

CROSSCURRENTS

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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 the Editor for the Special Education Association of BC at: publicationssea@gmail.com

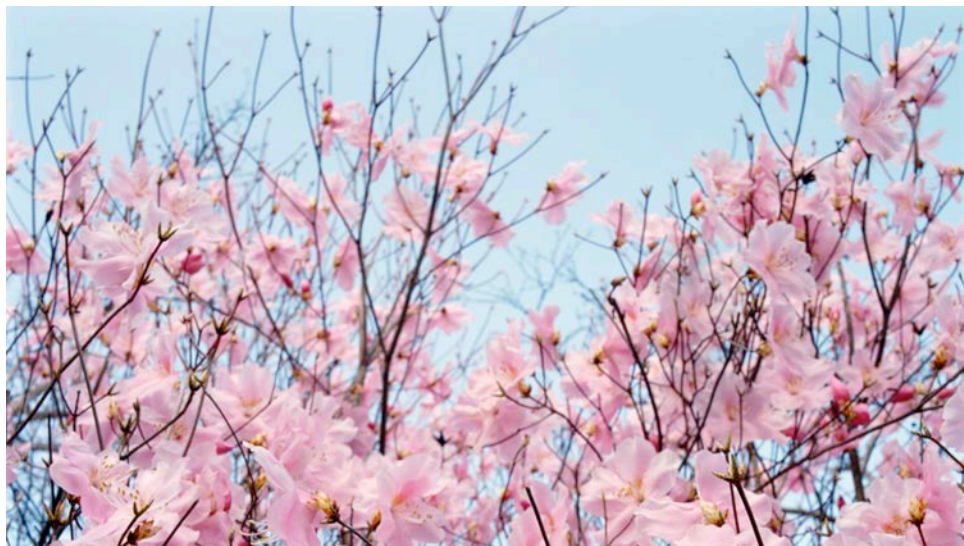
Please submit items as Microsoft Office (Word) documents. Please submit articles for the Fall 2013/14 issue to the Editor @ publicationssea@gmail.com by September 30, 2013.

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President's Message – Spring 2013

"If a child can't learn the way we teach, maybe we should teach the way they learn." (Ignacio Estrada)

Around the province, people are enjoying the arrival of spring. With spring, comes the time when many Resource teachers are planning transition activities for their students. These are two of the indicators that let us know that another school year is quickly coming to an end.

A topic of interest that continues to be discussed is the Future Directions of Special Education. This topic has arisen in several documents and presentations. Charlie Naylor, BCTF Researcher has written an article which addresses this topic. Please take the opportunity to read this article and consider how this might impact special education. Follow this link to locate the article

<http://www.bctf.ca/uploadedFiles/Public/Publications/ResearchReports/RR2013-01.pdf>

We all await the aftermath of our recent provincial election to find out how education as it relates to students with special and diverse learning needs will be impacted. As another year is almost over we continue to be aware of the challenges we face in our attempts to meet the needs of our students and to plan for the arrival of new students in the fall.

The Special Education Association collaborated with LATA (Learning Assistant Teacher Association) to review the Teaching and Learning Conditions document to send in our recommendations for changes to this document. BCTF will be updating this document after receiving feedback from all the PSAs and other BCTF members.

Thanks to everyone who attended our 38th annual Crosscurrents Conference and made it a success. It was exciting to hear and read the positive comments and feedback from all our registrants. Remember to book your calendar for our 39th Crosscurrent Conference to be held on Thursday, February 20th and Friday, February 21st, 2014. You can look forward to hearing Norman Kunc and Emma Van der Klift as our Keynote Speakers.

It is not too late to participate in a unique opportunity this summer. The International Association of Special Education is hosting their 13th Biennial Conference at UBC in Vancouver, BC on July 7 - 11, 2013. We encourage you to consider attending the conference. More information is available at their website: <http://www.iase.org/>. SEA.

As our year comes to an end, I want to take this opportunity to thank the other eight members of the executive for their hard work. You can be proud of the passion these members demonstrate on your behalf, as they show their concern for all students with special and diverse learning needs. Next year, we will welcome four new members to our executive and say good-bye to Alison Ogden, Conference Chair.

Do take time to enjoy the summer holidays. May the sunshine find you wherever you may spend your time off.

BJ (Bonnie-Jean) Foulds
SEA President



CONFERENCE 2013 OVERVIEW

It has been about three months since our 38th Annual Crosscurrents Conference at the Sheraton Vancouver Airport Hotel. Gabor Mate engaged us with his thought-provoking talk on the *'Biopsychosocial View of Attention Deficit Disorder and Other Childhood Developmental Disorders'* and his later breakout session on *'When the Body Says No'*.



Dr. Gabor Mate speaking and later signing copies of his books



In total, we had over 600 conference attendees, 35 exhibitors, 22 speakers, 16 delegates and 9 hardworking executive who came together to put on another wonderful conference.



SEA Executive 2012/2013 L-R: Lorna Foster, Cindy Blackmore, Carol McAndrew, Karen Hynd, Bonnie-Jean Foulds, Stephanie Koropatnick, Mary Berg, Alison Ogden & Denise Chow.

Special Mention must be made for this year's (unofficial) honorary Registrar's Assistant, Bruce Wekjflkjs, who stepped in and tirelessly



graciously, smoothed ruffled nerves and charmed Hotel staff and participants alike. I am sure his smiling face will be remembered by many who attended!

Our move to the new facility went well, due in large part to the hard work of the hotel staff and the SEA executive. Feedback from conference attendees was much the same as it has been in past years, with people still hoping for more food and more food options. We take your feedback very seriously and do try to incorporate it into our planning for the upcoming year. The free parking and free wi-fi had a few glitches and we will work to ensure that those free options are clearly publicized prior to next year's conference. Our motivation for moving the conference was two-fold:

One, our previous venue could no longer accommodate the dates we requested, and two, we needed a location that would be more cost effective so that we could keep our conference rates low, while continuing to provide the high quality speakers people appreciate. Additionally, we sought to address issues related to amenities, such as food, parking, wi-fi, affordable rooms and



proximity to airport, that people have commented on year after year on the feedback forms. In this respect, we believe this year's conference was very successful. We were able to provide a diverse offering of speakers for a similar conference rate as in previous years, more food and food options than in previous years (at a similar cost), free wi-fi, free parking, competitive room rates and free shuttles to the airport. While the conference rates looked different this year, due to some changes required by the BCTF (*We needed to separate out the SEA membership fee as well as the additional cost of the HST.*) we have continued to keep the rates as low as possible.

Next year's conference will be taking place February 20th and 21st. Once again, we will be at the Sheraton Vancouver Airport Hotel. As I am writing this, our Speakers coordinator is in contact with a variety of potential keynote speakers, trying to determine what would best meet the needs of our membership and those people working to support struggling learners.

I will be stepping down this year as Conference Chair. I have enjoyed my time working with the fabulous people who make up the SEA executive and I will miss the opportunity to meet regularly with colleagues from across the province. My time on the SEA executive has been an amazing professional development (and personal development) opportunity and I encourage people to attend the AGM at the Conference to see how you can become involved in a very worthwhile organization.

I hope that you are all still energized from the Conference and wish you the best in the remaining months of this school year. By the time you read this, the provincial election will be fresh in your memories, and I imagine that before the end of the school year, we will become aware of potential changes to working and learning conditions in our schools and districts. I am hopeful that we will move in a direction that begins to address the unacceptable learning situations that many of our struggling learners face.

Respectfully submitted,

Alison Ogden
Crosscurrents Conference Chair 2013



Left: SEA President Bonnie-Jean Foulds addresses Opening Remarks to the conference participants.



Right: SEA Vice-President Stephanie Koropatnick presents the Marg Csapo award to this year's recipient: Rhonda Peterson



HIGHLIGHTS OF CROSSCURRENTS CONFERENCE 2013

As usual, our selection of fine speakers and presenters on a wide variety of topics related to working with our children continued to be the main draw of Crosscurrents Conference. This year we had a number of returning favourites, as well as some new favourites.



Left:
Dawn Reithaug and her faithful side-kick (and husband) Harvey are kind enough to return nearly every year with new ideas for us!



Right: New favourite Kimberly Schonert-Reich charmed us with her good humour and wisdom.

Carol Westdal from P.E.I.R. made a big impact on participants attending their session.



Participants were frequently moved to tears when Stephanie Gold shared stories and strategies about her experiences responding to childhood anxiety

There were many other wonderful speakers who managed to elude the camera's lens, but who nonetheless provided memorable, thought-provoking and inspiring professional development experiences for our participants



Conference HIGHLIGHTS Continued... EXHIBITORS!!



Jump Math



Usborne Books



Odin Books



Secret



CLBC



Boardmaker



Nelson



...And speaking of Exhibitors...Here are the Winners of this year's Door Prizes !!

Generous Donor	Gift	Lucky Winner
Action School! BC	Healthy Eating Resources	Joyce Boldt
Artel Educational Resources \$	\$25 Gift Certificate	Cindy Hoover
Bridges	Communicate: SymWriter Communicate: InPrint software	Christina Giebecht Christina Little
Community Living BC	Tradeworld wooden pen Travel mug Chocolates	Gord Redlin
Davies and Johnson Assoc.	Teacher Resources	Lori Rurka Pauline Both
Eaton Arrowsmith & Magnussen Schools	Books	Joyce Tait Shannon Clark Colleen Cudmore
Edu-Skills Services, Inc.	Table Draw	Michelle Bell Barb Yates Brandy Wilkinson
Friends Program	Friends puppet	Brandi Tredgett
Jump Math	Jump Math Resources	Lis Johnston
DynaVox Mayer-Johnson Canada	Boardmaker Studio	Annie Parent Jennie Cole
McGraw-Hill Ryerson	Books	Paula Andrews Claire Aistine
Kelty Mental Health	Gift Box	Viviane Garcia
Mayer-Johnson	Board Maker Studio	Drawn at the AGM



Generous Donor	Gift	Lucky Winner
Nelson Education	Educational Resources	Denise Bragg Gail Colk
Odin Books	Books	Barb Morin Carlea Checkosis
Post Hypnotic Press Inc.	Audio Books	Shannon Bavis-Knox Eliz Hook Janine McCurdy
RICS Publications	Gift Certificate	Louise Reimer
Salmonberry	Jewelry	Drawn at the AGM
Scholastic Education	Books	Janna Kelly Jennifer Arnell
School Specialty Canada	Gift Certificate	Jen Wanless
Secrest Resources Ltd.	Neo-2 Portable Keyboard	Tracy Phillips
Sheraton Hotel	Gift Package (2nights accommodations, \$75 at Harold's)	M. Hancock
Spectrum	\$50 Gift Certificate	Louise Vis
SRA/Curriculum Assoc./EPS	\$50 of SRA Materials	Linda Vanden Brink
Stirling Head Ent. Inc.	Dawn Reithaug book	Erin Smith
Usborne Books	Book	Linda Green
Wintergreen Learning Materials	Educational Resources	Tiffany Lavoie



As always, our exhibitors greatly contributed to the success of the 2013 Crosscurrent Conference. In addition to the displays, they also donated door prizes. Below are some of the lucky winners of these prizes. On behalf of the winners and all the executive, a big THANK YOU goes out to all our exhibitors.



Thank you to EVERYONE who contributed to the success of our 38th Annual Crosscurrents Conference



RTI in BC

What Does it Mean for Special Education?

Sterett H. Mercer, PhD, Ruth A. Ervin, PhD & Kent McIntosh, PhD
University of British Columbia

Schools in British Columbia are being challenged to address the growing diversity of student needs as fiscal cutbacks continue to shrink resources and services. As demands increase and time and resources are stretched to provide appropriate supports for students with or at risk of learning difficulties, educators have considered alternatives to traditional approaches to special education assessment, identification, and service delivery. One such promising approach that has received growing support in BC is Response to Intervention or RTI (McIntosh et al., 2011). The purpose of this article is to provide readers with some basic understanding of RTI and its use in BC. Specifically, we describe RTI (what is it? where does it come from? why do it?), the associated changing roles for special educators, and some of the lore and myths surrounding RTI.

What is RTI?

Response to Intervention (RTI) is a promising problem-solving approach to improving learning outcomes for students via the integration of assessment (data collection) and intervention strategies (practices). With RTI, emphasis is placed on instructional planning and intervention selection (i.e., identification of what strategies improve learning outcomes) as well as improving existing systems to support school staff in implementing interventions (i.e., what resources are needed to support the implementation of these strategies). With respect to the assessment process, RTI approaches go beyond describing the problem from a peer comparison or within-child standpoint (e.g., Joey has difficulties remembering what he has read and his reading comprehension level is below that of his same aged peers) and, instead, places a strong emphasis on diagnosing the condition(s) in which learning is enabled (e.g., Joey's reading comprehension improves when he is taught to use previewing and prediction strategies). Thus, assessments within an RTI process tell us something about what strategies are likely or unlikely to improve learning. Further, these assessments can be done proactively as to inform instructional decision-making at a classroom level and can also serve to inform special education eligibility determination.

RTI is not simply a different approach to special education determination, but rather a change in the way that services (special education or preventative intervention) are provided. The primary goal of RTI is to improve learning for *all* students. The most effective and efficient way to improve learning outcomes for all students is to proactively intervene by enhancing the quality of class-wide instruction that supports learning for the vast majority of students. This is accomplished in RTI by providing evidence-based practices at a universal (or whole class/school) level. RTI systems also include school-wide (universal) screening and progress monitoring (formative assessment) to determine



how students are progressing toward important learning outcomes. Universal screening is usually conducted at periodic intervals throughout the school year (e.g., fall, winter, spring) and these data are used to determine whether school, class, or individual performance is meeting core curricula and/or developmental benchmark goals. This information also helps to assess the effectiveness of universal instruction and to determine which students are responding or not responding to classroom instruction. For students who are not improving at expected or desired levels, additional instructional supports can be provided at a small group or individual level with additional progress monitoring at more frequent (e.g., monthly or weekly) intervals to again assess responsiveness to intervention. Thus, RTI is a proactive and responsive systemic approach to supporting learning for all students and adapting instructional supports as needed.

Changing Roles for Special Educators

The adoption of RTI has implications for the roles of special educators. We outline several changes below, and additional discussion of role changes can be found in Cummings, Atkins, Allison, and Cole (2008).

Needs-Based Supports

The emphasis on early intervention in RTI means that special educators can intervene with students who are experiencing difficulties prior to special education designation. Rather than waiting until the discrepancy between actual and expected academic performance is severe, RTI supports early and flexible identification of needs, thereby enabling special educators to intervene early when skill gaps can be most effectively remediated.

Special Educator as Interventionist

The RTI focus on providing evidence-based intervention strategies supports the role of special educators as experts in intervention design, selection, and delivery. Given that evidence suggests that similar instructional and intervention procedures work for designated and non-designated students with academic difficulties (e.g., Velluntino, Scanlon, & Lyon, 2000), special educators are in prime position to guide intervention selection for all students with academic difficulties.

Special Educator as Consultant

Because RTI requires the provision of a range of supports that extend across general and special education, special educators should spend more time in collaboration with other teachers and school staff. Collaboration is required to identify student needs, match needs to available supports, coordinate intervention activities with core instruction, and evaluate student responsiveness to instruction and intervention. As with any shift in roles, success is more likely when effective professional development opportunities are provided. Special educators and other school staff may want additional professional development and support in evidence-based intervention strategies for individuals and small groups, formative assessment, and collaborative consultation to support RTI implementation. In sum, RTI offers special educators opportunities to apply existing consultation and intervention skills more frequently and to develop new skills to support students by providing a collaborative range of supports with general education teachers.



What are some of the myths about RTI?

Like with many educational initiatives, there is an air of uncertainty about what something like RTI might mean for budgets, positions, and services for students. Anything touted as a “magic bullet” should deserve even more scrutiny. Here we provide answers to common questions about RTI.

Is RTI just another American policy that is being pushed onto us?

Canada has had a strong history of RTI going back far before the term RTI was used in the US. In fact, schools in BC have been using an RTI approach to social responsibility (Positive Behaviour Support) since the 1990s (Chapman & Hofweber, 2000), and the Ministry of Education in Saskatchewan reports that they have been using a tiered RTI model since the 1970s (Sanche, 1976, October). A recent case study documents implementation of RTI and complementary initiatives in a school district in Alberta (Howery, McClellan, & Pedersen-Bayus, 2013). Over the past few decades, schools in the US have been looking to schools in Western Canada for guidance in RTI.

Is RTI a way to deny needed services for students?

On the contrary, the overarching goal of RTI is to provide all students with the needed level of support to be successful. That means intervening earlier than is often the case to ensure that problems are prevented before they arise. A common approach is to wait to refer a student for evaluation until about Grade 3 or 4, but by then their achievement gap is often so big that special education is less effective than if they received some support earlier. The process of RTI is to identify the level of support (e.g., general classroom support, classroom accommodations, specially designed instruction) that a student needs to be successful as early as possible, and so the process of early intervention is a “test” for that need, but without the harmful stigma of a label. If student growth continues to be slow, the RTI approach ensures that the student will continue to receive intensive instruction.

Is RTI designed to save the government money by reducing positions or funding?

A longitudinal study of RTI implementation (VanDerHeyden, Witt, & Gilbertson, 2007) found that although special education referrals were reduced, saved resources were reallocated to pre-referral instructional support, and there was no net reduction in cost or personnel. In fact, the district hired new personnel to help implement RTI, resulting in an increase in positions, not a loss. Even as referrals were reduced, a higher proportion of the remaining referrals resulted in special education eligibility. In RTI, although fewer students may receive services under a ministry category, more students are served through preventive interventions, which are designed to catch problems earlier and stop students from falling through the cracks. As a result, student outcomes can be improved, but not through an increase or decrease in personnel. There is no research or evaluation reports that we are aware of that link implementation of RTI to reductions in need for teachers or support personnel, or reductions in staffing.



Conclusion

By discussing critical features of RTI, potential role changes, and common myths about RTI, we hope that readers have a more detailed understanding of the implications of the model for education in BC. Fundamentally, adoption of RTI involves commitment to (a) a focus on prevention of challenges through quality instruction, (b) joint responsibility of general and special educators in implementing a systematic range of evidence-based supports for struggling students, (c) using universal screening to identify student needs prior to the development of more academic serious difficulties, and (d) the use of formative assessment data to gauge the effectiveness of supports for individual students and to modify the type and level of supports when needed. In endorsing these principles and practices, BC schools can increase both the breadth and effectiveness of supports provided to students.

Online Resources

<http://bcpbs.wordpress.com>

This website provides a resource for RTI applied to social responsibility, called Positive Behaviour Support. The site includes BC examples and free materials for teachers.

<http://rtinetwork.org>

The RTI Action Network, sponsored in part by the AFT and the NEA, the two largest American teachers' unions, includes a range of articles on RTI and classroom implementation.

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Thank you to Dr. Kent McIntosh and his colleagues for answering my call for an expert explanation of R.T.I. in such a timely and elegant manner. Editor, Stephanie Koropatnick

Kids Do Well If They Can!

A reflection on the work of Dr. Ross Greene

Dr. Ross Greene is the author of *The Explosive Child* and *Lost at School*, and the originator of the Collaborative Problem Solving (CPS) approach. His model is highly effective with kids who are often described as challenging, angry, defiant, and oppositional. Whether you're a parent, educator, physician, or mental health clinician, helping kids with social, emotional, and behavioral challenges can be frustrating, draining, isolating and really hard. His approach will save you "pulling out your hair" and wondering how you will survive with challenging students. The model provides a more compassionate and accurate way to understand kids with social, emotional, and behavioral challenges and a more productive way to help them.



Dr. Ross Greene

The approach sets forth two major beliefs: Firstly, social, emotional, and behavioral challenges in kids are best understood as the *by-product of lagging cognitive skills* in the domains of flexibility/adaptability, frustration tolerance, and problem-solving (rather than as attention-seeking, manipulative, limit-testing, or a sign of poor motivation). In other words, challenging behavior is a form of developmental delay. Secondly, these challenges are *best addressed by collaboratively solving the problems* that are setting the stage for challenging behavior (rather than through reward and punishment programs and intensive imposition of adult will).

CPS is a process by which adults and students resolve problems together. When problems are approached collaboratively, it changes the focus and creates a positive climate for change. It's very hard work, but I would argue that it's a lot better than the alternative. Dr. Greene outlines the steps in the CPS process and offers video links to see the process in action on his website www.livesinthebalance.org.

The following is a synopsis of the Collaborative Problem Solving Process according to Dr. Greene:

Kids Do Well If They Can -This is the most important theme of Dr. Greene's model: the belief that if students *could* do well they *would* do well. In other words, if the student had the skills to exhibit adaptive behavior, he/she would not be exhibiting challenging behavior. That's because doing well is always preferable to not doing well.

What's Your Explanation? -Your explanation for a student's challenging behavior has major implications for how you'll try to help. If you believe a student is challenging because of lagging skills and unsolved problems, then rewarding and punishing may not be the ideal approach. Solving those problems and teaching those skills would make good sense.

Being Responsive -The definition of good parenting, good teaching, and good treatment is *being responsive to the hand you've been dealt*. Parents send us who they send us, they don't keep the best ones home! The definition does not include "treating every kid exactly the same".

Check Your Lenses - Challenging behavior occurs *when the demands of the environment exceed a student's capacity to respond adaptively*. In other words, it takes "two to tango".

Many popular explanations for challenging behavior place blame on the student and/or his parents.

Three Options to Problem Solve -There are three ways in which adults try to solve problems with children: Plan A (which is one- sided problem solving dictated by the adult), Plan C (dropping the problem completely), and **Plan B: Collaborative Problem Solving**). This involves identifying unsolved problems that are precipitating challenging episodes, then focusing on the two or three high-priority unsolved problems. I really recommend that you access the web site www.livesinthebalance.org to watch the short video clips on how to become experienced with Plan B.

Plan B involves three steps The first is the empathy step, which involves gathering information from the child so as to achieve the clearest understanding of his or her concern or perspective on a given unsolved problem. The second involves defining the problem; taking into account the adult perspective and helping the student to frame the problem. The final step, called the invitation, involves having the adult and student brainstorm solutions to arrive at a plan of action that is realistic and that both parties can actually perform.

On Ross Greene's website, www.livesinthebalance.org, you can find downloadable materials, including a handy flow chart and 'cheat-sheet' for using Plan B, as well as The Unsolved Problems Guide. Just look under 'Paperwork' (See next page for examples)

Having been trained in Functional Behavior Analysis programs and not always getting the results I wanted, along with high levels of frustration, it was a breath of fresh air to listen to Dr. Greene. This year, I have been working with a number of students with challenging behavior and this approach by far has saved my sanity. Once I focused on shifting my lens and adopting the basic premise that 'Kids Will Do Well If They Can' as well as identifying with the student the unsolved problems, the confrontations began to fade away. I could zero in on real solutions rather than only providing 'band-aids'. I also found that I was recognizing the student for who they truly are and helping them to become the person they are wanting to be.

I am sold on the Ross Greene process of collaboratively solving problems. Rather than trying to coerce a student into behaving appropriately, this approach honours the individual in moving them forward to building a better tool-box of social, emotional and academic skills.

*Submitted by **Carol McAndrew***

Carol McAndrew a teacher of Carlin Elementary Middle School in North Okanagan Shuswap District in Tappen, and a member of the SEA Executive.



From Dr. Ross Greene's website: www.livesinthebalance.org

The Assessment Checklist of Lagging Skills and Unsolved Problems is a great tool. Here are some of the lagging skills that lead to unsolved problems:

- *Difficulty handling transitions, shifting from one mindset or task to another*
- *Difficulty doing things in a logical sequence or prescribed order*
- *Difficulty persisting on challenging or tedious tasks*
- *Poor sense of time*
- *Difficulty maintaining focus*
- *Difficulty considering the likely outcomes or consequences of actions (impulsive)*
- *Difficulty considering a range of solutions to a problem*
- *Difficulty expressing concerns, needs, or thoughts in words*
- *Difficulty understanding what is being said*
- *Difficulty managing emotional response to frustration so as to think rationally*
- *Chronic irritability and/or anxiety significantly impede capacity for problem-solving or heighten frustration*
- *Difficulty seeing the “grays”/concrete, literal, black-and-white thinking*
- *Difficulty deviating from rules, routine*
- *Difficulty handling unpredictability, ambiguity, uncertainty, novelty*
- *Difficulty shifting from original idea, plan, or solution*
- *Difficulty taking into account situational factors that would suggest the need to adjust a plan of action*
- *Inflexible, inaccurate interpretations/cognitive distortions or biases (e.g. “Everyone’s out to get me,” “Nobody Likes me,” “You always blame me,” “It’s not fair,” “I’m stupid”)*
- *Difficulty attending to or accurately interpreting social cues/poor perception of social nuances*
- *Difficulty starting conversations, entering groups, connecting with people/lacking other basic social skills*
- *Difficulty seeking attention in appropriate ways*
- *Difficulty appreciating how his/her behavior is affecting other people*
- *Difficulty empathizing with others, appreciating another person’s perspective or point of view*
- *Difficulty appreciating how s/he is coming across or being perceived by others*
- *Sensory/motor difficulties*

The Unsolved Problems Guide: Unsolved problems are the specific expectations a child is having difficulty meeting. Unsolved problems should be free of maladaptive behavior; free of adult theories and explanations; “split” (not “clumped”); and specific.

Some Examples:

HOME: *Difficulty getting out of bed in the morning in time to get to school on time; Difficulty getting started on or completing homework (specify assignment); Difficulty ending the video game to get ready for bed a night; Difficulty coming indoors for dinner when playing outside; Difficulty agreeing with sibling about what television show to watch after school; Difficulty handling the feelings of seams in socks; Difficulty brushing teeth before bedtime; Difficulty staying out of older sibling’s bedroom; Difficulty keeping bedroom clean; Difficulty clearing the table after dinner*

SCHOOL: *Difficulty moving from choice time to another subject; Difficulty sitting next to Peer-X during circle time; Difficulty raising hand during social studies discussions; Difficulty getting started on project; Difficulty standing in line for lunch; Difficulty getting along with Peer-Y on the school bus; Difficult*

Getting the Most Out of Your iPad

Part I - for Educators


Have you just bought a new iPad or have you had one for a while?



After playing with your iPad and exploring the apps (applications) that come with it you have probably started thinking about the apps you might require to fit your needs as an educator. Exploring the wide world of "apps" can be exciting and a little daunting. As you begin to navigate your way through the 500,000+ apps available to download from the Apps Store, you will probably become a bit overwhelmed. The questions begin. How do you figure out what apps will be of the most use to you? Should you stick to free apps? Can you trial an app before you buy?

In the following table, we've done some of the hard work for you, and comprised a list of what we call Foundation apps for educators. These apps are ones that will help you begin to see how you could use your iPad as an educator.





In future articles we will focus on apps to support your students in various curricular areas such as; communication/speech, reading, writing, social skills, life skills, etc.


Foundation Apps for Educators:

Skill Area	App Name	i-device compatibility	Cost	Link to Preview
Apps that help you learn your iPad:	 AppStart	Compatible with iPad. Requires iOS 3.2 or later.	free	iPad starter guide https://itunes.apple.com/ca/app/appstart-for-ipad-2012-edition/id408984648?mt=8
	 iTunes U	Compatible with iPhone, iPod touch, and iPad. Requires iOS 5.0 or later. This app is optimized for iPhone 5.	free	https://itunes.apple.com/us/app/itunes-u/id490217893?mt=8 in iTunes U look for iPad basics courses.
Apps that let you know when apps go free:	 Apps Gone Free	Compatible with iPhone, iPod touch and iPad. Requires iOS 5.0 or later. This app is optimized for iPhone 5.	free	https://itunes.apple.com/ca/app/apps-gone-free-best-daily/id470693788?mt=8
	 Canada Apps Free 24-7	Compatible with iPhone 3GS, iPhone 4, iPhone 4S, iPhone 5, iPod touch (3rd generation), iPod touch (4th generation), iPod touch (5th generation) and iPad. Requires iOS 4.0 or later.	free	https://itunes.apple.com/ca/app/canada-apps-free-24-7-save/id498531695?mt=8
Aggregator Apps (apps that have already done the hard searching)	 Appsfire (Free)	Compatible with iPhone, iPod touch and iPad. Requires iOS 5.0 or later. This app is optimized for iPhone 5.	free	https://itunes.apple.com/ca/app/appsfire-free-your-daily-dose/id418295945?mt=8

	 Apps Hits for iPad	Compatible with iPad. Requires iOS 4.2 or later.	free	https://itunes.apple.com/ca/app/app-hits-for-ipad-discover/id417716440?mt=8
Security Apps:	 Find my iPhone	Compatible with iPhone 3GS, iPhone 4, iPhone 4S, iPhone 5, iPod touch (3rd generation), iPod touch (4th generation), iPod touch (5th generation) and iPad. Requires iOS 5.0 or later. This app is optimized for iPhone 5.	free	https://itunes.apple.com/ca/app/find-my-iphone/id376101648?mt=8 you can find missing i-devices (not just phones) from other i-devices.

Other Things you Might Need...



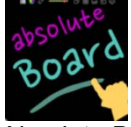
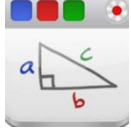
	Tool Name:	What Does it Do?	Cost	Link to more information:
Mass configure and deploy i-devices	Apple  Configurator Tool	i-device Configurator tool for Mac computers. Allows you to manage multiple i-devices at one time. Using Apple Configurator with the Volume Purchasing Program http://support.apple.com/kb/HT5188	free	https://itunes.apple.com/ca/app/apple-configurator/id434433123?mt=12 Requirements: OS X 10.7.5 or later (Mac computer)
	 iPhone Configuration Utility 3.6.2 for Windows	i-device Configurator tool for Windows computers. Allows you to manage multiple i-devices at one time.	free	http://support.apple.com/kb/DL1466
Sharing from your idevice to other technology	 Apple TV	Apple TV is a digital media receiver developed and sold by Apple Inc. It's a device that plugs into your TV or HD TV and allows you to watch films, movie trailers, TV shows, home videos, photos and other media from either computers or devices on your home network, or the internet. - See more at: http://www.pcadvisor.co.uk/features/apple/3413218/what-is-apple-tv-box/#sthash.R6DHEyX0.dpuf	\$100	Link to online Apple TV manual http://manuals.info.apple.com/en_US/apple_tv_3rd_gen_setup.pdf
	 AirPlay	AirPlay lets you wirelessly stream what's on your iOS device to your HDTV and speakers via Apple TV. Or mirror exactly what's on your display to the big screen.		http://www.apple.com/ca/airplay/?cid=wwa-ca-kwg-features-0001&siclientid=7689&sessguid=bb0f4d6d-dad5-4803-aa63-020a3d5253d6&userguid=bb0f4d6d-dad5-4803-aa63-020a3d5253d6&permguid=bb0f4d6d-dad5-4803-aa63-020a3d5253d6









	 AirServer App	<p>AirServer is an AirPlay receiver for Mac/PC. It allows you to receive AirPlay feeds, similar to an Apple TV, so you can stream content or Mirror your display from your iOS devices to other technology. You must have a Windows 7 or 8 operating system to use this product. It is another option to Apple TV.</p>	<p>http://www.airserverapp.com/en/Support needs a computer running Windows 7 or 8 operating system</p>
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Foundation Apps for Classroom Teaching Tasks

Important Note: You must read the *End User Licensing Agreement (EULA)* of each app to make sure that it is appropriate for the age of the students you are working with. Some apps do not allow students under 13 years to use, while others are only allowed for students older than 17 years.

You find the EULA for an app, by clicking on the app in the Apps Store, then scrolling down until you see the Privacy tab. Clicking on the Privacy tab will open up the EULA for the app.

Classroom Task	App Name	i-device compatibility	Cost	Link to Preview
Whiteboard Apps (Allow you to draw on an image you have taken, or to use just like a chalkboard/whiteboard)	 Smart Whiteboard HD	Compatible with iPad. Requires iOS 4.3 or later.	free	<p>https://itunes.apple.com/us/app/smart-white-board-hd/id490633790?mt=8</p> <p>An electronic white board, a very useful educational tool. Write drafts, show models, write, draw pictures, and demonstrate your thoughts.</p>
	 Screen Chomp	Compatible with iPad. Requires iOS 5.1 or later.	free	<p>https://itunes.apple.com/ca/app/screenchomp/id442415881?mt=8</p> <p>Share a great idea... Explain a tricky concept... Help kids with their homework... Is a simple doodling board, markers, and one-click sharing tools make spreading your ideas and know-how easy and fun! Just - Record It. Sketch It. Share It. - to create a sharable, replay-able video that tells your story clearly.</p>
	 Absolute Board	Compatible with iPad. Requires iOS 4.2 or later.	free	<p>https://itunes.apple.com/ca/app/absolute-board/id425756908?mt=8</p> <p>FREE drawing & handwriting app for iPad It's so simple & convenient - just sketch & take notes</p>
	 Educreations	Compatible with iPad. Requires iOS 4.3 or later.	free	<p>https://itunes.apple.com/ca/app/educreations-interactive-whiteboard/id478617061?mt=8</p> <p>Educreations turns your iPad into a recordable whiteboard. Creating a great video tutorial is as simple as touching, tapping and talking.</p>

Apps for Curricula Support	 iTunes U	Compatible with iPhone, iPod touch, and iPad. Requires iOS 5.0 or later. This app is optimized for iPhone 5.	free	https://itunes.apple.com/us/app/itunes-u/id490217893?mt=8 in iTunes U look for iPad basics courses.
	 Brain Pop	Compatible with iPhone, iPod touch, and iPad. Requires iOS 4.3 or later.	free can purchase more videos	https://itunes.apple.com/us/app/brainpop-featured-movie/id364894352?mt=8 Watch a different animated movie every day, then test your new knowledge with an interactive quiz – free!
	 TED Talks	Compatible with iPhone, iPod touch, and iPad. Requires iOS 6.0 or later. This app is optimized for iPhone 5.	free	https://itunes.apple.com/ca/app/ted/id376183339?mt=8 more than 1,400 TEDTalk videos (with more added each week)
	 iBooks	Compatible with iPhone, iPod touch, and iPad. Requires iOS 5.0 or later. This app is optimized for iPhone 5.	free	https://itunes.apple.com/ca/app/ibooks/id364709193?mt=8 Is an amazing way to download and read books. iBooks includes the iBookstore, where you can download the latest bestselling books or your favorite classics
	 Skype	Compatible with iPhone, iPod touch, and iPad. Requires iOS 5.0 or later. This app is optimized for iPhone 5	free	https://itunes.apple.com/ca/app/skype/id304878510?mt=8 Instant message, voice or video call on Skype for free. Sign up for Skype in the Classroom https://education.skype.com/ to connect with experts that are willing to talk to your class.
Apps for Instructional Tools	 Quick Office Pro HD	Compatible with iPad. Requires iOS 5.0 or later.	\$19.99	https://itunes.apple.com/ca/app/quickoffice-pro-hd-edit-office/id376212724?mt=8 Quickoffice Pro HD – edit office documents & view PDF files Includes Word, PowerPoint and Excel equivalent. Works well between Office on a computer, and this app.
	 Notability	Compatible with iPad. Requires iOS 5.0 or later.	\$1.99	https://itunes.apple.com/ca/app/notability-take-notes-annotate/id360593530?mt=8 Notability - Take Notes & Annotate PDFs with Dropbox & Google Drive Sync
	 Dragon Dictation	Compatible with iPhone, iPod touch and iPad. Requires iOS 4.0 or later.	free	https://itunes.apple.com/ca/app/dragon-dictation/id341446764?mt=8 Dragon Dictation is an easy-to-use voice recognition application powered by Dragon® NaturallySpeaking® that allows you to easily speak and instantly see your text or email messages

	 WordPress (for teachers who blog)	Compatible with iPhone, iPod touch, and iPad. Requires iOS 5.0 or later. This app is optimized for iPhone 5	free	https://itunes.apple.com/ca/app/wordpress/id335703880?mt=8 manage your WordPress blog or site from your iOS device
Apps for Reference	 Merriam-Webster Dictionary HD	Compatible with iPad. Requires iOS 4.3 or later.	free	https://itunes.apple.com/ca/app/merriam-webster-dictionary/id438477986?mt=8 dictionary, designed and enhanced especially for iPad
Apps for Personal Organisation	 Google Chrome	Compatible with iPhone, iPod touch, and iPad. Requires iOS 5.0 or later. This app is optimized for iPhone 5.	free	Browse fast with Chrome web browser. Sign in to sync your personalized Chrome experience from your computer, and bring it with you anywhere you go including Google Drive. Tons of accessible apps and extensions to help all students with special needs. https://itunes.apple.com/en/app/chrome/id535886823?mt=8
	 Evernote	Compatible with iPhone, iPod touch, and iPad. Requires iOS 5.0 or later. This app is optimized for iPhone 5.	free	https://itunes.apple.com/en/app/evernote/id281796108?mt=8 Cloud storage and organizing place so that you can view your documents anywhere. can be in multiple languages
	 Reminders/ To Do List (built in app),	Compatible with iPhone, iPod touch, and iPad. Requires iOS 5.0 or later. This app is optimized for iPhone 5.	free	http://www.dummies.com/how-to/content/how-to-use-the-reminders-app-on-your-ipad.html Easy way for students/teachers to list all their assignments.
	 DropBox	Compatible with iPhone, iPod touch and iPad. Requires iOS 5.0 or later. This app is optimized for iPhone 5.	free	https://itunes.apple.com/ca/app/dropbox/id327630330?mt=8 Access any file you save to your Dropbox from all your computers, iPhone, iPad and even the Dropbox website!

Submitted by Cindy Blackmore & Karen West

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Chapters Corner

Each year at Crosscurrents Conference, our Chapter Delegates attend and help to make our conference the success it is. One of the small 'payments' we extract from our delegates is a report on their chapters activities through the past year. Here are those reports!

SELSA Chapter Report ~ School District #71 (Comox Valley)

Submitted by Shannon Bavis-Knox

Our goal this year has been to provide professional development through after school sessions on various topics. Our aim is to build capacity for special educators, educational assistants and classroom teachers. We also strive to develop a sense of community and support within our Student Services Department.

We began the year with a Meet & Greet. This is a co-sponsored event with our Student Services Department. A "welcome back" to school and a membership drive. The attendance to our Meet and Greet was lower than expected. Despite the low attendance, we were able to build our membership to 55 by October.

We offer after school sessions. Presenters are typically Student Services staff and/or classroom teachers who are willing to share their areas of expertise.

Our plans this year have been:

October – (no session planned due to IEP writing month!)

November – *Functional Curriculum*; presented by our Autism Resource Teacher Kari Bennett

December – (no sessions planned due to busyness of season in schools)

January – *Social Communication – Part 1 (Theory and Framework)* presented by our Autism Resource Teacher Kari Bennett, and SLP Tara Murphy

February – *Social communication – Part 2 (Classroom applications)* presented by our Autism Resource Teacher Kari Bennett, SLP Tara Murphy and classroom teacher, Louise Ellis

March – *Childhood Trauma*; presented by Child Psychiatrist, Dr. Coxen and District Behavioural Resource Teacher, Jan Ference

April – *Reading Intervention*; presented by Learning Support Teacher, Alison Walkley and School Psychologist, Nancy Nixon.

May – AGM (usually an after school meeting held at a member's home)

Summary

Membership fee is \$5.00, which includes registration to all of our sessions. We have a \$2 charge at the door for non-members.

We have found attendance to sessions to be lower this year than in previous years; however our membership is strong at 60. We are going to survey our members, as perhaps our choice of day/time is not ideal for most.

We continue to advertise our sessions district wide as the information presented is applicable to anyone in the classroom.

We are a little "tight" on funds this year, so door prizes have had to be minimized!!!

We continue to give an honorarium of a \$20 gift card to a local restaurant or Starbucks.

We are fortunate in our district to have a historically strong working relationship with our Special Education Admin team. As mentioned in our goal statement, we strive to build



capacity of all educators as we support the diverse needs of students as well as build community within the department.

LATA/SEA~ Fort St. John

The Fort St. John Chapter currently has 17 active members. Mary Tremain is the chapter President, Myla Sorensen is the Vice-President, Dorothy Froese is the Secretary-Treasurer and the two members at large are Sally Birley and Sharon Hoecherl.

Our members have a variety of roles in special education in the district; some are on-site and/or at Student Support Services. We meet to discuss current issues and challenges in special education as well as networking. Our chapter objectives include: advocacy for special education services, networking/sharing of resources, professional development exploration for professional growth, maintaining a voice at the local Peace River North Teachers Association meetings, and increasing local membership in our Learning Assistance Teachers' Association LSA. We also have reviewed and revised our constitution. Several amendments were made to change it at the June 2012 meeting.

In terms of on-going challenges for the chapter, we are concerned about the difficulty accessing valuable, out-of-district Pro-D opportunities such as the Crosscurrents conference. We receive a \$3,200.00 grant from our local PRNTA Pro-D committee to support our chapter activities. However, flights out of Fort St. John to major centers such as Vancouver are in the range of \$800.00. This limits the number of members who are able to attend various Pro-D activities. We do endeavor to provide various on-site Pro-D opportunities for our members and other interested educators.

Special Education Association of Saanich (SD#63)

Submitted by Theodora Saddlemyer

This past year SEAS of Saanich SD 63 has been quite busy. We have had the opportunity to provide two very valuable workshops:

During our February 17th 2012 Pro D we were happy to provide a workshop: "Becoming a Behaviour Detective: Supporting Sensory Regulation and Student Engagement" with Kim Barthel. Participants including classroom teachers, special educators, Education Assistants, Occupational Therapist and parents learned the following:

- strategies to assist sensory regulation
- excellent examples of theory and practice
- strategies to promote student engagement within the classroom.

Kim Barthel is a paediatric Occupational Therapist with vast experience in working with children since 1984. Kim was able to provide the name of specialized seating to help in self regulation for students in the classroom (Hokki stools). This led to further investigation in our district. Each school soon had the opportunity to order Hokki stools for the classrooms and so far, students using these stools across all grade levels are reporting success in keeping their fidgeting to a minimum and are better able to focus in class. A huge success all round!

On November 9th, 2012, Special Education Association of Saanich and School District #63 were proud to sponsor "Dealing with Anxiety Disorders in School Settings" with Lynn Miller. We offered this to General Classroom teachers, Special Educators and Education Assistants and had a full house of nearly 185 people.



This workshop helped participants to:

- Increase awareness of the anxiety disorder spectrum
- Understand etiological and developmental aspects of anxiety
- Identify basic behavioural indicators of anxiety in children
- Develop a preliminary understanding of the current research
- Understand the efficacy of a group CBT treatment approach in schools
- Be aware of techniques that are useful to implement immediately with an anxious child
- Become aware of resources in our community

Lynn D. Miller Ph. D., R. Psych., is an Associate Professor in the Education and Counseling Psychology and Special Education department at UBC. She started her career as a classroom teacher, and then worked as a school counselor K-12. She is a consultant to the FRIENDS program, an evidence-based curriculum based on cognitive behaviour principles, targeting anxiety available to all grade 4-5 students in BC. She has conducted research on other models of anxiety prevention programs in schools, including Taming Worry Dragons, Skills for Social and Academic Success, Cool Little Kids, as well as an enhanced program for Aboriginal children. As the Myrne Nevison Prevention Research Professor, she is currently investigating anxiety at the entry to school in grades kindergarten and one. She is President of the Anxiety Disorders Assoc. of Canada, 2010-2013, and recently completed her term serving as the President of the International Association of Marriage and Family Counselors (2004-2006).

Additionally, The SEAS membership has grown by about five members (now at 25) and although we have only had the opportunity to meet once so far this year, we continue to keep in contact with our members via email to keep them informed of what is going on in our chapter.

Further, the money that earned through our workshops has allowed our SEAS chapter to help fund some of the costs of attending the Cross Currents Conference this year for four members who would perhaps have not attended without the additional financial support. As we still have some funds left in our account, we are considering and planning for another opportunity for our next professional development day workshop! Stay tuned.:)

At our SEAS meetings we offer door prizes to attending members. This next meeting will feature some excellent books on Social Thinking that were purchased with SEAS funds at the latest ACT workshop: Social Thinking Meets RTI and PBS presented by: Gretchen Schmidt-Mertes, M.Ed. in Special Education.

We have a very dedicated team of executives who continue to advocate for Special Education and look for new possibilities in providing leadership, sharing of resources and education opportunities within our school district.

Local Specialists' Association: Vernon Chapter

New executive: New president: Laurie Robinson

New Treasurer: Andrea Melynk

Secretary: Rhonda Peterson (2nd year)

Our objectives for this year:

- To provide support for members wishing to attend Cross Currents
- To organize meaningful Pro-D for Resource teachers



- To share ideas/experiences with each other
- To encourage collaboration
- Encourage membership

What has been achieved so far:

- A survey was sent to all LRTs: 18 responded both elementary and high school
 - Questions were asked about day that suits for meetings, how often, location, to try to improve attendance
 - LRTs were also asked if they would be willing to facilitate in a conference setting: 8 replied yes and gave topics they would facilitate discussion/give a workshop
- Our local wants to plan and execute a “café” style morning or full day conference for Resource Teachers. I have been in touch with a local Psychologist to be our Keynote speaker and we have many LRTs ready to present. It would be nice to include surrounding school districts to come and attend as well. We have been trying to make this happen for years, and it may finally come to be next Oct. We are excited about the possibility!
- * HOT OFF THE PRESS: We have a keynote speaker for Oct. 25th: Dr. Kevin Murphy will be speaking on Promoting Self regulation by teaching the “4 Flexibilities”.
- Choosing to hold our meetings every 2months, in a different school is helping to include more LRTs. They may come if it is their Learning Center we’re meeting in, teachers like seeing other centers, we can share refreshment costs as well.
- There seems to be more interest in our association this year. It will be interesting to see if this translates into bodies at the meetings.
- Many of our group are involved with Inquiry groups and are sharing what is happening in these. We seem to be an active, though small, group at the moment!

Prince George Special Education Association (S.D. #57)

This year's focus, for our chapter, has been to tap into the excellent resources within our district. Many of our school specialists have presented or are planned to present at future meetings. We heard from our District Behavior Team on Social Emotional Learning. We will hear from our School Psychologist on PopFASD. We have had a few exploratory discussions on the Future of Special Education in BC and had a look at recent publications surrounding this topic. We continue to discuss teaching resources and have been working with a number of schools with pilot projects. We've had one sharing session where we brought our most favorite, tried and true resources. In October, we held our usual meet and greet and the social aspect of being with professionals of a like mind continues to be the highlight of our time together.

As a chapter we face many of the same struggles of most including membership. Our numbers are small but dedicated. We are also a district that faces some geographical barriers as we straddle 4 communities separated by hundreds of kilometers.

Greater Victoria LSA Chapter Summary

Activities:

Our chapter has held 4 meetings thus far.

September- Held elections, discussed the needs and desires of membership and coordinated further meetings including dates and topics

October- Had a general discussion on the position of the Learning Support

Teacher/Integration Support Teacher. Membership brought issues and concerns they were facing in their positions and other members provided support or examples of solutions they



had found in their experiences. There was some discussion of surveying our membership and Special Ed teachers in our district to help provide a better "picture" of what positions look like. November- Journal book club. Membership had discussed reading a book or having a book club but it was agreed that due to time constraints we would read an article suggested and chosen by the membership. Two articles were discussed at this meeting.

December- membership agreed that no meeting should be held due to the time constraints of this month.

January- Group member-Paul Pantaleo provided a workshop titled: Accelerating The Progress of Readers Experiencing Difficulties. In this workshop Paul presented about the reading program he uses in his classroom and his successes and challenges with this program.

Challenges:

- Communication with our members
- Meeting the needs of our membership

Goals:

- March: There are plans for our executive to meet to discuss topics for future meetings. Meetings where workshops have been offered have been popular so there has been some discussion on guest speakers.
- Surveying our membership on what their wants and needs for future meetings
- Surveying our membership to get a "picture" of their positions

Okanagan Skaha Special Education LSA (S. D. # 67)

Submitted by Thora Delaquis

Our hopes for this year were to:

- Have our local Key FASD worker, Dena Swann speak on FASD and strategies for teachers working with students with FASD. That was an interesting meeting.
- Lois Hansen speak on "How the Brain Changes Itself" and show the short video by that name
- Find a way of learning about what changes are coming from the Ministry in special education.
- Find a way of connecting to all our members, even if they can't make it to meetings. At this time, people send items to the secretary and they are forwarded to the membership by email. We are finding it difficult to find a day when people are available to meet. Even though our membership is 34 people, we generally have very low attendance at meetings.
- We provided a \$150 incentive to a member who would like to attend Crosscurrents. It was awarded to Katy Clarke, the first person to apply.
- Possibility of starting a webpage?
- Each fall, the secretary compiles a list of Learning Assistance and Special Ed teachers, psychologists, SLPs, Behavior specialists, Alternate school staff, Distance Ed, Ab.Ed. etc. personnel into a Sp. Ed. Directory, organized by school so that we can find each other.
- Have Karen Bell and her team speak to our local about the SET BC project they are taking part in, to do with using Dragonspeak technology to retain key information and directions for hearing impaired students using visual display on their personal laptops.



Boundary Special Educator's Association (SD # 51)

Submitted by Joanne Gidney, BSEA president

Introduction: Inception in October of 2009.

Membership includes: SPED teachers, Speech Language Therapists, Aboriginal Education teachers (employees of BCTF and Boundary School District). We have 14 members.

Meet once in the fall for elections and once in the spring with our EAs as a spring celebration.

Geography challenges the group to meet in its entirety. Meetings rotate between Greenwood and Grand Forks which are the two centrally located town sites.

There are years when the association meets more frequently as specific issues or needs arise.

Examples of these are:

- job descriptions and work loads
- provision of representation for special education/ employer-employee relation
- establishing contact with the School Board Trustees to discuss special education issues (strengths and needs)
- roles and responsibilities,
- IEP writing and audit worries
- assessment and designation
- integration of POPARD – district partner and district in-service

Celebration:

- Recommended a SD# 51 employee for Bursary and was the chosen recipient

Langley (S.E.A.L.) (S.D. #35)

Submitted by Debbie Maloway, Chapter President

Our executive has been trying to re-energize our membership. Membership went down to 22 from 45 after the job action and we have been struggling to get even half of that number out to our three yearly meetings. In accordance with feed-back from members, we have kept our meetings very informal. We have topics for discussion on the agenda which have come from our members and everyone shares their expertise and experience. Our mandate is to support our members professionally and in the area of wellness, especially those new to the field. To this end, we are very collegial: we meet in a restaurant, offer free appetizers and door prizes. We even have a draw which provides two of our members \$100 to attend Crosscurrents. In light of the seeming lack of interest and decline of attendees at meetings, our executive are questioning whether our chapter remains relevant. We will have a meeting in April to decide where we go from here.

Vancouver Island North Special Education Association

Members:

President and Treasurer- Sarah Brooks

Vice President and Secretary- Jamie Woodford

Other members- Amanda Kiatipis, Tanya Carlson, Serena Lansdowne, Dave Walker, Brian Heller, Karen Zoffmann, Robena Maclaren, Kelly Amodeo



Goals:

We have decided that we would like to create a manual for parents outlining what happens after their child has been given a designation. There are lots of materials out there, but it seems like the parents are not getting access to this, or are not looking at it. We are looking into doing this as a group, or forming a sub-committee for its creation, however, no one is ever available for the meetings, even after they have been rescheduled.

As a small district with a vast area, we are continually running into difficulties with meeting attendance. At this point we are continuing to find other ways of getting people to come to meetings. We have had a lot of interest this year, but when it comes to getting out for a meeting, no one seems to be able to come. Something (IEP/SBT meetings, sickness or others) always seems to come up when the meeting is going to happen. We are looking at having the meetings on days when people are available, as well as the possibility of Skype, but even this has been a challenge. Are there any other ideas we could be using to try to get more people to come out to the meetings? We have a vast area and people must travel from community to community in order to be at the meetings.

Nanaimo Special Education Chapter (S. D. #68)

The Nanaimo District #68 Special Education Chapter has met twice thus far this year, once in November and once in February. The greatest focus of our chapter to date has been RTI (Response to Intervention) a model that is to be implemented throughout our school district. This year our district was one of ten districts to receive a provincial RTI grant. In our district there have been four assistant Superintendents and ten Instructional Coordinators hired to support the implementation of the new Response to intervention model, with this year being referred to as Year Zero of the new model.

At our first SEA meeting we had three Instructional coordinators present to discuss the Response to Intervention Model and how it may look in District 68 next year. Some SEA members have participated in a book club (sponsored by our union) on the book, "Response to Intervention" which has helped to provide a more in depth picture of what the model may look like in Year One. While RTI is not a specific Special Education program, the implementation of this model will definitely impact that way that Special Education services will be provided in our district in the near future. Both our District Student Support Services and SEA meetings, have largely been focused on this new model.

At this time we are beginning to experience some of the changes which will be taking place in our former SSS model, specifically in the process of how to access support for students in our schools. New referral processes have been put in place for attaining support for students with special needs. There has been a great deal of research and discussion about self-regulation and how this will be addressed in the classrooms next year.

Our SEA group has grown from twelve members at the first meeting to twenty-six members at the second meeting with many interesting questions and recommendations being discussed. Our SEA's main focus for this year will continue to be exploring the RTI model. At our last meeting the group observed a Provincial Special Education power point presentation on, "Future Trends in Special Education" which in many ways, appeared to be aligned to the RTI model. Our District is providing two extra implementation days entitled, "Success for All", which will be attended by all NDTA and CUPE union members in the school district to better acquaint everyone with the new mode. Other areas which our being explored by our SEA group this year are; technology challenges, new software programs and student evaluation/effective assessment tools.



UPCOMING PRO-D OPPORTUNITY

2013 Institute

Connecting Self-Regulation to Learning in BC Schools Friday, June 21 | UBC Vancouver Campus

Help set an agenda for understanding and applying Self-Regulated Learning (SRL) through research, practice and policy.

The Faculty of Education and SRL Canada Consortium invite professional development and curriculum leaders, teachers, and researchers to participate in a day of dialogue with local and world-renowned experts:

- Build awareness about SRL.
- Learn how SRL theory and research are being translated to policy and practice in BC's schools.
- Dialogue with researchers and Ministry representatives.

Come and explore ideas associated with self-regulation and SRL, which are catching hold in BC's schools:

1. What is self-regulation?
2. What is its research base?
3. Why is it important at all grade levels?
4. How can we support it in our schools/classrooms?
5. What are some models for teacher-researcher collaboration for fostering SRL in K-12 classrooms?

REGISTRATION

Register by: **Monday, June 17**

Visit pdce.educ.ubc.ca/SRL2013 for details.

Regular \$75 | Students \$25





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THE UNIVERSITY OF BRITISH COLUMBIA
Faculty of Education

SRL Canada

Canadian Consortium for Self-Regulated Learning

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CONNECTING SELF-REGULATION TO LEARNING IN BC SCHOOLS

SUMMER INSTITUTE UBC VANCOUVER

Beaty Biodiversity Museum

Friday, June 21 | 9 a.m.-4 p.m.



Developed by Educational & Counselling Psychology, and Special Education
Delivered by Professional Development & Community Engagement

Help set an agenda for understanding and applying SRL through research, practice and policy.

The Faculty of Education and the SRLCanada Consortium invite you to a day of dialogue with local and world-renowned experts:

- ▶ Build awareness about SRL.
- ▶ Learn how SRL theory and research are being translated to policy and practice in BC's schools.
- ▶ Dialogue with researchers and Ministry representatives.

This day of presentations, networking and follow-up opportunities will interest:

- ▶ Professional development and curriculum leaders
- ▶ teachers, and
- ▶ researchers.

Come and explore ideas associated with self-regulation and SRL, which are catching hold in BC's schools:

- ▶ What is self-regulation?
- ▶ What is its research base?
- ▶ Why is it important at all grade levels?
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Register by June 17! Regular \$75 | Students \$25

@UBC_PDCE | #SRL2013

Complete program details are available online:

Registration | Jo-Anne Chilton | joanne.chilton@ubc.ca

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Late Breaking News!

This just in..

Our Keynote for Crosscurrents 2014 will be Norman Kunc & Emma Van der Klift!



More news in future issues of Crosscurrents Magazine!!