

PRINCIPAL'S MESSAGE

Over this past year, I have highlighted our commitment at Glenwood School to developing our students' **COMMUNICATION, INDEPENDENCE, TRANSITION AND LIFE SKILLS**. At our monthly staff meetings, we begin with a time of celebration that focuses on our students gains in these areas. Some of this month's celebrations included highlighting students who;

- have taken her first steps in 2 years since a major operation
- have transferred her communication skills through her IPAD communication program to her home life with her parents
- have been accepted into a wonderful day program following his graduation this June from Glenwood in our community

Each of these gains have been achieved through the determination and hard work of the student, their families and caregivers, our Glenwood staff, and community partners. These gains remind me of another key word at Glenwood and within HWDSB, and that is **PARTNERSHIP**. Our partners range from parents, bus drivers, East Hamilton Optimists Club, Westdale Library, Mohawk and McMaster University students, to our community partners with such organizations as Ron Joyce Children's Health Centre, Therapy Tails, Hamilton Brant Behavioural Services, CONTACT Hamilton and Developmental Services Ontario to only name a few.

As you read our Newsletter and monthly calendar, you will note many wonderful activities and learning experiences here at Glenwood and in our community. In particular, please consider attending our **Family Fun Night** on April 12 at Glenwood. This is a wonderful night, between 6-8 pm, for all students, family and friends of Glenwood. The night includes a live band, games and prizes, refreshments, a photo booth and Gator Gus, our school mascot! These and our many other exciting events continue to make Glenwood ***"a special place to learn"*** for all! ."

Communicating with our CDA

Communication is one of the main focuses here at Glenwood School. To support this goal, we employ a "Total Communication Approach." This is a system which incorporates a number of modes of communication such as: verbal communication, receptive or auditory language, sign language, facial expressions and gestures, high and low technology (with voice output) and written and visual supports. These supports can also be referred to as Augmentative and Alternative Communication (AAC) strategies.

Voice Output Communication Devices or what we like to call "talkers" here at Glenwood are more accessible, instinctual, student specific and user friendly than ever. Included below are some advantages (prepared by **The Centre For AAC & Autism**) to using AAC in the form of Voice Output Communication Devices.

"Why use a voice output communication device? -The Centre for AAC & Autism

For over 40 years voice output devices have been used to help individuals with developmental and acquired disabilities to communicate successfully. Voice output devices offer tremendous promise in helping nonverbal individuals overcome their unique communication barriers. The auditory output provides one more sensory feedback to help the child develop his receptive and expressive language skills. Other advantages of voice-output communication devices are explained below.

Clarity of Communication

The key advantage to voice output devices is that the device allows the individual to "talk" which lets the communication partner understand exactly what is being expressed. Methods of AAC that don't have voice output may be difficult for the untrained communication partner to understand, increasing frustration for both the AAC communicator and those with whom he or she is trying to communicate. The auditory output also provides feedback to the device user so he can determine if what he said was actually what he meant to say. There is also evidence suggesting that pairing the communicated word with voice output may help the child with auditory processing of spoken language.

Expressive language can lead to improved receptive language

Babies start attaching meaning to the sounds that they make through our responses to their babbling. When they babble "mama" and their mother responds with claps, smiles, and kisses, they slowly start to learn what "mama" means. The same process can occur with an AAC device. When the child says a word and we provide a response, he can start attaching meaning to the spoken word. Even when no communication partner is present, the child has the ability to learn words through the auditory output.

Continued on page 3...

Supports Motor Learning/Sensory Integration Principles

We learn new motor skills by attending to and integrating the sensory input related to the task. This involves problem solving or motor planning how to accomplish the task, executing the task, assessing our performance and making modifications for future success. When this process is interrupted, learning is difficult. Verbal speech is a very complicated task. Neurological issues associated with autism (i.e. sensory processing disorders, sensory integration issues, distractibility, and apraxia) may interfere with any or all aspects of this motor learning process. An AAC method that simplifies the sensory processing and motor planning involved in communicating and provides consistent auditory output matched with a consistent motor plan, allows the child to complete the motor learning process. An individual becomes more skilled with each opportunity to complete the motor learning process.

Increased verbal speech

Studies and anecdotal reports indicate that the use of AAC not only enhances communication effectiveness but also speech production and intelligibility, particularly if the AAC method has voice output. Several reasons are proposed for this phenomenon. A speech output device may improve verbal speech as it allows the non-verbal child to become an active participant in the learning process. Or, because synthesized speech lacks the prosodic and intonation variations of natural speech, the consistent auditory signal might be easier for the autistic child to recognize. Another factor may be that having the ability to combine sounds and words together in different ways helps improve phonological awareness.

Development of Literacy

Before literacy can develop, the individual must have a strong language foundation. Language foundations for non-verbal individuals are enhanced with the use of voice output communication devices. AAC devices that offer pairing of text with the graphic representation of a word and/or a text display of the spoken words provide an opportunity for developing word recognition. The text can also strengthen the device user's spelling skills."

Life Skills with Marc Johnson

Congratulations to Sebastian Morris as he became the Employee of the Month for March. Sebastian has been participating in the School's Laundry Program.



Great job Sebastian!



Classroom Update: Room 4

The Students and Staff from Room 4 are looking forward to spring activities in the month of April. With the better weather we can spend more time outside checking out the trees as they bud and flowers as they come up from the ground. We will be doing a little scavenger hunt to find some of the signs that spring is on its way.

We will be participating, through our day four school activities, in some spring painting to music, and making our own kites. We hope to see and feel the sunshine as we roll into spring.

From Room 4's Wonderful Students, Brenda (teacher), Carole (EA) and Wendy (EA)

Classroom Update: Room 2

Room 2 has been having a wonderful month! We had a wonderful school-wide Hawaiian Luau Dance in March complete with a conga line and limbo dancing! The scrumptious treat of pancakes and sausages from the Optimist Club of Hamilton was also received well. We are very privileged to be the recipients of their generosity each year. Our classroom has also been working on creating great music and sounds with our Soundbeam technology. As the Soundbeam experts indicate, "Soundbeam provides a medium through which even profoundly physically or learning impaired individuals can become expressive and communicative using music and sound." One time this month for example, we experimented with a variety of bell sounds on the Soundbeam equipment which we combined with tactile real bells as well as the sounds and sights of bells and bell-ringing on the Smartboard. Spring has sprung.....Happy Spring everyone!

Angela Saccomano (Teacher), Jamie Sage (EA), Amanda Kyle (EA) and the Terrific Room 2 Students

Sensory Adventures with Jan

As I visit each classroom every week I am always amazed at the many learning styles of all our students. Whether it is learning while playing as a group on the floor(which is an awesome sight to see), or concentrating on an individual sensory activity while mastering the task, or accepting hands on assistance.

Sensory activities can sometimes prove to be a challenge for some our kids. With patience, understanding and a supportive team great strides are being made. Also, I have to admit we laugh lots and get a wee bit messy.

Jan
Developmental Specialist



Katy's Cooking Corner



Here's a copy of one of our favourite recipes from this past month:

Jiffy Cinnamon Rolls



Ingredients:

2 cups all-purpose flour
2 tbsp. granulated sugar
4 tsp baking powder
1 tsp salt
1/4 cup cold butter
1 cup milk (approx.)

Cinnamon Topping:

1/3 cup butter, softened
1 cup packed brown sugar
1 tbsp. cinnamon



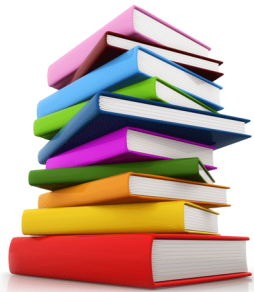
Instructions:

In large bowl, mix together flour, sugar, baking powder and salt. Using pastry blender or 2 knives, cut in butter until mixture resembles coarse crumbs. Pour in milk, stirring lightly with fork and adding a little more milk if needed to make dough soft. Turn out onto lightly floured surface; knead gently 8 to 10 times. Roll into 12 x 8 inch (30 x 20cm) rectangle.

Cinnamon Topping: In bowl, cream together butter, brown sugar and cinnamon. Drop 1 tsp (5 ml) into each of 12 large greased muffin cups. Spread remaining mixture over dough rectangle; roll up, jelly roll style, from long side. Cut into 12 equal slices. Place in muffin cups.

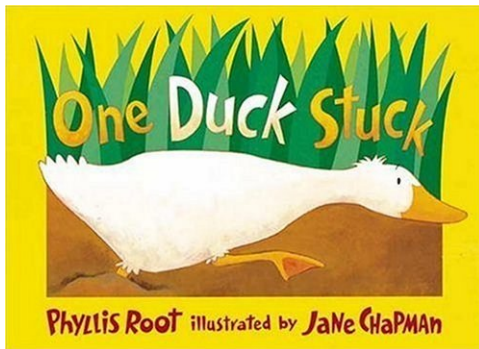


Put baking sheet on oven rack below muffin cups to catch any drips. Bake in 400F (200C) oven until golden brown and cinnamon filling is bubbling, about 20 minutes. Turn out immediately onto heatproof tray and serve warm.

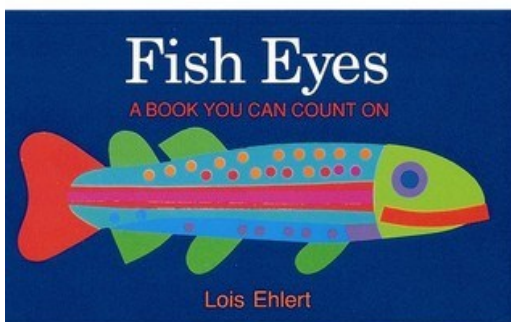


Latest Library Lookups

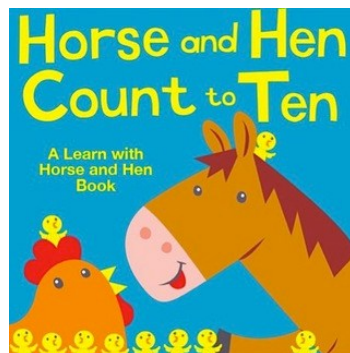
Here are some great books about numbers



One Duck Stuck By Phyllis Root

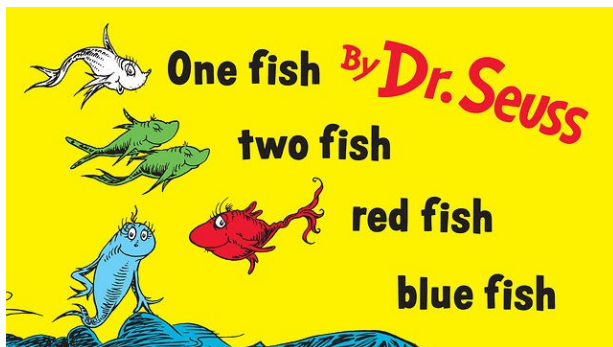


Fish Eyes By Lois Ehlert



Horse and Hen Count to Ten

By Maisy Daniels



One Fish, Two Fish, Red Fish, Blue Fish

By Dr. Seuss



Join us!

**Are you a parent or legal guardian
of a student with special needs?**



Parents as Partners invites you to an evening with
Michelle Rosenberg, Manager of Mental Health and Well-Being,
to learn more about...

**Collaborative and Proactive Solutions:
A more compassionate and productive approach to understanding
and helping behaviourally challenging students.**

When: **Wednesday, April 13, 2016**

5:30 p.m. - Light supper

6 to 7:30 p.m. - Presentation

Where: **20 Education Court, Room 180A**

Upcoming Talks:

May 4, 2016

Shared Vision + Shared Solutions = Student Success, with Shelley Woon, Superintendent of Leadership and Learning, Special Education/Specialized Services.

To Register:

Register online at <http://goo.gl/forms/MnRZtznzsY>

Or contact Karen Accardo at 905-527-5092, ext. 2804

April



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4	5	6	7	8
11	12 FAMILY FUN NIGHT! 6-8PM	13 International Day of Pink	14	15 PD DAY
18	19	20	21	22
25	26	27	28	29