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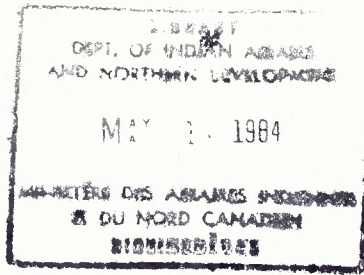
SPECIAL EDUCATION PILOT PROJECT
PRELIMINARY REPORT

JANUARY 1983

**Indian and Northern Affairs
Ontario Region
Education Program**

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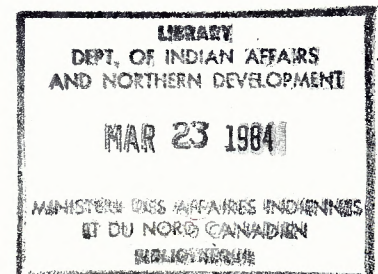


D. I. A. N. D. - Ontario Region

EDUCATION PROGRAM

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I N D E X

	Page
Forward	1
Introduction	
- Special Education in Federal Schools	2
Bill 82	
- Pilot Project Location	3
Pilot Project: General Purpose	4
Project Planning Overview	5
Expectations for Steering Committee	
- Year 1, Year 2	6
Background	7
Goals	9
Program Directions	10
1. The Referral Process	11
2. Early Identification of Children's Learning Abilities	13
Section A - Preschool Screening Program	14
Section B - Early Identification Program	15
3. A School Testing Program	18
4. The Remedial Program	20
5. In-Class Programs	24
6. Parent Volunteer Programs	25
7. In-Service Training Program	26
8. Liaison with External Agencies	28
9. Educational Use of Microcomputers	30
10. Community/Parental Involvement	32
Individual Education Plans	34
System Recommendations	36

FORWARD

This interim report on the progress of the Special Education Pilot project at the Tyendinaga Reserve has been undertaken by the Ontario Region of the Department of Indian Affairs and Northern Development and the Mohawks of the Bay of Quinte Band. An attempt has been made to describe the progress of the project from the initial discussion stages through to the present operating structure. As well, a brief overview of the future directions of the project has been given. It is hoped that the circulation of this report in the Department and among Band Councils and school committees will inspire a thorough discussion of the need for and the delivery of Special Education Programs in the schools of the Ontario Region. Such discussion could lead to the formulation of a number of policies for the provision of Special Education services to the students in the Ontario Region.

This report is a description of the approach employed by one Band and the Department. The specific goals, strategies and policies formulated by those involved were developed out of local needs and may not be applicable to every situation within the Ontario Region. However, generalizations to other schools of the Region will be possible. The recommendations could serve as a starting point for discussion.

The following pages contain a summary of the project to date condensed from the original school report. The complete report is available upon request.

INTRODUCTION

SPECIAL EDUCATION IN FEDERAL SCHOOLS

Quinte Mohawk School was designated in 1981 as a Special Education Pilot Project site for the Department of Indian Affairs, Ontario Region. The experience gained during the period of the Pilot Project will be used to formulate procedures to help meet the needs of Native children with learning exceptionalities.

In Ontario, Departmental attempts to meet the special needs of Native students have been made largely at the local and District level. Some of these efforts have been excellent, but the lack of an overall, coordinated approach has meant a disparity of services in the schools. In addition, the size of the Region and the communication problems between Districts and schools have made it difficult to share the knowledge and experiences of the attempts that have been made. While certain needs, such as education for blind or deaf students, will continue to be met by the purchase of services from outside agencies, local programs will have to be developed as external sources become more difficult to access due to the demands on these sources by the provisions of Bill 82.

The need for local programs may be greater in Native schools than in the Provincial system. This is due to a number of factors:

- 1) Parents of native children are sometimes reluctant to send their children away to locations where special services are available. This can result in children with profound learning disabilities attending local schools.
- 2) Services that can be delivered to schools in the Provincial Sector are unavailable to Native schools due to isolation, distance and/or lack of contact with the servicing agency.
- 3) The fact that the many Native children require English as a Second Language programs limits the effectiveness of existing programs that can be delivered or purchased and has implications with respect to the staffing and training of staff for service in Native schools.

BILL 82

The passage of Bill 82 into the Provincial Legislation of Ontario raised the awareness of Native community members in Ontario of the Special Education needs of their students. This legislation has made Provincial School Boards responsible for providing equal educational opportunities to all children, regardless of their disabilities. The law also requires implementation within a five year period. School boards are required to develop a plan for the Ministry of Education clearly indicating the needs to be met and what methodology will be used to meet these needs. A process similar to the Provincial model is needed in order to ensure that children who are a Federal responsibility will receive educational services that equal the services available to their non-native counterparts.

PILOT PROJECT LOCATION

A number of factors influenced the Department's decision to select Quinte Mohawk school as the Project site. One of the main reasons was the school's central location which insured ease of monitoring from a District office (Peterborough), Regional Office in Toronto, and, if required, from Headquarters in Ottawa. External resources that were required for a comprehensive Pilot Project were readily available through the Hastings County Board of Education, The Sir James Whitney School for the Deaf in Belleville, the Beechgrove Children's Centre in Kingston, Queen's University at Kingston, and the Children's Development Centres at Kingston General and Belleville General Hospitals.

PILOT PROJECT: GENERAL PURPOSE

The project was designed to:

1) Test some basic assumptions and theories about how Special Education programs and services could be implemented for Native children.

2) Ascertain if there are differences in the types and levels of Special Education requirements for Native children.

3) Identify means for the Community to become more actively involved in the educational process and, in particular, with the education of children with learning exceptionalities, and thereby increase the level of awareness of and support for education within the community.

4) Identify practices, procedures, and structures that would improve the quality of education to children with learning exceptionalities that would be sufficiently practical and flexible for broad application and implementation.

5) Produce recommendations regarding special education for use after the term of the Pilot Project for both local and regional application.

PROJECT PLANNING OVERVIEW

STEERING COMMITTEE

In order to meet the wide range of objectives and provide the participating agencies and groups with meaningful representation a Steering Committee was formed. The composition as indicated below was designed to insure that the interests of all participants were represented.

COMPOSITION OF STEERING COMMITTEE

School Principal
D.I.A. Regional Representative
D.I.A. District Representative
Chairman, School Committee
Chief
Zone Director, Health & Welfare
Office Manager, Band Council
Sp. Ed. Resource Coordinator
Vice Principal

EXPECTATIONS FOR STEERING COMMITTEE - YEAR 1

- 1) Reach agreement as to the resource requirements necessary to conduct the Pilot Project.
- 2) Facilitate the acquisition of the resources for the operation of the Pilot Project.
- 3) Define the Goals and Objectives for the project.
- 4) Establish an action plan and time line for the attainment of specific goals.
- 5) Facilitate communication amongst the participants and other affiliated parties.
- 6) Monitor the project and provide direction to the school for adjustments and modifications where necessary.
- 7) Identify and define components as:
 - (a) Start up elements
 - (b) Specific to the Pilot Project
 - (c) Ongoing elements
- 8) Commission reports as appropriate and required.

EXPECTATIONS FOR STEERING COMMITTEE - YEAR 2

- (a) Determine the resource requirements necessary to continue the Pilot Project.
- (b) Facilitate the acquisition of the resources for the operations of the Pilot Project.
- (c) Revise the action plan and time-line to reflect changes to the Goals and Objectives.
- (d) Define the Goals and Objectives for the second year of the project.
- (e) Continue Goals #5), 6), 7) & 8) from Year One.

BACKGROUND

Quinte Mohawk is situated on the Tyendinaga Territory, and serves the Mohawks of the Bay of Quinte Band. There are classes from Kindergarten to Grade eight, with a student population of 180. In September of 1976 the school population was 228 students. Kindergarten to grade eight instruction was provided. In addition, special education was accommodated by an "opportunity" class.

A review of the operation of the Opportunity class and the procedures for providing services to children with Special educational requirements and/or learning exceptionalities was conducted. It was determined that there was no adequate referral process for children entered in the opportunity class. This was typical of many systems at this time. Children were entered on the basis of report card performance without benefit of analysis by other criteria. Provision for parental involvement was not formalized and no review process was in place to determine if the placement was effective in remediating the child's learning difficulties.

The lack of a formalized promotion policy that included parental and administrative input, further increased the chance that children might not have their learning difficulties diagnosed. Children "passed or failed" mainly on the evaluation of the classroom teacher. There was little involvement of the Principal or other staff members in the promotion decision, and there was no requirement to provide reasons or documentation for the failure of children.

It was apparent that immediate and significant changes were required. The Opportunity class was closed, and a promotion policy was developed and implemented. These changes resulted in the search for a more appropriate, professional approach to Special Education.

In the fall term of 1978 a survey of the secondary school showed that the achievement of former Quinte Mohawk School students at the Secondary School level in language areas was significantly lower than their peers from Provincial schools. As a result of these findings, a report was commissioned to identify causal factors that may have led to this situation and further to make recommendations for the resolution of the situation.

The report was prepared and presented to the Department of Indian Affairs, the Quinte Mohawk School Committee and the Chief and Band Council. The response to this report and later to the recommendations of the follow up report from the Regional Centre for Handicapped Children was the first step in the Special Education Pilot Project.

A series of internal changes resulted: basal readers were purchased to replace the varied and partial series at the school; diagnostic and evaluation techniques and materials were obtained to help staff make objective assessments of pupil progress; skills check lists were developed and their use implemented throughout the school;

teaching assignments were rotated to provide staff stimulation; and contact was made with a variety of external agencies that were involved in the educational process.

The contact with external agencies included: much closer liaison with administration and the Department Heads of Moira Secondary School in Belleville, the initiation of a needs survey by the Regional Centre for Handicapped Children and participation in the Special Education Advisory Committee for Hastings County Board of Education.

GOALS

SYSTEM GOALS

System goals are those which may have Regional application. They include:

- 1) The development of an identification process for all areas of student exceptionality.
- 2) The development of a model for the establishment of Special Education services for Native children.
- 3) The collection of initial data regarding the learning styles and characteristics of a specific group of native children for review and comparison with later data.
- 4) The recommendation of practices and equipment for use in future special education programs

SCHOOL GOALS

The goals that are specific to the school include:

- 1) The acquisition of resources and expertise to meet the needs of the students.
- 2) The development of confidence in the school to deliver Special Education programs and improvement in the student's self-image as a learner.
- 3) The support of the teachers and parents in the task of assisting students in their educational programs.

PROGRAM DIRECTIONS - YEAR 1

The Steering Committee developed a prioritized list of programs for the first year which included the following:

- 1) The development of a referral process for the assessment of students by an assessment team composed of:
 - Pediatrician
 - Psychologist
 - Principal
 - Special Ed. Resource Teacher
- 2) The development of an Early Identification Program.
- 3) The development of a School Testing Program.
- 4) The implementation of Remedial Programs for students identified as requiring extra assistance.
- 5) The coordination of Parent Volunteer Programs.
- 6) The development of a plan for In-service Training for staff.
- 7) The improvement of liaison with external agencies.
- 8) The integration of Microcomputer usage with the Special Education Project.
- 9) The distribution of information regarding the Project to parents and the community.
- 10) The development of Individual Education Plans (I.E.P.) for students encountering learning difficulty.

This list of ten priority programs for the year 1982-83 became the basis for the actions of the school team. Goals were generated for each of the programs and a general time-line was established for implementation. The first four programs were seen to be critical to the success of the project.

Each program direction is detailed in the sections that follow. In each case, the program direction is summarized, an evaluation presented and recommendations stated.

1. THE REFERRAL PROCESS

The specific goals for the referral process were:

- 1 - To gain insight into the performance level, the learning potential, and the learning style of each referred student.
- 2 - To utilize the time of the members of the assessment team efficiently.
- 3 - To involve parents in the referral process.
- 4 - To share the information gained with those individuals involved with the student's instructional program.

Referrals of specific students were initiated by a variety of individuals - parents, the principal, the classroom teacher, and the Special Education Resource Teacher (S.E.R.T.). In each case to develop a file on the student, the following steps were actioned:

1 - The parents were notified, usually by telephone with a follow-up letter, that a referral had been made and written permission was sought for an assessment.

2 - A referral form (appendix M) was completed by the teacher and nurse under the guidance of the S.E.R.T.

3 - To prevent a long period of time between the first contact with the parent and the conference, the permission letter was sent immediately prior to the time at which the Assessment Team could accommodate the child.

4 - The psychologist did an assessment of the student. The instruments used in this assessment were determined by the psychologist based on the nature of the referral, the age of the student and the results of previous tests.

5 - The pediatrician examined the preliminary data and examined the student for medical conditions.

6 - The pediatrician met with the parents and discussed the medical and developmental history of the student. Any other factors that might have had a bearing on the case were also discussed by the doctor.

7 - A conference involving the parents, the pediatrician, the psychologist and the teacher was held with the pediatrician as

chairman. The results of the assessment were discussed and possible further action or placements was considered.

EVALUATION - REFERRAL PROCESS

The evaluation of the referral process indicated that this process was prerequisite to the attainment of many of the overall goals. A great deal of time was spent by the team members and staff in dealing with the referral of students. The kind and amount of information gathered by the referral of over forty students in one year was most useful. For the staff, this information led to insight into student performance and learning style. This information was of use in designing specific remedial programs (in-class and group withdrawal), designing school strategies and the purchase and production of learning materials. By regularly allotting dates for meetings with parents, the assessment team and school staff were able to do long range planning and set priorities for assessment.

One of the most encouraging aspects of the referral process was the willingness of the parents to be involved. The parents of each student referred attended the conference with the assessment team. Parents left these meetings with a clear summary of not only the kinds of problems encountered by their son or daughter but also with a summary of his/her strengths. By meeting with the parents, teachers and other staff involved with each student, a common understanding of the programs and approaches needed was developed. Thus all concerned were able to work toward the common goals established at the time of the conference.

RECOMMENDATIONS - REFERRAL PROCESS

- 1 - That the central file of student records in the school office contain a copy of the initial referral form, a copy of the assessment report, a copy of the minutes of the parent conference, and a copy of any individual Educational Plans developed for the student.
- 2 - That the assessment team meet with individual staff early in the school year to review the students assessed with the receiving teacher and to solicit referrals.

2. EARLY IDENTIFICATION OF CHILDREN'S LEARNING ABILITIES

The Early Identification Program is based on the following principles:

- 1 - It is possible to identify learning problems in students in the first year or two of school or earlier.
- 2 - By early intervention in the learning program, chances for academic and social/emotional success are improved.
- 3 - Educational programs can be designed to take advantage of the strengths and learning styles of individual students to minimize chances of failure.
- 4 - Each student should have the opportunity to partake of an educational program that is suited to his needs, interests and abilities.

The Early Identification Project consisted of two sections:

- A - the Pre-school Screening
- B - the Early Identification Program

In the Pre-school Screening of incoming kindergarten students information was gathered to identify those who required an indepth assessment.

The goals for the Early Identification Project were:

- to identify children unlikely to achieve mastery in the core curriculum and to provide individual programming
- to develop appropriate strategies and curricula for students with developmental learning difficulties
- to reduce the number of students who might need special education help in later grades
- to decrease the number of children with behavioural problems associated with lowered self-esteem and failure
- to identify children with high potential
- to encourage the involvement of parents in the learning process

SECTION A - PRE-SCHOOL SCREENING PROGRAM

SELECTION OF MATERIALS

Material selected should meet the following needs:

- provide a developmental profile in the socio-emotional, perceptual, motor, conceptual, and language areas.
- be immediately applicable to programming.
- be easily administered in terms of time, money, and personnel.
- be consistent with the school's philosophy and program.
- include parental involvement in the early identification process.
- have adequate reliability and validity.
- involve a variety of types of assessment materials.

A number of different approaches to Pre-school screening taken by School Boards in the province were examined. It was decided to use the approach taken by the Hastings County Board of Education. (See School Environment Orientation: Appendix A).

PROCESS

The pre-school screening program took place over a number of weeks in the late Spring of the year and during the first week of school in the Fall term. The sequence of activities was as follows:

In the Spring:

- 1 - The Nurse prepared a list of Kindergarten Age students from the Band list.
- 2 - A letter was sent to each of these parents from the Kindergarten teacher explaining the registration process and the Pre-school screening.

- 3 - Parents brought their child to school for a morning to visit the kindergarten. At this time the teacher discussed with the parent the child's development. The child was also seen by the nurse and given a hearing and vision test and a general development test (e.g. Denver Developmental Scale.)
- 4 - The parent was requested to have the family doctor complete a medical form to be returned to the nurse.
- 5 - A meeting was held among the principal, kindergarten teacher, the S.E.R.T., the Psychologist and the Pediatrician, to review the early results of the screening. Students with developmental lags, speech problems, or medical problems were identified and referrals were initiated for the Fall. Any follow-up that is required with the family doctor was initiated by the Pediatrician. At the end of the meeting a detailed list of follow-up activities was prepared by the S.E.R.T.

In the Fall:

- 6 - During the first week of school, the teacher administered the kindergarten Academic Screening 1 (KAS 1) to each of the children.
- 7 - At the end of the week a class profile and a record-keeping system was developed. Materials and other resources required were listed. A list of students to be referred to the assessment team was developed and permission forms for testing were sent to the parents.

SECTION B - EARLY IDENTIFICATION PROGRAM

The success of an Early Identification Project, Grades 1 & 2, requires access to reliable data collected early in the child's school career. Data is needed from all those involved with the student - the school nurse, the teacher, the parent, the S.E.R.T., the psychologist and pediatrician.

Types of data collected included:

- 1 - Base-line normative data on Reading, Spelling and Mathematics performance
- 2 - Individual assessments of learning potential
- 3 - Individual analysis of learning strengths and styles
- 4 - An inventory of individual areas of weakness

5 - An inventory of dominant and mixed laterality

The data was collected by the psychologist during the months of April, May and June. Each Kindergarten and Grade 1 student was given an individual assessment including the Wide Range Achievement Test, the Stanford-Binet, a laterality test, the Draw A Picture Test and the Peabody Picture and Vocabulary Test. Further testing was done additional information was required. Each Grade 2 students was administered a WRAT test and a laterality check.

EVALUATION - EARLY IDENTIFICATION PROGRAM

The success of both sections of this program is relatively difficult to determine over such a short period of time. Much of the information on the Primary students was gathered late in the year. The pre-school screening was administered to the in-coming Kindergarten students and, therefore, the predictive facet of the assessment has yet to be validated. This validation will be done during the next school year. The on-going monitoring of student performance throughout the grades will likely necessitate minor revisions to the materials used in both the Pre-school Screening and the Early Identification Program.

Some of the goals of the Pre-school Screening Program have been realized. The materials selected for use were easily administered and summarized. The personnel involved were able to coordinate their actions when examining the students.

The Pre-school screening did identify a number of students who were scheduled for indepth assessment early in the next year due to apparent medical and developmental deficits. Several students were identified as potential high achievers who would require an enriched program in Kindergarten. As well, several students demonstrated some speech difficulties that would require monitoring and modifications in the kindergarten program.

The results of the Early Identification assessments indicated that there were a number of students in Grades One and Two who required remedial programming. The information gathered was shared with the parents and the teachers involved.

RECOMMENDATIONS - EARLY IDENTIFICATION PROGRAM

- 1) The materials and process used in the Pre-school Screening be reviewed by the assessment team and staff prior to their use in Year 2.
- 2) The assessments done under the Early Identification section be done earlier in the school year.
- 3) A "tracking system" be developed to assist in monitoring student progress through their school career.
- 4) A meeting with the parents of Kindergarten students be held during the next school year to acquaint them with the rationale behind the process being used in the school.
- 5) An enrichment program be designed and implemented for high achieving students in the Primary Division of the School.
- 6) A meeting be arranged during the month of October with each staff member to review the assessment results from the previous year.

3. A SCHOOL TESTING PROGRAM

Goals

- 1 - To familiarize staff with the concepts of criterion-based testing methods, learning styles and disabilities.
- 2 - To assess student performance in Mathematics in the Junior and Intermediate divisions.
- 3 - To gather quantitative diagnostic information
- 4 - To examine detailed curriculum guidelines and measurement devices, and to develop an understanding of the continuum of skills for each grade.
- 5 - To initiate a school-wide testing program to monitor children's growth through the grades.
- 6 - To provide guidance for the process of selecting Grade 9 course levels for Grade 8 students.
- 7 - To determine the validity of the Barbe Skills Check Lists in Language Arts given each year.
- 8 - To use existing assessment reports on students, and to provide teachers with assistance in modifying programming based on the reports.

It was determined that this program should include a variety of types of data collection:

- informal observation
- criterion-based testing (diagnostic and performance)
- standardized tests (group and individual)
- learning aptitude and style observations
- personality and emotional observations

Teaching and learning were to be the main focus of the project. The purposes of any testing was to be made clear to teachers, students and parents. The role of data-collection as a part of the decision-making process was stressed.

Concepts such as learning style and disabilities were dealt with in one-on-one situations with the staff. The written reports were to contain recommendations for specific program modifications.

EVALUATION - A SCHOOL TESTING PROGRAM

The school testing program did address placement of students in special programs. The screening was only one part of the information gathered about the students (the other parts being the classroom observations by the individual teachers and the information available from the professional assessments). A general overview of the performance of the Grade 4-8 students in the area of Mathematics was obtained. The kind of decision-making process that evolved from this collection of data was to be the model for decision-making to be used in the future at the school.

Teachers gained an awareness of both normative-based testing and criterion-referenced testing. As well, the discussions generated by the data led to a general discussion of testing methods.

The initial Mathematics screening made the staff aware that there was a need for the development of or the adoption of a Mathematics curriculum that was both sequential in nature and developmentally sound.

RECOMMENDATIONS - SCHOOL TESTING PROGRAM

- 1) That the data collection (screening) program instituted in Year 1 be continued and expanded to include a Language Arts Component.
- 2) That the assessment program operated under the Early Intervention Program be repeated in the Kindergarten, Grade 1 and Grade 2 classes in the Fall of the year.

4. THE REMEDIAL PROGRAM

The goals of the remedial program were:

- 1 - To address identified needs in student performance.
- 2 - To make optimum use of the personnel available.
- 3 - To integrate remedial students into regular classroom programs whenever possible.
- 4 - To utilize a variety of approaches to the delivery of remedial programs to students.
- 5 - To obtain parental permission for program changes and to keep parents informed of student progress at regular intervals
- 6 - To develop effective teaching techniques for use by the staff.

A variety of approaches would be required to meet the needs of the students. The alternatives considered were:

- (i) Large group withdrawal programs
- (ii) Small group or individual withdrawal programs
- (iii) In-class programs
- (iv) Parent Volunteer Programs

The type of instruction or practice given to the student was determined as a result of an assessment which identified the student's strengths and areas of need

Once the students were identified, it was possible to consider how the program would be delivered. A number of factors were used to determine the grouping and the instructor including:

- 1 - the number of students of a similar age and performance level requiring the program
- 2 - the amount of individual instruction required
- 3 - the type of program (some programs - speech correction for example, are difficult to do in a group situation)
- 4 - the amount of expertise required by the instructor to provide the program.

It was determined that a number of large group withdrawal program could be operated. The programs were designed to meet specific needs and to be only part of the student's academic load. Other adjustments in programs might be necessary in the home classroom.

The following is a brief summary of the Large Group Withdrawal Programs that were offered during the first project year:

PROGRAM DESCRIPTION	CRITERIA FOR ADMISSION
Special Education - Mathematics	- Grade 6 - 8 students - at least 2 - 3 years behind grade placement in Math - limited ability to handle a regular program
- basic number concepts - operations with whole numbers - life skills measurement and money management	
Remedial Mathematics	- Grade 6 - 8 students - Unable to handle the regular grade program due to weak computational skills
- basic number concepts - basic number facts - operations with whole numbers, fractions, decimals - problem-solving	
Grade 7 Spelling	- unable to follow directions in text - spelling at least two years behind Grade placement - visual learning strengths
- review of phonetic principles - word-building principles - spelling generalizations	
Junior Spelling	- Grade 4 - 6 - has not mastered basic spelling words (Dolch)
- phonetic spelling principles - a basic spelling vocabulary (Days of week, months, numbers, etc.)	
Vocabulary Development Program	- Grade 6 (as a result of Vocabulary scores on C.T.B.S.)
- synonyms, antonyms - computer drill of word meanings - word games	

- Auditory Sequential Memory - whole class - Grade 1
 - S.R.A. "Learning to Think" series

- Grade 7 - Basic Reading Program
 - oral reading practice
 - composition and research reporting writing
 - vocabulary study
 - weak decoding skills
 - slow oral reading
 - inability to write answers to questions
 - low comprehension of written material

- Grade 4 Mathematics Drill
 - basic number facts
 - precision math exercises
 - computer assisted drill
 - oral drill and games
 - poor number concepts
 - inability to recall basic number facts

EVALUATION - THE REMEDIAL PROGRAM

Small Group Programs

The Mathematics groups and programs did produce significant improvement in performance. Several students in the programs were recommended to return to regular level mathematics studies at the end of the year. All of the students in the Special Education Mathematics class demonstrated growth. Lesser gains were noticed in the Remedial Math Group.

The students involved in the remedial spelling programs generally demonstrated gains - particularly at the Grade 4-5 level. However greater growth was hoped for and it was felt that a closer link with the classroom Language Arts program would be more productive.

The evaluation of the Vocabulary Development Program indicated that only very small gains had been made by the class. Again it appeared that the students were dealing with vocabulary development in isolation from their other studies. There might have been more retention if the students had been able to experience more reinforcement and practice with vocabulary in the regular classroom setting.

The Grade Seven Reading program that was offered to students experiencing difficulty with the regular program seemed to be of help. All showed good growth in oral reading speed and were better able to write brief answers in sentence form.

RECOMMENDATIONS - THE REMEDIAL PROGRAM

- 1) That the withdrawal classes in Mathematics be continued for year 2.
- 2) That a committee of staff examine the present Mathematics curriculum to develop a skills sequence chart.
- 3) That the role of the Classroom Assistant in providing Special Education services be expanded in Year 2.
- 4) That appropriate reading material (e.g. high interest - low vocabulary) be purchased for students reading below grade placement.

5. IN-CLASS PROGRAMS

All teachers offered special programs or modified regular programs to meet the special needs of the students in their classes. In many cases, the good judgement and experience of the teachers permitted them to make changes in their class programs without assistance or through informal discussions with other staff.

Sometimes it was necessary to arrange formal case conferences to develop a strategy for dealing with the necessary program modifications. Depending on the situation, the people involved were the teacher, the principal, the psychologist and the S.E.R.T. The format for the case conference was as follows:

- 1 - a summary of student performance and the reason for the referral by the teacher
- 2 - a summary of the assessment results by the psychologist or S.E.R.T.
- 3 - a discussion of the possible alternatives available for the student - withdrawal, in-class, parent volunteer, etc.
- 4 - the development of a written plan to be carried out with a review mechanism built in as part of the plan.

After the case conference, it became the responsibility of the teacher to implement the action plan. This usually took the form of selecting or developing materials, arranging and scheduling extra help and meeting with the parents to explain the program and seek their support. The individual Education Plan for the student would include provisions to assess the growth of the student on a regular basis.

EVALUATION - IN-CLASS PROGRAMS

The "in-class" programs were difficult to monitor but success can be noted in the fact that the teachers were much more involved in designing the programs, carrying them out and measuring the results. The teachers involved began to make extensive use of Pre-test/Post-test procedures and became used to recording quantitative information on students.

RECOMMENDATIONS - IN-CLASS PROGRAMS

- 1) That the majority of remedial programs offered in the Primary and Junior divisions be of an in-class nature.

6. PARENT VOLUNTEER PROGRAMS

The number of staff available to provide special education programs was limited. In order to increase the type and number of programs offered the services of parent volunteers were solicited to perform many valuable functions, including:

- 1 - Assisting teachers in class.
- 2 - Helping students with practice and drill exercises.
- 3 - Giving individual assistance to students in difficulty.
- 4 - Giving positive attention to students with minor behavioural problems.
- 5 - Making materials for use by teachers.
- 6 - Monitoring student performance.

The use of parent volunteers in the school has provided additional depth to the remedial program. Parents have been able to assist teachers and students in meeting some types of instructional goals. Schedules and duties were generally worked out directly between the parents and the teachers involved. Most volunteers came on a regular basis for half-day sessions once or twice a week.

EVALUATION - PARENT VOLUNTEER PROGRAM

The parent volunteer programs contributed greatly to the operation of the Special Education Program. The parents who were trained by the classroom teachers and the S.E.R.T. supervised a number of small group and individual programs. In the primary grades, the parent volunteers listened to students read, drilled vocabulary lists and number facts and worked with students who required extra assistance and praise. The parent volunteer working with the Reading Lab operated a program that made clear improvement in the reading ability of the students involved.

RECOMMENDATIONS - PARENT VOLUNTEER PROGRAM

- 1) That the use of parent volunteers be encouraged and increased throughout the grades.

7. IN SERVICE TRAINING PROGRAM

Goals of In-Service Training Program

- to increase staff awareness of developments in the field of Special Education.
- to develop skills in diagnosis and remediation of Learning disabilities.
- to develop an understanding of the various terms used in the field of Special Education.
- to develop the skills of measurement and recording student performance and behaviour.
- to develop an understanding of child behaviour and behaviour modification.
- to develop an understanding of the concept of learning style.
- to develop the skills needed to select and modify curriculum to meet the needs of students with learning exceptionalities.
- to develop a variety of effective teaching strategies to use with students with learning exceptionalities.

The need to develop an In-service Training Program related to Special Education had been foreseen by the Steering Committee in the very early stages of the planning for the project. Three provisions were made; the designation of a person as "key staff" in this area (vice-principal); participation in the Professional Development activities with the local school boards in the area; activities at the school level were planned and opportunities for staff to participate at major conferences were sought.

The formal In-service Training Programs undertaken by the staff during the year included participation at a number of conferences. A number of the staff attended the Professional Development seminars and workshops sponsored by the Hastings County Board of Education on Professional Development Days. In-school programs were held operated by the staff of Quinte Mohawk School on the topics of Writing and Creative Problem-solving.

EVALUATION: - IN-SERVICE TRAINING PROGRAM

The staff felt that the formal in-service programs - conferences, workshops - were of benefit to them. Attendance at major educational conferences made them feel that they were a part of the mainstream of education and not as isolated as they had been in the past. Three teachers on staff applied to take further studies in Special Education at a Ministry of Education (Ontario) courses. A number of staff indicated that they wished to attend further conferences during the year.

RECOMMENDATIONS - IN-SERVICE TRAINING PROGRAM

- 1) That a school Professional Development Committee be formed.
- 2) That greater use be made of external professional personnel for formal in-service training programs.
- 3) That the S.E.R.T. be involved in planning and offering in-service training programs with staff.

8. LIAISON WITH EXTERNAL AGENCIES

GOALS:

- to develop an awareness of the external agencies which could provide services to the school.
- to increase the quality of the interaction with agencies that presently service the school.
- to ensure that the agencies involved with our students are aware of the special needs and aptitudes of our students.
- to utilize and expand the services that are presently available to the school and community.

There were several agencies or organizations, external to the school, that were logically involved in the project:

- (1) the Hastings County Board of Education
- (2) Beachgrove Children's Centre in Kingston
- (3) The Tyendinaga Day Care Centre (operated by the Band)
- (4) Queens University, at Kingston
- (5) The Department of Health and Welfare
- (6) The Public Health Unit
- (7) The Children's Aid Society

EVALUATION: LIAISON WITH EXTERNAL AGENCIES:

During the course of the first year of the Pilot Project the involvement of other agencies has increased substantially. The increase in the school's participation in the services available from the County Boards of Education, the social and Health agencies has proven advantageous to all. The receiving Secondary Schools are now more accurately informed of the special talents and needs of the graduates of Quinte Mohawk School and are, as a result, much more effective in the delivery of service at their level to the Native students.

The staff as well as the parents are utilizing the services of medical psychological and educational services to a greater extent as a result of an increased awareness of these services and as a result of the greater confidence and trust that has developed after successful utilization of these services.

RECOMMENDATIONS: LIAISON WITH EXTERNAL AGENCIES

1) That the contacts made with the County Board of Education and the Receiving Secondary Schools be maintained and expanded.

2) That efforts be made to establish a more functional relationship with the Beechgrove Children's centre.

3) That the improved relationship between the Day Care staff and School staff be used to supplement and enhance the educational services to the school's youngest students through participation in the Pre-School Screening process and the Early Identification process.

4) That as many opportunities as are practical be used for staff participation in Professional Development and In-service work offered by the appropriate external agencies

9. EDUCATIONAL USE OF MICROCOMPUTERS

In general, the computers in the school have been used in three different ways:

- (1) as drill and practice devices for students having difficulty with some areas of study.
- (2) as motivational devices.
- (3) to provide an opportunity for the development of systematic learning skills through programming.

The majority of computer use by students during the past year could be classified as drill and practice. Students from the third to eighth grades experiencing difficulty in spelling and/or mathematics received daily practice using the computer. These programs were detailed in the remedial section. The computers were set up in the Special Education Room and students came to the room on a scheduled basis to practice skills previously taught by the classroom teachers. In a limited sense, the students in the two Special Math groups used the Computers as teaching machines following teacher direction and instruction.

The computers proved effective as a motivational device and as such were used regularly by the staff.

Teachers made use of the availability of these devices to achieve some Professional Upgrading. Three staff members took part in evening courses in programming and wordprocessing. The teachers were then able to use the computers to prepare instructional materials for students requiring special programs.

EVALUATION - COMPUTER USAGE

One of the original reasons for including the use of microcomputers in the Special Education Project was that by nature, they are visually oriented and therefore are ideally suited for instruction with the large number of students identified as having strengths in visual learning.

Since the staff's knowledge of the potential uses of microcomputers was limited by their lack of experience, no formal recording procedure designed to measure the computer usage time by each child was established. It would have been useful to do so, in order to document the effects of computer assisted instruction on the rate of learning by students. Such effects have been felt but not measured reliably.

During the year the computers were largely based in the Special Education room and students from the different classes came to the room to use them. This method did have some advantages in that it was not necessary to train all staff in computer operation and it was possible for large numbers of students from each class to make use of the machines. One of the difficulties with this approach is that it required extra staff time to supervise the students using the computers. As well, it was difficult for the classroom teacher to coordinate the instructional content with in-class lessons for students using the computer. Thus, teacher involvement and program coordination was limited.

One difficult aspect of computer usage within the Special Education/Remedial setting was the limited availability of suitable programs. The few commercial programs that were available had to be modified to reflect sound educational practice. Some of these, such as the K - 8 math program published by Radio Shack Ltd., were used extensively.

During the year the school acquired from a variety of sources a large collection of educational programs. The amount of time required to modify the programs for use proved considerable but worthwhile. This modification of programs will be an on-going requirement of educational microcomputer users.

As educational involvement increases, there will be a need for the sharing of "field tested" programs and also a need for the development of a catalogue of these programs.

RECOMMENDATIONS - MICROCOMPUTER USE

- 1) That the use of microcomputers be expanded across the grades.
- 2) That the use of Microcomputers in the school be expanded during the next year to include their usage for purposes other than practice and drill in the Special Education and Remedial Classes.
- 3) That, in the intermediate division, the Grade 7 and 8 students receive instruction in programming using the B.A.S.I.C. language.
- 4) That typing and wordprocessing instruction be provided to appropriate intermediate students.

10. COMMUNITY/PARENTAL INVOLVEMENT

The specific goals for community/parental involvement were:

1) To provide parents and community members with opportunities to become involved with the learning process through participation in the Special Education Pilot Project by:

- a) increasing the size of the Parent Volunteer Corps.
- b) providing encouragement and opportunity for community and parental visitations to Quinte Mohawk School.
- c) providing volunteers with rewards and recognition at least once per year.
- d) direct and frequent contact with the parents of those children involved with the referral process.

2) To inform the parents and community of the purposes and operation of the Pilot Project by:

- a) holding "Open House" twice during the Project's term.
- b) participation in community displays and demonstrations.

A concerted effort was made to inform, involve and communicate with the elements of the school community. It was especially important due to the "new" nature of project activities.

INFORMATION EVENING

In mid-October an information evening was arranged. The evening included speakers as well as practical displays and information sessions. Brief presentations were made by the representatives of the Department of Health and Welfare, the Department of Indian Affairs and the members of the Queen's University team. School staff were on hand to answer questions and demonstrate the various programs and equipment used by the school.

PARENT VOLUNTEERS

The role of the volunteers has been dealt with in another section of this report. It is, however, essential to point out that having these volunteers in the school and involved with the program had a "snowball" effect. Parental visits and contacts with the school increased substantially as a result of their presence.

OTHER ACTIVITIES

The school participated in a number of activities that increased the Project's visibility. Computer and Special Education displays were set up at various times at the major Shopping Centres in the Quinte area. The media and public attention has resulted in many visitors appearing to learn about the school and the activities of the Project.

EVALUATION

The increase in the day-to-day contact with the parents of the children of Quinte Mohawk School through the parental conferences, the media attention, the public displays and the parent volunteers, had contributed to the success of the program substantially. Public opinion is more positive, complaints about the school to School Committee arise far less frequently and the involvement by community members and agencies (i.e. Police and Fire Department) has increased.

RECOMMENDATIONS

1. That the Open House policy continue at the same level.
2. That the school continue to participate in appropriate public displays.

INDIVIDUAL EDUCATION PLANS

During the second year of the project one of the major areas to be addressed will be the development of I.E.P.'s for each exceptional student. At the present time, although documentation is done for each student involved, no standardized process has been established. The terms and conditions of Bill 82 will be used as a basis for the development of an I.E.P. model.

SYSTEM RECOMMENDATIONS

- 1 - That funds be made available to purchase specialized equipment to meet the needs of exceptional students
- 2 - That the Department of Indian Affairs promote, support and expand the use and training of Classroom Assistants to meet the needs of exceptional students.
- 3 - That in-service training for Classroom Assistants in the areas of special education receive priority to ensure that they obtain the skills required to work with exceptional children.
- 4 - That, in areas where ESL is not a major educational factor, the existing Classroom Assistants be utilized to meet the needs of exceptional children in all grades.
- 5 - That a Regional Special Education Coordinating Council (R.S.E.C.C.) be established in the Ontario Region.
- 6 - That the R.S.E.C.C. assist District Offices with justifications with respect to the Special Education needs of their students.
- 7 - That the Department obtain the professional services of a registered psychologist.
- 8 - That the Department establish active negotiations between the Provincial Ministries of Education, and Social Services, the local Health Units, Universities and other agencies to determine the availability of support services in each of the Districts of the Ontario Region.
- 9 - That the use of Parent/Community Volunteers be encouraged, promoted and assisted throughout the system.
- 10 - That Special Education consultant services be made available to each school for an initial period of time to facilitate the implementation of a school policy & procedures for exceptional students.

- 11 - That the process of secondment be used, when internal resources are not available, to assist in providing Special Education consultants for the start up process in each school.
- 12 - That the emphasis in Professional Development across the Region be directed towards Special Education.
- 13 - That the Education Management Team undertake to provide Professional Development activities in the areas of Special Education for administrative staff.
- 14 - That, where feasible, programs other than those traditionally considered Academic be offered in schools having students identified as needing these programs.
- 15 - That the equipment and resources to offer such programs as Industrial Arts and Home Economics be provided where possible.
- 16 - That the Department take an immediate active role in the development, testing, modification and implementation of curriculum that addresses the needs of native children of all ability levels.
- 17 - That the use of appropriate technology be encouraged, promoted, and developed.
- 18 - That a referral, assessment and placement process be developed as a model for all schools in the Ontario Region.

SCHOOL ENVIRONMENT ORIENTATION

Implications

A single visit to the school on registration day will be unable to satisfy the child's curiosity about his future school attendance. Most likely this early entry experience will allow for only a brief Kindergarten room observation as well as a visit with the Principal and Kindergarten teacher.

Although it is unrealistic to assume that any length of orientation period could provide a majority of potential Kindergarten experiences, for a child, we have planned an orientation session and invited each new registrant to attend. This session is well-planned by the Kindergarten teacher and structured in such a nature as to include a number of activities relevant to the child's future school attendance.

The school invites only a small group of new registrants to the classroom on any given day, thereby insuring that a) the regular programme would be minimally interrupted and b) the teacher would be more available to meet the individual needs of visiting children.

EDUCATIONAL ASSESSMENT

Implications

The purpose of including an educational assessment at this point in time is significant to the school's need for the earliest possible assessment data within the areas of Language Development and Communication Skills. Once these are identified, the school is in a position to make immediate plans and/or recommendations concerning the specific follow-up procedures which may be required of the system, school, classroom or parent.

Circular 15 (1978-79) of the Ministry of Education's Memorandum to public schools of Ontario stated:

"It is essential to establish what a child's learning needs and abilities are if our education program is to

be appropriate to the level of the child's development. This should be done by the school when the child is first enrolled."

With this statement in mind, we selected the Hastings County document - Kindergarten Academic Screening (KAS) Booklet I, to use as an educational assessment for children when they are first enrolled in school.

The purpose of this educational assessment is to focus on the child's current abilities, needs, and preparedness to the Kindergarten Academic Program. The results from Booklet I should help the teacher discover the child's current strengths, difficulties, and needs in order to provide a program beginning at the level of his/her available competence. By knowing the present performance of each child, the teacher is then in a position to adopt programs and strategies which may well prevent subsequent learning difficulties.

The results of Booklet I will inform the teacher of program direction for each child in September. Those students who "can do" the items in Booklet I begin or continue the regular kindergarten program. Those students who "cannot do" the items in Booklet I would be provided with appropriate instruction and practice and have their performance re-checked using Booklet I at a later date; but, by no later than November 30th of that school year.

After the "cannot do" students have been administered Booklet I a second time and they still "cannot do," then this information would be shared with the principal for an "intervention" to take place. This intervention by the principal can take the form of many directions by sharing the concerns with the available resources in the school,

KINDERGARTEN ACADEMIC SCREENING - BOOKLET I

Learning Outcomes

The student:

1. answers personal information questions
(The child's responses to these questions are to provide the basis for a general assessment of his speech and language. Encourage the child to elaborate. Don't necessarily expect accuracy.)
2. names nine colours

3. counts by ones
counts objects to ten
4. recites the alphabet in sequence
5. follows directions
6. writes 1's in boxes
7. writes own name
8. cuts along a line

7. Writes own name - upper case
- lower case

8. Cuts along a line

9. General comments

Handedness

Total Time Spent

1. The student answers personal information questions.

Student's Name: _____

Date: _____

PERSONAL INFORMATION QUESTIONS

1. What is your name?

(First)
(1)

(Second)
(2)

(Third)
(3)

4. How old are you?

5. What is your telephone number?

6. Where do you live?(address)

7. When is your birthday?

8. What is your friend's name?

9. How many people in your family?

10. How many brothers?

11. How many sisters?

12. What colour are your eyes?

13. What colour is your hair?

14. How many fingers do you have?

15. What day is it?

16. What is it like outside?

17. Tell me something you like to do

18. Tell me something you do not like to do

19. What is your favourite T.V. programme?

20. Did you go to Nursery (or Pre-school) School?

5. The student follows directions.

Student's Name: _____

Date: _____

FOLLOW DIRECTIONS

Materials Required: Pencil, box, closed door

1. Stand up.
2. Point to the door.
3. Turn around and sit down.
4. Touch your knees and then touch your hair.
5. Clap your hands.
6. Pick up the pencil and put it in the box.
7. Smile and touch your ear.
8. Put this pencil on the table, open the door and then, stand beside me.
9. Put your hands under the table.
10. Put the pencil beside the paper.

