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UPCOMING EVENTS

ALDI SYMPOSIUM October 8th & 9th
JOURNÉE CONFÉRENCE SUR LES JEUNES ET LA SANTÉ MENTALE Wednesday, October 15th
JOURNÉE DE VISIBILITÉ Friday, October 17th
COE PIM RTI WORKSHOP Friday, October 24
IDENTIFYING DEVELOPMENTAL DELAYS AND SPECIAL NEEDS Friday, November 7th
TEACHING AUGMENTATIVE AND ALTERNATIVE COMMUNICATION Monday, November 17th

Please see page 6 for
details and links

Copy Editor
Robin Colyer

RTI Workshop October 24

The Centre of Excellence for the Physically, Intellectually and Multi-Challenged is sponsoring a workshop on **Response to Intervention** (RTI) to be held at the Centennial Regional High School Library, RSB on October 24, 2014. The workshop will be given by **Karen Gazith**, from the Department of Educational and Counseling Psychology and the Department of Integrated Studies in Education at McGill University where she has taught for over twenty-two years and is the dean of academics at Utt/herzliah. This is a great opportunity to discover how RTI works in any classroom and to acquire skills to adapt it to your own situation. Please see the attached flyer or visit our website for further information and contact us at centreforexcellence@etsb.qc.ca for registration details.

[RTI workshop flyer](#)

What's up at COE PIM

This year the Centre of Excellence PIM is continuing to provide professional development and support to all who work with students with exceptionalities through workshops, events and committees.

This November the Centre will be present at the QPAT Teacher Conference on November 27th and 28th where we will have the opportunity to present our services to teachers and professionals from across the province. See you there!

The Centre continues to be involved in several committees such as:

CAPS - Working on the new MELS program for the moderate to severe intellectually disabled students from 6 - 15 years old, as well as tools to support and implement the program.

TEVA - Supporting school boards and schools in implementing an approach that prepares students with a disability to transition from school to adult life.

Self-Determination - Developing tools for support staff and teachers that promote self-determination in students with intellectual disabilities.

AAC Committee - providing professional development to teachers and SLPs on Augmentative and Alternative Communication

On April 9th, 2015 the Centre is hosting a full-day workshop on Differentiated Instruction given by Dr. Carol Ann Tomlinson in Montreal.

RECOGNIZING AND SUPPORTING OUR AT-RISK STUDENTS IN OUR CLASSROOM

by Kymberley Morin

"I spend hours studying and I still don't get it." As a resource teacher, I often heard high school students express how frustrated they felt in class because they just couldn't understand or felt unable to succeed no matter what they did. Those were the lucky students, they expressed their frustration, they sought me out for help. It was the quiet ones who struggled silently in class who concerned me mostly. Our silent, struggling students can go unnoticed by homeroom teachers, and by the time they realize that their students are experiencing difficulties chances are they have already become disengaged, making it incredibly difficult to help them.

As a teacher, being aware that you have at-risk students in your classroom allows you to prepare and put in place supports to help them progress and succeed. These support systems can be beneficial for many of the students, but might not be sufficient enough to target and identify other struggling students.

There are many strategies that can be easily implemented in a classroom that don't necessarily increase teachers' workload. Having worked as a resource teacher, and classroom teacher in a high school, I found the following strategies or techniques to be quite helpful.

Take the time to talk and listen to your students

Before you begin your lesson, take 5 to 10 minutes to talk about anything. Discussions provide you with the opportunity to create a climate of exchange and allow students the time to settle in without feeling rushed. In my experience, students have little down time in their day and greatly appreciate a teacher that takes the time to listen to them. It's also a change of pace from the often abrupt start and stop that happens throughout the day. I found these moments set the stage for my shy students to come and see me to talk about either their experiences or ask for help.

Schedule one-to-one or small group meetings throughout the week during class time

Small group meetings create an atmosphere where students feel more at ease to show their

work and ask questions. Students need continuous encouragement and feedback on their work, especially struggling students. When students realize that you will take the time to go over their work with them to point out their strengths and give them personalized attention and suggestions to help them focus on their work, it makes it easier for them to actively participate in their learning. These small group meetings gave me the chance to have a clearer picture of my students' learning styles and allowed me to adjust how I taught and presented my lessons.

Review your previous lessons regularly

Reviewing your lessons is not a waste of time. Students need concepts to be reviewed and presented in different ways before they can fully understand and make connections to new concepts. If your students can't recall or understand what you taught them, it will be very difficult or even impossible for them to absorb what you teach afterwards.

At-risk students often don't have the skills to review on their own and organize information for recall. Reviewing material allows you to not only teach content but teach tricks and strategies that enable them to learn how to learn, as well as what to learn.

and, be accessible outside class time

There are many ways you can be accessible outside class time. Besides staying after school or opening your class during lunch, you can set up discussion boards, e-mail account for your class only, blog and web sites. Today's technological possibilities facilitate being accessible outside class time. At-risk students have a difficult time to defer and when they know you are accessible, it makes it easier for them to reach out to you.

It's important to actively engage and connect with all students, even more so with struggling students. Start by creating a welcoming and encouraging atmosphere and surprisingly your students will be respond in a very positive way.

IF YOUR MIDDLE SCHOOL STUDENT HAS A PHONE, YOU SHOULD BE CONCERNED

Long gone are the days where teenagers pass notes in class or spend endless hours on the phone. Today's teenagers are more likely to communicate with each other via texting than any other form of communication. It is estimated that they send out an average of 60 texts every day, making it the most common form of communication used by teenagers.

Since approximately 68% of our 12 to 13 year-olds own a cell phone this surely makes it easier for them to communicate with their friends, but also makes it much easier for them to engage in risky behaviour such as sexting. Sexting among our youth has become a major concern, even more so for our at-risk students.

“Sexting refers to sending nude or seminude images or sexually explicit messages over an electronic device, such as a cell phone.”
Andrew Seaman

Although our students seem to be extremely computer or ‘techno’ savvy, it is their lack of maturity and their inattention to consequences that often lead to serious outcomes. Our at-risk students are even more susceptible to this, due to their emotional and behavioral difficulties.

What we know for sure

We do know that students who engage in sexting engage in higher rates of sexual activity, putting them further at risk for unintended pregnancy, HIV, and sexually transmitted diseases.

Often what may have started as a private ‘sext’ can become public and ‘viral’, making a private exchange be seen by third parties and most likely against their will. The emotional consequences for the victim can lead to bullying from peers, depression, and suicide.

It is important to...

Teach safer sexting rather than teaching sexting abstinence. This approach is in line with ‘safe sex’ education. Comprehensive education about sex (how to protect oneself) is more effective in promoting safe behavior than sex education that promotes abstinence or contraception only programs. There has been a significant reduction in teen pregnancies and teen STI’s since approaches that explain how to protect oneself have been instigated;

Create and build a safe environment by taking effective anti-bullying measures in your classroom and school;

Allow students to share their experiences with other students. Teenagers do engage in moral discussions and will share their view about what are consensual and ethical practices when it comes to texting and sexting.

by Kymberley Morin

References

Seaman, Andrew M., “Sexting common, linked to sex among high-risk youth” Reuters US, Jan. 6. 2014

Houck, Christopher D., Barker, & al., “Sexting and Sexual Behavior in At-Risk Adolescents.” Pediatrics, January 6th, 2014
www.pediatrics.aapublications.org/content/early/2014/01/01/peds.2013-1157

Doring, Nicola. “Consensual sexting among adolescents: Risk prevention through abstinence education or safer texting.” [Cyberpsychology - Journal of psychological research on cyberspace](#). 8(1), article 9. doi: 10.5817/CP2014-1-9

The “I Can Challenge”, a huge success!!

It Starts with one man’s vision to inspire so many to succeed

On Saturday, July 26th, my family and I along with hundreds of people joined Luca “Lazylegz” Patuelli for a 2.5km walk at the Old Port of Montreal. Luca talked about this incredible challenge on “Tout le monde en parle” January 26th, 2014. He publicly announced that he would walk 2.5km without his crutches or prosthetics and invited everyone listening to challenge themselves and join him to share this incredible day. The “I Can” Challenge was a long anticipated event and 7 months later it became a reality. I was pleased to see Jean Pascal and Claude Robinson, two guests from “Tout le monde en parle” held their promise and were there to support Luca on his walk.

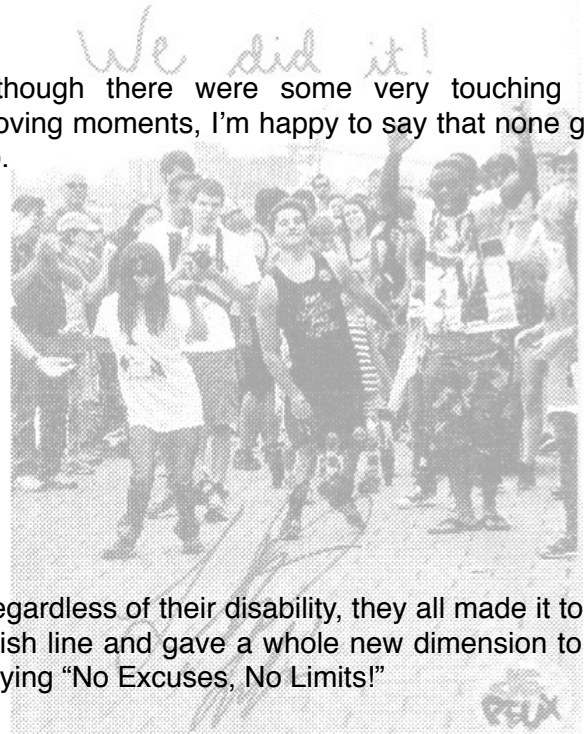
After entertaining us ‘Luca style’, he invited everyone to walk for their own cause and at their own pace. No one walked ahead of Luca as he set out for his 2.5km walk. Luca was cheered on by hundreds of people lined up along both sides of the walkway as he took his first steps. It was definitely inspiring and moving to watch him.

I had no doubt that Luca would succeed his personal challenge of walking 2.5km without crutches or prosthetics because I knew he trained and prepared for this long awaited day. Luca gave everyone the opportunity, especially participants with disabilities to show what they can do, and they did. As the walk progressed the fear and concern that gripped people without disabilities for the ones that had a disability slowly melted away.

There was a moment where people didn’t notice or stop to stare at the crutches, prosthetics or wheelchairs and just enjoyed the day and shared an incredible moment together as one group. It felt normal, it felt like how life should be.



Although there were some very touching and moving moments, I’m happy to say that none gave up.



Regardless of their disability, they all made it to the finish line and gave a whole new dimension to the saying “No Excuses, No Limits!”

Luca and his wonderful team managed to bring together a very diverse crowd and create a team camaraderie of over 800 people. The “I Can” Challenge event was a great and memorable day from beginning to end. If you would like to have a small taste of the “I Can” Challenge, I invite you to watch his video.

[Le Defi “Je Peux” -The “I Can” Challenge – Lazylegz](#)

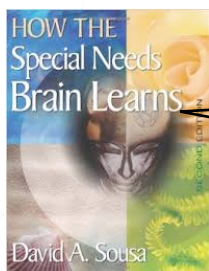
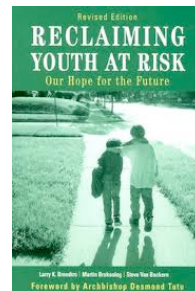
Luca “Lazylegz” Patuelli is currently performing worldwide, inspiring millions of people with his message “anyone can accomplish what they set their mind to as long as they don’t create excuses along the way.”

To learn more about Luca “Lazylegz” Patuelli visit illabilities.com

Photography: Dick Nieuwendyk
studicom@look.ca

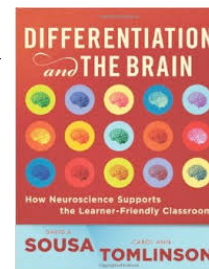
Highlights from our library

“This book can be very helpful to programs that draw from Native traditions. It will also help professionals to understand that some of the new ideas becoming popular in education circles have been used for thousands of years in Native American cultures.” Lon Woodbury



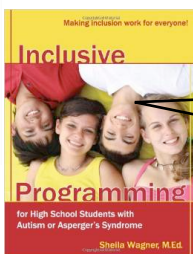
"A well-written, practical guide for parents and practitioners working with children with additional needs, providing a comprehensive overview of the field and rooted in a desire to facilitate effective support and to enable children to fulfill their potential." -- SEN Magazine, United

Examine the basic principles of differentiation in light of what current research on educational neuroscience has revealed. Learn how to implement differentiation properly to emphasize shared responsibility between teacher and student, because the brain that does the work is the brain that learns! Amazon.ca

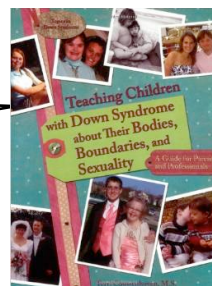


“Sheila’s book goes a long way toward addressing the myriad of issues and positive ideas that wrap around the overarching concept of inclusion. ... Spun with humor and insight, it offers the reader a firm grasp of the issues facing our teens as they prepare for their own adulthood.”

Michelle Garcia Winner from the *Forward*



Drawing on her unique background as both a sexual educator and mother of a child with Down syndrome, (Terri Couwenhoven) blends factual information and practical ideas for teaching children with Down syndrome about their bodies, puberty, and sexuality. This book gives parents the confidence to speak comfortably about these sometimes difficult subjects. Amazon.ca



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If you are interested in borrowing books from our library please check the library listings under resources on our website: <http://centreofexcellence.etsb.qc.ca> then contact Robin Colyer at centreofexcellence@etsb.qc.ca to make your request.

Noteworthy Conferences & Workshops

Journée Conférence sur les jeunes et la santé mentale

Service de Police de la ville de Montréal

October 15th, 2014

http://issula.com/index.php?option=com_content&view=article&id=47

aldi asset

ALDI SYMPOSIUM 2014

aldi.learnquebec.ca

October 8th & 9th, 2014

bit.ly/ALDI2014

Identifying developmental delays and special needs

Dr. Lisa Reisinger

Friday, November 7th, 2014

<http://www.mcgill.ca/edu-icii/seminars/online-reservation>

Teaching Augmentative and Alternative Communication: More with Core for Teachers and SLPs

November 17th, 2014

Carol Jazzar, Speech and Language Pathologist

Coordinator, Centre of Excellence for Speech and Language Disorders

514-483-7200, x7238

cjazzar@emsb.qc.ca

Free Lectures



<http://www.ubishops.ca/donald/2014-2015.html>

Community Service



Is hosting "Journée de VISIBILITÉ

October 17th, 2014

Carrefour de l'Estrie, Sherbrooke

An opportunity to get to know the many services available for people with a disability.

<http://www.actionhandicapestrie.org/>

Organizations of Note!



<http://handicapthis.com/>

A unique team that addresses issues of inclusion and tolerance through humour.



<http://www.projetrad.com>

"Projet RAD" is an organization whose mission is to give people with diverse disabilities the opportunity to take dancing lessons in a warm, safe and adapted context. These specialized teachers promise students the experience of the joy of dancing and more...

Who are we?

Our Centre is one of 6 Centres of Excellence mandated by MELS to provide support, professional development, research activities and provincial expertise to the English sector. We service students who are physically, intellectually or multi-challenged in a school setting. Our team consists of our coordinator, Kimberley Morin and our secretary, Robin Colyer collaborating with the ETSB Complementary Services team and Manon Lessard, Special Needs & French consultant for the ETSB.

Centre of Excellence for the Physically, Intellectually and Multi-Challenged

Kimberley Morin, Coordinator

Robin Colyer, Secretary

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