline for *Joyful Learning* Book Club

December 3, 2010	Distribution of book club book, Joyful Learning: Active and Collaborative Learning in Inclusive Classrooms . Udvari-Solner, Alice and Paula Kluth (2008), to all Chapter Presidents at Chapter President Day. Information given out regarding scheduling of book club (timetable).
January 1 - 7	Introductions to book club members Introduction to book – discussion around expectations?
January 8 – 21	Chapter 1: Building Teams and Classroom Communities
January 22 – February 4	Chapter 2: Teaching and Learning
February 5 – 18	Chapter 3: Studying and Reviewing
February 19 – March 4	Chapter 4: Creating Active Lectures
March 5 – 18 (*Crosscurrents: March 17 & 18, 2011)	Chapter 5: Assessing and Celebrating Possible lunch meeting during Crosscurrents conference - TBA
March 19 – 27	Spring Break
March 28 – April 2/3	Wrap up; Conference discussions; Discussions on usefulness of reading and discussing book prior to Conference; etc.

BCSEA Executive 2010-2011

President: BJ (Bonnie Jean) Foulds
bjfoulds@telus.net
SD #57 – Prince George

Past President/Conference Coordinator:

Leann Buteau
lbuteau@gmail.com
SD # 39 – Vancouver

Secretary:

Stephanie Koropatnick
koropeople@shaw.ca
SD # 39 – Vancouver

Vice President/Publications:

Alison Ogden
alisonogden@hotmail.com
SD # 39 – Vancouver

Publishers/Sponsorship:

Karen Bell (MAL)
karbell@shaw.ca
SD # 67 – Okanagan Skaha

Treasurer: Pearl Wong

pearlw@uniserve.com
SD # 35 – Langley

Conference Speakers: Kim Heber (MAL)

besthber@yahoo.com
SD # 35 – Langley

Chapters/Membership: Denise Chow (MAL)

dc.denisechow@gmail.com
SD # 41 – Victoria

Website/Special Projects: Mary Berg (MAL)

mkbdance@shaw.ca
SD #22 – Vernon

Conference Support: Lorna Foster (MAL)

lornafoster@telus.net
SD # 67 Okanagan Skaha

Professional Learning Support: Tina Sikkes (MAL)

tinasikkes@gmail.com
SD # 54 Bulkley Valley (Smithers)

Registrar: Carol McAndrew (MAL)

coachcarolcarlin@hotmail.com
SD # 83 – North Okanagan/Shuswap

Looking for a great way to connect with other Special Education Teachers?



We need you to fill executive positions for the 2011-2012 year. We are currently looking for people to fill the roles of secretary, treasurer and two year member at large. If you are interested please contact BJ Foulds. Nominations and elections will be held at the AGM on March 17, 2011.

CANDIDATE'S FORM

S.E.A. Executive Committee
2011/2010

Name: _____

Position/Title: _____

School(s) _____

District: _____

Home Address: _____

Home Phone: _____ School Phone: _____

I am a candidate for the following elected SEA (2-year) Position(s):

Member-at-Large _____ Secretary _____ Treasurer _____

I wish to be considered for an appointed (1 year) position _____

My candidacy is supported by:

Name: _____

District: _____

Home Phone: _____ School Phone: _____

In addition to performing the tasks of the position, each SEA Executive member is assigned other job responsibilities and serves as a member of several committees. Please list, in priority order, all Executive jobs and committees of interest to you. Outline relevant previous experiences or interests (use the back if necessary):

At the AGM you will be requested to give a brief oral presentation (1-2 minutes) outlining your qualifications for the position.

Chapter

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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.

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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

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Local Chapters are provided with:

- A grant of \$100
- The SEA magazine, 'Crosscurrents', an informative, professional magazine is provided to members
- Recognition awards to individual educators
- Financial support for two of your local chapter members to attend the annual Crosscurrents Conference in the spring in Vancouver
- A chance to liaise with 19 other SEA chapters in the province as well as other PSAs, the BCTF, and government ministries

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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:

Denise Chow
Membership/Chapter Coordinator
dc.denisechow@gmail.com

BJ Foulds
President
bjfoulds@telus.net

Active Local Chapters of the Special Education Association


If you are not involved with your local LSA (Local Specialist Association) but would like to be, the following are the active LSAs around the province. If there isn't a chapter in your district, contact one that is close by or start up your own.

<i>School District</i>	<i>Contact Person(s)</i>	<i>Contact Information</i>
#19 Revelstoke	Allison Just Rory Luxmoore	ajust@sd19.bc.ca
#22 Vernon	Mary Berg	mkdance@shaw.ca
#34 Abbotsford	Julie Schwass	Julie_Schwass@sd34.bc.ca
#35 Langley	Debbie Maloway	dmaloway@sd35.bc.ca
#36 Surrey	Debbie Johnson	ddebbie@dcnet.com
#46 Sunshine Coast (Gibsons)	Christa Rive	crive@sd46.bc.ca
#53 South Okanagan Similkameen	Shendah Benoit	sbenoit@sd53.bc.ca
#54 Bulkley Valley (Smithers)	Moira McMillan	mmcmillan@sd54.bc.ca
#57 Prince George	Karen Hynd	khynd@sd57.bc.ca
#60 Peace River North	Judy McCharles	jmccharles@prn.bc.ca
#61 Victoria	Denise Wehner	dwehner@sd61.bc.ca
#63 Saanich	Theodora Saddlemyer	Theodora_Saddlemyer@sd63.bc.ca
#67 Okanagan Skaha	Jeanne Hamilton	jhamilton@summer.com
#68 Nanaimo	Maureen Hancock	mhancock@sd68.bc.ca
#71 Comox Valley	Cindy Blackmore	Cindy.blackmore@sd71.bc.ca
#83 North Okanagan/Shuswap	Sharon Mitchell	smitchell@sd83.bc.ca
#84 Vancouver Island West	Linda Harris	lharris@viw.sd84.bc.ca
#91 Nechako Lakes/Vanderhoof	Barb Zang	bzang@mailsd91.bc.ca

Wanted: Your Ideas and Articles

We know that everyone teaching in special education has great ideas and teaching strategies and we want to hear about them! This publication depends on your contributions. We are looking for the following:



 Tips and tricks

 School Profiles

 Special Events

 Lesson Plans/Ideas

 Book Reviews

 Other Articles

I am very interested in focusing more on primary and elementary resources but as a secondary Resource teacher, I need some direction from my elementary school colleagues. Please send your articles and ideas to Alison Ogden at alisonogden@hotmail.com