



## Learning Assistance Teachers' Association

a Provincial Specialist Association of the BCTF

### Upcoming Events

Note: The following data are provided for information only.  
LATA does not endorse or support any of the following:  
\*\* Hyperlinks active

**International Dyslexia Association:**

<https://dyslexiaida.org/webinars/>

**European Dyslexia Association:**

<https://onlinecourse.eda-info.eu/basics-for-teachers/>

**National Cente on Intensive Intervention:**

<https://intensiveintervention.org/introduction-intensive-intervention>

**Readlly Great Reading: A Crash Course for Parents**

<https://player.vimeo.com/video/398402530>

**EDVIEW360 Read - Watch - Listen**

<https://www.voyagersopris.com/edview360>

**National Center on Intensive Intervention (US)**

<https://intensiveintervention.org/resource/self-paced-introduction-intensive-intervention>

**CANCHILD Webinars (McMaster University)**

<https://canchild.ca/en/research-in-practice/f-words-in-childhood-disability/webinars>

**IMSE Orton-Gillingham on Youtube**

<https://www.youtube.com/channel/UCPJqkhSNKynPzgLj4Xuqp9g>

**Experience Dyslexia - IDA**

<https://norcal.dyslexiaida.org/experience-dyslexia/>

**Florida Center for Reading Research**

<https://www.fcrr.org/>

**Structured Literacy Training - summer institute**

<https://learnliteracy.com/structured-literacy>

# NEWS & FEATURES

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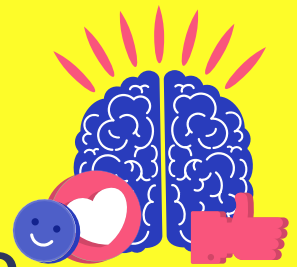
No Newsletters July or August





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## 5 SEL Strategies to Support Kids with ADHD

In a recent blog, Emily Kaiser identifies 5 Social-Emotional Learning (SEL) Strategies that support children with ADHD/ADD. The author asserts that SEL strategies guide and supports kids to self reflect. The ability to self-reflect allows students to maneuver difficult situations cope with big feelings, and apply strategies to find balance.

Strategy 1: Create a Path for Success > Identifying/Building a path or plan provides opportunities for increasing self-confidence. Additionally, children begin to identify their personal powers and see possibilities! They are able to use their understanding of their own possibilities to slow down and consider their path through the lens of personal strengths and growth areas. Everyone can then celebrate the small successes along the way!

Strategy 2: Face Difficult Challenges > SEL teaches that there is power in teamwork. This allows kids who deal with impulsivity and distractedness to work with a support group to plan how they will face difficult challenges. Within a supportive network, learners can see explicit modelling and participate in role-play to ground themselves and gain confidence. This then allows them to facilitate situations feeling prepared.

Strategy 3: Addressing Anger and Anxiety > A central competency taught through SEL is self-awareness. Students can apply their awareness to identify and how they can calm themselves and advocate for centering activities. This provides space and time for children to consider and evaluate consequences so that they can find a way through the big emotions that can feel so overwhelming.

Strategy 4: Maintaining Positive Relationships > SEL explicitly teaches social skills. Students can practice in a safe supportive environment and actively apply learned skills within the team.

Strategy 5: Taking a Break > Part of SEL is identifying strategies to centre oneself, calm the nervous system, and look at emotions objectively. This process, again, teaches self-reflection so that children identify when they need to take a break and in what way that break might be supportive. It allows them to refocus, advocate for themselves, and engage their body to calm and centre for emotional well-being.

There are so many ways these strategies are implemented every day in classrooms across BC. We need to support each other as we implement instruction and practice purposely with supportive teams for both learners and teachers.

Read the full blog here >

Kaiser, E. (2020, March 24). 5 Social Emotional Learning Strategies To Support Kids With ADHD. Retrieved from <https://betterkids.education/blog/5-sel-strategies-to-support-kids-with-adhd>

**"Allowing a student with a hidden disability (ADHD, Anxiety, Dyslexia) to struggle academically or socially when all that is needed for success are appropriate accommodations and explicit instruction, is no different than failing to provide a ramp for a person in a wheelchair."**

(Joe Becigneul, board chair at the Greater St Albert Catholic Schools in Alberta)



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## **The Effectiveness of Social-Emotional Learning Strategies and Mindful Breathing with Biofeedback on the Reduction of Adolescent Test Anxiety**

Carolyn McLeod and Mike Boyes  
University of Calgary

Social-Emotional Learning (SEL) strategies including executive function skills like goal setting and recognizing emotional states along with mindful breathing and explicitly taught study skills reduce test anxiety for adolescents, University of Calgary researchers Carolyn McLeod and Mike Boyes find. Tests come with built-in anxiety as students consider the impacts of their performance. 10-40% of students are reported to experience test anxiety (pp.4) and while some levels of anxiety do promote positive performance, being overwhelmed can be debilitating and can significantly impact testing results.

"Test anxiety is broadly defined as the cognitive, emotional, and behavioural responses due to a negative perception of a test or performance." (pp.4)

Negative consequences such as perseveration, interrupted attention, physical manifestation of stress, and procrastination are all typical of test anxiety. Researchers explored instruction on the biofeedback of the synchronization of para-sympathetic (rest, tend, digest) and sympathetic (flight, fight, freeze) systems looking specifically at heart-rate variability and the pre-frontal cortex.

Results were used as biomarkers that students used to expand their understanding and to build up self-regulation techniques. Explicit instruction in SEL skills, including goal-setting, decision-making, building positive relationships, and managing emotions, was combined with biofeedback. This process resulted in "increased self-efficacy, self-esteem, and social awareness while reducing social isolation and anxiety." (pp.6)

Combining teacher and facilitator modelling and biofeedback resulted in improved self-efficacy and self-esteem. The implementation of purposeful instruction and modelling also resulted in improved academic outcomes.

Researchers concluded that broad system-wide implementation of SEL was critical, however, funding limitations and inadequate staffing limit widespread success. Additionally, research shows that the time-limited implementation of SEL instruction has a limited long-term effect. For long-term success, SEL must be ongoing.

Read the full research here >

Retrieved from <https://journals.sfu.ca/cje/index.php/cje-rce/article/view/4869/3031>

**Research to Read!**





## View of A Seasonal Comparison of the Effectiveness of Parent Engagement on Student Literacy Achievement

Cathlene Hillier  
Crandall University

The author investigated the impact of parent engagement over summer break on student literacy and as a remedy for reducing achievement gaps. Results were mixed and the author used summer literacy camps as an investigation opportunity without the influence of schools. Cathlene Hillier found that parents' aspirations, presence of home resources, and discussions of school with children are positive predictors of literacy progress. The author interpreted the findings within three mechanisms of engagement. First was 'Cultivation Ethic' which is the active support of the child's education through facilitation of opportunities and support structures both in school and out of school. This approach is a lifestyle and is broadly supportive of learners and had positive results on literacy gains.

Second was the 'Realist Reaction'. The Realist Reaction is when a parent responds based on actual performance or demonstration of need. This mechanism had mixed results and demonstrated negative effects on the parent - child relationship. Parents acted based on performance so there was no consistency and it may have been interpreted as a negative support - implemented only when a concern arises.

The third mechanism is Expressive Logic. Parents integrating this mechanism choose to be involved when something is of personal interest to the adult. For example, the parent may volunteer at the school if they want to see their friend who is also volunteering. This mechanism had mixed results on student literacy gains.

This research may be used to support initiatives for parental involvement supporting literacy gains. Additionally, the information may be beneficial for schools providing parent education programming.

Read the full research here >  
(n.d.). Retrieved from <https://journals.sfu.ca/cje/index.php/cje-rce/article/view/4551/3001>

Research to read!





## Association links and Post-Graduate programming

### **Autism Awareness Centre Inc.**

Check out the recorded webinars available through this Canadian site:

<https://autismawarenesscentre.com/product-category/past-webinars/>



**Autism Awareness  
Centre Inc.** *believe in change*

### **Autism Fetal Alcohol Spectrum Awareness - Find resources through POPFASD**

<https://www.fasdoutreach.ca/resources/>



### **Get Involved with Special Olympics BC !!**

<https://www.specialolympics.ca/british-columbia>

**Special  
Olympics**  
*British Columbia*



### **Vancouver Island University Graduate Diploma in Special Education:**

<https://www.viu.ca/programs/education/inclusive-education-special-education-graduate-diploma>



### **University of Northern BC MEd. in Special Education:**

<https://www2.unbc.ca/calendar/graduate/education>

**UNBC** UNIVERSITY OF  
NORTHERN BRITISH COLUMBIA

### **University of British Columbia program selections:**

<https://educ.ubc.ca/programs/>



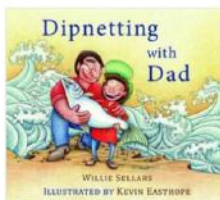
# Recommended Reads!!

Courtesy of Adrienne Gear

The First Day for Truth and Reconciliation was a day for remembrance across BC. Ensuring education and understanding for learners is often best done through a story. Let us know resources that were impactful for your learners' journey of understanding!!

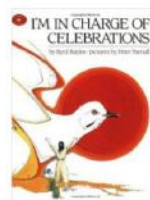
## Recommended First Nations Picture Books:

### First Nations Traditions and Celebrations



[Dipnetting With Dad](#)

- Willie Sellars



[I'm in Charge of Celebrations](#)

- Byrd Baylor



[My First Metis Lobstick](#)

- Leah Marie Dorion



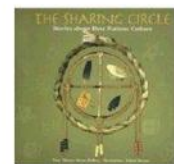
[The Song Within My Heart](#)

- David Bouchard



[Jingle Dancer](#)

- Cynthia Leitrich Smith



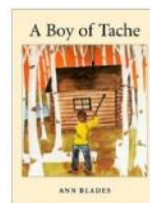
[The Sharing Circle](#)

- Theresa Meuse



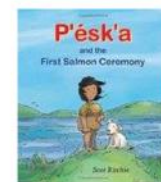
[Jason's New Dugout Canoe](#)

- Joe Barber-Starkey



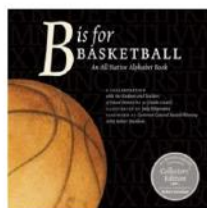
[A Boy of Tache](#)

- Ann Blades



[P'esk'a and the First Salmon Ceremony](#)

- Scott Ritchie



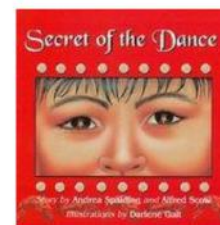
[B is for Basketball](#)

- SD 50



[Sometimes I Feel Like a Fox](#)

- Danielle Daniel



[Secret of the Dance](#)

- Andrea Spalding

Reading Power GEAR 2016

<https://www.readingpowergear.com/book-lists>



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# Cool Tools!

**Woo Hoo!** One of our members has secured a Canadian supplier of this handy tool!!! Great for in-class support, intervention, and adapting materials. The Legiliner™ comes in multiple sizes and is refillable.

<http://www.faststamp.ca/>

**CONTACT:**

**Fast Stamp**  
250-861-9121

[faststamp@shaw.ca](mailto:faststamp@shaw.ca)



**Looking for a variety of activities in your room for games, numeracy, or literacy? Check out the amazing options from Quantum Games!**

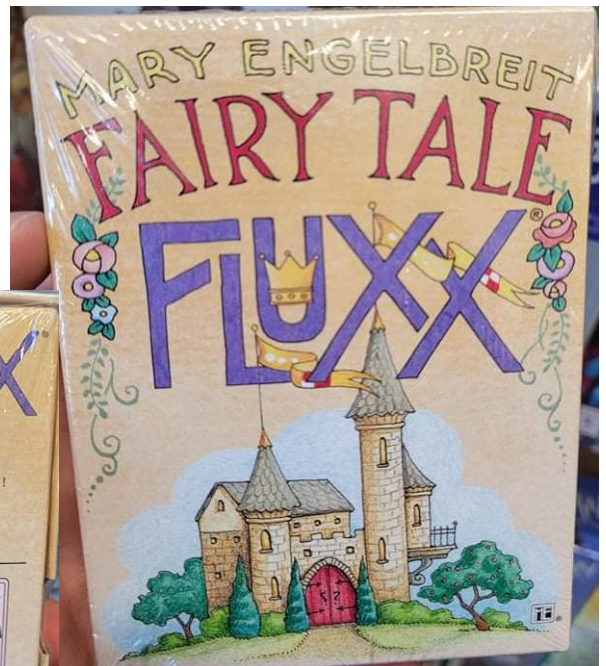
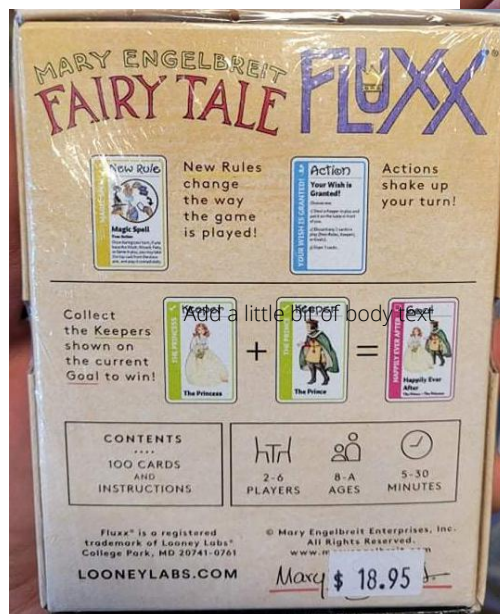
**Contact:**

**Quantum Games**

<https://www.facebook.com/QuantumGames>

[quantum.games@shaw.ca](mailto:quantum.games@shaw.ca)

(250) 763-1806



Because Fluxx is “the game of ever-changing rules,” it is an excellent “text” for encouraging close reading to determine what is said explicitly, to argue what can be logically inferred, and for citing specific text to support players’ conclusions. Fluxx is also often used in group settings focused on teaching social skills because it lends itself well to discussions about addressing different point of view, discussing differences politely, coming to consensus through discussion, and coping successfully with unknowns and constant change.



# FREE RESOURCES!

Visit these blog posts for information and free resources:

1. <https://sites.google.com/pattan.net/pattan-literacy/2020-pattan-literacy-symposium/language-comprehension-strand>
2. <https://www.idaontario.com/french-sl-resources/>
3. <https://sarahsnippets.com/>
4. <https://thisreadingmama.com/>
5. <https://www.themeasuredmom.com/>
6. <https://www.mrsdscorner.com/>
7. <https://www.oneroomschoolhouse.net/>
8. <http://www.breezyspecialled.com/>
9. <https://mrspspecialties.com/>
10. <https://www.earlywood.org/domain/159>
11. <https://sharemylesson.com/collections/special-education>
12. <https://learn2teachwithbrandie.com/resources-teachers/>
13. <https://specialneedsforspecialkids.org/resource-library/>
14. <https://do2learn.com/>
15. <https://autismclassroomresources.com/free-special-education-webinars/>
16. <https://education.ufl.edu/uflivirtualteaching/main/>
17. <https://www.reallygreatreading.com/heart-word-magic>
18. <https://www.carlasiravo.com/music>
19. <https://www.youtube.com/channel/UCPJqkhSNKynPzgLj4Xuqp9g>





## October Question:

Please let us know your favourite SEL resources for Learning Assistance.

We are continuing to look for your recommendations for Level A and Level B assessment resources!

Please email [psac53@bctf.ca](mailto:psac53@bctf.ca)

We are excited to begin building a resource bank as part of the LATA website!

**Check out the following groups on Facebook and let us know who else to follow:**

[LATA BC](#)

[Canada's Science of Reading - What I Should have Learned in College](#)

[Special Education Resource Teachers](#)

[Special Education Teacher Leaders](#)

[Math Intervention Matters](#)

## Members' Questions:

Please send your recommendations to [psac53@bctf.ca](mailto:psac53@bctf.ca)

Do you have a question that we can put to members? Send us an email:  
[psac53@bctf.ca](mailto:psac53@bctf.ca)

## Join the Executive:

Volunteering as a member-at-large on the LATA Executive is a great way to build cross-district relationships, to share ideas for great resources, to support others in the field, and to bring speakers to your colleagues through invitation at our annual conference in October.

***Please contact us if you are interested in joining the Executive.***



# LATA Goals

The LATA Executive continues to work towards the goals identified below:

- 1. To increase engagement with LATA members by using effective communication strategies**
  - a. Website, Email, Newsletters
  - b. Social Media
    - i. Twitter and Facebook to support
- 2. To support and to provide mentorship for those moving in to the Special Education field**
  - a. Scholarship - application available on <http://www.latabc.com/>
  - b. Connecting with new-to-district and mentorship organizations within various school districts
  - c. presentation at New Teachers' Conferences (e.g., BCTF New Teachers' Conference, January 2021)
- 3. Continue offering Learning Support/Inclusive Education professional development opportunities for members (service to members)**
  - a. Collaborative Teacher Inquiry Project (TIP)
    - i. We are fortunate to work alongside Catherine Quanstrom and Jessica Willows, BCTF Facilitators, for five half-day meetings to discuss
      1. The goal of this project is to collect data from BCTF Learning Assistance Teacher members on
        - a. the challenges faced by them in this role
        - b. to identify areas/resources/supports for members
        - c. seek guidance on ways to improve and increase support for students with learning disabilities/challenges/exceptionalities.
      2. Thank you for supporting future surveys and for reaching out to us via email with any suggestions and supports on this topic. See the BCTF Inquiry cycle.
    - b. Seeking out new and diverse speakers for workshops and the annual LATA conference.
    - c. Engage with Ministry of Education staff, University departments, etc., as appropriate.
    - d. Network and Collaborate with other PSAs
    - e. PSA Council meeting update
      - i. Three times a year, the Presidents of the 32 Provincial Specialist Associations (PSA) meet to discuss issues of importance to the membership and to represent issues faced by members. The next PSA Council meeting is on March 4. Please send your Executive (psac53@bctf.ca) any issues of importance so that we can discuss possible ways for changes to be brought about in working and learning conditions.
    - f. Workshops offered through district-based conferences (e.g., Surrey Teachers' Association (May), Victoria Teachers' Association (Feb 12, 2021))

