

Learning Circle

Connection

Connecting you to events, resources, technology, curriculum, and instruction ...

Creating a learning community that uses best practices to meet the diverse needs of all students

SAU 53 News and Reviews

March 2012 Volume 3, Issue 2

Scoop of Events

Roundtable on Sped Parent Surveys 4/19, 6:30 ECS

Hoops on Wheels Tournament 4/21, 8:00a.m. PA & TRS

Learning Circle Mtg. and time with Community Bridges and PIC 4/20, 8:30 a.m. all welcomed

"Dan Habib film, *Who Cares About Kelsey?* 5/21, 6:30 at PA

Child Development Matters 5/5 Hill School

Ryan's Story 5/9 7p.m., ECS
Book Club 5/17, 3:00 at SAU

Literacy and Numeracy Task Force mtgs. 1:00-3:00 at SAU:
4/12 (6,7,8 lit.) 5/10(6,7,8 Num)
6/14 1:00 Lit., 2:00 Num

Pool of Resources

Resource Center at PA

***Unwritten Rules of Social Relationships** by Temple Grandin

***Autism & Reading Comprehension** with CD by Joseph Porter (Grs. 1-5)

***Project Read, Report Form Kit**

Exchange

<http://www.xtramath.com/> This user friendly website focuses on math facts Heidi Cook & Linda Mommsen, DCS

<http://twistynoodle.com/>

Coloring pages that you can edit the text and change font and make dotted letters for tracing. Elizabeth Fortier, DCS



Riley Nowe and Nate Therrien welcome guests to Learning Circle event.

Not Anxious About the Ice, 128 People Slid in to Hear Lynn Lyons

On January 17th, SAU 53's Learning Circle and the NH Council on Developmental Disabilities hosted Lynn Lyons to present, "*Preventing Depression and Anxiety; Skills We Can and Should Teach for Healthier, Happier Kids.*"

The audience learned that teens and young adults have the fastest growing rates of depression and anxiety. People were surprised to hear these statistics published by the National Institute of Mental Health (<http://www.nimh.nih.gov/statistics/index.shtml>): 11.2 % of thirteen to eighteen year olds experience depressive disorders. 15% are girls (with 16 year olds at the highest risk); 7.5% are boys. Risk increases with age. When considering anxiety disorders, 25% of 13-18 year olds are affected with 30% being girls and 20% boys. 11 years old is the average age of onset. For more insight into how to detect depression and anxiety, to learn what really works, and how to teach and model skills, check out the DVD and power-point from the SAU Resource Center.

Of the 128 people in attendance, there were 58 parents, 10 students/young adults, and 39 SAU 53 staff present. The rest represented administrators, teachers, childcare workers, Concord Boys/Girl's Club, social workers, counselors, juvenile diversion, and Casey Family Services from the surrounding communities of Canterbury, Manchester, Bedford, Strafford, Londonderry, Concord, Penacook, Bow, Hampton, and Hooksett. Most of the attendees gave the event the highest rating on the evaluation forms.

- ◆ "It was the most worthwhile and helpful seminar I have ever attended. It was life changing." Sincerely, J. C. (mom of 3 in Pembroke)
- ◆ "Thank you for the excellent presentation by Lynn Lyons last night as part of the SAU 53 Learning Circle. This is the 3rd presentation I have attended and I've enjoyed and benefited from every one of them. Your topics are always timely and your speakers are interesting, knowledgeable, and enthusiastic about their subjects. I work as a school counselor in Hooksett, but am a resident of Epsom."
- ◆ As a parent of a 31 year old, I can use some of this to improve conversations. I've been married 37 years and am still teaching after 38 years and all of what Lynn said will be helpful."

SAVE THE DATE AND INVITE OTHERS

SAU 53 Learning Circle will host Community event May 21st, 6:30-9:00 at PA.

Dan Habib's new film *Who Cares about Kelsey?* documents the lives of students with emotional/behavioral challenges, and shows innovative educational approaches that help these students succeed while improving the overall school culture and climate. Habib is creator of the internationally acclaimed documentary, *Including Samuel* and will personally appear at event with Kelsey. For more information on film and see preview go to <http://iod.unh.edu/pbisfilm>.



SAU Staff with Temple

SAU 53 Staff Meet Dr. Temple Grandin

Nine people traveled to Boston on March 16th to hear Dr. Temple Grandin, the most famous person in the world with autism and recognized in Time Magazine as a “Hero”. Other speakers at the Autism Conference included Temple’s mother, Eustacia Cutler, and OT Paula Aquilla who shared how to build bridges through sensory integration! Mona Sanberg summed up event exclaiming, “Temple was amazing, an inspiration for all!” Check out <http://www.wimp.com/templegrandin/> for portion of Temple’s lecture that gives definite insight into how her mind works.

- ◆ *“It was so interesting to hear about the historical aspect of Temple's diagnosis and therapy. I also enjoyed hearing Eustacia's anecdotes and all about being the mother of a child with special needs at that time. So many of her thoughts certainly still apply today! I loved listening to Temple share her ideas about accommodations and programming for children on the spectrum. She was so passionate about sharing her perspective! Paula Aquilla was wonderful, and I loved her ideas for children with sensory challenges and how we can help them to be comfortable and successful in the classroom.”*
- ◆ *“What an eye opening conference, with so many applicable lessons and real-life stories. As a World Language and Culture Teacher, I will be able to approach teaching for all students with greater awareness of their sensory needs and processing methods. I have been reminded to take a new look at behavioral challenges and to look at the child behind the issue first and foremost. I will be incorporating sensory related activities in order to help students re-orientate, reorganize, and revive their energy and motivation for learning.” Emily Vilca, TRS*
- ◆ *“I thought that the conference was very informative and interesting. It was amazing to hear Eustacia's story of how she struggled to raise Temple during a time when very few people were concerned about autism, if they knew anything about it at all. Temple's personal experience with autism was also interesting and was presented very well, as well as with great humor. Overall, the conference was very eye-opening and being a part of it was truly a once-in-a-lifetime experience.” Kyle Nelson, student*

Get 15% off conference registrations and autism materials from Future Horizons and Sensory World. Use the Code **SAU** when ordering online at www.fhautism.com and www.sensoryworld.com . SAU 53 Resource Center will get free materials with your help so please share with others.

“ALL” Students Involved in “Happy Pi Day”!!!

March 14th was Pi Day and “ALL” students took part in the celebrations across the SAU.

PA During advisory, students worked in groups helping each other answer questions after they read the “History of Pi”. Among many interesting facts, students learned that if you take any circle and measure its circumference and divide by its diameter, you get Pi, an irrational number, 3.14, which does not end nor repeat. Students who completed the activity were given a ticket to be redeemed at the pie center for a piece of “healthy “pie during lunch. To challenge students, a recitation competition was held . Collaboration made the day a huge success. Jeannie Johnson organized the day with the math department. Ann Grise’s Wellness Club made the healthy cookie shells using applesauce. Amy Collin’s Life Skills Class helped make the pies. The students used skills in measurement and fraction while chopping the fruit. During Michelle Grau’s Cuisine 2 class, general and special ed students assembled the pies topped with yogurt and fruit. Maggie Knoll’s Bakery Program contributed 11 pumpkin pies. The day ended with students cheering and singing, “Happy Pi Day to you!” as they made a human model of Pi in the parking lot.



Chichester The math department for grades 4-8 held a competition on how many digits of Pi the students could remember. Other activities included a concrete hands-on activity where students put a string around a circle to better understand circumference . After some instruction, students then used cookies to measure the diameter using the formula to find the circumference. “Oh, Mrs. Fifty, can we do this with pizza?” was asked by a student who thoroughly enjoyed the activity.

Epsom Ken Baxter’s 8th graders did a sampling of Skittles in order to make a pie graph representing the distribution of the different colors in the sampling. The class did a lot of neat work with fractions, decimals, percentages, and converted those to degree measures in order to construct a pie graph of the data. They used calculators and protractors, which was also a good way to review the skills needed for this activity. Of course, they got to eat the Skittles!

Picturing Writing Fostering Literacy Through Art (<http://www.picturingwriting.org>)

Picturing writing meets the needs of students with diverse learning styles. Through the use of simple hands-on art experiences, the introduction of quality picture books, and an on-going Artists/Writers Workshop, these innovative approaches give children access to visual, kinesthetic, and verbal modes of thinking at each and every stage of the writing process. This technique allows all children to enter the writing process from a position of personal strength and enthusiasm. The program uses water colors and crayon resist techniques to make paintings that can later be used to develop a written product. Various thematic units are available that build a solid foundation of literary and artistic skills. They include: Time of Day, Weather, Poetry, Winter, Ocean, and Animals in Their Habitat.

Chichester For over ten years, first grade teacher, Jo Sanborn has been using the Picturing Writing program. Although it takes a while to learn the technique, Jo shares, “From mistakes in painting, beautiful things can happen. Students are amazed that their pictures look better than they thought. Students have the opportunity to share their best picture and tell why. Their classmates get to give positive feedback since it is the painter’s personal likes and dislikes that make their work.” Thematically, Picturing Writing falls nicely into writing and science curricular. The second and third grade teachers utilize the Weather Poetry Unit. Teachers using Six Traits have found the program to be wonderful to develop strength in “word choice” because “*silver dollar words*” give people pictures in their mind. Karry Gay presented the program to the P.T.O. in Chichester.

Epsom Darcy May uses Picturing Writing theme unit, Time of Day, with her third graders. “The students get very excited when they see the materials come out. There is a buzz in the classroom as students wonder what their books will look like when they are finished. The children have done a wonderful job writing to each picture and choosing some great words to describe what they have painted. The special education students start their writing by using the model the class has brainstormed. Then before they realize it, they are writing their own story.” Special education teacher, Jan Santosuosso has found the program successful for 1st grade students who will not engage in the writing process. The use of painting also appears to be calming for students with behavioral challenges. Students are proud of their work that is displayed with descriptive words on a class bulletin board.

Hill/ Village Many of the kindergarten teachers use the Picturing Writing program with small groups of children. Teachers connect the writing and painting techniques to their Harcourt Trophies stories and their science curriculum. For example, for their fall unit they read, All That Corn and painted a seed, sprout, and cornstalk.

Crystal Tilton, literacy coach, assists teachers in grades 2-4 so they can learn the process. She meets two times a week for 45 minutes with each class. “I model the lesson and then the teacher and students get to learn.” Grade 2 teachers used the *Time of Day Unit* and Grade 4 teachers tied the program into a NH unit as students painted and wrote about birch trees, rolling hills, and snow covered mountains. Crystal collaborated with Lisa Colpitts, a grade 3 teacher, to use the process to research and show the 3 steps of erosion which matched their science unit. Instead of publishing a story book, students made a trifold with three panels. Example: The first picture and writing showed good weather with clouds rolling in. The second picture showed storms, floods, wind, and rain. The third panel showed erosion where there was mud and roots were exposed. In Jill Krunklevich’s fourth grade, students painted an animal in its habitat and showed problems it might encounter in the environment. Students enthusiastically used white crayon, toothpick scratches, and straws to add details to their pictures. They had the opportunity to have peers critique their work.



Crystal Tilton models Picture in Writing with 4th graders at Hill.

Village and Hill use the *Framing Your Thoughts Language Program* in correlation as they write bare-bone sentences like winds howl. Rains pound. Tree limbs snap. Students revise their writing when they look at their paintings and add “where” and “when” words to describe.

During the extended school year program, special education teacher, Rebecca Butler, used the program to introduce a garden theme. Students chose an animal with the setting being the garden.

Picturing Writing Program meets the needs of all students and is exciting for both students and teachers.

Learning Circle Helpline

Educational Friends are available to share information

Picturing Writing Friends:

Jo Sanborn (CCS), Darcy May (ECS), Crystal Tilton & Becky Butler (Hill/Village)

Darcy and Becky share success with Picturing Writing at LC Meeting.



The Buzz

SAU 53 in Wheelchair Basketball Tournament

SAU 53 will demonstrate inclusiveness by participating in a fun event, *Hoops On Wheels Basketball* on April 21st at TRS and PA starting at 8:00 a.m. Ken Fuller and Karen Johnson, team captains, are gathering players. The Granite State Independent Living Foundation is organizing the tournament where 16 teams will compete. Celtics Legend, Dana Barros, will referee the final game at 3:30. What a great awareness-raiser, FUN-raiser, and fundraiser this can be for our community. To play or sponsor the team, please contact kfuller@sau53.org. Or come cheer!



May is Better Hearing and Speech Month

Although more than 5 million children in the U.S. have a speech, language, and hearing disorder, parents are often uninformed and unsure about what to do when they suspect their child has one. Since 1927, the American Speech-Language-Hearing Association (ASHA) www.asha.org has used the May is Better Hearing and Speech Month (BHSM) celebration to provide information and ensure that communication disorders do not seriously affect a child's ability to learn, socialize, and be successful in school.

Speech and language problems can occur at any time in a child's life and be caused by accidental injury, illness, or inherited by birth. Problems include:

- Stuttering
- Articulation problems ("wabbit" instead of "rabbit")
- Slow development of vocabulary, concepts, and grammar
- Voice disorders (nasal, breathy, or hoarse voice and speech that is too high or low)

Parents who suspect their child has a communication disorder should see an ASHA-certified speech-language pathologist, who identifies, assesses, and treats speech and language problems including swallowing disorders. "Fortunately, most children with speech, language, and hearing problems can be helped," according to Catherine Gottfred, PhD, speech-language pathologist and ASHA President. "Even if the problem cannot be eliminated, we can teach the child strategies to help them cope with their communication disorders, or provide them with the appropriate technology. By promoting Better Hearing and Speech Month, we hope people will learn about communication disorders, what they can do to help children, and how speech-language pathologists and audiologists can help."

Hearing loss can have a negative impact on a child's social and academic development. It can occur at birth or as a child grows older due to chronic ear infections or exposure to noise. The earlier hearing loss occurs in a child's life, the more serious the effects have on the child's development.

Typical signs of a hearing loss in children include:

- Inconsistently responding to sound
- Delayed language and speech development
- Unclear speech
- Sound is turned up on electronic equipment
- Does not follow directions
- Often says "Huh?"
- Does not respond when called
- Frequently misunderstands what is said and wants things repeated

A child with these signs should see a certified audiologist who assesses, treats, fits hearing aids and other assistive listening devices, and can teach children how to concentrate on hearing all sounds.

ASHA recommends screenings for children ages 5-18 on initial entry into school and annually in kindergarten through 3rd grade as well as in the 7th and 11th grades.