



## SPECIAL EDUCATION ADVISORY COMMITTEE

### AGENDA

December 8, 2016

6:00 p.m.

Grimsby Lincoln Room – Education Centre

STUDENT VOICE

- 
1. Quorum / Welcome / Introductions..... Linda Morrice
  2. Approval of the Agenda of December 8, 2016 ..... Linda Morrice
  3. Approval of the Minutes of November 17, 2016 .....Linda Morrice
  4. Business Arising from the Minutes November 17, 2016 ..... Linda Morrice
  5. Fetal Alcohol Spectrum Disorder .....SSS Staff
  6. Association and Board Information (**please bring written submission**)
  7. Correspondence
  8. Questions and Answers
  9. Adjournment

**NEXT MEETING:** January 19, 2016 – Grimsby Lincoln Room, 6:00 p.m.



---

---

---

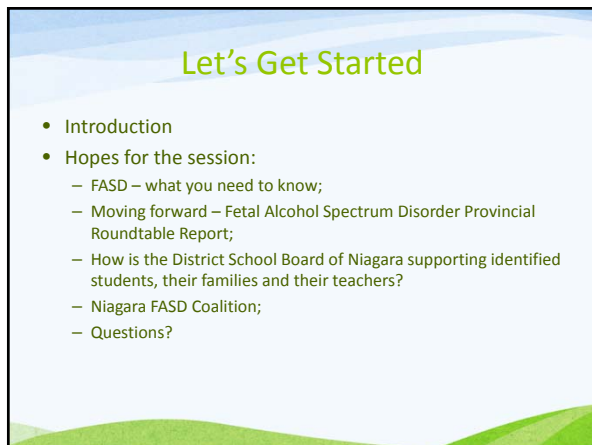
---

---

---

---

---



---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---

### FASD – Primary Disabilities?

Primary disabilities can include:

- Dysmaturity\*; poor social skills, inconsistent performance; attention problems; memory weaknesses; slower processing speed; disorganisation; difficulty with the abstract; language (can have lot's of language but the comprehension is more limited); executive functioning; transition difficulties and sensory issues.

\*At the chronological age of 18 those with FASD can be found to have the...  
...developmental age of a 9 year old, daily living skills of an 11 year old, expressive language of a 23 year old, receptive language of a 7 year old, artistic ability of a 29 year old, reading-decoding of a 16 year old, reading-comprehension of a 6 year old, money and time concepts of an 8 year old.

Diane Malbin

---

---

---

---

---

---

---

---

### Defining and Achieving Goals

“To better understand FASD and the individual in order to increase the potential for a more positive outcomes for that person.”

We need to do this by “Reframing Our Perceptions”

- “ Rather than working to change the individual we change the environment to allow the individual with FASD to succeed.” (Diane Malbin).
- If we see behaviours as willful we punish, if we see behaviours as symptoms we support.
- Think BRAIN not blame.
- What is success for a student with FASD? Interdependence verses independence – grief and loss related to this.

---

---

---

---

---

---

---

---

### Let’s Remember...

- 95% of those with FASD also have a mental health issue.
- The student is a person first. FASD is not all of who they are, it’s the reason that they struggle.
- We need to change the way we interpret their behaviour, non-compliance can reflect non-competency. Behaviour is the result of brain damage and is not purposeful. When they are having a meltdown, we need to recognise that the brain has given all that it can give.
- When things fall apart for students with FASD, maybe we as the adults didn’t do the right things. The answer is usually with the environment, not with the child. We have to get in front of the behaviour so we don’t have to do the clean up.
- If a strategy depends on the person with FASD to make it work then it will not work.

---

---

---

---

---

---

---

---

Fetal Alcohol Spectrum Disorder  
Provincial Roundtable Report – A  
Report from Parliamentary Assistant  
Granville Anderson to the Minister of  
Children and Youth Services  
SEPTEMBER 2015

---

---

---

---

---

---

---

---

Roundtable Themes

- Awareness and Prevention
- Screening, Assessment and Diagnosis
- Programs, Services and Supports for Individuals and Caregivers
- Training for Front-Line Staff and Professionals
- Evidence-Based Service Delivery Models

---

---

---

---

---

---

---

---

Roundtable Feedback for Educational  
Settings

*“FASD awareness should be taught as early as possible in schools – start early before they reach high school.”*

- ▶ At the elementary level, FASD education could take on a greater role and continue through high school.
- ▶ Educators require more information, resources and teaching strategies to better support students with FASD.
- ▶ Improving communication between health providers and the education system.
- ▶ Customized services and supports for students with FASD.

---

---

---

---

---

---

---

---

### DSBN: A Framework for Success

- ▶ **Individual School Presentations:** 50+ presentations within the DSBN in the Elementary and Secondary panels since 2009.
- ▶ **Community Presentations:** FASD One – Provincial Symposium; Special Education Regional Coordinator/Consultant Conference; Section 23 Administrators and Teachers; Family and Children's Services (Foster Parents); Pathstone Parent Support Group and the MCYS and Ministry of Education Learning Forum.
- ▶ **School Consultations:** 50+ individual student based consultations as well as ongoing In-School Support Services Team consultations.
- ▶ **Professional Development for students**
- ▶ **Staff in-service training:** Youth Counsellor PD session; LRT In-Service; Educational Assistant PD sessions and provision of resource binders to classrooms outlining theory, programming, organizing for instruction, creating a positive classroom environment and responding to students' needs.
- ▶ **Social Worker trainings and opportunities:** Anishabek G7 FASD Conference; FASD One; Donna DeBolt FASD training for educators
- ▶ **Community Based Initiatives:** FASD ONE – Education Action Group; Representation at the Ministry Roundtable Discussion on FASD (May 2015) and representation on the Niagara FASD Coalition.

---

---

---

---

---

---

---

---

---

---

### Potential Outcomes?

- An increased understanding that the student is not “choosing to misbehave”, rather they “cannot” at times manage their world.
- For the student to remain in his or her home school (and to therefore reduce the number of transitions between placements).
- There are fewer times when the student is sent home.
- An increased “acceptance” and “understanding” by peers.
- A general decrease in teacher and parent frustration and an improved relationship between home and school.

---

---

---

---

---

---

---

---

---

---

### Niagara FASD Coalition

- A standing committee comprised of voluntary members who provide education, leadership and direction, to the Niagara community and beyond, on issues related to Fetal Alcohol Spectrum Disorder (FASD).

**Networking group objectives:**

- To provide local expertise and leadership to the Niagara community.
- To help mobilize the community in taking action to address FASD through prevention-based education and awareness.
- To help plan, implement and evaluate community events/media campaigns.
- To ensure networking amongst target service agencies to ensure there is a common vision and supports for those impacted by FASD.
- To lend our expertise and knowledge regarding FASD to local community agencies for input into the internal development of policies, procedures and best practices in FASD.

<http://fasdniagara.com/>

---

---

---

---

---

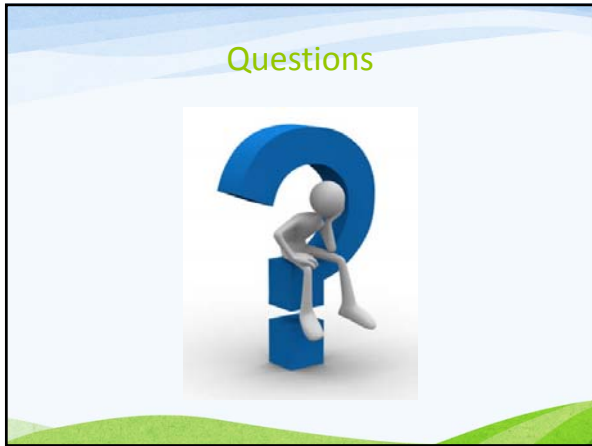
---

---

---

---

---



---

---

---

---

---

---

---

---