



Special Education Services

SUPPORTING STUDENT ACHIEVEMENT



Each Student is unique...all students can achieve.
Our commitment is to every student.

Success for Each Student

Assistive Technology in our schools

Dates to Note:



This student at Foxboro Public School is trialing the iPad as a communication device. He is using the application Proloquo2Go ® on his iPad which is easily customizable and has a wide variety of vocabulary in order to give him a voice. The student has been using alternative and augmentative forms of communication for several years and he has shared that he likes the iPad best of all!



December 7, 2011	Parent Involvement Committee (PIC) meeting
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December 8, 2011	AiM System meeting
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December 9, 2011	Best Practices meeting for LSP, PLP & CEP teachers
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Optical character recognition software like Kurzweil, speech engines, screen readers like JAWs and Braille translation software like Duxbury, make taking print to Braille from scanner to embosser a possibility in Hastings and Prince Edward District Schools.
Independence is success.

December 15, 2011	SEAC meeting
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December 26, 2011	School Holiday Break begins
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A Pinecrest student is having a great time using an iPad to share his learning at school with family at home. The iPad is used to create videos of mini-lessons demonstrating instruction of critical literacy skills and concepts being learned at school and then the iPad is sent home each night for family to view the videos and provide additional practice. The student also enjoys watching the videos



January 9, 2012	Return to School!
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January 13, 2012	ISRT/ ISEH full team meeting
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whenever he has some spare time in class which provides additional review of key literacy expectations. The iPad is also used to create videos about what the student is learning at home or special activities of interest to show to his teacher and classmates.

January 26, 2012	SEAC meeting
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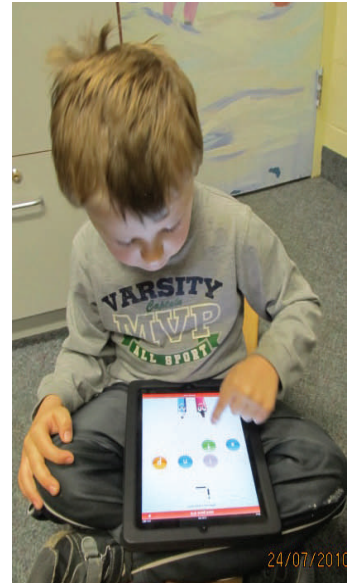
January 30, 2012	Public Board meeting
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Success for Each Student



We have been using the iPad at Earl Prentice Public School as a way to augment our learning both for educators and for students. We have found the iPad to be a great tool to support students' engagement and have used it to support students in focusing on their skills. We have discovered that our students are able to use this technology with independence and are able to articulate what they are working on and how it is helping them with their learning. The most popular apps include books with many interactive features, chess, sentence builders,

sound sorting as well as mathematical concepts. We have also found that specific tasks on the iPad have supported students in achieving a number of different goals because they will meet their goal when an allocation of time on the iPad is the incentive. One of our classes is using the iPad to record a public service announcement. We are also using the iPad professionally to support our own learning because it allows us to access professional resources with ease and flexibility.



Employee Excellence

Torch carrier for Rick Hansen



A happy moment that celebrates why we are a great place to learn, our Educational Assistant, Doug Weatherall carried the torch for Rick Hansen on Tuesday, November 1, 2011. We took his modified locally developed class to support him and show why it is important to give back to the community. A truly awesome experience!

Professional learning

Locally Developed courses

On November 16, 2011 Administrators, ISEHs, Department heads and LDCC teachers were invited to attend a feedback session regarding the *sample* modified expectations for ENG 1L1 and MAT 1L1, that were written last spring. Special Education Services and Curriculum Services provided a professional learning opportunity to teachers on differentiated instruction and the use of assistive technology to support student learning. Some highlights of the day included; accommodations, modifications, knowing your learners, and sharing of ideas and resources. What an excellent learning opportunity *supporting success for each student!*

Sensory Workshop

Amy Sager Occupational Therapist from Quinte and District Rehabilitation, spent the afternoon on the November 25, 2011 PA day at Trenton High School. The focus of the session was 'making sense of sensory processing'. The session included; understanding of typical sensory processing, understanding of sensory processing disorder, understanding the benefits of sensory diets and how sensory diets can be included in the school environment. Amy focused on the importance of the use of visuals, first- then boards, visual timers, social stories, the benefits of exercise and the fact you don't need a 'sensory room' to facilitate a sensory diet. Another great day of learning at HPEDSB!

Employee Excellence

ISRT and ISEH Team Meeting

On November 18, 2011 a mini conference, for ISRTs and ISEHs filled with professional learning opportunities took place at the Education Centre. The workshops included the following:

Autism & ABA Methods

Mary Vanderdussen & Pam Reid, Pathways School Support Program

This workshop provided an overview of the basic principles of ABA. Information shared included how this approach can be used to support students with ASD.

FAS – Information, Understanding, Strategies and Resources

Michael Piercy, Centre for Addiction and Mental Health

This workshop provided an overview of the biology of FAS, characteristics common to students with FAS and information on diagnosis. Strategies for supporting students with this diagnosis were shared as well as community agency connections.

Understanding Sensory Regulation Needs

Amy Sager, Occupational Therapist, Quinte and District Rehabilitation

This workshop outlined the challenges that some students face in regulating sensory input and how it can affect their ability to function in the classroom and school environments.

Mental Health Understanding and Awareness

Julie Pohlman-Brogee, HPEDSB and Jennifer Wales, Children's Mental Health

This workshop provided an understanding and an awareness of the mental health needs of children and youth within our schools and focused on mental health literacy. Some common concerns experienced by students and how these concerns can impact their learning, were addressed. Strategies for supporting these students at school were provided and information shared regarding where students and their families may access help.

Effective Instruction for Students with Reading Disabilities

Patricia Post, Curriculum Services HPEDSB

What are the necessary components for teaching reading to struggling readers? This workshop focused on five key instructional pieces as identified in current reading research and common weaknesses and deficits for this population. Remedial and compensatory strategies, along with resources were shared to assist teachers in meeting the individual needs of students.

What a fabulous learning opportunity highlighting, Community Connections and Success for Each Student!

Autism Spectrum Disorder

Please read the following article, written by Rebecca Lytle and Teri Todd.

[Stress and the Student with Autism Spectrum Disorders](#)

[Strategies for Stress Reduction and Enhanced Learning](#)

AiM - Achievement in Motion for Student Success

Success for Each Student

Discover the Resource Centre & Video Library

Watch this space, as each newsletter a new resource from the Resource Centre & Video Library will be shared with you. December's Resource:

K529 - Early Structures Large Lego Kit

Discover and explore different structures using this hands-on kit.

- Easy-to-read picture cards to show possible investigational activities
- Stimulates interest and curiosity in the use and knowledge of structures
- Enables students to become independent learners
- Develops student's problem solving skills
- Extends children's technical and mathematical vocabulary.



We have five kits available. Come and check this super fun kit out using our online order form located on our website at: <http://www.hpedsb.on.ca> > Employees > Resource Centre & Video Library or by e-mailing the Resource Centre & Video Library at resource.centre@hpedsb.on.ca

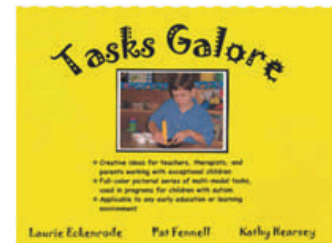
TWO NEW AUTISM RESOURCES AVAILABLE AT THE RESOURCE CENTRE & VIDEO LIBRARY:

613-966-1170 ext. 3803 or resource.centre@hpedsb.on.ca

PD1202 – Tasks Galore

Tasks Galore takes a look at developing tasks that address skills across curriculum areas. Task ideas are presented within the following categories:

- Fine Motor Skills: Pre-writing, writing, and computer skills
- Readiness: Matching and sorting skills
- Language Arts: Book, print and phonemic awareness, decoding and word recognition, comprehension, and vocabulary
- Math: Number sense, numeration, and numerical operations, spatial sense, measurement, patterns, relationships and functions
- Reasoning: Concepts as relate to the student's environment: exploring materials, making predictions, generating attributes and using common objects
- Play: Art, music, manipulatives, games and independent play



PD1205 - Tasks Galore: For the Real World

Tasks Galore: For The Real World is a valuable tool for preparing your older elementary students, adolescents, and adults for independence in the home, school, community, or workplace. The Introduction Section describes a process for developing and teaching functional goals. Forty-three colorful photo pages present task ideas in these categories:

- Domestic Skills
- Vocational Skills
- Independent Living Skills



Community Connections

Vision Resource Teacher Blog

Vision Resource Teachers of Ontario A Collaborative e-Staff Room for Vision Resource Teachers and other Stakeholders: Sharing our Best Practices – Hosted by Matthew Charles



Welcome to the voice for Vision Teachers of Ontario.

A place to share, learn, inspire and gain knowledge within the field of teaching students with visual impairments.

We are each other's greatest assets. Our interconnectedness, openness and aptitude for sharing in a common goal is where we gain our strength. We each strive for the success for each of our students and together we can do better.

Spinning off from the energy and enthusiasm built up around the recent October Math Tools and Tech workshop, organized by the Ministry of Education in Partnership with [VIEWS](#), this blog will look at effective best practices for teaching Math to Blind & Low Vision students.

We all do things the best way we know how; opening our practice to others, without judgment and an open mind, allows us to learn and change what we do for the better and to teach in different, exciting and engaging ways.

We are a culture of continuous learners. 21st Century Learning for our students means collaborative social networking.

Now let's take a closer look at what we're doing in MATH for our students.

Working Together for Kids' Mental Health

Hastings and Prince Edward District School Board was selected as one of four sites to participate in the *Working Together for Kids' Mental Health Demonstration Project* in 2010-2011. Moira School Group along with our Section 23 classes and the Junior Intervention Program were chosen within our board for this initiative. All of the agencies and schools involved with the project worked together to assist children and families with getting the services required to meet their mental health needs.

Part of meeting these needs included the professionals in the community, such as educators and CYCs, using a set of recognized mental health tools to assist with the identification of mental health concerns. These brief questionnaires helped the school team to organize some of their observations at school and communicate those observations with the parents. These tools do not diagnose a child or necessarily indicate that there is something wrong. They are just a tool to assist with identifying a possible concern.

The results of this initiative provided the foundation for the development and implementation of provincial standards and expectations regarding processes, procedures and tools across sectors.

Use of these tools is now being made available to key staff in all our schools through a train the trainer model. The focus of training is for Child and Youth Counsellors, Resource Teachers, Special Education Department Heads and Guidance Staff to use these screening or identification tools to determine if a student is experiencing a mental health problem that may be in need of further assessment or treatment. Referrals can be sent to Children's Mental Health, and will bypass their usual intake process. This allows for a faster and more user friendly service. The training will include information on how to decide which tool is best suited for a particular student and how to administer these tools. Some offer a self assessment to be completed by the student as well as a parent questionnaire. They have been helpful, especially when first working with a parent who may not understand the implications of mental illness.

The 4 identification tools are:

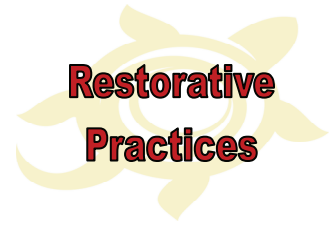
- Health of the Nation Outcome Scale for Children and Adolescents (HONASCA)
- Child and Adolescent Needs and Strengths Inventory (CANS)
- Global Appraisal of Individual Needs (GAINS)
- Strengths and Difficulties Questionnaire

AiM - Achievement in Motion for Student Success

Community Connections

Restorative Practices

The Hastings and Prince Edward District School Board has participated in a Restorative Practice Pilot Project. This project has been funded through a grant from Student Success and Safe Schools. Child and Youth Counsellor (CYC) Susan Howard has supported the schools as a Restorative Practitioner for 4 months, the duration of this pilot project. Schools were invited to apply and applications were accepted from schools interested in participating and embracing Restorative Practices. Eight schools applied, 2 were provided with the opportunity: Deseronto Public School in Deseronto and Earl Prentice Public School in Marmora. Each school received 1 month of intensive in school support and follow up support which consisted of:



- Staff training in Restorative Practices Framework and training in Classroom Circles,
- Information sessions for parents and community members,
- Restorative Conferencing to deal with harmful behavior,
- Staff mentoring and modeling, and
- Ongoing support with classroom circles, staff circles etc.

Becoming a restorative school is about building community. When we use circles in the classroom they are seen as proactive. Using low risk questions such as, what's your favourite food and why or what's your favourite colour, TV show, room in the house etc. allow students to build trust, mutual understanding, shared values and shared behaviour. They create a safe place where quiet voices can be heard. Using circles in this way helps to build a stronger sense of community and strengthens relationships. A strong sense of community has been demonstrated to impact all aspects of school culture. Circles can also be used to help set academic goals, set ground rules for projects and activities as well as teach curriculum.

Restorative Practices holds students accountable for their behaviour while separating the unwanted deed from the student. This is done in a respectful tone, while encouraging students to express their feelings. When we use circles to respond to harmful behaviour, positive peer pressure helps to promote positive change. When we encourage and support students to repair the harm, we are assisting them in restoring their relationships and community.

Staff at DPS and EPPS have been embracing Restorative Practices as a whole school approach using the shared language with students and with each other. They have been participating in circles in and out of the classroom. Some of the feedback from staff included:

- "Students are better at listening and showing empathy and respect"
- "We are seeing each other as individuals with feelings and are treating each other more kindly"
- "Circles give students a voice, even the quiet ones"
- "Circles are helping to build confidence"
- "Since we started circles, I've noticed my students getting along better which is giving me more time to teach"

As a member of the Child and Youth Counsellor Team, many of whom are trained and experienced in Restorative Practices, we continue to endeavor to move forward collaboratively creating strong, caring individuals and communities one circle at a time.

Susan Howard
Restorative Practice Practitioner
Child and Youth Counsellor

Aim - Achievement in Motion for Student Success