THE KIDS IN MY CLASS

Students with diverse needs in regular classrooms

Delta
School
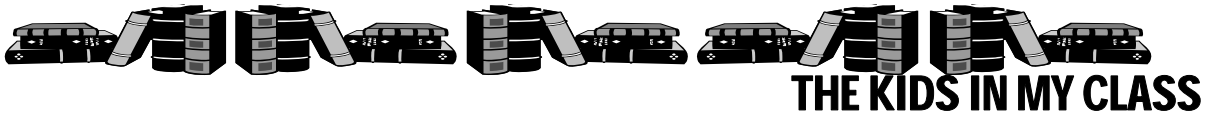District
"Where Learning Matters"

September 5, 2008

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Student diversity in Delta classrooms is a reality in 2005! Many students have been identified with learning and behaviour challenges. Some have been officially diagnosed and others just present with difficulties. As well, inclusion of all students is both a Ministry and District policy. When Special Programs surveyed parents and staff two years ago, both groups raised the issue of needing more information about how best to address student learning in Delta classrooms.

To this end, we have designed a brief overview of learning characteristics for students with learning and behaviour challenges as well as strategies to address their needs.

We have posed these in the context of the professional development many Delta teachers have been doing to learn instructional strategies such as outlined in Bennett and Rolheiser's *Beyond Monet*, Faye Brownlie's literacy and assessment strategies, and the *Reading 44* series on literacy. Many of these strategies improve learning and classroom management for all students and, particularly, students with learning challenges. These strategies are effective because they encourage active processing of information, have explicit, step-by-step activities to develop concepts, and create visual representation of information and concepts which allow for individual differences in learning styles and behavioural challenges. Behaviour is often a symptom of underlying difficulties and has not been addressed in isolation in this document, but is embedded within each scenario.

Teachers are encouraged to share their concerns with the School Based Team as an initial step in receiving support.

We hope you find this information useful in helping you develop an inclusive classroom where all students are active, successful learners.

Kathy Guild
Director – Special Programs

Should you have any specific questions please don't hesitate to phone (604 946-4101) or email any of the following support people in Special Programs:

Paul Kerslake	District Vice-Principal	pkerslake@deltasd.bc.ca
	Teaching Assistants	
	Low Incidence programs	
Sherri Rebman	Coordinator	srebman@deltasd.bc.ca
	Behaviour and Alternate programs	
Sherry Ghag	Coordinator	sghag@deltasd.bc.ca
	Behaviour support	
Karen Horner	Coordinator	khorner@deltasd.bc.ca
	Low Incidence programs	
Gladys Rosencrans	Coordinator	grosencrans@deltasd.bc.ca
	High Incidence support	

Megan is a grade ten student enrolled in the regular academic program at her local high school. Megan has always done well in school, achieving average to above average grades in the past. Her teachers describe her as a hard working conscientious student. At the end of her grade nine year, during exam time, Megan began to withdraw from her friends and arrived late for three of her exams. At the beginning of this school year Megan started off well but soon fell behind in many of her assignments and was often absent from school. Megan's teachers referred her to the school counsellor for assistance.

Students like Megan are often undiagnosed but have many of the characteristics of generalized anxiety disorder, obsessive compulsive disorder (OCD), and/or depression.

Characteristics

- Difficulty completing assignments due to high personal expectations
- May check, re-check and/or redo their work
- Gradual resistance to, or withdrawal from school and/or school work
- May act out to escape situations perceived as stressful
- Tendency to lose sight of the "big picture" due to over-emphasis of the details
- Uncharacteristic avoidance of contact with peers
- Over-reaction to simple errors
- Overly concerned with time and scheduling
- Emotionally fragile
- May present as depressed

Behavioural Strategies

- Pre-warning – what happens next
- Direct instruction, reminders, prompting, practice and monitoring of the 'rules' and expectation
- Teach basic relaxation strategies
- Give breaks as needed
- Intervene early
- Limit the number of rules
- Placement in class/environment (some students need to be in the mix of other students while others need to be at the back of the class where there is no attention directed to them)
- Reinforce task completion/ Use rewards
- Develop self-monitoring strategies
- Set students up for success – review rules before unstructured time, have a plan for difficult tasks
- Small immediate rewards, not long waits
- Strong trusting relationship with the teacher
- May benefit from monitoring by a school counsellor to ensure that they are managing their anxiety
- Picture symbols or reviewing agenda
- Simple, concise language. Limit number of words used. Allow for feedback.
- Paraphrase instructions (by student) or needs
- Teacher's personal touch (are you OK?)

The Kids In My Class

Jason is a grade one student attending his first year of full-day school. His mother has relayed to the teacher that he is very excited and has been asking many questions about what his school day will look like. On the first day of school Jason is ready and waiting for the day to start. As Jason's mother starts to leave the school Jason appears upset but quickly settles in once she is out of sight. However, as the days and weeks progress the teacher notices that Jason is taking a longer and longer time to complete his work. While other children are working, Jason is off task, sometimes playing quietly in a corner of the room and at other times twirling around in the middle of the carpet area of the classroom. When the teacher tries to prompt Jason to return to the task at hand, he is resistant. When she does get him to complete a task or worksheet, he often destroys the finished product.

Model making errors and responding in an appropriate manner. Encourage the student and respond appropriately to mistakes.

Instructional Strategies:

Predictability:
- Provide a visual schedule and build in flexibility
- Show an example of the finished project – state expectations
- For longer assignments provide steps to completion
- Provide consistent and clear criteria for success
- Maintain a consistent schedule with lots of warning time for changes

Organization:
- Provide a checklist for completion for assignments and/or portions of assignments
- Provide a place for completed work (this should reduce the tendency to constantly check assignments that have been finished)
- Provide charts and diagrams to present information
- Provide organizational structures such as folders, color-coded files, etc.
- Reduce the amount of work that is visible at any given time (cover part of the page/give one page at a time, etc.)
- Provide study guide for the lesson

Learning Style/Assessment:
- Its okay to do things differently for some kids
- Review exam formats and suggest time frames for completion of each section
- Encourage representation of learning in a variety of ways
- Assess learning in a variety of ways
- Consider alternate settings for exams

Notes:

The Kids In My Class

Characteristics

- Poor impulse control/minor disturbances
- High energy level, fidgety
- Lack of organization
- May appear immature and unmotivated to complete school work
- Very minimal amounts of written work produced
- Assignments rarely finished or handed in
- Distracted by noise, light, movement & environment

Paul is a grade 6 student in Mrs. Hace's class. Mrs. Hace has brought Paul forward to the School Based Team because he has been disruptive in class. More specifically, Paul has difficulty staying in his seat, does not attend to Mrs. Hace when she is teaching, and is constantly bothering other children by trying to talk to them and/or poking them. Paul is an average student but is doing poorly as he does not complete his assignments. On the positive side Paul is successful in PE and gets along well with his peers. Mrs. Hace is accessing the SBT hoping for some help with Paul in the classroom.

These students have attentional concerns. Students with attentional concerns may or may not be identified with the following conditions: ADHD, LD, anxiety disorders, Fetal Alcohol Syndrome Disorder, Autism Spectrum Disorder, or intellectual disabilities.

Behaviour is a form of communication and serves a function: to gain attention, to get sensory stimulation, to escape situations, or to get tangibles

Behavioural Strategies

- Observe what behaviour occurs and note patterns
- Plan for non-disruptive movement (*move & sit cushions, exercise balls, worry beads, rocking, stand to listen*)
- Direct instruction, reminders, prompting, practice and monitoring of the 'rules' and expectations
- Give breaks as needed (*errands to run work great*)
- Give choices whenever possible
- Intervene early
- Limit the number of rules
- Make sure the student knows what 'following the rule' looks and sounds like (*ie: picture of the student raising their hand*)
- Placement in class/environment to minimalize distractions
- Quiet place to work – study carrel
- Reinforce task completion/ Use rewards
- Teach self-monitoring skills
- Set kids up for success – review rules before recess, have a plan for difficulty, (*preteaching of behaviour and social skills, especially language*)
- Small immediate rewards, not long waits
- Use headphones/study carrel
- Reduce light during instruction time (when they are not working)

The Kids In My Class

Jeff is in the regular grade eight program at his neighbourhood high school. Jeff is very active in class, engaging in lively discussions with his teachers and peers; he is liked by all. However, during times of direct instruction, Jeff is often distracted and can be found either doodling on his desk or trying to engage his peers in talking. He often misses the content of lessons and can be found trying to figure out the expectations for assigned work. His teachers complain that his assignments are usually messy, unorganized, and frequently off topic. Often Jeff does not hand in any assignments at all. Even Jeff's PE teacher is frustrated as Jeff cannot seem to remain still long enough to listen to the rules of games played in class. Every time a staff member speaks to Jeff about his off-task behaviour he says that he is aware of the concern and will try harder in the future.

Instructional Strategies:

Predictability:
- Develop or access prior knowledge
- Preteach, reteach and review (*both behaviour and academic*) especially at pre-break times
- Show an example of the finished project

Organization:
- Graphic organizers
- Provide charts and diagrams to present and represent information
- Provide organizational structures such as folders, color-coded files, etc.
- Reduce the amount of work
- Provide a study guide for the lesson
- Guided note taking (direct instruction)
- Unclutter the page

Movement:
- Active participation
- Allow opportunities to interact with others

Learning Style/Assessment:
- ***Its okay to do things differently for some kids***
- Allow for variety of ways to represent learning
- Assess learning in a variety of ways
- Provide alternatives to writing
- Use plain language

If kids are engaged in their learning at an appropriate level there will be fewer behaviour issues

The Kids In My Class

Characteristics

- Oversensitive to sensory stimulation particularly loud noises such as gyms, crowded hallways, cafeteria and shop classes
- Often rule bound
- Anxious around changes in routines and staffing and may become argumentative and verbally abusive
- Often above grade level in subjects such as math and science
- Usually a strong visual learner
- May excel at subjects requiring rote memory
- Often has difficulty with amount of written output (completing assignments)
- Starts a written assignment hesitantly, and often does not complete it. Has difficulty getting ideas down on paper
- May be off task and fidgety in lecture style format due to poor auditory skills
- May insist on sameness and have eccentric preoccupations or odd, intense fixations
- Are often off task and distracted by internal stimuli. They are very disorganized and have difficulty sustaining focus on classroom activities.
- May be physically clumsy and awkward and experience fine-motor deficits that can cause penmanship problems, slow clerical speed and affect their ability to draw.
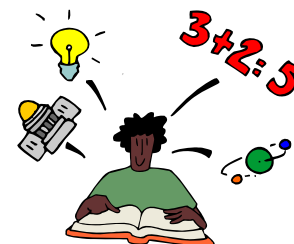
Behavioural Strategies

- Provide a predictable and safe environment. Avoid surprises, prepare thoroughly regardless of how minimal changes are.
- Provide a place in or out of class or a headset, to offset noise.
- Provide a 'safe haven' to go for stressful times such as lunch
- Teach calm down routine for when anxiety increases
- Monitor social interactions with peers during group times
- Use a self monitoring reinforcement schedule for behaviour and completion of work
- During lectures, the student will often be off task and very fidgety.
- Limit fixating behaviour by designating a specific time to talk about this or participate in the behaviour.
- Offer consistent daily routine: The child with AS must understand each day's routine and know what to expect in order to be able to concentrate on the task at hand.
- Identify motivators and implement a contingency system.

Greg is a Grade 9 student with Autism Spectrum Disorder. He likes his daily routines and is resistant to change. He has difficulty making transitions from one subject to another. Although he is very chatty and sociable with adults, he has difficulty interacting with his peers and making friends. Greg is able to handle regular curriculum with some adaptations, thus is capable of completing a Dogwood. Greg has strong computer skills and an interest in mechanical things. He requires 1-2 blocks of support.

Tracy is a student with Asperger's Syndrome. She is enrolled in Mrs. Black's Grade 4 class. She needs prompting to get started with work. She has very few friends and is awkward with peers of her own age. Academically she has difficulty generating her own ideas, but given facts, can complete assignments fairly well. Tracy requires a spot in the classroom for her to get away from distractions and stimulation and regain some self-control. She really likes horses and loves to speak at length about them.

Students with Autism Spectrum Disorder (ASD) may include: High functioning Autism, Asperger's Syndrome, Autism or Pervasive Developmental Disorders (PDD)

The Kids In My Class

Instructional Strategies:

Push your student's
"**On**" buttons
Remember, they
are different for
each student.

- Determine where student's optimal seating place should be
- Teach effective planner use – include visual schedule inside planner for easy referral (see appendix)
- Include as much visual input for instruction as possible – overheads, demonstrations, pictures, diagrams
- Use of graphic organizers or key visuals
- Reduce amount of written output required
- Positively responds to materials when presented in a visual form
- Use of social stories to teach appropriate social rules and how to interact with peers
- Verbal directions should be given using the minimum amount of language.
- For severe concentration problems, provide timed work sessions.
- Structure the environment so it is not as distracting.
- Provide clear, concise schedules for the classroom and the student.
- Directions for tasks and the use of prompts and reinforcers should be organized and systematic in order to build success experiences for students.
- When teaching students new tasks, use prompts to help students be successful in what they are learning and doing.
- Minimize transitions
- Assignments should be broken down into small units, and frequent teacher feedback and redirection should be offered.

Available Resources

- ❑ BCTF Teaching to Diversity Website: www.bctf.bc.ca/TeachingtoDiversity

- ❑ Ministry of Education Special Programs Handbook: Teaching Students with Autism – A Resource Guide for School. – see school LAT or www.bced.gov.bc.ca/specialed/docs/autism.pdf

- ❑ LinguiSystems series: Autism & PPD – Social Skills Lessons – Home, Behaviour, Getting Along, School and Community – www.linguisystems.com

- ❑ Provincial Outreach Program for Autism and Related Disorders – www.autismoutreach.ca

The Kids In My Class

Charlie is a grade 4 student who excels at Math. He goes to Mathstretch and is working through the grade 6 math curriculum. He is a bit of a dreamer and presents in class as disorganized and not particularly engaged in learning unless it is a topic he has a lot of interest in. He was very focused on the tsunami relief and is worried about environmental issues.

Shannon is a grade 9 student who has exceptional ability in all language areas. She has an extensive vocabulary and likes to talk, often being very ''social' and off task in class. Given a choice she would prefer to spend all of her time reading novels. She is also a talented writer both in poetry and stories. She has aspirations of being an author. Shannon is enrolled in a regular grade 9 program. Written work exceeds expectations in English but does not stand out as a gifted student in other subjects.

Students like Shannon and Charlie may or may not be formally labeled as Gifted and many Gifted students are actually labeled as Learning Disabled because they have exceptional strengths in some areas but significant challenges in others. For example, it is not unusual for a gifted student to have written output difficulties.

Characteristics

- Not necessarily a 'high achiever'
- Rapid learning ability, understands concepts easily
- Easily bored and frustrated with tedious. repetitive tasks
- Unusual curiosity – wants to know 'why'
- Able to perceive, visualize, and generalize about patterns, structures and relationships
- Energy and persistence in solving problems
- Vivid imagination and sense of humor
- Often moral and personal sensitivity – concerned with fairness or justice
- Often concerned with 'big picture' or global issues

Behavioural Issues

- ❑ Study skills and work habits are often not well developed because things have tended to come with little effort
- ❑ Social and emotional skills are often incongruent with intellectual capabilities.
- ❑ Many gifted students are more comfortable talking and working with adults or older students
- ❑ Many gifted students feel isolated and misunderstood
- ❑ Undue demands are often placed on them as they are perceived to be more mature and responsible
- ❑ Parents, teachers, and often the students themselves, set unrealistic goals which end in frustration and feelings of failure
- ❑ Many gifted students are **not** self-directed, independent learners who need little direction.
- ❑ Many gifted students do not have the patience or desire to serve in a 'helper' or 'teacher' role

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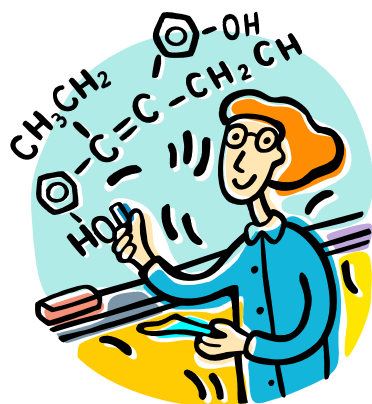
Instructional Strategies:

- Develop a strong relationship by acknowledging the talents, strengths and interests of the student
- Provide opportunities for accelerated learning
- Compact the learning by having the student only do the most challenging problems - just enough to demonstrate competence. This avoids tedium and allows time for enrichment activities
- Provide opportunities for sharing learning, understandings or passions with others
- Provide opportunities for working with other gifted students
- Plan open-ended assignments that allow for choice and for exploration of a topic in more depth
- Differentiate expectations with class assignments
- Allow time during the day to engage in personal interest or passion areas
- Enroll students in challenge or stretch programs when available
- Select elective courses to meet the interests and strengths of the student
- Set clear and appropriately high expectations for assignments. Contracts may be useful in facilitating this.
- Monitor and provide support in cooperative group work as they often have difficulty working collaboratively.

Make success a *reality* – not just a possibility.

Notes:

The Kids In My Class

Tyler is a bright, active 12 year old boy in grade 7. He readily shares information during class discussions and seems to have no difficulty in understanding the concepts presented, but has difficulty in reading and completing written work. School supplies and assignments are often lost. His teachers describe him as often noncompliant and underachieving with a history of incomplete assignments and refusal to do work. He is easily distracted and does not follow directions. Teachers do not feel that his marks reflect his understanding of the material as he does so poorly on tests.

James is a grade 10 student who has been identified as having a severe learning disability. He is enrolled in all regular classes but receives 2 blocks of support from the Learning Centre. In class James seldom appears to be paying attention to the teacher's lecture and the notes he does manage to take usually do not include the necessary key ideas. His assignments are rarely completed and often lost before they are handed in. His binders and locker are a disaster.

Students such as James and Tyler may not be labeled as Moderately or Severely Learning Disabled (SLD), depending on whether formal testing has been completed.

Characteristics

- ❑ Learning Disabilities are neurologically-based and usually involve a processing dysfunction
- ❑ Appears to be a discrepancy between potential in different subject areas and demonstrated output.
- ❑ May be very competent orally but the complexity of written ideas seen in assignments may be very different.
- ❑ Emotional state changes depending on success with various subjects
- ❑ Memory dysfunction
- ❑ Varying degrees of disorganization
- ❑ Often passive learners
- ❑ They don't expect success – unaware of effective learning strategies

Behavioural Issues

- ❑ the function of their many avoidance tactics
- ❑ May appear to be engaged
- ❑ Good at fooling people
- ❑ Need a supportive learning environment where it is safe to take risks and make mistakes
- ❑ Need much reassurance
- ❑ Need the teacher to know they are capable, intelligent learners

The Kids In My Class

Instructional Strategies

Teach your students that if they cut their work into manageable pieces, the whole task will be easier.

- ❏ Be explicit about what is to be learned
- ❏ Direct instruction in metacognitive strategies
- ❏ Break large tasks into smaller chunks
- ❏ Use a few learning and organization strategies well rather than many different ones
- ❏ Direct instruction and monitoring in organizational strategies
- ❏ Draw attention to the most important concepts or directions
- ❏ Focus on concept development and avoid memorization whenever possible
- ❏ When memorization is required provide 'cheat sheets' such as math fact grids, spell checkers, mathematical or scientific formulas, fact or vocabulary sheets, etc.
- ❏ Don't rely on listening only – provide written or visual backup

Notes:

Dylan is a cheerful, engaging student in grade 3 who enjoys participating in all class activities that do not involve reading. He has valuable ideas to share during discussions and grasps concepts quickly. However, he is only able to read early emergent material with only one or two sentences on a page. His writing is completely phonetic and almost illegible. Reading and writing tasks are beginning to cause obvious stress and frustration.

Terms often associated with these students are Moderate to Severe Learning Disability (SLD) or dyslexic.

Characteristics

- Based on brain dysfunction in processing written language
- Reading disability is usually phonologically based
- Reading is significantly below grade or expected level
- May affect ability to comprehend and/or ability to decode and spell
- May comprehend more successfully when reading silently
- Affects reading rate and fluency
- May never develop reading fluency
- Usually will not self monitor for comprehension
- Little or no awareness of effective reading strategies
- Do not vary reading strategies to match the type of text or purpose for reading
- Often able to meet expected learning outcomes when material is read aloud
- May not have developed age-appropriate 'book language' due to lack of reading experience
- May not have the prior knowledge or concept development to handle the text

Behavioural Issues

- Self-esteem is an issue due to their learning disability and they need a lot of emotional support
- Easily discouraged, feel dumb, easily embarrassed, necessary to understand the function of their many avoidance tactics, may appear to be engaged, good at fooling people
- Safe learning environment where it is safe to take risks and make mistakes
- Need much reassurance
- Need the teacher to know they are capable, intelligent learners

The Kids In My Class

Curtis is a grade 10 student who is popular with his peers and an avid athlete and sports fan, knowledgeable about the standings from newspaper reports. However, in school he has significant difficulties with all aspects of reading. His decoding and word recognition skills are slow and laborious and therefore comprehension is minimal. He is not able to effectively use the textbooks independently in any of his content classes, although he does better with the science text that uses a lot of graphics, charts and diagrams. Curtis picks up concepts readily when they are discussed in class or in small groups. Assignments, when completed, are done at a minimal level, often missing key information. During work times Curtis is often off task and finds frequent reason to leave the room.

Instructional Strategies:

- ❏ Active participation in reading task to increase self-monitoring, and language processing, prevents passivity, reduces the necessity of relying on memory to understand concepts,
- ❏ Give extra time for processing when answering questions or when reading is required
- ❏ Whenever possible provide opportunities for material to be read aloud to minimize the reading barrier
- ❏ Avoid having the student read unseen text aloud
- ❏ Access and/or develop prior knowledge to make text predictable and accessible
- ❏ Break reading tasks down into manageable chunks
- ❏ Provide a response activity to ensure comprehension monitoring and reflection
- ❏ Limit the amount of writing required for a response activity
- ❏ Encourage a variety of ways of representing learning
- ❏ Teach point form notes and single word answers
- ❏ Use a variety of ways of presenting learning such as charts and diagrams
- ❏ Set up the lesson so that kids know what they are looking for – set purpose for reading.
- ❏ Use plain language, specific and concrete directions
- ❏ Help them be efficient learners by directing their reading or studying time – ie: read the questions first, provide study guides

Notes:

The Kids In My Class

Students Who are Slower Learners or Have Mild Intellectual Difficulties

Susie is a student enrolled in Mr. Mudge's Grade 5 class. She is a student with mild intellectual difficulties. Susie is 4 years below grade level, and is, therefore, on a modified program in all subject areas. She is unable to understand the level of instruction in class. She had a core group of friends in the primary grades, but is becoming more isolated.

Glen is a Grade 8 student who presents as a sociable boy. He is 3 years below grade level from his peers both in academics and socially. He is starting to exhibit more negative behaviours as he sees the discrepancy between his own ability and his peers. He is on a modified program, and will be on the track to receive a School Completion Certificate when he graduates.

Other students in your class who present with similar challenges may be slow learners, or those 'gray area' students.

Characteristics

- Unable to understand the level of instruction in class
- Has limited general knowledge
- Takes longer to complete academic tasks
- Slow to start and complete assignments
- Lack of generalization of skills
- Inattentive and off-task
- Poor auditory processing
- Socially may appear immature and more comfortable with younger students
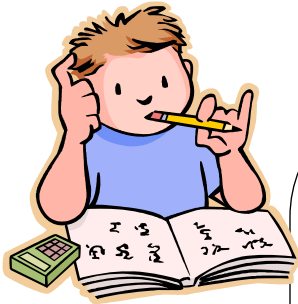
Behavioural Issues

- Unable to attend in noisy environments
- Usually is able to attend for about 15 minute periods
- Often gets confused or upset during subject or routine changes
- May intrude into other students' personal space
- May bring things to share that are not socially appropriate for the age level of the group (ie: toys or immature music or books)
- Easily influenced by peers and a target to be taken advantage of

Instructional Strategies

- Present assignments and materials in smaller segments
- Allow extra processing/wait/response time and to check to make sure she understands concepts by repeating it to the teacher or another student
- Differentiate expectations for assignment completion
- Being cognizant of pre-teaching vocabulary and drawing on experiential information prior to teaching new concepts
- Constant need for re-teaching and review in a variety of situations
- Allow learning to be demonstrated in a way which best suits her ability and strengths
- Use of the 'think, pair, share' strategy and other cooperative strategies address many learning and behavioural challenges (see appendix)
- Decrease amount of work
- When unavoidable, provide some independent activities to work on while rest of the class is completing inappropriate tasks

Hold high expectations for your students.

Make opportunities for your students to do what they do best.

Available Resources:

- BCTF Teaching to Diversity Website: www.bctf.bc.ca/TeachingtoDiversity
- Ministry of Education Special Programs Handbook: Teaching Students with Intellectual Disabilities – see school LAT or www.bced.gov.bc.ca/specialed/......

Behavioural Strategies

- For elementary level, provide planned breaks i.e. physical movement, listening centre, library, computer
- Teach how to use a self monitoring check list for completion of assignments (see appendix)
- Provide a social story around personal space and teach through role playing, what an appropriate distance should be (arms length)
- Teach how to request when a different (quieter) environment is needed to do work – can be either in or out of the class
- Provide a daily schedule of class routine and personal activities using visual schedules and graphic organizers
- Give a warning that a change will be upcoming prior to switch of activities
- Reinforce task completion through praise, reinforcement program – whatever works for teacher and student

The Kids In My Class

Writing is a very complex neurological process. There are many factors that affect written output – *motor function, language, memory, mental energy, production control, generating ideas, sequencing or handling materials.*

Characteristics

- ❑ May appear 'lazy', unmotivated or even defiant
- ❑ Often disengaged from school – seemingly unaware of, or unconcerned with, consequences
- ❑ Has not developed the more sophisticated language and conceptualization required for school success because of lack of use of written language
- ❑ Produce very minimal amounts of written work
- ❑ Rarely finishes or hands in assignments
- ❑ Frequent careless, repetitive errors
- ❑ Writing shows a serious shortage of facts and ideas and lacks structure sequence and organization
- ❑ Often has a poor active working memory
- ❑ Often has a slow recall of basic math facts and spelling patterns
- ❑ Has difficulty putting ideas into words when writing (but may demonstrate no difficulty when speaking)
- ❑ Has difficulty thinking up topics and deciding what to write
- ❑ Has trouble 'getting started'
- ❑ Finds writing tasks mentally exhausting

Behavioural Issues

- ❑ Poor self-esteem due to their learning disability and they need a lot of reassurance and emotional support
- ❑ Experience emotional turmoil due to a long history of being chastised for poor written work
- ❑ Easily discouraged or embarrassed and feel dumb, especially when others look at their written work
- ❑ Have chronic 'writer's block'
- ❑ Necessary to understand the function of their many avoidance tactics
- ❑ May appear to be engaged, good at fooling people
- ❑ Safe learning environment where it is safe to take risks and make mistakes
- ❑ Need the teacher to know they are capable, intelligent learners

Trevor is a grade 4 student in a regular class. According to a private assessment, he scores in the well above average to exceptional range in cognitive and academic tests. However he is not passing many of his school subjects because he hands in very few assignments. Often those that he does hand in lack any indication of 'giftedness'. There are exceptions however, such as a power-point presentation on medieval knights prepared for his social studies class, which was outstanding. Trevor loves to read and debate issues at length but his language arts assignments are simplistic and very brief, if completed at all. With open-ended topics he has trouble selecting a topic, format and 'getting started'.

These students are often not diagnosed and can mistakenly be labeled lazy or as having behaviour problems or just needing to work harder. They may also be labeled as having a Severe Learning Disability (SLD), a Non-Verbal Learning Disability (NVLD) or 'dysgraphia'.

The Kids In My Class

Instructional Strategies:

Kathy is a grade 9 aged student who, for the second year in a row, has failed almost all of the subjects in which she was enrolled. Assignments have been consistently very poorly done or not handed in. Kathy came to this school with an unremarkable elementary school history, having received minimal marks in most of her subjects due to poor attendance and work habits. Even after attending summer school following grade 8, she did not pass the courses attempted. During her grade 8 year she received Learning Assistance but resisted the support offered and was not enrolled again in this year. Teachers are reluctant to give her 'standing granted' grades until she demonstrates competency in writing, although standardized academic tests show her to be scoring at grade level.

- Try to determine the specific area(s) of difficulty and provide direct support in those areas
- Allow student to dictate ideas to a scribe
- Direct instruction in a variety of writing genre
- Direct instruction in a variety of effective spelling strategies
- Use of graphic organizers or key visuals
- Allow extra time for assignments
- Break large assignments into manageable chunks
- Provide easily accessible lists of vocabulary words for spelling reference
- Encouragement and direct instruction in the use of a spell and grammar checker
- Direct instruction in keyboarding skills
- Metacognitive development of effective writing strategies
- Frequent conferencing to develop and monitor personal writing goals
- Reduce volume of assignments and emphasize completion rather than amount
- Set specific criteria for assignments
- Encourage and monitor use of time management strategies such as planners
- Allow student to draw or sketch answers
- Encourage student to draw or sketch ideas before writing
- Allow oral answers when possible
- Provide photocopied text and allow the student to highlight key ideas instead of taking notes
- Work with a partner to share writing
- Allow and encourage representation of learning in a variety of formats
- Provide photocopied notes for study purposes
- Provide study guides
- Use of assignment contracts outlining the amount to be completed

Teach them that little is accomplished without some risk.
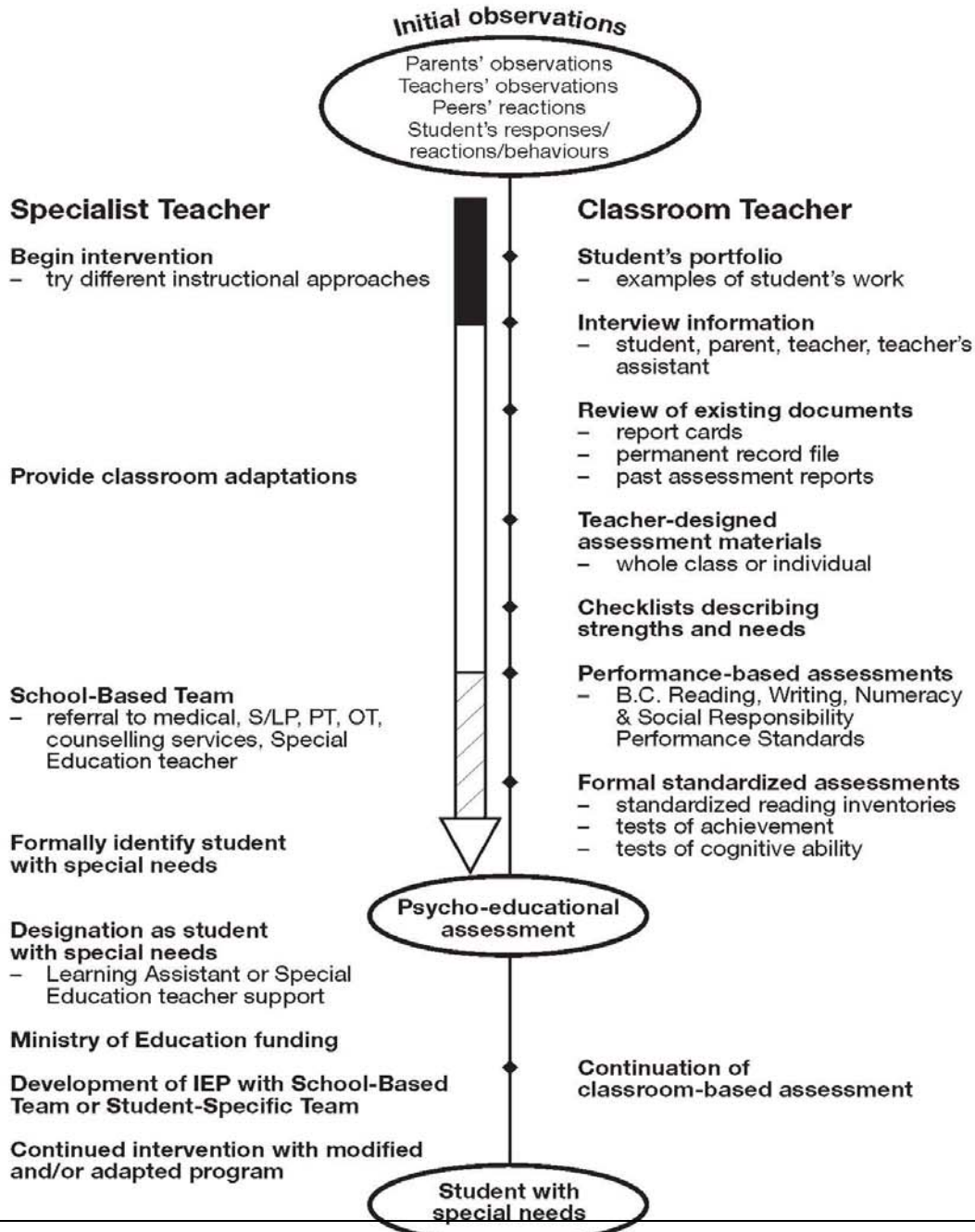Make your classroom a haven for taking risks.

Notes:

The Kids In My Class

Appendices

The identification continuum

Initial observations

Parents' observations
Teachers' observations
Peers' reactions
Student's responses/
reactions/behaviours

Specialist Teacher

Begin intervention
– try different instructional approaches

Provide classroom adaptations

School-Based Team
– referral to medical, S/LP, PT, OT, counselling services, Special Education teacher

Formally identify student with special needs

Designation as student with special needs
– Learning Assistant or Special Education teacher support

Ministry of Education funding

Development of IEP with School-Based Team or Student-Specific Team

Continued intervention with modified and/or adapted program

Classroom Teacher

Student's portfolio
– examples of student's work

Interview information
– student, parent, teacher, teacher's assistant

Review of existing documents
– report cards
– permanent record file
– past assessment reports

Teacher-designed assessment materials
– whole class or individual

Checklists describing strengths and needs

Performance-based assessments
– B.C. Reading, Writing, Numeracy & Social Responsibility Performance Standards

Formal standardized assessments
– standardized reading inventories
– tests of achievement
– tests of cognitive ability

Psycho-educational assessment

Continuation of classroom-based assessment

Student with special needs

Adapted from: *Every Principal's Guide to Special Education in British Columbia*, 2002.
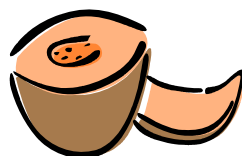www.bcssa.org/topics/SpecEd.EPG.2002.pdf

Behaviour Contract

Once a week I, [   ], will go outside at lunch to play.

I know that I can use a guaranteed "yes" from Sonja if I need someone to play with.

If I go outside at least once a week, Mrs. Brown will give me either some cantaloupe or lemonade. Yum!
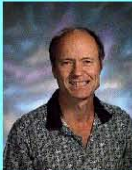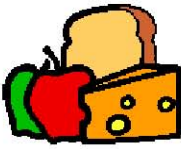
Signed,

---------------------------   -----------------------------
 Samantha Booth   Mrs. Brown

Sample Highschool Visual Schedule

Josh's Schedule	Break	Teacher	Assistant
Room 116			Mrs. Jones
B Block Room 105	Stagecraft	Mr. Collett	Mr. McBride
Wednesday Room 201	Advisory 34	Mrs. Fairley	Mrs. Jones
C Block Room 116	Reading Skills	Mrs. Mercier	Mrs. Alley
Lunch	Cafeteria		Mrs. Miller
D Block Room 223	Family Management	Mrs. Catherwood	Ms. Cridge
E Block Room 126	Foods	Mrs. Catherwood	Mrs. Jones

Sample Intermediate Visual Schedule

James' Weekly Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
math	math	math	math	mail job
recess	recess	recess	recess	recess
computer	gym	science	band	science
lunch	lunch	lunch	lunch	lunch
language arts	language arts	recycling job	language arts	language arts
science	music	gym	art	cooking
home time	home time	home time	home time	home time

What is Cooperative Learning?

Cooperative Learning is a relationship in a group of students that requires positive interdependence (a sense of sink or swim together), individual accountability (each of us has to contribute and learn), interpersonal skills (communication, trust, leadership, decision making, and conflict resolution), face-to-face promotive interaction, and processing (reflecting on how well the team is functioning and how to function even better).

ELEMENTS OF COOPERATIVE LEARNING

It is only under certain conditions that cooperative efforts may be expected to be more productive than competitive and individualistic efforts. Those conditions are:

1. Clearly perceived positive interdependence
2. Considerable promotive (face-to-face) interaction
3. Clearly perceived individual accountability and personal responsibility to achieve the group's goals
4. Frequent use of the relevant interpersonal and small-group skills
5. Frequent and regular group processing of current functioning to improve the group's future effectiveness

All healthy cooperative relationships have these five basic elements present. This is true of peer tutoring, partner learning, peer mediation, adult work groups, families, and other cooperative relationships. This conceptual "yardstick" should define any cooperative relationship.

Some common coooperative learning Strategies

Adapted from: Jeanne Stone; Cooperative Learning and Language Arts: A Multi-Structural Approach. Kagan Cooperative Learning – 1(800) WEE CO-OP

Think_Pair_Share
- Provides think time before students have to verbalize and share their thoughts
- Have students:
  - think about and answer independently
  - then rehearse a response with a partner
  - then participate in some kind of whole group sharing

Corners
- Provides an opportunity to share opinions and feelings about a choice they have made
- *Identify a location(corner) of the room with a symbol (ie: car, train, motorcycle, bicycle)*
- Have students:

o

o Gather at the symbol with which they feel most identifies them
o Pose a topic or question for discussion
o Share with someone who has similar opinions and feelings
o Hear what others thnk and feel giving them an opportunity to accept and value differences
o The groups then share from corner to corner

Three Step Interview
- Provides an opportunity for students to share thoughts and feelings and to develop good listening and paraphrasing skills
- Pose a topic or question about which students will find out and share a partner's thoughts and opinions
- Have students:
    o Listen to what their partners are saying
    o Interact by asking questions
    o Paraphrase what their partners have said, first for their partner and then with the larger group

A MODIFIED PROGRAM

♦ has substantially different learning outcomes from the prescribed curriculum

♦ assessment and instructional procedures and selected materials are based on IEP goals

♦ requires teacher and support personnel to develop an Individual Education Plan (IEP)

♦ **no marks are given**; the teacher writes a structured written report based on progress on the IEP goals

AN ADAPTED PROGRAM

♦ retains or extends the learning outcomes of the prescribed curriculum

♦ had adaptations that include:
- alternate formats (*books on tape, text, unit materials, curriculum compacting ….*)
- alternate instructional strategies *(visual cues, repeated readings, Knowledge Framework, videotape lessons, ….)*
- alternate assessment *(oral exams, additional time, ...)*

♦ requires teacher and support personnel to develop an Individual Education Plan (IEP)

♦ requires the teacher to use structured written comments, letter grades and percentages (Grade 11 & 12)

Adaptive Planning Checklist

Adaptations Included in lessons	Other possibilities	Specifically for:
Do all students have opportunities to:	Do some students need:	
❐ participate with minimal reading	a reader *Who?*	
❐ participate with minimal writing	a scribe *Who?*	
❐ develop oral concepts before using text	photocopied notes	
❐ develop vocabulary before using text	personal copy of text *(highlight, cut up, take home, enlarged/shrunken text, etc.)*	
❐ work with small chunks of written language at a time	Dreamwriter	
❐ use the language of the unit/lesson in independent writing	to have planner and or homework monitored	
❐ receive information through both oral and visual presentation	prepared graphic organizers to take notes	
❐ represent knowledge and understandings using oral and visual methods	written instructions	
❐ verbalize their ideas and understandings	alternative text	
❐ hear others verbalize their content knowledge and understandings	Represent knowledge by drawing pictures	
❐ hear others verbalize their strategies for learning	oral tests and exams	
❐ share ideas to questions that have minimal 'right and wrong' answers	extra time for tests	
❐ complete activities to the best of their personal ability *(expectations are differentiated)*	to be evaluated through observation of demonstrated knowledge instead of test	
❐ participate in cooperative group lessons		
❐ participate in open-ended lessons		
❐		
❐		

The Kids In My Class

ADAPTATIONS TO MAXIMIZE SUCCESS FOR ALL

FORMAT/PRESENTATION	PERFORMANCE	ENVIRONMENT

☐ Same assignment
  ☐ open-ended questions
  ☐ fewer questions
	☐ Have student highlight relevant information
	 ☐
		☐ use Dycem (sticky paper) to keep things from falling
		 ☐ small group setting
		 ☐ study carrels, tutoring space, "private office", screens, dividers

☐ enlarge one portion to fit the page ☐ highlight key words	☐ cut & paste to simplify or emphasize main points ☐ draw pictorial answers	
☐ include pictures ☐ substitute more appropriate questions	☐ diorama, models ☐ cut pictures from magazines ☐ use overhead transparencies, paper clipped to text so student can write in the book	☐ FM transmitter, ☐ special equipment (tilted desk, wheelchair accessible, etc.) ☐ desk organizers (lazy-susan) with pictures or colour-coding
☐ hand signals or signing if appropriate		☐ card or hand sign to indicate "I need help"
☐ modify pace – speak more slowly	☐ allow sub-vocalizing during reading and math	☐ change seating frequently to promote socialization
☐ break into manageable steps	☐ alternate note-taking formats	☐ seat with appropriate partners ☐ preferential seating (front, back, quiet, lighting, near teacher etc.)
☐ child repeats instructions to peer to clarify	☐ other kids	
☐ tape records instructions	☐ TA	☐ larger table instead of desk
☐ use demonstrations	☐ highlight notes	☐ bookends, book holders
☐ use graphic organizers & visuals	☐ tape record notes	☐ tie pencil to desk
☐ use real materials, concrete examples, simple language	☐ photocopy peer's notes	☐ have timetable on desk, in notebooks
		☐ sit on mat or chair at circle time
☐ smaller clusters of work	☐ extra time to get work done	☐ reduce excess paper & materials
☐ peer/tutor coach or re-teach	☐ highlight directions	☐ list of items to complete on desk
☐ video presentation for later use	☐ date stamp, number stamps	☐ change classroom for short periods to meet specific goals
☐ written or pictorial instructions as well as verbal	☐ number line, alphabet on desk	☐ create legitimate opportunities to move
☐ allow longer processing and feedback time	☐ highlight answers instead of writing	
☐ vary modes of presentation (auditory, visual, tactile, kinesthetic)	☐ photocopy brainstormed words, phrases to use as answers (copy or cut & paste)	
☐ picture cards or pictographs for instructions	☐ complete graphic organizer instead of writing full sentences	
☐ length of teacher talk (prim. 5-7 min, intermediate 7-12 min)	☐ allow student the choice of presentation method	

The Kids In My Class

Materials	Evaluation	Assistance
☐ use overlays	☐ self-evaluation, peer evaluation	☐ Peer Assistant or TA
☐ mask to cover parts of worksheets	☐ show knowledge in different ways	☐ as model
☐ enlarge the print	☐ develop criteria with students	☐ as helper
☐ large pencil, pencil grip, etc.	☐ use personalized criteria	☐ as organizational assistant
☐ computer software for extra practice	☐ portfolio assessment	☐ as questions answerer
☐ appropriate lines: raised line, wide lines, interlined, lined in colour, blank unlined	☐ taped version of test to which the student responds	☐ as reader
☐ use white out to reduce the amount of print on the page	☐ scribe	☐ as scribe
☐ colour-code materials or subject areas	☐ oral tests	☐ as peer tutor
☐ use tabs on pages to help find specific pages more easily	☐ tell what specific areas student should study	☐ preview, review material
☐ post-it notes to identify key areas	☐ allow calculator use	☐ partner or shared reading
☐ adaptive keyboards, typewriters, computers, lap-top, calculator, spell-check, etc	☐ use in-class evidence of child's knowledge (observations, work samples, in-class performance)	☐ clarify instructions or information
	☐ extended or no time limits	☐ reduce the time pressure
	☐ open book or take-home test	☐ reduce the number of instructions
	☐ take test in another room	☐ stand near the student
	☐ provide more space to write	☐ give a clue to student when an important instruction is about to be given
	☐ reduce number of questions	
	☐ have someone read questions	
	☐ teach memorization skills	
	☐ evaluate the student verbally from conversations or discussion	
	☐ pictorial answers	

The Kids In My Class

Checklists for Adaptations

Learning Challenges:
- ☐ don't penalize spelling, capitalization, punctuation,
- ☐ avoid oral reading
- ☐ reduce/alter assignment length
- ☐ highlight key points in text
- ☐ have student preview materials
- ☐ summary sheet to fill in while listening
- ☐ graphic organizers
- ☐ photocopy information
- ☐ demonstrate/model information & thinking
- ☐ use both visual and auditory presentation
- ☐ chunk information
- ☐ monitor comprehension frequently
- ☐ use concrete examples/manipulatives
- ☐ videotape/ audiotape lesson for later use
- ☐ provide overheads used for review
- ☐ extra time for assignments & tests

Organization/Behaviour
- ☐ direct instruction in organization skills
- ☐ use 1 main binder
- ☐ locker list of required materials
- ☐ teach/monitor time management skills
- ☐ establish and monitor time lines
- ☐ allow student choice of work when possible
- ☐ use contracts
- ☐ provide models of completed work
- ☐ student self-talk
- ☐ chunk large tasks
- ☐ minimize distractions
- ☐ private cueing system
- ☐ use proximity, eye contact or hand signal
- ☐ clearly established expectations & consistent consequences
- ☐ avoid confrontations
- ☐ provide/allow movement opportunities

Gifted

❒ Acceleration: *move the student more quickly through the grade levels*	Content	ideas and conceptual knowledge of Learning Outcomes at a higher level
		advanced materials
	Process	thinking and learning in relation to Learning Outcomes at a higher level
	Product	out of level tests
		course challenges
		pretest mastery of Learning Outcomes
	Setting	telescope 2 grade levels in one school year
		grade skipping
		advanced placement
		early university entry
❒ Enrichment: *increase the breadth and depth of understanding*	Content	ideas and conceptual knowledge outside the curriculum
	Process	higher level thinking skills
		real-life problem solving and decision making
	Product	independent study
		learning contract
	Setting	enrichment classes
		mentorships

ADAPTATIONS FOR STUDENTS WITH LEARNING DIFFICULTIES

	Provide written backup for oral directions.
	See that all homework assignments have been copied down by the student.
	Ask the student to repeat directions to you.
	Make all assignments specific.
	Type worksheets, notes and tests with both vocabulary and direction keywords underlines.
	Photostat a good student's notes and give them to the student.
	Pair an L.D. student with a 'good' student (the "buddy" system) to check on homework assignments being copied down, Lab work understood, notes correctly copied from the board, etc.
	Seat the student close to the teacher.
	Use student aides to read to students who have reading difficulties.
	Avoid student oral reading.
	Photostat overheads used in class and give to student.
	Assign alternate texts for appropriate students.
	Use library resources / AV materials as alternates to textbook reading assignments.
	Highlight key vocabulary and major concepts in student's text.
	Give course outline and lists of key vocabulary to LAC or special teacher.
	Give students study guides for texts or summaries of novels as available.
	Assign a good student to help with measuring.

POSSIBLE ADAPTATIONS FOR WRITTEN ASSIGNMENTS AND TESTS

	Give an alternate assignment.
	Give a copy of the test or assignment to the LAC / special teacher so the student can be "primed".
	Allow the student to write or finish a test in the LAC or special classroom.
	Allow an oral report/assignment rather than a written report or vice-versa.
	Have "core" and "enriched" sections of tests and assignments – students on a modified program need only complete the "core" items.
	When making up assignment sheets or tests, rank questions so that the easy questions are at the beginning.
	Allow students to use vocabulary cards or note cards when completing work.
	Allow reasonable time extensions for assignments if appropriate.
	Organize assignments and break long-term tasks into smaller units – all with corresponding due dates.
	Allow students to answer test questions orally, dictate their answers to someone who will record them, or record them on a tape recorder.
	Allow students to write a take-home exam rather than an in-class exam.
	Help the student to proofread his/her work before handing it in to be marked.
	Give an alternate test.
	Allow students to re-take tests – possibly in the LAC/special classroom.
	Do not penalize for spelling errors.
	Send assignments to the LAC or special teacher to be edited or re-copied.
	Allow use of calculators.

STUDENT SUPPORT LOG

(Documentation to go in confidential file)

STUDENT: _____

Date	Service Offered/Suggested	Parent Response	Follow-up/Date	Comments

The Kids In My Class

TEAM PLANNING SHEET

Name: _____

Grade: _____ Age: _____

Current Concerns:	Participants: _____
	_____ _____
	_____ _____
	_____ _____

Desired outcomes:	Possible Strategies/Support	Action Plan
		Actions / **By Whom/By When**
		1.
Situations in which student experiences success:		
		2.
Situations in which student experiences difficulty:		3.
		4.
Patterns observed:		
		5.

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Web sites

The following web sites are helpful for teachers. Not all are specifically for students with special needs, but they provide a basis on which a teacher can adapt the ideas and activities provided based on the needs of their students.

Some of these web sites are free, others are by membership for a nominal fee.

A Parent's Guide to Helping Kids with Learning Difficulties – Schwab Learning
www.schwablearning.org

abcteach
5,000+ free printable pages and worksheets as well as membership for access to even more resources

American Psychiatric Association - www.psych.org

Attention Deficits: What Teachers Should Know –
www.dbpeds.org/articles/detail.cfm?id=31

Canadian Mental Health Association – Fact Sheets on Mental Health and Addictions Issues – www.cmhabc.org/content/resources/primer/primer.htm

Council for Exceptional Children (CEC)
The largest international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted – www.cec.sped.org/

Differentiated Instruction –
www.frsd.k12.nj.us/rfmslibrarylab/di/differentiated_instruction.htm

edHelper.com
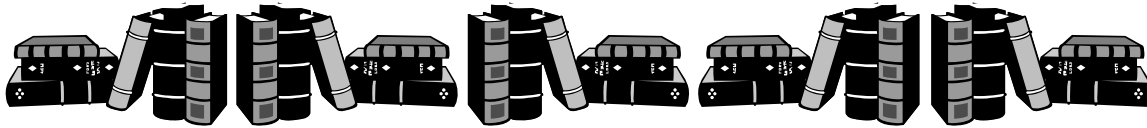Lesson plans, worksheets, primary teacher resources, and much more are available from this website. Subscribe to edHelper for only $19.99 per year.

LD Online - www.ldonline.org

Learning Page
Learning Page is a huge collection of professionally produced instructional materials for you to download and print. Lesson plans, books, and worksheets can be found on the site. Membership is free.

The Lesson Plans Page.com

Topics include: math, science, music, language arts, computers and Internet, social studies, art, PE & Health and other lessons. Learning Page is a huge collection of professionally produced instructional materials for you to download and print. Lesson plans, books, worksheets, and much more can be found on the site.

Literactive

Provides reading material for pre-school, kindergarten and grade 1 students available online. The program is comprised of carefully leveled guided readers, comprehensive phonic activities and a wealth of supplemental reading material which gradually develop a child's reading skills in a sequential and enjoyable manner. All the material is available for free from this site, you just need to register.

Marc Sheehan's Corner of Cyberspace - Lesson Plans Page

Ministry of Education

Teaching to Diversity – http://www.bctf.ca/TeachingToDiversity

Achieve BC - http://www.achievebc.ca/bvprd/bc/keyInitiativeHome.do?action=achieveBCUser

Reports and Publications - http://www.bced.gov.bc.ca/pubsadmin.htm

Teaching Students with Learning and Behavioural Differences – A Resource Guide for Teachers – www.bced.gov.bc.ca/specialed/docs/landbdif/

ADHD – Teaching Students with Attention-Deficit/Hyperactivity Disorder – www.bced.gov.bc.ca/specialed/docs/adhd/

Gifted Education – A Resource Guide for Teachers – www.bced.gov.bc.ca/specialed/docs/gifted/

National Geographic.com

Free teacher tested lesson plans. U.S. content, but great information to help prepare science or social studies lessons.

Primary School sites, lessons, resources

8000 free lesson plans and educational resources. Also includes lessons for gifted education, ESL, Special Education, Assistive Technology and more.

Puzzlemaker.com

by Discovery School.com
Design your own word searches, criss-cross puzzles, computer-generated mazes, cryptograms, number blocks and more online using your own numbers or word lists.

Reading a-z
Download materials to teach guided reading, phonics, phonemic awareness, fluency and comprehension. You can take a tour of the site and download books prior to signing up for membership. Three different types of membership: District, school group license ($180 per teacher 12 months) or individual ($49.95 for 12 months or $29.95 for 6 months). (U.S. Funds)

Reading-Tutors
Helping children learn to read
Alphabet, phonological awareness, phonics, high-frequency words, fluency and leveled reading (comprehension). Other resources include building a tutor program, and assessments. More than 350 packets. It includes everything for a 30-minutes tutor session. For all types of programs, Pre-K through Grade 6

Sites for Teachers
Provides a comprehensive list of Internet resources ranked by their popularity.

Special Education Technology BC – will provide you with a wealth of resources on educational strategies and assistive technologies for students with special learning needs - http://www.setbc.org/

Starfall learn-to-read website
Offered free as a public service. They provide writing journals and books at a very low cost that can be used with the website or separately. Primarily designed for first grade, Starfall.com is also useful for pre-kindergarten, kindergarten and second grade.

Taking Care: Child and Youth Mental Health – Knowledge Network multimedia resource – www. Knolwedgenetwork.ca/takingcare/splash.html

Teachers' Domain
A multimedia digital library for the classroom that provides a variety of learning experiences. The ever-expanding library currently includes collections on content subject areas, along with video, audio, interactives, images and documents, media rich lesson plans and more.

Teachers Helping Teachers
This is a free, non-profit service. Material on this site is updated weekly during the school year. Has a specific Special Education section.

Theme Pages for Elementary Students and Teachers
Created by Jim Cornish, Grade Five Teacher, Gander, Newfoundland. Topics include: Earth Science, Geography, Language, Space Science, Celebrations, Spelling Lessons, and more. Free.

Time4Teachers.com

Teachers in British Columbia who have compiled a collection of time saving resource materials for teachers. There are over 500 language arts and time saving blackline masters that can be adapted to suit your individual classroom needs. Sample downloads: Time savers like certificate borders, Tool kits which include cue cards to aid students in the internalization of a strategy. Also, available is the Blackline Master Exchange. Available for purchase are the Time4teachers Language Arts CD and one Best of the Web CD.

Glossary

The following are definitions for many of the conditions that challenge our students:

Anxiety Disorders

Anxiety disorders include **panic disorder with and without agoraphobia** (recurrent, unexpected panic attacks accompanied by fear of future attacks and may involve avoiding places or situations associated with the attacks). **Agoraphobia without history of panic disorder** is associated with avoidance of places or situations due to a fear of what may happen if escape is not possible (e.g., diarrhea). **Social phobia** is excessive concern or avoidance of social situations due to fears of embarrassment or negative evaluation. **Obsessive-compulsive disorder** is associated with frequent, unwanted intrusive thoughts, images, or impulses and/or repetitive, excessive behaviors that serve to decrease the anxiety associated with the obsessions. **Post-traumatic stress disorder** is characterized by the reliving of a traumatic event and is associated with increased anxiety following reminders of the event. **Acute stress disorder** is similar to post-traumatic stress disorder, but it is restricted to the month following the trauma. **Specific phobia** is an excessive and unreasonable fear of an object (e.g., dog, needles) or a situation (e.g., heights, seeing blood) and is often associated with avoidance. **Generalized anxiety disorder** is characterized by excessive worry and anxiety about daily life events (e.g., car repairs, community events).

Asperger's Syndrome (AS)

Persons with AS show marked deficiencies in social skills, have difficulties with transitions or changes and prefer sameness. They often have obsessive routines and may be preoccupied with a particular subject of interest. They have a great deal of difficulty reading nonverbal cues (body language) and very often the individual with AS has difficulty determining proper body space. Often overly sensitive to sounds, tastes, smells, and sights, the person with AS may prefer soft clothing, certain foods, and be bothered by sounds or lights no one else seems to hear or see. It's important to remember that the person with AS perceives the world very differently. Therefore, many behaviors that seem odd or unusual are due to those neurological differences. Those with AS have a normal IQ and many individuals (although not all), exhibit exceptional skill or talent in a specific area. Because of their high degree of functionality and their naiveté, those with AS are often viewed as eccentric or odd and can easily become victims of teasing and bullying. While language development seems, on the surface, normal, individuals with AS often have deficits in pragmatics and prosody. Vocabularies may be extraordinarily rich and some children sound like "little professors." However, persons with AS can be extremely literal and have difficulty

using language in a social context.

Attention-Deficit Hyperactivity Disorder (ADD/ADHD)	A neurological disorder requiring a clinical diagnosis based on criteria outlined in The Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition (DSM IV). Students with AD/HD demonstrate significant impairment related to inattention and/or hyperactivity and impulsivity compared to average children of the same age. Teaching Students with Attention Deficit/Hyperactivity Disorder: A Resource Guide for Teachers *www.bced.gov.bc.ca/specialed/adhd/*
Auditory Processing Disorder (APD)	A disability that affects how the brain processes spoken language. Kids with APD have difficulty interpreting and storing information despite normal hearing. In addition to hindering speech and language development, APD can affect other areas of learning, particularly reading and writing. Some points regarding APD: - Auditory processing disorders (APD) exist in some children, most with normal intelligence. - There is a breakdown in receiving, remembering, understanding, and using auditory information. - Hearing ability is adequate. - There is a neurological basis. - The child's ability to listen is impaired. APD is also referred to as: - Central Auditory Processing Disorder (CAPD) - Auditory Perception Problem - Auditory Compensation Deficit - Central Auditory Dysfunction - Central Deafness - "Word Deafness" *www.nidcd.nih.gov/health/voice/auditory.asp* *www.earaces.com/CAPD.htm*
Autism	The syndrome of autism is a condition characterized by a marked disorder of communication and a severe disturbance of intellectual, emotional and behavioural development. It is a syndrome defined and diagnosed through the observation of behaviours. The syndrome is caused by an underlying physical dysfunction within the brain or central nervous system, the exact nature of which is as yet unknown. *www.bced.gov.bc.ca/specialed/ppandg/planning_12.htm*
Autism Spectrum Disorder (ASD)	Refers to a broad definition of autism including the classical form of the disorder as well as closely related disabilities that share many of the core

characteristics. ASD includes the following diagnoses and classifications: (1) Pervasive Developmental Disorder-Not Otherwise Specified (PDD-NOS), which refers to a collection of features that resemble autism but may not be as severe or extensive; (2) Rett's syndrome, which affects girls and is a genetic disorder with hard neurological signs, including seizures, that become more apparent with age; (3) Asperger syndrome, which refers to individuals with autistic characteristics but relatively intact language abilities, and; (4) Childhood Disintegrative Disorder, which refers to children whose development appears normal for the first few years, but then regresses with the loss of speech and other skills until the characteristics of autism are conspicuous. Although the classical form of autism can be readily distinguished from other forms of ASD, the terms autism and ASD are often used interchangeably

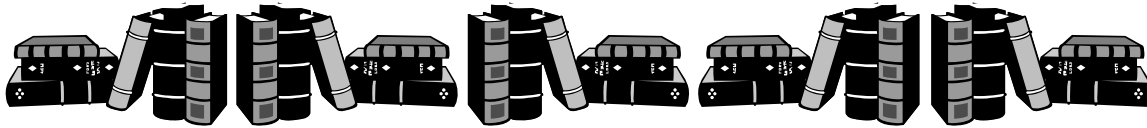|	
Cerebral Palsy (CP)	A term used to describe a group of disorders affecting body movement and muscle co-ordination. The medical definition of CP is "a non-progressive but not unchanging disorder of movement and/or posture, due to an insult to or anomaly of the developing brain." Cerebral = "of the brain" Palsy = "lack of muscle control"
Compulsions	A compulsion is a thought or behaviour that a person uses over and over again to prevent or reduce anxiety, discomfort or distress. The goal of a compulsion is not to provide pleasure or gratification. (For this reason, behaviours such as gambling, overeating or sexual acts are not considered compulsions even though they may feel "compulsive" to the person engaging in them). Many people with obsessive-compulsive disorder are aware that their compulsions are unrealistic or excessive. However they feel driven to use their compulsions to manage their anxiety/discomfort or to prevent something bad from happening (e.g., checking the stove to make sure an element doesn't burn the house down). Sometimes the compulsions are performed in a set way with rules, even if the rules don't make much sense to the person (e.g., washing hands exactly 10 times counting down from 10 to 1). Compulsions are always excessive. Children with obsessive-compulsive disorder are most likely to have the checking, washing or ordering type compulsions. Sometimes compulsions can occur without obsessions and this may be more likely in children (e.g., compulsions to touch or tap certain surfaces or objects). People are more likely to engage in compulsions at home or when alone than when they are with friends, teachers, people they work with or even strangers. Often a person feels compelled to repeat a compulsion if they are interrupted or until it "feels right".
Fetal Alcohol Spectrum Disorder (FASD)	A term that is coming into popular usage by professional groups, government, support groups and service providers. It is a term that describes the full range of disorders and effects that can occur in a person whose mother drank during pregnancy.

The disorders encompassed in FASD include FAS, Partial FAS, Alcohol-Related Neurodevelopmental Disorder (ARND), and Alcohol-Related Birth Defects (ARBD).

At its recent meeting (June 16-18, 2002) Health Canada's National Advisory Committee on Fetal Alcohol Syndrome/Fetal Alcohol Effects cautioned that:

1. Fetal Alcohol Spectrum Disorder (FASD) is an umbrella term that suggests that alcohol is a factor in a child's development. It is not a diagnostic term.
2. Clinicians may use the term FASD for the purposes of screening and referral that should lead to a more formal interdisciplinary diagnostic process (using established definitions of FAS and related conditions).
3. FASD cannot be used when it is known that the mother did not drink alcohol during pregnancy.
4. Parameters for the use of the term outside of the medical/clinical community need to be developed. In the medical community, only people with the broader knowledge of FAS diagnostic terminology (IOM) should use this term.

Fetal Alcohol Spectrum Disorder (FAS/FAE)	Fetal Alcohol Syndrome (FAS) and Fetal Alcohol Effect (FAE are terms describing a medical condition diagnosed by a physician for individuals who have had a significant prenatal exposure to alcohol. *www.bced.gov.bc.ca/specialed/fas/*
Gifted	A student is considered gifted when s/he possesses demonstrated or potential abilities that give evidence of exceptionally high capability with respect to intellect, creativity, or the skills associated with specific disciplines. Students who are gifted often demonstrate outstanding abilities in more than one area. They may demonstrate extraordinary intensity of focus in their particular areas of talent or interest. However, they may also have accompanying disabilities and should not be expected to have strengths in all areas of intellectual functioning. In addition, learners who are ESL may also be gifted learners. *www.bced.gov.bc.ca/specialed/ppandg/planning_5.htm* Gifted Education: A Resource Guide for Teachers *www.bced.gov.bc.ca/specialed/gifted/* *ericec.org/faq/gt-esl.html* (ERIC Clearinghouse on Disabilities and Gifted Education – and/or ESL)
Learning Disability (LD)	Refers to a number of disorders that may affect the acquisition, organization, retention, understanding or use of verbal or nonverbal information. These disorders affect learning in individuals who otherwise demonstrate at least average abilities essential for thinking and/or reasoning. As such, learning disabilities are

distinct from global intellectual disabilities.
www.bced.gov.bc.ca/specialed/ppandg/planning_4.htm

Teaching Students with Learning and Behavioral Differences: A Resource Guide for Teachers
www.bced.gov.bc.ca/specialed/landbdif/

NB: Because of the length of time it takes to acquire an additional language, these learners may exhibit some characteristics similar to those with learning disabilities. Much care must be taken to differentiate between normal stages of language acquisition and learning disabilities. This is particularly relevant in terms of reading and writing skills, which tend to lag far behind oral language skills.

A Guide to Learning Disabilities for the ESL Classroom Practitioner
www.kyoto-su.ac.jp/information/tesl-ej/ej01/a.4.html

Nonverbal learning disorders (NLD)

A neurological syndrome consisting of specific assets and deficits. The assets include early speech and vocabulary development, remarkable rote memory skills, attention to detail, early reading skills development and excellent spelling skills. In addition, these individuals have the verbal ability to express themselves eloquently. Moreover, persons with NLD have strong auditory retention. Four major categories of deficits and dysfunction also present themselves:

• motoric (lack of coordination, severe balance problems, and difficulties with graphomotor skills), visual-spatial-organizational (lack of image, poor visual recall, faulty spatial perceptions, difficulties with executive functioning* and problems with spatial relations).

• social (lack of ability to comprehend nonverbal communication, difficulties adjusting to transitions and novel situations, and deficits in social judgment and social interaction).

• sensory (sensitivity in any of the sensory modes: visual, auditory, tactile, taste or olfactory)

*definition of executive functioning: Neuropsychological functions including, but perhaps not limited to, decision making, planning, initiative, assigning priority, sequencing, motor control, emotional regulation, inhibition, problem solving, planning, impulse control, establishing goals, monitoring results of action, self-correcting. From *www.behavenet.com/*

Tourette's Syndrome

A condition of the brain (neurological) that causes people to make sounds, words, and body movements that are beyond their control (tics). Tourette's disorder is also known as Tourette's syndrome.
www.bchealthguide.org/kbase/list/msindex/search.asp

**Delta
School
District**

"Where Learning Matters"

Special Education in Delta

Frequently Asked Questions

Special Programs

Tel: (604) 946-4101

Student diversity in Delta classrooms is a reality in 2005! Many students have been identified with learning and behaviour challenges. Some have been officially diagnosed and others just present with difficulties. As well, inclusion of all students is both a Ministry and District policy. When Special Programs surveyed parents and staff two years ago, both groups raised the issue of needing more information about how best to address student learning in Delta classrooms.

To this end, we have compiled this list of Frequently Asked Questions. As is typically the case in supporting students with special needs, answers are seldom definitive and clear cut as decisions are almost always made on an individual student basis but we hope they provide general information that will be useful.

We have framed the answers in the context of Ministry and District policy as outlined in the Ministry of Education's Special Education Manual of Policies and Guidelines and the Delta School District Special Programs Resource Binder available at each school. Please consult these references for further information.

We hope you find this information useful in helping you develop an inclusive classroom where all students are active, successful learners.

Should you have any specific questions please don't hesitate to contact any of the following support people in Special Programs by phone (604 946-4101) or by email:

Paul Kerslake	District Vice-Principal	pkerslake@deltasd.bc.ca
	Low Incidence programs	
Dorothy Watts	Coordinator	dwatts@deltasd.bc.ca
	Behaviour and Alternate programs	
Sherry Ghag	Coordinator	sghag@deltasd.bc.ca
	Behaviour support	
Karen Horner	Coordinator	khorner@deltasd.bc.ca
	Low Incidence programs	
Gladys Rosencrans	Coordinator	grosencrans@deltasd.bc.ca
	High Incidence support	

Special Education in Delta
Frequently Asked Questions

ASSESSMENT	
❑ Each school in Delta should have a School-Based Team consisting of an administrator, learning assistance teacher, counsellor, speech and language pathologist and a school psychologist. When students in the classroom present with challenges that are beyond the expertise of the classroom teacher, the teacher can access the school based team for assistance. Sometimes the school based team recommends that a student has a psycho-educational and/or behavioural assessment to determine the best course of action to assist the student. The school psychologist commonly completes the assessment.	

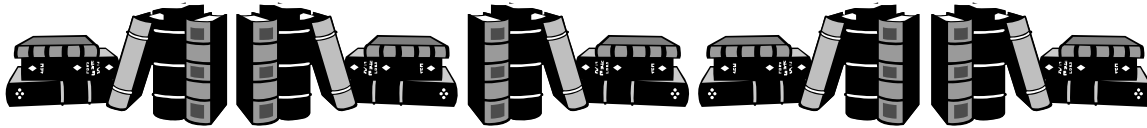|	
What is the process for getting my child assessed by the psychologist?	❑ **If a parent wishes their child to be assessed, they should contact the child's teacher who may bring the student forward to the school based team for discussion and consideration for assessment.**
Who gets tested and on what priority schedule? How long do I have to wait for an assessment?	❑ The school based team decides which students will be assessed and, in consideration of the school psychologist's schedule, when they will be assessed. ❑ Delta school district is staffed similarly to other districts in the province with regard to the ratio of school psychologists to school population. ❑ As in other districts, school psychologists struggle to keep up with the demands for student assessments
What testing needs to be completed before placement in a special program?	❑ In Delta we require that all students be assessed before placement in a special resource program. This assessment is required to ensure that student placement is accurate.
Why does the Ministry have us do so many assessments?	❑ The Ministry of Education requires that all identified students (i.e. all high & low incidence students) be assessed to ensure that they meet the requirements for that designation. ❑ All assessments are aimed at providing fair and equitable service to students.
Can tags (Ministry	❑ In the event that a previously identified student no

designations) be taken away?	longer meets the requirements for a specific designation, the designation is removed, both from the Delta School District and the Ministry of Ed records.
Can I have my child tested outside of the district? How much is it? Will it be recognized? Who can do it?	❏ Assessments completed outside the district are generally acceptable, as long as they are done by an accredited psychologist. The cost for this service varies.

	Funding

How much money is generated by each Ministry tag? And how is that money used/spent?

❑ **There are two sources of Ministry funds for students with special needs. Some students qualify for individual funding and others are included in the general per student amount from the ministry.**

❑ In Delta we have about 650 students who qualify for individual funds. These students are considered "*low incidence*" meaning that there is a relatively low incidence or small number of them in the larger school population. They are as follows:

	# of students in Delta	Funding
❑ (A) Dependent handicapped	❑ 20	❑ $32,000
❑ (G) Autism (90)	❑ 400	❑ $16,000
❑ (E) Vision (20),		
❑ (F) Hearing Impaired (40)		
❑ (C) Moderate/Profound Intellectual Disabled (90)		
❑ (D) Physically Disabled/Chronic Health (160)		
❑ (H) Intensive Behaviour Intervention/Serious Mental Illness	❑ 225	❑ $8,000

❑ The rest of the students with special needs are no longer individually funded. They were until 2001 when the Ministry of Education changed the funding formula. These students are identified as:

  o Severely learning disabled

  o Mildly intellectually delayed

  o Moderate behaviour disorder/mental illness

  o Gifted

- As there is a comparatively large number of students with these disabilities within the typical school population, they are termed "*high incidence*" disabilities.

- The funds to support these students and other special education services (counseling, psychologists, speech and language pathologists, learning assistance teachers, teaching assistants for high incidence students) are included in the $6,000 we receive for each of the 17,000 Delta students.

How are secondary teachers for the Learning Disabled (LD) funded? What is the school allocation?	❑ Secondary students with LD are supported either through the LD support teacher or the learning assistance teacher. There is usually TA time assigned to one or both of their programs to assist as well. o The secondary school allocation for LD teachers is about 1.0 fte teacher + 1.0 fte TA for each 25 to 30 students.
How come "H" students get more funding than "R" students when, by definition, "H" students are already receiving extensive support?	❑ "H" students receive individual funding because theoretically they require more support and planning than a moderate behaviour student. ❑ Integrated Case Management Planning means that these students require support and planning both during school and outside of school hours. Often they have behaviour and emotional challenges in school, home and community settings. ❑ In reality, moderate students could benefit from community agency involvement but for various reasons, are not accessing these services.
How is funding allocated for students with learning disabilities? What does this look like at a school?	❑ Most students with learning disabilities at the elementary level receive assistance and IEP case management from the learning assistance teacher and the school based teaching assistant. ❑ Some elementary students with LD may be placed in a resource room for students with LD. There is space for 1 or 2 students from each elementary school to be placed for a year or two in this specialized setting. ❑ The vast majority of elementary students with LD stay in their neighborhood school and attend regular classes.
How is it that students with the same tag can have different resources allocated to them?	❑ **Resources are allocated by both tag and demonstrated need. Some students require more support than their funds generate.**

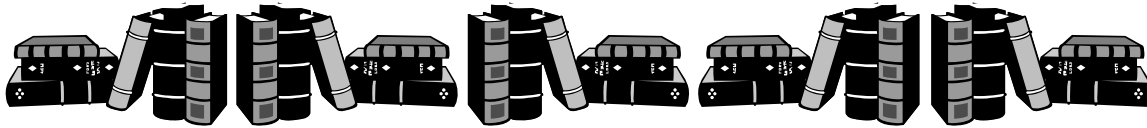|	
My student/child has 2 tags. Do they receive funding in both?	❑ Students with special needs are funded under one category only. Thus, if a student has autism and is hearing impaired they would be funded for one of these categories but receive service from the appropriate teachers.
When a new program is created how much money is provided?	❑ When new alternate programs are started approximately $2,000 is allocated for learning resources by Special Programs.
Where does funding for Child and Youth Care Workers (CYCW) come from?	❑ Community LINK funding was held by MCFD but has transferred back to the Ministry of Education. ❑ This funding in Delta is used to fund the CYCW, the Healthy Schools Food grant, some of our multicultural workers and some support for our behaviour students.
Who is responsible for providing class sets of textbooks?	❑ The first person to ask for textbooks at secondary is the textbook coordinator at the school level. All students assigned to a school (including Alternate) generate funds for textbooks at the school level. The coordinator may be able to access copies from within the building or from other schools. ❑ If textbooks are not available Special Programs will ask the district learning resources committee for additional textbooks.

Special Education in Delta: FAQ's
C:\Documents and Settings\Administrator\Desktop\sp\Kids in my Class and FAQs.doc

	Behaviour

What is the difference between low and high incidence?	❑ **Low Incidence** and **High Incidence** refer to funding categories from the Ministry of Education.
	
	❑ **Low Incidence** students qualify for individual funding while **High Incidence** students are included in the general per student amount from the ministry
	
	❑ The term "*low incidence*" refers to the fact that there is a relatively low incidence or small number of these students in the larger school population. They are as follows:
	
	    o Dependent Handicapped
	    o Autism
	    o Vision
	    o Hearing Impaired
	    o Severe behaviour/Serious Mental Illness
	    o Moderate/Profound Intellectual Disabled
	    o Physically Disabled/Chronic Health
	
	❑ The rest of the students with special needs are not individually funded. These students are identified as:
	
	    o Severely learning disabled
	    o Mildly intellectually delayed
	    o Moderate behaviour disorder/mental illness
	    o Gifted
	
	❑ As there are a comparatively large number of students with these disabilities within the typical school population, they are termed "*high incidence*" disabilities.

What's the difference	❑ **Students with Severe**

between an "R" and "H" designation?	**Behaviour/Mental Illness (H designation) are in the Low Incidence category and individually funded, as they require more support than students in the Moderate (R designation).** ❑ **They have behaviour and emotional challenges in school, home and community and therefore require Integrated Case Management Planning to coordinate all services.**
Do "R" + "H" students need to see the counsellor?	❑ Elementary students identified as moderate or severe behaviour usually have the counsellor as case manager of their IEP. They may be seeing the counsellor as part of their educational program. ❑ At the secondary level "R" + "H" students who are not assigned to alternate, social learning or other support teachers, may be receiving support from their school counsellor.

Support and Services	
What are the criteria to fit into special programs?	❑ **The Ministry of Education has set out specific criteria for a variety of special needs (see website below). Some categories are funded per student, others by school allocation.** **www.bced.gov.bc.ca/specialed**.....
When is a student moved to a special class? Why is this student in my class?	❑ **Delta's philosophy is that all students have an opportunity to belong and learn in a regular class with age-appropriate peers** ❑ The first goal is always to support the student in the neighbourhood school with additional programming, services, staffing, and expertise ❑ Only when the school has exhausted all options and there is still a significant need for additional support, such as full time emergency TA support, or if there is significant impact on the learning of the other students would it be necessary to move a student to a specialized program or resource. ❑ Some programs do provide specialty services not available in other locations, such as a Work Experience program at the high school.
Do I have a choice about whether to send my child to a resource room?	❑ District staff may recommend a specific setting, but it is up to the parents to decide where they would like their child placed.
If a student goes into a special program, will he/she have to stay?	❑ Student placement will be discussed at the end of each school year. Some students may move to a mainstream student status, with support from the mainstream support

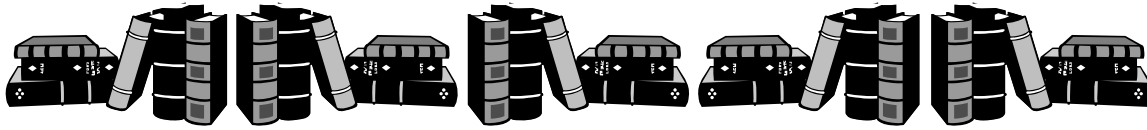|	teachers. Others may move to LAT support. Each student's placement is addressed on an individual basis.
Can a student in a resource room receive LAT support for his academics?	❑ Schools do not generally have enough LA time to support students in resource rooms. This is done through the lower pupil/teacher ration in the resource room.
How can I advocate for my student/child?	❑ Parents – Ask questions, be informed and approach school and District Special Programs staff for assistance. ❑ The Parent Advocacy program is available through DPAC. ❑ **Teachers – Bring concerns and questions to the School Based Team, your building administrator or to District Special Programs staff.**
The school has advised that my child see a counsellor/therapist, but my child refuses to go. What do I do?	❑ **Have their teacher or school counsellor speak to your child, and see if they can explain to them why it is suggested that they go to see a counsellor or therapist outside of school. Keep your school informed about your child's progress regarding the request for outside intervention.**
What is the main purpose of any Alternate Program (junior? or senior?)?	❑ **To provide students who are capable of meeting Dogwood requirements with a school experience which addresses their various social/emotional/behavioural needs.**
If a student goes to Alternate, will he/she	❑ **It is the hope that all students who**

graduate with a Dogwood?	**are in an Alternate program, will graduate with a Dogwood, and the vast majority do.** ❑ **All courses required for Graduation with a Dogwood are taught within the Alternate Program.**
Who is allowed to get into the Alternate programs?	❑ **High school students from grade 8-12 who are experiencing difficulty managing a regular program for a variety of reasons** ❑ They must meet the following criteria: • Designated moderate(R) or severe (H) behaviour • Academic and psychological assessment are part of this identification process • Behavioural assessment • Recommendation from school • School has exhausted other options in the regular stream ❑ Applications need to be completed by the school counsellor and presented at the District Intake
What is the difference between support for dependent students in mainstream versus resource room?	❑ **Funding support is allocated at the Ministry level, so dollars wise, it would be the same. However, the program may look different depending on which setting the student is in.**
Is there a school program for students with attention problems?	❑ **There is no district program for students with attention diculties.** ❑ **Best practice is for these students**

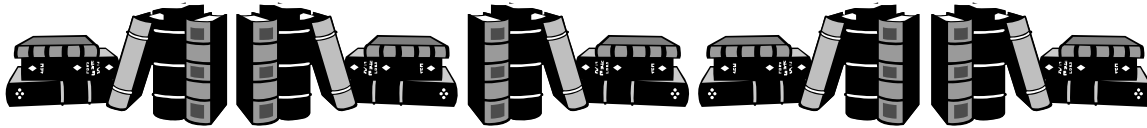|	
	to receive the assistance they need in their regular classroom placement with specific strategies implemented for their needs.
How does Itinerant teaching time get decided?	❑ **Different itinerant teachers have different caseloads.**
	❑ Mainstream Support Teachers tend to work with approx 25-30 students.
	❑ Hearing Teachers tend to work with approx 18 students.
	❑ Vision teachers tend to have caseloads around 10 dependent on the number of students using Braille.
	❑ These numbers are based on a full FTE, anything less is pro-rated.
How do I refer a student for Home- Hospital?	❑ **Referrals to home-hospital are made through the school counsellor or school principal.**
	❑ **Generally students are referred who may be away from school due to long term hospitalization or illness and/or students who are under a doctor's care for emotional difficulties and are not able to attend school**
How many years can I have home-hospital? Can a Home-Hospital course be completed without going to school?	❑ Home-hospital support is available for as long as the student requires the service.
	❑ Students who are enrolled in Delta and receiving services from the hospital-homebound teacher are offered these services due to health or behavioural concerns.
	❑ They may complete courses at home for as long as is required.

Do I need to let the counsellor/principal know I want to call the Ministry for Children and Family Development (MCFD)?	❑ All staff have the responsibility and right to call MCFD to report concerns about student abuse or neglect. ❑ Delta policy states that you should also let the administrator know that this has been done. It is also good practice to consult with the school counsellor as well. ❑ Any general calls to MCFD do not require consultation with a counsellor or principal.
How does a classroom get supplies and materials, especially if starting from scratch?	❑ **There are some start up funds available for when a new classroom/ program is started through Special Programs.**
How is it determined who gets "easy writer" types of machines for output support at the elementary school level?	❑ Fill out the request form in the Special Programs binder ("Technology" section – "Request for Dedicated Word Processor"), and send to Special Programs. When the applications are received, the OT reviews them at the district level and will assign an AlphaSmart based on need.
If we know in June that a student has needs, why do we have to wait until September to apply for Quick Response?	❑ **Quick Response is available to respond to emerging needs, not on-going needs.** ❑ **Any student that is identified as low incidence through the school year usually has TA time assigned through the TA time which has been allocated to the building.** ❑ **Generally students who require ongoing support should be placed in a specialized setting.** ❑ **Those who are not in a specialized setting and are in their neighbourhood school will require thoughtful planning to meet his/her**

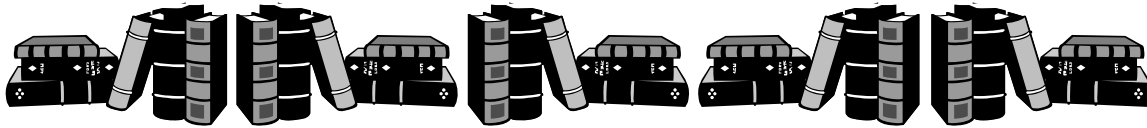|	
	needs.
Who qualifies for SET-BC? (Special Education Technology – BC) **When does the district committee meet and how are the requests evaluated?**	❑ Students who have a diagnosis of Vision Impairment, Autism or Physically and Dependent Handicapped. ❑ As the allocation of technology is limited, districts must prioritize their requests. ❑ All requests go through a District Committee. ❑ Districts are allocated a certain number of points per year which are sort of like a budget. ❑ Varying pieces of technology 'cost' a varying number of points. ❑ Requests are reviewed three times per year – with the first being the end of September.
Why doesn't my student get a laptop?	❑ The district does provide a limited number of 'dedicated word processors' for students who have written output difficulties. ❑ These are accessed by applying to the district Coordinator. ❑ Unfortunately there is not enough funding available to provide laptops or other technology for all students who would benefit.
Why do special ed (life skills) seemingly get more resources?	❑ **The specialized curriculum for these students entails different costs than the typical programs. They often require additional equipment, (i.e.: wheelchairs, technology) materials and staffing for a variety of medical, behavioural and academic needs.** ❑ **The school district receives additional funding over and above the general funding to meet the**

| | **unique needs of these students.** |
| | ❏ Students in Resource Rooms require specialized resources to meet their educational goals therefore do not access to general district learning resources. |

Where can I find resources, information, funding for my child when they graduate?	❑ **Teachers of specialized programs and high school counsellors usually have a good deal of information about services available.**
	❑ The Career Centre in the high schools also have information about services and resources available.
	❑ All post-secondary institutions have a Support Services department.
	❑ For Low Incidence students, the social worker, through the Ministry for Children and Family Development, can provide guidance.
	❑ For students with specific diagnoses, the individual Associations would have the best information. For example: students with Autism would contact the Autism Society.

Why are we not provided with Teachers Guides for the textbooks we receive?	❑ The first person to ask for textbooks at secondary is the textbook coordinator at the school level. ❑ All students assigned to a school (including Alternate) generate funds for textbooks at the school level. The coordinator may be able to access copies from within the building or from other schools. ❑ If textbooks are not available, Special Programs will ask the district learning resources committee for additional ones.
Why aren't there enough Speech Language Pathologists for the district?	❑ Delta School District follows similar guidelines as other districts for allocation of specialist personnel such as psychologists, counsellors and Speech Language pathologists . ❑ The funding for allocation is based on the total number of students in the district. ❑ Delta has made a priority decision to concentrate Speech Language services at the elementary level.

Why aren't there more hours of counselling time?	❑ As with Speech Language services, Delta's guidelines for counselling support are consistent with other districts.
	❑ The staffing for counselling has not declined in the past few years even though we have had a reduction in the number of students in the district. Our ratio is consistent with most other districts and more favourable than some.
Why can't a teacher refer directly to a counsellor without the school team knowing?	❑ At many schools referrals for specialized services are made through the School-Based Team in order to coordinate and prioritize these limited resources.
	❑ Teachers are always welcome to speak to counsellors on a consultative basis about any student.
Why isn't there more of a focus on early intervention?	❑ There has been a significant increase in the awareness and availability of early intervention support in the last few years.
	❑ Services are available at the community level for students from 6 months to 5 years through the Boundary Health Units, Infant Development programs and specialized Pre-Schools.
	❑ At the school level we have increased efforts to identify students who may be at risk early in their primary years and to provide intervention and support.

Teaching Assistants	
How is TA time decided?	❏ TA time is provided to implement the support plans as set out in the student's IEP. This would include physical, personal care, behavioural and learning needs.
	❏ Each school is allocated a certain amount of school-based TA support, which is usually attached to the Learning Assistance program.
	❏ The allocation is based on population and identified high-incidence students in the school
	❏ Utilization of the school-based TA's time is usually coordinated by the Learning Assistance Teacher, with input from the school-based Team and the administrator
How will TA time be used and does it carry on? Why is there no TA coverage for lunch and recess time?	❏ **How TA time will be used is largely determined by the teacher, the team of supporting professionals and parents of the student.**
	❏ Specific tasks and schedule are decided by the School-Based Team, Administrator and teacher(s) at the school
	❏ Teaching Assistants in Delta work under the direction of a teacher. TAs often:
	o provide personal care
	o supervise at unstructured times such as recess and lunch
	o provide behaviour support in or out of class
	o adapt or create materials
	o implement programs designed by support personnel such as Speech Language pathologists or Occupational Therapists

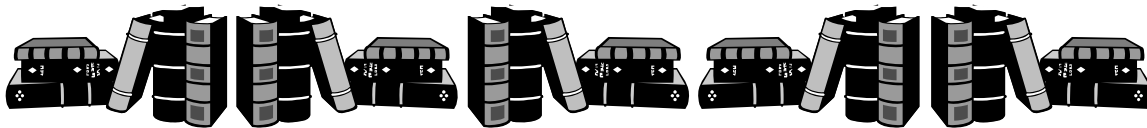|	
	o provide direct learning support to individuals or small groups of students o supervise larger groups to enable the teacher to work with designated students o other duties as designed by the support team ❑ Whether TA support carries on depends on the source of funding and the needs of the student. Quick response funding is available for short periods only. If ongoing support is required the student's file needs to be reviewed to determine a more effective way of providing service. ❑ Funding for low incidence students is likely to continue year to year according to needs.

What diagnosis gives you additional TA support? How much time do behaviour students receive in terms of TA time? How is TA time for mainstream support allocated?	❏ **For high-incidence students (i.e.: SLD, /moderate/severe behaviour, etc.) TA support is assigned through the school-based Learning Assistance allocation and is assigned to classrooms based on the individual needs of the students in the class.** ❏ **For low-incidence students the amount of TA time allocated to individual students will depend on their diagnosis and individual needs.** ❏ Generally low-incidence students are allocated anywhere from 5 to 13 hours per week. ❏ Severe Behaviour students are not included in the TA allocation for mainstreamed low-incidence students
Are LA programs entitled to TAs? If so, how much time? **How are the TA hours (attached to LA) distributed among students?** **How do TAs get allocated to classrooms?**	❏ **All schools have some school-based TA support to provide support to Learning Assistance students.** ❏ The amount of time is decided on a needs-based formula which includes 'high incidence 'tagged' students and student need as demonstrated by test scores ❏ Allocation of the TA time is decided by the school team with priority given to the Ministry designated students

If a student has a label, don't they automatically come with TA time?	❑ **A Ministry designation or medical diagnosis does not automatically generate TA time.** ❑ **Students who are designated low incidence, have individual funding, and students who are designated high incidence don't necessarily have individual funding, therefore, would utilize school-based (LA) TA support.**
Do students labelled with Autism Spectrum Disorder receive additional TA time automatically?	❑ **Students who have a diagnosis of *Autism* receive additional TA time.** ❑ **Some students who have a diagnosis of ASD, may not meet the criteria to be considered Autistic under the Ministry designation for Autism or Chronic Health. Therefore, they do not automatically receive TA time.**
How much TA support a week do low incidence students get? How much TA support does a student with a behaviour or LD, MID designation receive? How much TA time does LD/Vision/ESL, etc. get?	❑ **Typically, vision and hearing impaired students do not receive TA support.** ❑ **Most schools do not have ESL TA time** ❑ Students in high incidence programs (LA, LD, MID, moderated behaviour) generally receive support from the TA attached to the LA program.

How does TA time get allocated for social learning programs?	❑ Generally, all elementary Social Learning programs have an allocation of two TA positions
	❑ Secondary Social Learning programs have an allocation of one TA
Why is it that social learning students do not get TA support when transitioned in the regular class?	❑ **High incidence funding is not given to students with this designation therefore, if a student has an 'H' designation, TA support is considered on an individual basis, but it is not automatic. Ideally, students will be integrated in the school of their social learning class into regular classes to ease their eventual transition to their home schedule.**
How do I get a Quick Response Teaching Assistant? What is Quick Response? How do I get additional support quickly?	❑ **Quick Response applications are made by the school principal to Special Programs.**
	❑ **Quick Response requests are typically made for behavioural situations that arise unexpectedly and are beyond a school's capacity to manage after having explored all possible options.**
	❑ **They are intended to be a short term solution and are reviewed regularly throughout the school year**
	❑ The request must include a plan for utilization of the TA and subsequent systematic withdrawal of the support as the behaviour becomes manageable.
	❑ The requests are reviewed by a district

	committee and allocations subsequently made.
Will the TA time be shared?	❑ Sharing TA time is a school decision. Low incidence students bring in specific funding and therefore specific allocation of time would be allotted to them. Many times schools will cluster students to maximize TA support.
Can a parent request that their child keep the same TA?	❑ TA appointments must follow the CUPE collective agreement, which requires accommodation of seniority and qualifications. ❑ Every effort is made to maintain continuity when possible
Can the TA be changed?	❑ If there is a conflict between a TA and teacher or student, the school principal and district staff will make every effort to mediate an amicable solution ❑ Misunderstanding or lack of communication often result in tension between staff and student and a mediated approach often resolves these issues.
Why can't the student have TA support for 2 hrs/day instead of 2-5 hour days?	❑ **The TA pool is allocated to the school, and it is up to the administrator, with the assistance of the learning assistance and Mainstream Support teacher, to decide the best scheduling to optimize learning needs for each student. There is a requirement for a 4 hour minimum to be worked every day for each TA. Allocations need to accommodate this requirement. Often TA allocations for students are combined to allow TA support on a daily basis while meeting the 4 hour minimum**

	requirement.
Is there a provision for gender specific posting?	❑ **Yes, there are provisions for a gender specific posting due to privacy and personal care needs**
Explain the bumping process.	❑ Teaching Assistance bumping occurs when a senior TA has been displaced from their position by staff lay-offs.
	❑ A senior TA may bump a junior TA from their position as long as they have the qualifications to assume that position
	❑ TAs who are bumped out of their position have a choice to return to their original position should the bumping TA subsequently accept a posted position
	❑ This staffing process occurs only on an annual basis in the June staffing for September.
Why can't TAs keep the same position each year?	❑ According to the school district/CUPE collective agreement, TAs are involved in a seniority bumping process. Therefore, TAs with the most seniority usually remain in positions they have had the previous year should they choose to do so.
	❑ TAs with the least amount of seniority are more frequently posting in to new positions.
Why does the student have 5 different TAs?	❑ Sometimes the staffing process has not been completed until October, or possibly even later, and therefore casual teaching assistants are put in place until the process is finished and a successful candidate remains with the student for the rest of the year.
Why does the student have different TAs across the week?	❑ Ideally, most students would benefit from working with the same TA throughout the week, however, sometimes scheduling does not allow for that continuity.