



Atlantic Provinces Special Education Authority

Annual Report 2016-2017



Contents

History and Organizational Structure	3
Mission, Vision and Guiding Principles	6
Superintendent’s Letter	7
Board and Committees	8
Board and Committee Meetings	12
Children and Youth Served by APSEA	13
Programs and Services	14
Additions to the APSEA Registry	18
Professional Development	19
Consultation to Students who are Deaf with Additional Challenges	22
Educational Interpreting Services	23
Student and Family Counselling	25
Trust Funds	26
Centre-Based Services	28
Summer Camps	33
Alternate Format Production and Library Services	35
Alternate Format Material: Interlibrary Loans	38
Assistive Technology	39
Autism in Education (AIE) Partnership	42
Revenue and Expenditure Summary Charts	45

History and Organizational Structure

The Atlantic Provinces Special Education Authority (APSEA) is an interprovincial co-operative agency established in 1975 by joint agreement among the Ministers of Education of New Brunswick, Newfoundland and Labrador, Nova Scotia, and Prince Edward Island.

The *Agreement* provided for the creation of the Atlantic Provinces Special Education Authority and authorized it to provide educational services, programs, and opportunities for persons from birth to 21 years of age with low incidence sensory impairments. This includes children and youth who are blind, or visually impaired, deaf or hard of hearing and who are residents of Atlantic Canada.

Organizational Structure

Board of Directors

APSEA is governed by a Board of Directors of twelve persons, three from each province. The Deputy Minister of Education from each province is a permanent member of the Board. The two additional members from each province are appointed by the Lieutenant Governor-in-Council for two-year terms. The Board is responsible for overall planning and policy development for the organization.

Standing Committees of the Board

- **Executive Committee**

The Executive Committee of the Board of Directors is made up of the four Deputy Ministers of Education in Atlantic Canada and is responsible for the consideration and presentation of recommendations to the Board on major matters having an overall impact on the management and operation of APSEA.

- **Program Advisory Committee**

The Program Advisory Committee, comprised of the provincial Directors of Student Services or equivalent and other appointed members, is responsible for advising the Board on matters relating to programs and services for children and youth who are blind or visually impaired, and deaf or hard of hearing.

- **Financial Advisory Committee**

The Financial Advisory Committee, comprised of the provincial Director of Finance from each provincial Department of Education, is responsible for providing expertise and support, through the Executive Committee, to the Board of Directors in the financial management of APSEA.

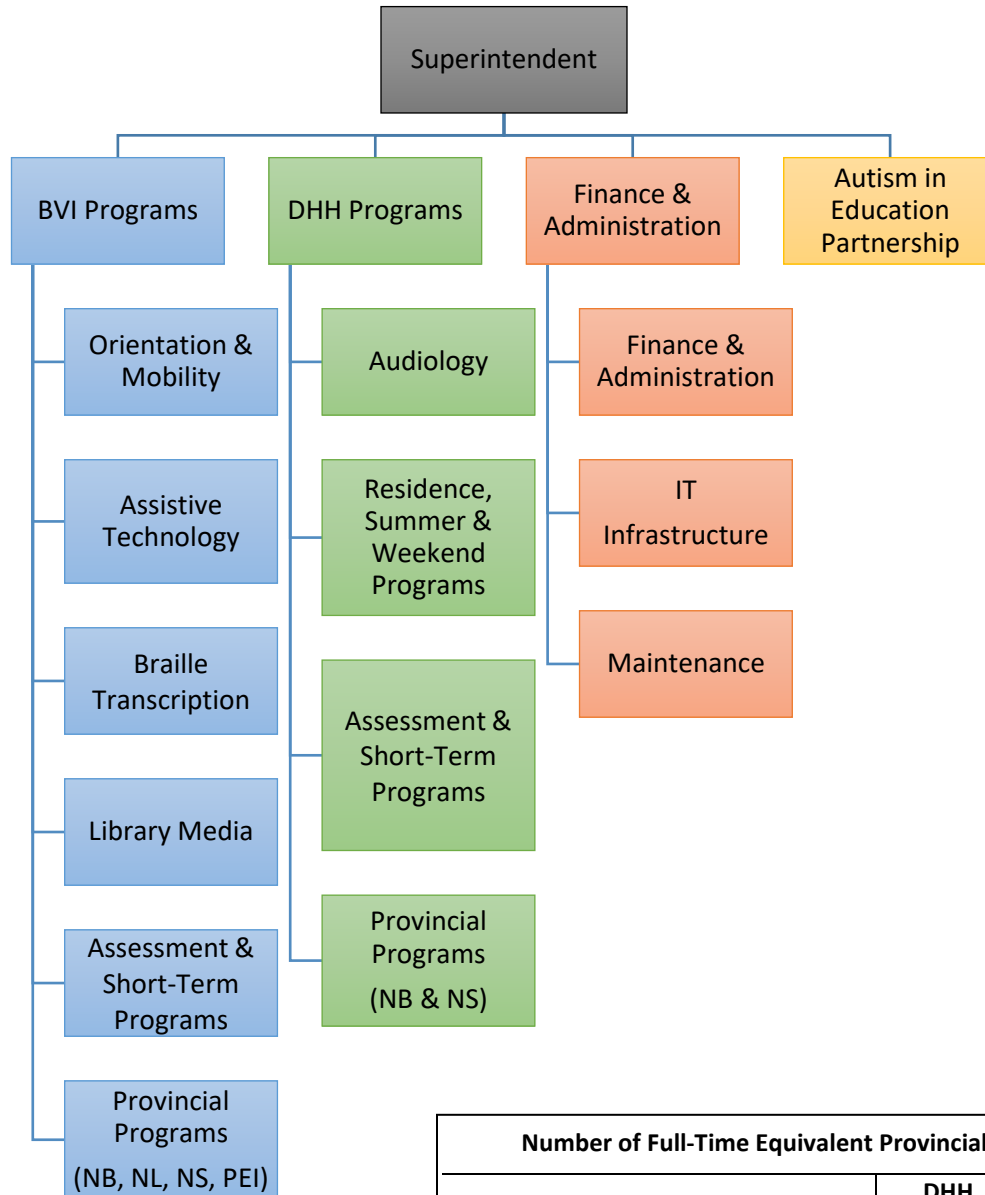
- **Trust Fund Committees**

There are two Trust Fund Committees which determine how funds for scholarships, awards, or special projects will be distributed; one committee for the trust funds for children who are blind or visually impaired and one committee for the trust funds for children who are deaf, hard of hearing. Each committee consists of three members; the Program Director, the Director of Finance and Administration, and an individual from the community. The APSEA Board of Directors is the final authority for the administration of trust funds.

- **Autism in Education Advisory Committee**

The Autism in Education (AIE) Advisory Committee, composed of the provincial Directors of Student Services or equivalent, the Autism Spectrum Disorder (ASD) Specialists appointed by each province, the AIE Partnership Coordinator, and APSEA Superintendent, facilitates the advancement and dissemination of knowledge of Autism Spectrum Disorder in the area of empirically-supported educational instruction and practices.

Organizational Chart



	DHH		BVI			
	NB	NS	NB	NS	PEI	NL
Provincial Supervisors	1	1	1	1	1	N/A
Itinerant Teachers	17	25	8	17.6	3	N/A
Transition Planning Facilitators	1	0	0.5	1	0	N/A
Preschool Consultants	N/A	N/A	1	1	N/A	N/A
Orientation & Mobility Staff	N/A	N/A	1	1	0.3	1
Interpreters	12	17	N/A	N/A	N/A	N/A
Educational Interpreter Consultant	0.5	0.5	N/A	N/A	N/A	N/A
Consultant, Students who are Deaf with Additional Challenges	0.5	0.5	N/A	N/A	N/A	N/A
Counsellor	1	1	0.5	0	0	N/A
Totals	33	45	12	21.6	4.3	1

Mission, Vision and Guiding Principles

MISSION

To provide educational services, in collaboration with our partners, to support children and youth from birth to 21 who are blind/visually impaired (BVI) and/or deaf/hard of hearing (DHH).

VISION

To support families and the public school system in the education of children and youth from birth to 21 who are blind/visually impaired (BVI) and/or deaf/hard of hearing (DHH). Our professional commitment focuses on providing comprehensive educational opportunities, which lead to the highest potential for independence, self-sufficiency and productive, fulfilling lives.

GUIDING PRINCIPLES

Key organizational principles guide the design, implementation and evaluation of educational services. APSEA is:

- child-focused and family-centered;
- collaborative, involving the student, family, teachers and other professionals;
- supportive of independence and self-advocacy;
- committed to equality of educational opportunity;
- research and evidence-based;
- accountable for learning outcomes ;
- guided by provincial policies, procedures and guidelines; and
- future-oriented, flexible and innovative.

1 August 2017

Chair and Board of Directors
Atlantic Provinces Special Education Authority

In accordance with Regulation 43 of the *APSEA Act*, I submit herewith this report on the Atlantic Provinces Special Education Authority (APSEA) for the school year ending 31 July 2017.

Respectfully submitted,



Lisa Doucet
Superintendent

Atlantic Provinces Special Education Authority

5940 South Street, Halifax, NS B3H 1S6 • Tel: 902-424-8500 • Fax: 902-423-8700 • apsea.ca

Board and Committees

BOARD OF DIRECTORS

New Brunswick

John McLaughlin, Chair (appointed Sept 2012)
Deputy Minister
Education and Early Childhood Development

Catherine Blaney (appointed April 2017)
Director, Education Support Services
Anglophone West School District

Stephanie Warren (appointed March 2016)
Parent Representative

Nova Scotia

Sandra McKenzie (appointed April 2014)
Deputy Minister
Education and Early Childhood Development

Judy Elliot (appointed July 2016)
Director, Student Services
Education and Early Childhood Development

Ross Lloyd (appointed July 2014)
Parent Representative

Newfoundland and Labrador

Janet Vivian-Walsh (Nov. 2012 – Mar. 2017)
Deputy Minister,
Education and Early Childhood Development

Bob Gardiner (appointed April 2017)
Deputy Minister
Education and Early Childhood Development

Bernie Ottenheimer (appointed Nov. 2013)
Manager, Student Support Services
Education and Early Childhood Development

Ed Walsh (appointed August 2013)
Assistant Deputy Minister
Education and Early Childhood Development

Prince Edward Island

Susan Willis (appointed July 2015)
Deputy Minister
Education, Early Learning and Culture

Imelda Arsenault (appointed May 2016)
Director, External Relations and Educational
Services
Education, Early Learning and Culture

Terri MacAdam (appointed January 2015)
Manager of Student Services
Public Schools Branch
English Language School Board

EXECUTIVE COMMITTEE

New Brunswick

John McLaughlin, Chair
Deputy Minister
Education and Early Childhood Development

Nova Scotia

Sandra McKenzie, Secretary
Deputy Minister
Education and Early Childhood Development

Newfoundland and Labrador

Robert (Bob) Gardiner, Vice-Chair
Deputy Minister
Education and Early Childhood Development

Prince Edward Island

Susan Willis, Treasurer
Deputy Minister
Education, Early Learning and Culture

PROGRAM ADVISORY COMMITTEE

New Brunswick

Kim Korotkov, Chair
Director, Educational Support Services
Education and Early Childhood Development

Nicole Gervais, Executive Director
Early Childhood Development (Division)
Education and Early Childhood Development

Stephanie Warren
Parent Representative

Newfoundland and Labrador

Bernie Ottenheimer
Manager, Student Support Services
Education and Early Childhood Development

Nova Scotia

Judy Elliot
Director, Student Support Services Division
Education and Early Childhood Development

Ross Lloyd
Parent Representative

Prince Edward Island

Terri MacAdam
Manager of Student Services
Public Schools Branch
English Language School Board

FINANCIAL ADVISORY COMMITTEE

New Brunswick

Kevin Tutt, Chair
Assistant Director, District Financial Services
Education and Early Childhood Development

Nova Scotia

Joe MacEachern
Director, Finance Branch
Education and Early Childhood Development

Newfoundland and Labrador

Don Stapleton
Director, Finance Services Division
Education and Early Childhood Development

Prince Edward Island

Chris DesRoches
Director, Finance and Administration
Education, Early Learning and Culture

TRUST FUND COMMITTEE FOR STUDENTS WHO ARE DEAF OR HARD OF HEARING

Eve Tupper, Chair

Heather Conrad
Director, Finance and Administration

Lori Moore, Director
Programs for Students who are Deaf or
Hard of Hearing

TRUST FUND COMMITTEE FOR STUDENTS WHO ARE BLIND OR VISUALLY IMPAIRED

Heather Macpherson, Chair

Heather Conrad
Director, Finance and Administration

Glenda Parsons, Director
Programs for Students who are Blind or
Visually Impaired

SENIOR LEADERSHIP

Superintendent

Lisa Doucet

Director, Finance and Administration

Heather Conrad

Director, Programs for Students who are Deaf or Hard of Hearing

Lori Moore

Director, Programs for Students who are Blind or Visually Impaired

Glenda Parsons

Board and Committee Meetings

Board of Directors

The annual meeting of the APSEA Board of Directors was held on June 16, 2017. In addition to the annual meeting, the Board of Directors held the following meetings:

- | | |
|-----------------------------------|---------------------------------|
| November 8, 2016 (teleconference) | March 21, 2017 (teleconference) |
| January 27, 2017 | June 16, 2017 |

The committees listed below also met during the 2016-2017 school year:

Executive Committee

- | | |
|--------------------|-------------------------------|
| September 21, 2016 | June 15, 2017 |
| January 26, 2017 | July 4, 2017 (teleconference) |

Program Advisory Committee

- June 2, 2017

Financial Advisory Committee

- November 18, 2016
- March 2, 2017

Trust Fund Committee - DHH

- October 19, 2016
- May 17, 2017

Trust Fund Committee - BVI

- June 1, 2017

Children and Youth Served by APSEA

Children and Youth Served by APSEA (2016-2017)			
Children and Youth who are Blind or Visually Impaired (BVI)			
	Preschool Age	School Age	Total
New Brunswick	15	98	113
Newfoundland and Labrador	14	110	124
Nova Scotia	43	216	259
Prince Edward Island	5	32	37
Total	77	456	533
Children and Youth who are Deaf or Hard of Hearing (DHH)			
New Brunswick	27	282	309
Newfoundland and Labrador	N/A	N/A	N/A
Nova Scotia	70	536	606
Prince Edward Island	N/A	N/A	N/A
Total	97	818	915

Children and Youth Served by APSEA (2016-2017)			
Provincial Totals			
	BVI	DHH	Total
New Brunswick	113	309	422
Newfoundland and Labrador	124	N/A	124
Nova Scotia	259	606	865
Prince Edward Island	37	N/A	37
Total	533	915	1,448

Programs and Services

Preschool Children

APSEA provided a preschool/parent education program designed to serve the individual needs of children who are deaf, hard of hearing, deafblind, blind or visually impaired and their families during the critical development years of birth to age five. Weekly service typically began for this population as soon as the child was diagnosed with hearing or vision loss.

Through regular home visits and support in preschool settings, APSEA teachers worked with the family members, care givers and other professionals to create a program plan for learning and skill development for each child, including transitioning children to school.

School-Age Children

Students with a diagnosed hearing loss or a diagnosed vision loss received either consultative or direct service, depending upon the severity of the loss and the educational implications. For all students, the itinerant teacher collaborated with the school team regarding strategies and accommodations to maximize the student's environment. Students receiving direct service also worked with an itinerant teacher, typically one-to-one, up to five hours each week for students who are deaf or hard of hearing (DHH) and up to ten hours each week for students who are blind or visually impaired (BVI) for intensive support, based upon outcomes outlined in the APSEA service plan.

DHH Itinerant Teachers – Direct Service

In collaboration with school personnel, APSEA itinerant teachers provided service to students in inclusive settings to promote development in the following areas: language/communication development; auditory-verbal communication skills; critical thinking skills; academic skill building strategies; social and/or emotional development; and self-advocacy skill building.

DHH Itinerant Teachers – Consultation Service

Consultation continued to be a critical component of the itinerant teacher service. Consultation with school personnel included: the provision of information about program modifications; review of, and suggestions to improve, the acoustic environment of their classrooms; and teaching techniques to use with students who are deaf or hard of hearing.

In collaboration with the school-based team, the itinerant teacher monitored the student's progress, ensured the student's classroom amplification equipment was well maintained and used appropriately, and attended case conferences when appropriate.

This consultation support ensured students received the necessary support at the appropriate time, in order to reduce the need for more intensive intervention at a later date.

BVI Itinerant Teachers – Direct Service

The itinerant teacher is a member of the school-based team and works in collaboration with appropriate individuals to establish the necessary adaptations or strategies ensuring students can fully participate in all aspects of the Core Curriculum. Children and youth who are blind or visually impaired also require direct instruction from a teacher of students who are blind or visually impaired to address areas of the Expanded Core Curriculum (ECC) as identified through formal and informal assessments.

The Expanded Core Curriculum is the body of knowledge and skills that is necessary for students who are blind or visually impaired to succeed from birth through adulthood. These include: Orientation and Mobility, Compensatory or Functional Academic Skills, Social Interaction Skills, Recreation and Leisure Skills, Functional Living Skills, Career Education, Assistive Technology, Sensory Efficiency Skills and Self-Determination. This curriculum will ensure students can access the core academic curriculum of the public school system and develop other skills that are critical in promoting independence. The extent to which individuals who are blind or visually impaired are empowered to become independent and active in society is correlated to the success of identifying and addressing their unique educational needs.

BVI Itinerant Teachers – Consultation Service

Consultative services from an itinerant teacher provides support to the school team to ensure the appropriate accommodations and adaptations are in place for a student. The itinerant teacher may work with parents, guardians, school personnel, and other service providers to share useful information about the child's visual impairment, the availability of specialized services, and implement strategies to support outcomes and ways to prepare children to live more independently.

Nova Scotia Children and Youth on the APSEA Registry								
	Preschool		School-Age Direct		School-Age Consultation		Total	
	DHH	BVI	DHH	BVI	DHH	BVI	DHH	BVI
2016-2017	70	43	131	84	405	132	606	259
2015-2016	86	51	159	87	453	118	698	256
2014-2015	80	60	136	92	416	121	632	273
2013-2014	81	68	129	82	406	131	616	281
2012-2013	74	69	146	80	295	118	515	267

New Brunswick Children and Youth on the APSEA Registry								
	Preschool		School-Age Direct		School-Age Consultation		Total	
	DHH	BVI	DHH	BVI	DHH	BVI	DHH	BVI
2016-2017	27	15	89	34	193	64	309	113
2015-2016	32	23	92	31	210	64	334	118
2014-2015	27	28	85	31	219	66	331	125
2013-2014	27	25	95	33	199	65	321	123
2012-2013	39	27	101	38	198	70	338	135

Prince Edward Island Children and Youth on the APSEA Registry								
	Preschool		School-Age Direct		School-Age Consultation		Total	
	DHH	BVI	DHH	BVI	DHH	BVI	DHH	BVI
2016-2017	N/A	5	N/A	8	N/A	24	N/A	37
2015-2016	N/A	11	N/A	8	N/A	20	N/A	39
2014-2015	N/A	12	N/A	9	N/A	15	N/A	36
2013-2014	N/A	13	N/A	14	N/A	23	N/A	50
2012-2013	N/A	15	N/A	11	N/A	22	N/A	48

Newfoundland and Labrador Children and Youth on the APSEA Registry								
	Preschool		School-Age Direct		School-Age Consultation		Total	
	DHH	BVI	DHH	BVI	DHH	BVI	DHH	BVI
2016-2017	N/A	14	N/A	49	N/A	61	N/A	124
2015-2016	N/A	13	N/A	49	N/A	69	N/A	131
2014-2015	N/A	16	N/A	45	N/A	68	N/A	129
2013-2014	N/A	14	N/A	45	N/A	65	N/A	124
2012-2013	N/A	12	N/A	50	N/A	72	N/A	134

Transition Services

APSEA offers transition support to students during the period of transition from school to community. The service is highly individualized and ability specific. Transition consultation and planning provided to students who are blind, visually impaired, deaf or hard of hearing begins in grade nine. APSEA Transition Planning Facilitators work collaboratively with student support teams (including students) to augment curriculum-based occupational planning with ability specific, individualized outcomes in order to maximize preparation for successful post-secondary, employment, and independent living.

Nova Scotia Youth Receiving Transition Services		
	DHH	BVI
2016-2017	*	68
2015-2016	*	73
2014-2015	44	73
2013-2014	48	81
2012-2013	47	75

New Brunswick Youth Receiving Transition Services		
	DHH	BVI
2016-2017	19	19
2015-2016	21	35
2014-2015	24	17
2013-2014	20	27
2012-2013	28	35

Prince Edward Island Youth Receiving Transition Services		
	DHH	BVI
2016-2017	N/A	5
2015-2016	N/A	3
2014-2015	N/A	8
2013-2014	N/A	13
2012-2013	N/A	15

Newfoundland and Labrador Youth Receiving Transition Services		
	DHH	BVI
2016-2017	N/A	N/A
2015-2016	N/A	N/A
2014-2015	N/A	N/A
2013-2014	N/A	N/A
2012-2013	N/A	N/A

- * In Nova Scotia 35 DHH students were eligible for transition services in 2016-2017, however, due to staff shortage, only 1 Dual service student received service through the BVI transition facilitator.

Additions to the APSEA Registry

Referrals for service were made through schools or health agencies. Eye reports were required for referrals for children and youth who are blind or visually impaired and audiograms were required for service for children and youth who are deaf or hard of hearing. Once referrals for service were received at the APSEA Centre and approved by the Director of Programs or designate as meeting APSEA criteria for service, the provincial supervisors worked with itinerant teachers to determine whether the service would be direct or consultative based upon observations and assessments. The degree of hearing loss and level of vision loss is a critical factor in determining the level and type of service students receive.

New Referrals to APSEA - Nova Scotia								
	Preschool		School-Age Direct		School-Age Consultation		Total	
	DHH	BVI	DHH	BVI	DHH	BVI	DHH	BVI
2016-2017	25	20	13	5	22	12	60	37
2015-2016	24	14	17	3	39	6	80	23
2014-2015	29	24	9	2	47	3	85	29
2013-2014	21	17	5	2	20	1	46	20
2012-2013	24	19	6	2	33	4	63	25

New Referrals to APSEA - New Brunswick								
	Preschool		School-Age Direct		School-Age Consultation		Total	
	DHH	BVI	DHH	BVI	DHH	BVI	DHH	BVI
2016-2017	8	6	9	2	19	9	36	17
2015-2016	14	4	9	2	10	3	33	9
2014-2015	13	8	1	0	22	1	36	9
2013-2014	5	6	3	1	24	3	32	10
2012-2013	14	8	15	1	10	4	39	13

New Referrals to APSEA - Prince Edward Island								
	Preschool		School-Age Direct		School-Age Consultation		Total	
	DHH	BVI	DHH	BVI	DHH	BVI	DHH	BVI
2016-2017	N/A	4	N/A	1	N/A	3	N/A	8
2015-2016	N/A	3	N/A	0	N/A	4	N/A	7
2014-2015	N/A	3	N/A	0	N/A	1	N/A	4
2013-2014	N/A	1	N/A	0	N/A	2	N/A	3
2012-2013	N/A	3	N/A	0	N/A	2	N/A	5

New Referrals to APSEA - Newfoundland and Labrador								
	Preschool		School-Age Direct		School-Age Consultation		Total	
	DHH	BVI	DHH	BVI	DHH	BVI	DHH	BVI
2016-2017	N/A	5	N/A	1	N/A	5	N/A	11
2015-2016	N/A	4	N/A	0	N/A	2	N/A	6
2014-2015	N/A	5	N/A	2	N/A	3	N/A	10
2013-2014	N/A	2	N/A	0	N/A	5	N/A	7
2012-2013	N/A	1	N/A	0	N/A	1	N/A	2

Professional Development

Educational Interpreting Services

Several educational interpreters accessed APSEA Conference and Interprovincial School Development Association (ISDA) grants to attend the Association of Visual Language Interpreters of Canada conference in Fredericton, New Brunswick in July 2016. Participants returned with information on new research and strategies appropriate to working in a 21st century context.

APSEA was proud to have Dr. Carol Patrie, a world-renowned interpreting educator, practitioner, and author of the *Effective Interpreting Series*, during the annual professional learning in-service in August 2016. Dr. Patrie facilitated two full-day sessions focusing on ASL proficiency and development of cognitive processing. The two days of rich learning were carried forward into four small group professional development sessions during the school year. The updated *Guidelines for Educational Interpreters* was also distributed at the inservice.

In February 2017, there was a collaborative learning opportunity for interpreting and itinerant teaching staff to learn more about the roles each have in supporting student independence and success.

DHH Teachers

Language and communication challenges, secondary to hearing loss, are often the primary reasons that children and youth who are deaf or hard of hearing require direct support of teachers of the deaf. These communication difficulties also put deaf children at risk for difficulties in the development of social skills and social relationships.

Dr. Kathryn Kreimeyer, Associate Professor of Practice in the Department of Disability and Psychoeducational Studies, University of Arizona, and one of the preeminent researchers in this area across North America, facilitated an engaging professional development opportunity for APSEA itinerant and residence staff in the area of Social Competence at APSEA's 2016 fall inservice. Dr. Kreimeyer's presentation built upon the developmental foundations of social communication skills and social cognition, including perspective taking, recognition of affect, social problem solving, and theory of mind. Dr. Kreimeyer identified interconnections of communication difficulties, lack of social experiences, and social delays as compounding risk factors for deaf and hard of hearing children.

The focus of the spring 2017 professional development for APSEA teachers of the deaf was the implementation of the new Atlantic Provinces Special Education Authority Expanded Core Curriculum for Students who are Deaf or Hard of Hearing (APSEA ECC-DHH). Despite early identification, early amplification and the evolution of hearing technology, deaf children and youth remain at a disadvantage in classrooms because of the fast paced peer and teacher interactions in noisy listening environments. Any degree of hearing loss can add a dimension to learning requiring explicit teaching in areas not covered in the general curriculum and in areas that most students are able to acquire through incidental learning. With this knowledge in mind, the DHH Expanded Core Curriculum Committee was formed in the 2014-2015 school year to develop an ECC document to inform the work of APSEA itinerant teachers in planning their outcomes and in clarifying the parameters of their work with school teams.

The ECC Committee presented APSEA ECC-DHH to all APSEA teachers of the deaf on May 4, 2017. APSEA DHH ECC includes developmental targets in the following areas: audiology; listening skills development; communication development; speech reading development; theory of mind development; self-determination and advocacy; social-emotional skills; and career education. An additional section, family education, consists of checklists to support work with individual families.

The inservice presentation included dedicated time for exploration of the following new areas being introduced for inclusion on APSEA Service Plans, as appropriate: family education; theory of mind; career education and social-emotional development. APSEA ECC-DHH is a tool APSEA teachers will share with their school teams to support their explanations surrounding the specific areas of need for students with hearing loss.

BVI Teachers

Staff supporting students who are blind or visually impaired (BVI) completed Year 2 of the 3-year program improvement plan to develop consistency with assessment and program planning. Through scheduled online and in-person sessions, all BVI staff in Atlantic Canada were actively engaged in problem solving and interacting with colleagues to establish a process that is comparable throughout the four Atlantic Provinces. By the end of the 2016-2017 school year the following components of this plan were achieved:

- ▶ Functional Vision Learning Media Assessment (FVLM) : Implementation and Documentation

- ▶ Expanded Core Curriculum Screening and Assessment (ECC Screening):
Implementation and Documentation
- ▶ Visual Field Testing: Near and Distance Tasks
- ▶ Magnification: From Low Vision to Functional Vision
- ▶ Contrast Sensitivity
- ▶ Student and Environment: Observation Strategies

This process was facilitated by Dr. Karen E. Blankenship. Dr. Blankenship has been a certified Teacher of Students who are Blind or Visually Impaired (TVI) for 37 years. She has been teaching in the Program for Visual Disabilities (PVD) at Vanderbilt University for five years. Prior to joining the faculty at Vanderbilt she worked at the Iowa Department of Education as their consultant for visual disabilities for 8 years and as a TVI with the Metropolitan Nashville Public Schools for over 20 years. She has developed a competency-based evaluation system for fieldwork and student teaching that aligns with the latest Council for Exceptional Children (CEC) standards for visually impaired. Dr. Blankenship's research has been in the area of expanded core curriculum (ECC) and effective instruction in the ECC content areas and transition for young adults who are blind or visually impaired.

Other areas of focus included:

- ▶ Physical Literacy
- ▶ Orientation and Mobility: Professional Development Program
- ▶ Active Learning
- ▶ Grand Rounds: Optic Nerve Anomalies; Nystagmus

Cultural Proficiency

In January 2017, a team was established to continue work in the area of Cultural Proficiency. Steve Carrington, Student Services Consultant, Department of Education and Early Childhood Development Nova Scotia African Canadian Services Division, provided guidance and facilitation during staff sessions. The team met regularly and planned sessions for all APSEA staff and the Board of Directors. Professional learning opportunities will continue to be developed and facilitated related to inclusion and diversity.

The team facilitated a session for supervisors in February 2017. Supervisors then joined the team in May to facilitate the first of three sessions for staff. Martin Morrison, Race Relations Cross Cultural Understanding and Human Rights Coordinator from the Tri-County Regional School Board in Nova Scotia assisted the team with facilitation during the May session.

Goal number one of the strategic plan is to promote and strengthen a culture which is safe and socially-just with a focus on equity, diversity and inclusion. APSEA will continue to provide opportunities for learning and growth in order to ensure fairness, equity and inclusion are integrated as essential principles to all policies, programs, operations and practices.

Consultation to Students who are Deaf with Additional Challenges

Working in collaboration with the APSEA itinerant teacher for students who are deaf or hard of hearing and the school team, the Consultant provided information and strategies which assisted professionals in best supporting the individual child’s communication needs.

The goal of the Consultant’s service delivery was to increase skills and knowledge relating to communication development for students who are deaf with additional challenges. Service was developed to build capacity in both itinerant teachers and school-based teams. Information, strategies and/or tools were presented to itinerant teachers or teams in a general way, with guided practice where applicable. Teachers and teams were then encouraged to think about how new skills and information could be applied with the student.

During the school year, itinerant teachers, school-based teams, family members and other stakeholders received support through various delivery options including; on-site guided observations and assessment, modeling and coaching, provision of support materials, formal team training sessions, phone consultations, Adobe Connect and/or Zoom web meetings, and email consultations.

After working with a school team supporting a student using Augmentative and Alternative Communication (AAC) in the Chignecto-Central Regional School Board (CCRSB), a request was made by that Board for the Consultant to offer inservicing on a broader scale. A half-day training session took place in Debert, NS on April 28, 2017 for a group of approximately 15 speech-language pathologists from CCRSB on supporting students and teams using AAC in the school setting.

Referrals for Nova Scotia Children and Youth					
	Preschool	Carry-over from Previous Year	School Age	Carry-over from Previous Year	Total
2016-2017	1	6	1	6	14
2015-2016	5	3	4	0	12
2014-2015	3	0	3	0	6 (3 Dual Service Students)

Referrals for New Brunswick Children and Youth					
	Preschool	Carry-over from Previous Year	School Age	Carry-over from Previous Year	Total
2016-2017	3	1	4	6	14
2015-2016	1	1	1	11	14
2014-2015	1	0	16	0	17 (6 Dual Service Students)

Educational Interpreting Services

Students receiving APSEA services may access educational interpreting services, including language acquisition support, ASL/English interpretation or oral transliteration services. These services support students in accessing their educational environments while promoting their independence and self-advocacy. APSEA is a leader in advancing the accepted standard of service delivery in the field of educational interpreting and the only Canadian jurisdiction that facilitates the provision of two Educational Interpreter Performance Assessments (EIPA) for each trained interpreter.

Educational Interpreters/Oral Interpreters (EI/OI)

In collaboration with the classroom teacher, and under the direction of an APSEA itinerant teacher, an educational interpreter provides interpretation or oral transliteration between students who are deaf and persons who are hearing.

Language Acquisition Support Workers (LASW)

A small number of students started school without having developed the language or communication competencies that allow them to access the provincial curriculum. These children required intense intervention to facilitate language acquisition. The role of the LASW was to facilitate language acquisition for the student through discussion and questions in the educational environment.

The LASW worked to increase the student’s vocabulary, syntax and critical thinking as it relates to language, by bringing classroom activities and discourse to the student’s linguistic level and building on this foundation. LASWs also facilitated communication for the student during educational opportunities which happen outside the classroom. LASWs worked with the student to focus attention on relevant information, guide appropriate responses and advise the student of social expectations as they relate to language, including, but not limited to, turn taking, vocalization and how language is influenced by social distance.

The LASW provided educational tutorial support in collaboration with the classroom teacher and the itinerant teacher.

Nova Scotia Children and Youth Receiving Interpreter Services				
	EI	OI	LASW	Total
2016-2017	13	2	3	18
2015-2016	10	3	2	18
2014-2015	7	5	2	17
2013-2014	9	2	6	21
2012-2013	11	2	8	23

New Brunswick Children and Youth Receiving Interpreter Services				
	EI	OI	LASW	Total
2016-2017	5	0	1	6
2015-2016	5	1	5	11
2014-2015	5	1	6	12
2013-2014	6	2	7	15
2012-2013	5	3	5	13

Educational Interpreter Consultation

Collaboration and Communication

The Educational Interpreter Consultant continued to foster collaboration and development of a strong interpreting team by translating weekly emails in ASL and English, posing discussion questions from current articles and inviting responses. Interpreters were highly engaged in this new method of professional collaboration.

The Consultant also supported identified outcomes for students during several short-term programs as needed. Topics included pragmatics, self-advocacy around communication without an interpreter, and interpreter use skills. When service was not required, the consultant and interpreters met and discussed relevant topics.

The 2016-2017 school year saw strengthened professional mentoring and learning opportunities for APSEA interpreting staff, with the alignment of the organizational performance management system and interviewing processes with the previously published Standards of Practice. With the support of interpreters, APSEA itinerant teachers and school partners, the Educational Interpreter Consultant was able to make use of video and texting technology to connect with high school students, to support them in post-school consumer use skills such as planning ahead for access.

External Consultations

As a leader of quality educational interpreting services in Canada, APSEA was frequently called upon by other educational jurisdictions and bodies interested in learning about best practices in fostering a high standard of practice; it is anticipated these collaborative partnerships will continue to be fostered.

Sign Language Proficiency Interviews (SLPI)

All current students receiving sign language interpreting or ASL language acquisition services have reached the standard of intermediate on the SLPI assessment. Five new students had SLPIs as required. Language acquisition support service continues to be an important factor for students accessing interpreting services.

Student and Family Counselling

Service to Students who are Deaf or Hard of Hearing

The APSEA Student and Family Counsellors supports school-aged students in partnership with school guidance counsellors. Collaborative support is provided in four program domains: Personal, Social, Educational and Career.

The APSEA Counsellors support students with hearing loss while collaborating and partnering with school guidance counsellors by: providing information regarding hearing loss as it relates to the presenting issue; providing information regarding the social-emotional development of this population of students; providing information regarding the linguistic development and limitations of students in counselling situations; connecting resources, discussing and modeling strategies that address linguistic, listening or interpreter needs; and direct counselling regarding issues specific to a child's hearing loss. The unique situation of counselling a child who uses sign language as their mode of communication is also addressed by the APSEA Counsellors in collaboration with school guidance counsellors.

In addition to supporting students in partnership with school guidance counsellors, consultation and coaching support was provided to the students' itinerant teachers in areas related to social-emotional development. This may take the form of modeling strategies, providing information or co-teaching.

When supporting the preschool population of students, service has been generally provided in the home setting, but may also include a community setting where appropriate. The focus of support service is to assist families with parents' acceptance and understanding of their child's hearing loss. Additionally, support may be in the area of the unique aspects of parenting a child with a hearing loss.

Short-term programs at the APSEA Centre were also supported by the two APSEA Student and Family Counsellors. This included support for issues such as self-determination and advocacy, social-emotional skill development, social and conversational competence and identity.

Service to Students who are Blind or Visually Impaired

The APSEA Family and Child Counsellor offers counselling to students and their families or caregivers to support their understanding of and adjustment to blindness or visual impairment. Three key areas of focus include; counselling, consulting and education. This support is offered while partnering with the school guidance counsellors.

The key focus for this school year was to ensure there was clarity regarding the referral service and the critical role of the school team.

Trust Funds

Two Trust Fund Committees, using specific criteria, determined allocation of funds from the various trust funds. Trust funds were used for student awards and scholarships, research, and staff development.

DHH Trust Funds

The Interprovincial School Development Association (ISDA) Committee met twice during the 2016-2017 school year. The Committee is mandated to distribute funds from the trust fund to eligible candidates.

BVI Trust Funds

The APSEA Trust Funds for Students who are Blind or Visually Impaired operated on a continuous intake process with a meeting of the Committee in the spring of each year. This Committee considered various requests that support academic needs as well as social, recreation and leisure activities.

Trust Fund Awards in Nova Scotia				
	Less than \$500		More than \$500	
	DHH	BVI	DHH	BVI
2016-2017	49	17	27	13
2015-2016	45	18	18	18
2014-2015	11	25	23	3
2013-2014	18	19	25	4
2012-2013	28	20	24	0

Trust Fund Awards in New Brunswick						
	Less than \$500			More than \$500		
	DHH	BVI		DHH	BVI	
		Anglophone	Francophone		Anglophone	Francophone
2016-2017	16	7	32	12	4	2
2015-2016	17	11	30	15	4	2
2014-2015	13	8	24	17	0	1
2013-2014	9	9	23	6	1	0
2011-2012	22	14	31	11	1	3

Trust Fund Awards in Prince Edward Island				
	Less than \$500		More than \$500	
	DHH	BVI	DHH	BVI
2016-2017	1	12	2	1
2015-2016	2	9	2	0
2014-2015	2	11	6	2
2013-2014	5	10	1	0
2012-2013	5	18	3	0

Trust Fund Awards in Newfoundland and Labrador				
	Less than \$500		More than \$500	
	DHH	BVI	DHH	BVI
2016-2017	0	33	0	7
2015-2016	0	37	1	4
2014-2015	0	18	1	0
2013-2014	0	18	1	3
2012-2013	0	25	1	2

Centre-Based Services

Assessment

Two assessment teams based at the Centre in Halifax provided assessments for students who are blind or visually impaired, or deaf or hard of hearing. When assessing students with dual sensory loss, these teams worked collaboratively.

All assessments for students who are deaf or hard of hearing included a core team comprised of an audiologist, psychologist and an academic language evaluator who completed psycho-educational assessments on preschool and school-age students. In addition, the school team identified further areas to be assessed including: career, augmentative and alternative communication. For younger children (Grade 2 and lower), the assessment battery includes a screening of fine motor and sensory motor skills. This is in response to research undertaken by the occupational therapist, which indicates that deaf or hard of hearing children have a higher incidence of vestibular dysfunction and can benefit from recommended intervention.

All assessments for students who are blind or visually impaired included a core team comprised of a psychologist and a functional vision/braille assessor who completed psycho-educational assessments for students.

In addition, the school team identified if there were additional areas to be assessed including: career, orientation and mobility, assistive technology and augmentative/alternative communication assessments for students with additional challenges require extensive collaboration with families, educators and other professionals, to more effectively support students' programming. These assessments included: extended up-front planning and follow-up; collaborative efforts aimed at gaining a holistic picture of the student, within their local context; and an integrated report to provide targeted programming suggestions. Further support for community-based schools was also provided on a consultative basis as determined in collaboration with the school team.

Assessments - Nova Scotia								
	Preschool		School-Age Direct		School-Age Consultation		Total	
	DHH	BVI	DHH	BVI	DHH	BVI	DHH	BVI
2016-2017	5	0	17	11	2	0	24	11
2015-2016	8	0	19	10	7	3	34	13
2014-2015	7	0	25	17	2	1	34	18
2013-2014	6	0	20	14	3	6	29	20
2012-2013	2	0	18	10	1	4	21	14

Assessments - New Brunswick

	Preschool		School-Age Direct		School-Age Consultation		Total	
	DHH	BVI	DHH	BVI	DHH	BVI	DHH	BVI
2016-2017	5	0	13	1	2	0	20	1
2015-2016	3	1	12	4	2	0	17	5
2014-2015	4	0	11	8	5	1	20	9
2013-2014	2	0	15	3	2	2	19	5
2012-2013	3	0	6	4	3	0	12	4

Assessments - Prince Edward Island

	Preschool		School-Age Direct		School-Age Consultation		Total	
	DHH	BVI	DHH	BVI	DHH	BVI	DHH	BVI
2016-2017	0	0	4	3	0	0	4	3
2015-2016	0	1	1	1	1	1	3	3
2014-2015	0	0	1	1	0	0	1	1
2013-2014	0	0	2	3	1	1	3	4
2012-2013	0	0	1	1	0	1	1	2

Assessments - Newfoundland and Labrador

	Preschool		School-Age Direct		School-Age Consultation		Total	
	DHH	BVI	DHH	BVI	DHH	BVI	DHH	BVI
2016-2017	0	0	0	2	0	1	0	3
2015-2016	0	0	0	2	0	2	0	4
2014-2015	0	0	0	2	0	1	0	3
2013-2014	0	0	1	1	0	1	1	2
2012-2013	0	0	0	6	0	1	0	7

Other: 2012-2013: Innu = 1 DHH assessment

Short-Term Programs (STP)

APSEA short-term programs (STP) were developed to provide intensive, individualized programming to meet each student's identified needs. Referrals were received from school-based teams in the fall and spring. This collaborative process involved extensive pre-planning and discussion to address the individual outcomes identified in the Referral for Centre-Based Services. Individualized programs were developed based on referred needs and students attended in small groups. Most students stayed at the Centre in residence, while some students only attended day classes. Programs varied in duration from two to five days per week.

Areas of instruction within each program are based on the unique needs of students with sensory loss. For students who are blind or visually impaired, this included: Assistive Technology, Braille and Tactile Exploration, Career Exploration, Functional Living Skills, Orientation and Mobility, Social Skills, Self-Determination and Self-Advocacy. For students who are deaf or hard of hearing, this included: Self-Advocacy, Social Competence, Interpreter Use, Career Exploration, and Intensive Language. The addition of a Program Assistant to the DHH short-term program staff provided support to the STP Teacher, facilitating more comprehensive programming.

Support was also provided by APSEA Centre-based staff to students and their educational teams. Short-term program teachers provided extensive program information, including pictures, experience books and comprehensive reports to facilitate follow-up at the school.

Most students who participate in short-term programs remain on campus and participate in evening programming in residence. "9 – 9" programming is a collaborative process which extended the learning hours into the evening in the residence to make the most efficient use of time and reinforce outcomes taught during the school day.



Becoming more independent with Functional Living Skills.



Student using a Low Vision Device to read street signs

The following tables summarize information pertaining to Short-Term Programs.

Number of Short-Term Programs - Nova Scotia						
	School-Age Direct		School-Age Consultation		Total	
	DHH	BVI	DHH	BVI	DHH	BVI
2016-2017	47	72	1	0	48	72
2015-2016	12	56	0	0	12*	56
2014-2015	75	42	1	2	76	44
2013-2014	89	41	2	2	91	43
2012-2013	82	51	1	0	83	51

*There was not a full-time DHH Short-Term Program Teacher in 2015-16.

Number of Instructional Hours (Short-Term Programs) - Nova Scotia						
	School-Age Direct		School-Age Consultation		Total	
	DHH	BVI	DHH	BVI	DHH	BVI
2016-2017	968	1417	23	0	991	1417
2015-2016	240	889	0	0	240	889

Number of Short-Term Programs - New Brunswick						
	School-Age Direct		School-Age Consultation		Total	
	DHH	BVI	DHH	BVI	DHH	BVI
2016-2017	26	13	3	0	29	13
2015-2016	9	16	3	6	12*	22
2014-2015	13	3	0	1	13	4
2013-2014	12	5	1	0	13	5
2012-2013	5	8	0	0	5	8

*There was not a full-time DHH Short-Term Program Teacher in 2015-16.

Number of Instructional Hours (Short-Term Programs) - New Brunswick						
	School-Age Direct		School-Age Consultation		Total	
	DHH	BVI	DHH	BVI	DHH	BVI
2016-2017	553	250	64	0	617	250
2015-2016	180	294	60	95	240	389

Number of Short-Term Programs - Prince Edward Island						
	School-Age Direct		School-Age Consultation		Total	
	DHH	BVI	DHH	BVI	DHH	BVI
2016-2017	1	2	1	0	2	2
2015-2016	0	1	1	0	1*	1
2014-2015	2	4	0	0	2	4
2013-2014	5	3	3	0	8	3
2012-2013	6	4	0	0	6	4

*There was not a full-time DHH Short-Term Program Teacher in 2015-16.

Number of Instructional Hours (Short-Term Programs) - Prince Edward Island						
	School-Age Direct		School-Age Consultation		Total	
	DHH	BVI	DHH	BVI	DHH	BVI
2016-2017	46	36	0	0	46	36
2015-2016	0	16	20	0	20	16

Number of Short-Term Programs - Newfoundland and Labrador						
	School-Age Direct		School-Age Consultation		Total	
	DHH	BVI	DHH	BVI	DHH	BVI
2016-2017	0	2	0	0	0	2
2015-2016	0	10	0	0	0	10
2014-2015	0	12	0	1	0	13
2013-2014	0	11	0	3	0	14
2012-2013	0	18	0	3	0	21

Number of Instructional Hours (Short-Term Programs) - Newfoundland and Labrador						
	School-Age Direct		School-Age Consultation		Total	
	DHH	BVI	DHH	BVI	DHH	BVI
2016-2017	0	35	0	0	0	35
2015-2016	0	143	0	0	0	143

There were 14 short-term program cancellations, 13 assessment cancellations and 7 rescheduled assessments for students who are deaf or hard of hearing. Two assessments for students who are blind or visually impaired were rescheduled and one was cancelled.

Summer Camps

APSEA offered two summer camp programs with a variety of activities to develop students' skills in communication and independent living. Being with peers who have similar experiences of living with a sensory loss provided an enriched environment that promoted self-esteem, self-confidence, and self-advocacy.

APSEA/Elks Deaf Camp – Lake Magaguadavic, NB

Twenty-six (26) campers participated in camp during the week of July 31 – August 5, 2016. In addition, four volunteer helpers and four volunteer junior leaders had an opportunity to demonstrate pre-employment skills. A two-day leadership workshop prior to camp prepared volunteer leaders for their responsibilities at camp.

Mystery night was a great success again this year, as well as the Boat Regatta, Deaf Olympics, Talent Show and the end of camp dance, which are always the campers' favourite activities. The junior leaders continued their leadership roles by hosting a camp fire, spots night and setting up for the dance.

APSEA/Elks Camp August 2016 Campers, Volunteer Junior Leaders & Helpers			
	Boys	Girls	Total
Nova Scotia	5	9	13
New Brunswick	9	10	19
Prince Edward Island	0	0	0
Newfoundland/Labrador	0	2	2
Total	14	20	34



Camp See-Ya – Brigadoon Village, NS

APSEA students who are blind or visually impaired participated in a camp held at Brigadoon Village the week of July 2-7 2017. There was a total of 30 participants at Camp which included campers ages 8 to 15 and Junior Leaders ages 15 to 17.

The campers participated in activities such as canoeing, cooking, visual and performing arts, swimming, a dance party and a talent show.

Camp See-Ya July 2017 Campers and Junior Leaders			
	Boys	Girls	Total
Nova Scotia	0	6	6
New Brunswick	10	8	18
Prince Edward Island	0	2	2
Newfoundland and Labrador	2	2	4
Total	12	18	30



Alternate Format Production and Library Services

APSEA Library and Braille Service is responsible for the provision of Alternate Format materials to support the instructional needs of students who are blind or visually impaired in the four Atlantic Provinces: New Brunswick, Newfoundland and Labrador, Nova Scotia and Prince Edward Island. The APSEA Library also supplies APSEA staff with professional materials. APSEA currently employs three full-time Library Technicians, seven full-time Braille Transcribers and one Braille Supervisor to ensure the provision of alternate format material is available to students in Atlantic Canada.

This includes:

- facilitating the production of alternate format materials for APSEA staff and students;
- being an active member of the Canadian Association of Educational Resource Centres for Alternate Format Materials (CAER) which includes sharing resource materials;
- ensuring Canadian Copyright laws are followed and clearly communicated to all staff;
- assisting with specialized braille production enquiries from itinerant teachers;
- providing support to professionals and staff by accessing journals, specialized materials in the collection and research assistance;
- maintaining a diverse library collection that supports educational curriculums and professional development; and
- supporting students in the classroom through access to low vision aids and supplies.

The following are highlights from the year.

- Digital download system implemented enabling access to electronic files for direct download from the APSEA Integrated Database.
- UEB Collection developed. Currently the library holds more than 1200 braille files and 500 hard copy titles.

- Production of Formal Assessment Tools in Unified English Braille
 - Quality Reading Inventory
 - Neale Analysis of Reading Ability
 - WIAT III
- Administrators of CAER PUB (via Google Docs) to collaborate the production of titles in a series. CAER PUB is a live document allowing multiple users to access and make changes to the document at the same time. Production plans were recorded in real time which ensured no duplication. **145 titles** were produced during the 2016-2017 school year.
- APSEA staff continue to play an active role in the BANA (Braille Authority of North America) Tactile Graphics Committee

Alternate Format Materials are provided in several formats: **Accessible PDF** (Portable Document Format) provides students with the ability to view a file using specialized software or equipment; **Enlarged Print** is provided to students with low vision as print enlargement on paper bound as books; **Braille** is produced in Standard English Braille and Nemeth; **Tactile Graphics** are images that use raised surfaces to convey non-textual information such as maps, paintings, graphs and diagrams; **E-Text** (electronic text, documents that are available in digital format) prepared with standardized formatting of a word processing file, with tags added to identify text changes, and page chapter sequencing as they appear in printed format – using guidelines as set by the Canadian Braille Authority.

Alternate Format Materials Produced

Alternate Format Material Produced for Nova Scotia (Print Pages)					
	PDF	Enlarged Print	Braille	Tactile	E-text
2016-2017	3,615	3	15,333	1,486	105
2015-2016	1,823	435	6,716	1,868	529

Alternate Format Material Produced for New Brunswick (Print Pages)					
	PDF	Enlarged Print	Braille	Tactile	E-text
2016-2017	880	187	3007	312	0
2015-2016	743	0	3983	1191	2227

Alternate Format Material Produced for Prince Edward Island (Print Pages)					
	PDF	Enlarged Print	Braille	Tactile	E-text
2016-2017	487	0	355	228	57
2015-2016	0	146	222	32	889

Alternate Format Materials Produced for Newfoundland and Labrador (Print Pages)

	PDF	Enlarged Print	Braille	Tactile	E-text
2016-2017	2,428	0	780	1,289	124
2015-2016	352	114	1,534	1,595	1,274

Alternate Format Materials Accessed

Alternate Format Materials Accessed for Students in Nova Scotia (Print Pages)

	Students Accessing	PDF	Enlarged Print	Braille	Tactile	E-text
2016-2017	59	44,550	2,914	30,477	0	9,748

Alternate Format Materials Accessed for Students in New Brunswick (Print Pages)

	Students Accessing	PDF	Enlarged Print	Braille	Tactile	E-text
2016-2017	35	19,032	7,056	8,740	0	1,291

Alternate Format Materials Accessed for Students in Prince Edward Island (Print Pages)

	Students Accessing	PDF	Enlarged Print	Braille	Tactile	E-text
2016-2017	6	4,142	746	2,043	0	934

Alternate Format Materials Accessed for Students in Newfoundland and Labrador (Print Pages)

	Students Accessing	PDF	Enlarged Print	Braille	Tactile	E-text
2016-2017	35	59,313	7,211	5,297	0	6,609

Alternate Format Material: Interlibrary Loans

Canadian Association of Educational Resource Centres for Alternate Format Materials (CAER)

The Canadian Association of Educational Resource Centres for Alternate Format Materials (CAER) is comprised of members representing alternate format production facilities throughout Canada. Members of CAER agree to a common set of protocols and business practices that ensure validation of users and responsible use of the materials in accordance with the Canadian Copyright Act. To maximize efficiencies and minimize costs, it is essential alternate formats produced by one Canadian educational institution are shared through interlibrary loan with other trusted partners so production costs are minimized.

A total of 8,033 print pages (produced in alternate format) were lent to members of CAER and 31,512 print pages were borrowed from members of CAER.

2016-2017	Items Loaned	Items Borrowed
<i>Alberta</i>	946	2,126
<i>British Columbia</i>	1,309	6,657
<i>Manitoba</i>	1,734	604
<i>Newfoundland and Labrador</i>	1,481	11,116
<i>Ontario</i>	1,056	7,936
<i>Saskatchewan</i>	1,507	3,073
Total	8,033	31,512

Interlibrary loan (ILL) savings was determined using an approximate cost of \$6/page. The estimated savings for APSEA derived from ILL for the past year is \$200,490.

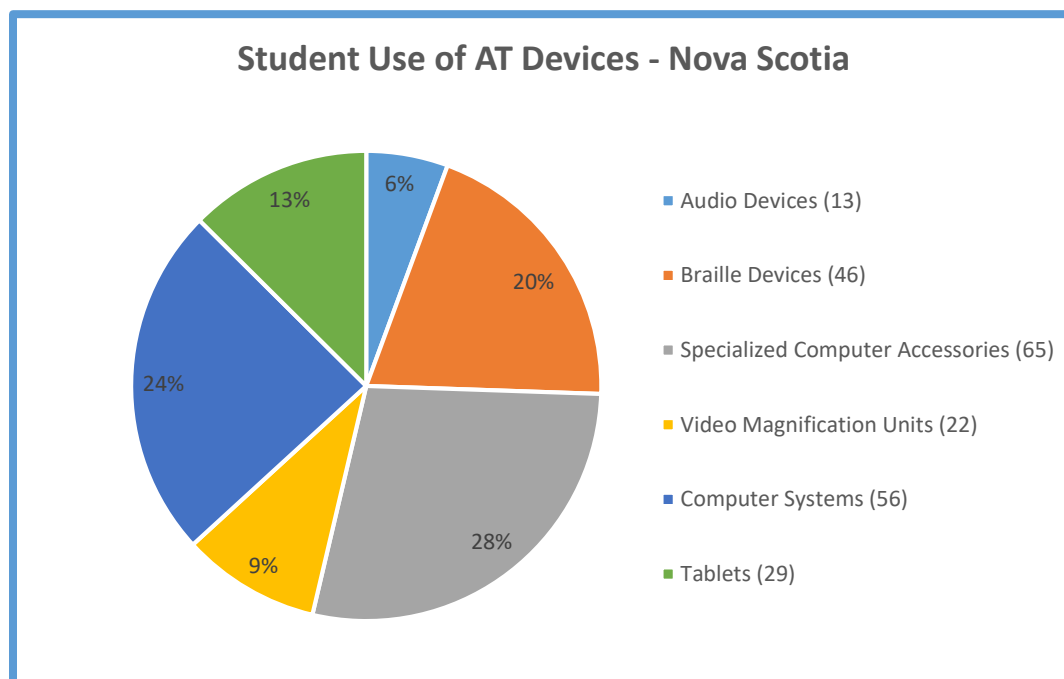
Assistive Technology

Assistive Technology (AT) is an important component of APSEA. During the 2016-2017 school year, strategies for providing improved assessment of student's AT skills, including individualized and group training for technology devices, were provided both onsite, offsite and online to staff and students.

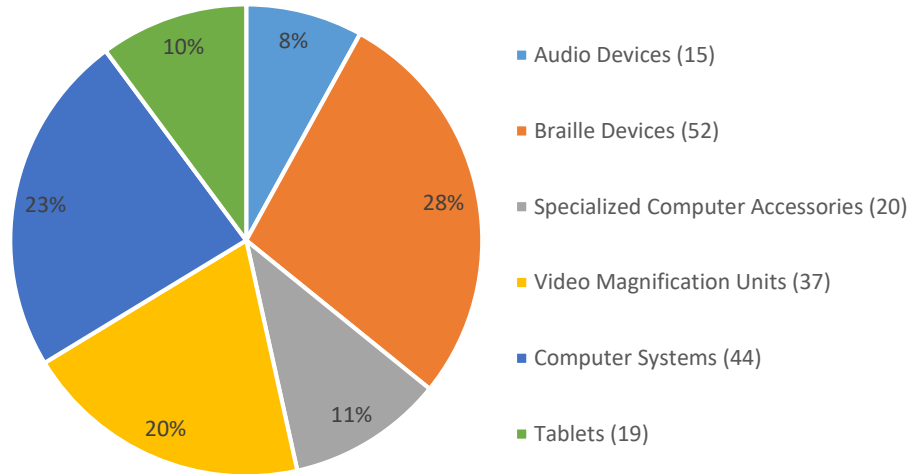
The APSEA AT department focused on diversifying the service delivery to offer more distance education to support students and student teams. During the 2016-2017 school year, there was also a focus to work collaboratively with school districts/boards, community and international providers who support assistive technology.

Highlights from the year include:

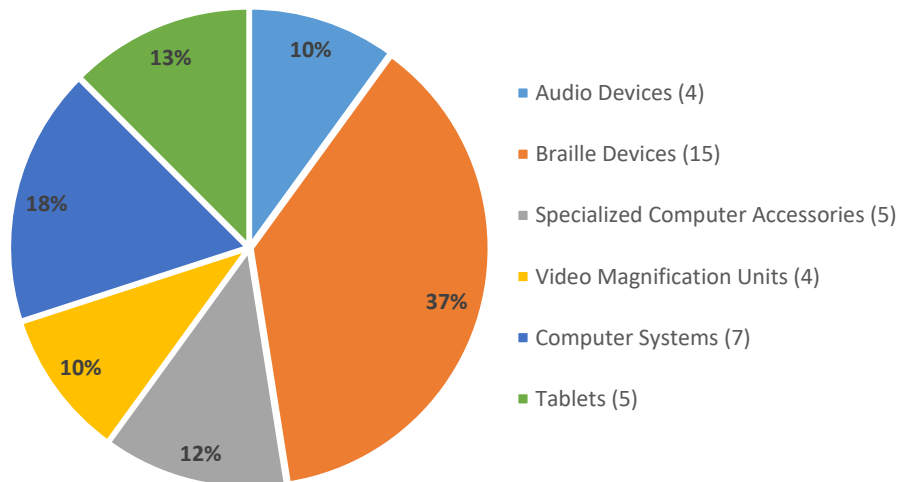
- Providing more than 25 online instructional sessions to students, teachers, parents and educational teams;
- Collaborating with the delivery of the short-term programs and scheduled online sessions with itinerant teachers, parents and educators at the end of the student's scheduled visit.
- Coordinating a web host site base for the Bridges School AAC Conference, entitled *AAC by the Bay*;
- Delivering two online webinars on the accessibility of Google Docs; and
- Hosting an AT Nova Scotia Assistive Technology Leaders (NSATL) Day at APSEA.



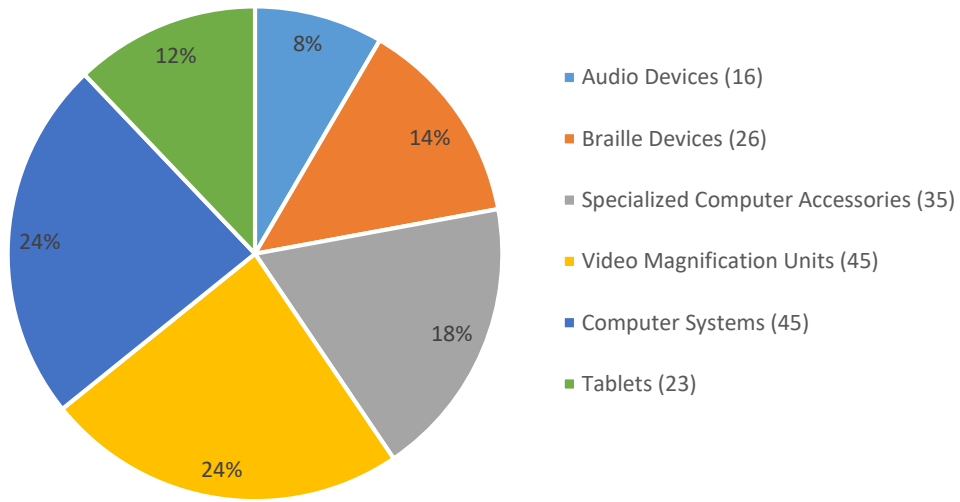
Student Use of AT Devices - New Brunswick



Student Use of AT Devices - Prince Edward Island



Student Use of AT Devices - Newfoundland and Labrador



Note: Most notebook computers have either Zoomtext (Screen Magnification) or JAWS (Screen Reader) installed. These installs are not included in the count of Specialized Software. Only copies of those programs on USB Drives are included in this table.

Assistive Technology Devices include the following:

Audio Devices	Audio Calculators, Electronic Dictionary, Electronic Text Readers, Audio Recording and Playback Systems
Braille Devices	Braille Embosser, Mechanical Braille Writer, Electronic Braille Writer, Braille Note Taker
Specialized Computer Accessories	Computer Specialized Accessories, Specialty Mouse, Specialty Software, Specialty Keyboard
Video Magnification Units	Desktop Video Magnification Units, Distance Video Magnification Units, Portable Video Magnification Units
Computer Systems	Desktop Computers, Laptop Computers, Large Screen Monitors, Printers, Scanners
Tablets	

Autism in Education (AIE) Partnership

Autism in Education Partnership’s Online Professional Learning Opportunities

ASD & Behavioural Interventions: An Introduction for School Personnel

The 10-module e-learning sequence, “*ASD & Behavioural Interventions: An Introduction for School Personnel*” was offered once in NS and PE, and twice in NB and NL during the 2016-2017 school year. To date, more than 6000 educational personnel across Atlantic Canada have completed the online modules. The course will continue to be offered at least once in each province during the current school year.

ASD & Behavioural Interventions Course Enrolment April 2015 – June 2017	
Province	Course Enrolments
New Brunswick	4000
Newfoundland & Labrador	1113
Nova Scotia	1129
Prince Edward Island	282
APSEA	22
Total Course Enrolments	6546

Beyond simply making the online professional learning opportunity available to staff, a goal of the AIE Partnership is to evaluate the translation of knowledge into practice by measuring the impact of staff training on classroom practice in support of learners with ASD. As an initial step toward that objective, the AIE Partnership and New Brunswick Department of Education and Early

Childhood Development are partnering with Dr. Kimberly Maich, Assistant Professor at Memorial University of Newfoundland, to conduct targeted research on the outcomes of the ASD & Behavioural Interventions program. The research participants for the initial study will be a volunteer group of New Brunswick teachers who are enrolling in the e-learning sequence as a single cohort, beginning in November, 2017, and will complete the program by February, 2018. Dr. Maich will serve as the lead researcher on this study, with support from Isabelle Cowan (NB), Julie Michaud (NB), and Shelley McLean (AIE) as collaborators. This initial scope and conceptual framework will provide a convenient and manageable sample and timeline to study the effects of the online program, while also opening the potential for a larger, interprovincial research study as a second step in the future.

Take Flight: Empowering Educators and Equipping Learners with ASD to Soar



In late 2016, the AIE Partnership began the work to develop a complementary learning resource to accompany the ASD & Behavioural Interventions modules. The vision was to create an online video and resource library, consisting of a series of recorded video presentations and supporting materials. Each 15-20 minute video will focus on one specific evidence-based

strategy, describing the strategy, demonstrating practical examples, and leaving the viewer with a “**Learning Guide**” of templates, implementation steps, and reminders to assist them to use the strategy in their daily work/home with their learner(s) with ASD.

From July 24 – 28, 2017, a group of AIE committee members, along with volunteer partners from the Francophone sector in New Brunswick, spent the week recording the first set of videos (5 English & 5 French) for the Take Flight series. The initial offerings will include:

- Introduction to the Take Flight Video and Resource Library
- The Power of Reinforcement
- Identifying and Selecting Reinforcers
- Behavioural Skills Training for Learners
- Behavioural Skills Training for Staff

Work is in progress to develop a section of the AIE website to feature the new video and resource library, with a goal of releasing the first two videos by the end of November, and additional videos at regular intervals thereafter. The **Take Flight** series will be available to any interested educator, partner professional, family member, or caregiver in their preferred language (English or French), and all videos will include closed captioning.

Dissemination of Research and Evidence-Based Practice

AIE Information Papers

In consideration of emerging research in a number of areas relevant to supporting learners with ASD, the AIE Committee chose to update two existing AIE Information Papers in 2016-17, rather than addressing a new topic. The newly-updated “Evidence Based Practice” information paper, as well as the summarized “Evidence Based Practice Research Snapshot” are now available on the AIE website. The “Sensory Differences and Autism Spectrum Disorder” information paper has also been revised and is currently being translated. The updated English and French versions of the paper will be uploaded to the website within the next few weeks.

AIE Annual Webinar Series

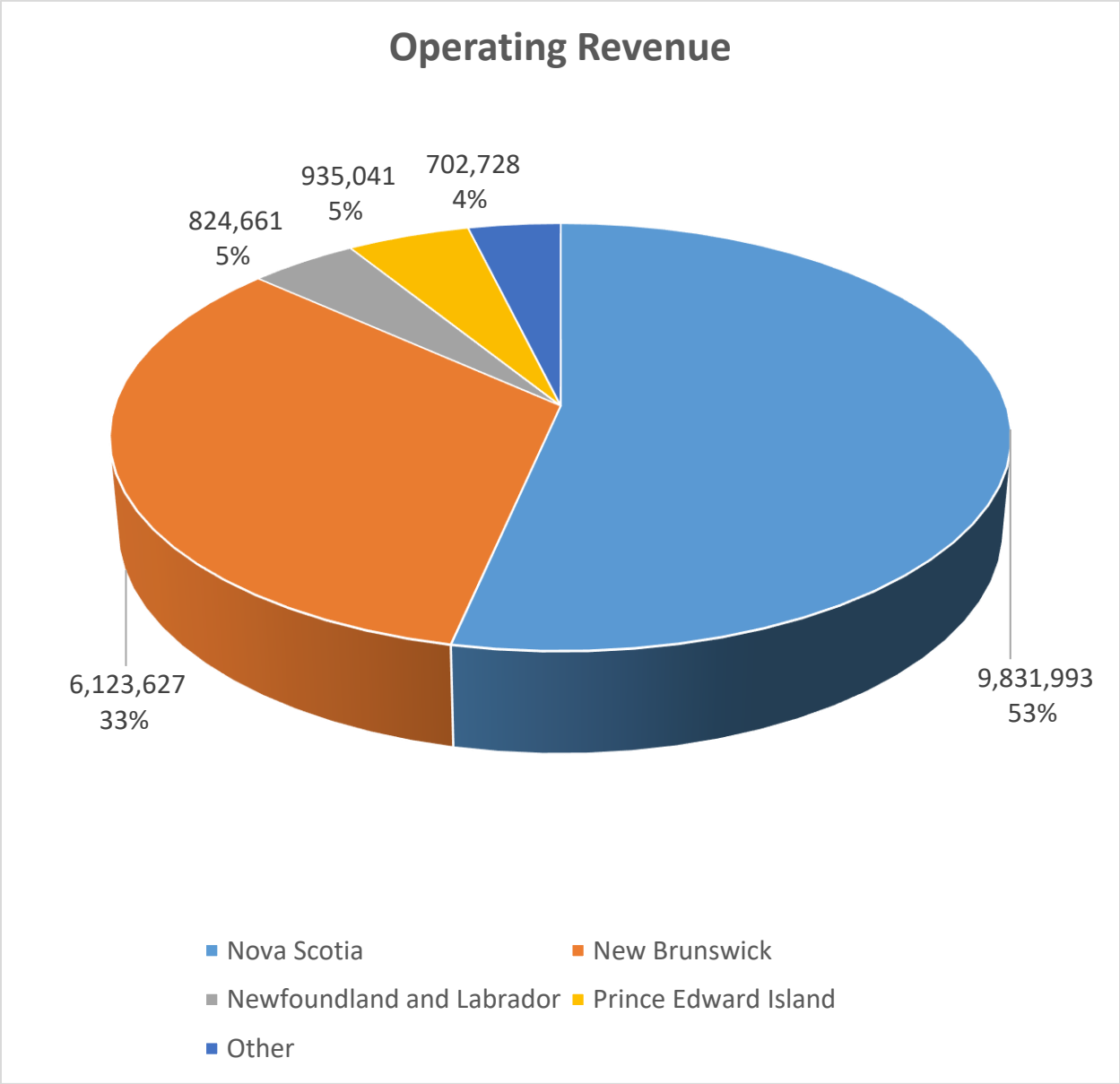
AIE Professional Learning Webinar Series, 2016-17				
Date	Presenter	Title	Sites & Participants	Provinces
Nov. 17, 2016	Marlene Breitenbach	From Theory to Practice: Rehearsal Strategies for Anxious Students	286 / 610	NB, NL, NS, PE, ON, MN, BC
Jan. 26, 2017	Dr. Lauren Kenworthy	Unstuck & On Target! An Executive Function Curriculum	299 / 598	NB, NL, NS, PE, QC, ON
Mar. 30, 2017	Dr. Jason Travers	Effective Sexuality Education for Learners with ASD and Diverse Needs	194 / 370	NB, NL, NS, PE, QC

AIE Professional Learning Symposium

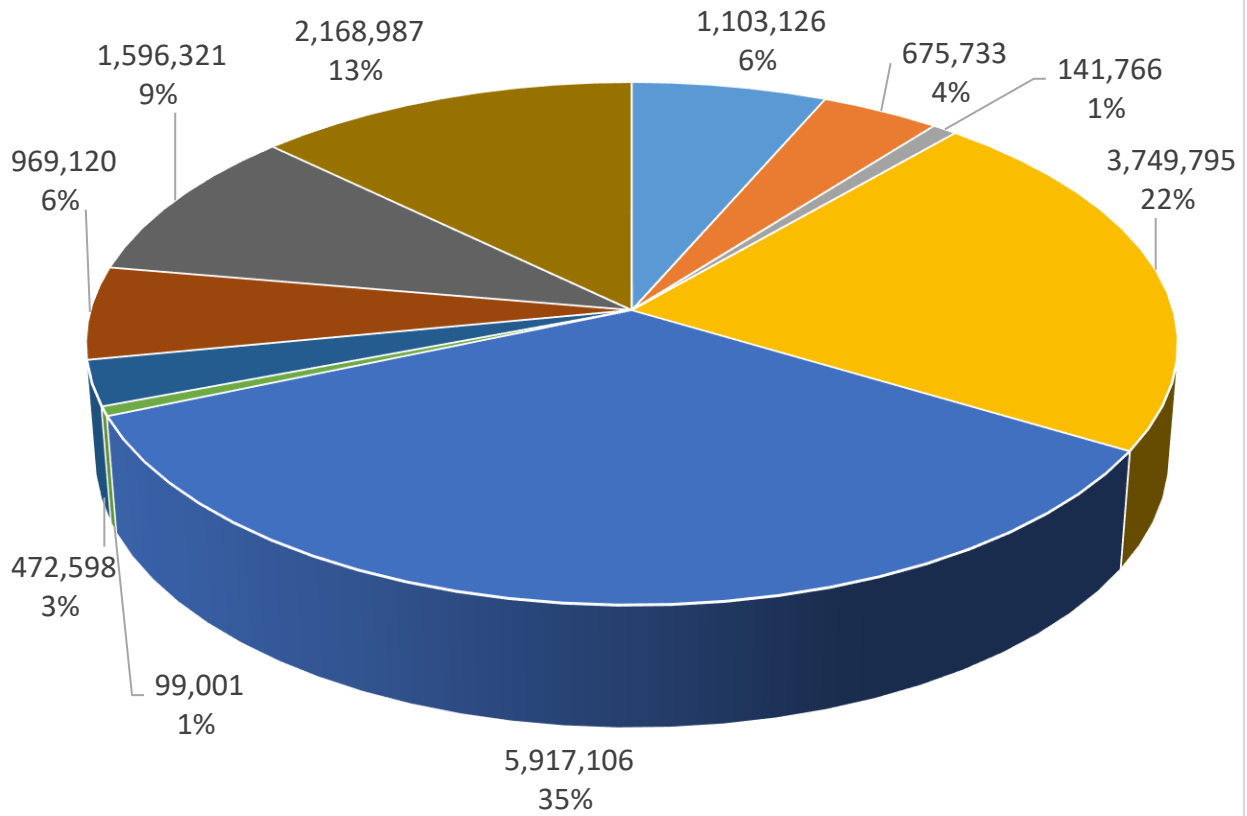
May 2 and 3, 2017 marked the second Autism in Education Partnership symposium that has been opened to public registration, and the first 2-day event of this type. In addition to ASD specialists from across the Atlantic region, the 2017 symposium was attended by APSEA teachers and residence staff; Early Intensive Behavioural Intervention (EIBI) and Early Intervention service providers; speech-language pathologists; psychologists; student services administrators; classroom and resource teachers representing Anglophone, Francophone, and First Nations schools; IT professionals; and faculty and students from a number of post-secondary institutions.

AIE Professional Learning Symposium 2017				
Participation by Province				
Province	Day 1: May 2, 2017		Day 2: May 3, 2017	
	Provincially-Sponsored Attendees	Public Registrations	Provincially-Sponsored Attendees	Public Registrations
New Brunswick	30	34	31	37
Newfoundland & Labrador	8	3	8	3
Nova Scotia	20	36	20	33
Prince Edward Island	16	1	16	3
APSEA staff	49	N/A	N/A	N/A
Total Participants	197		151	

Revenue and Expenditure Summary Charts

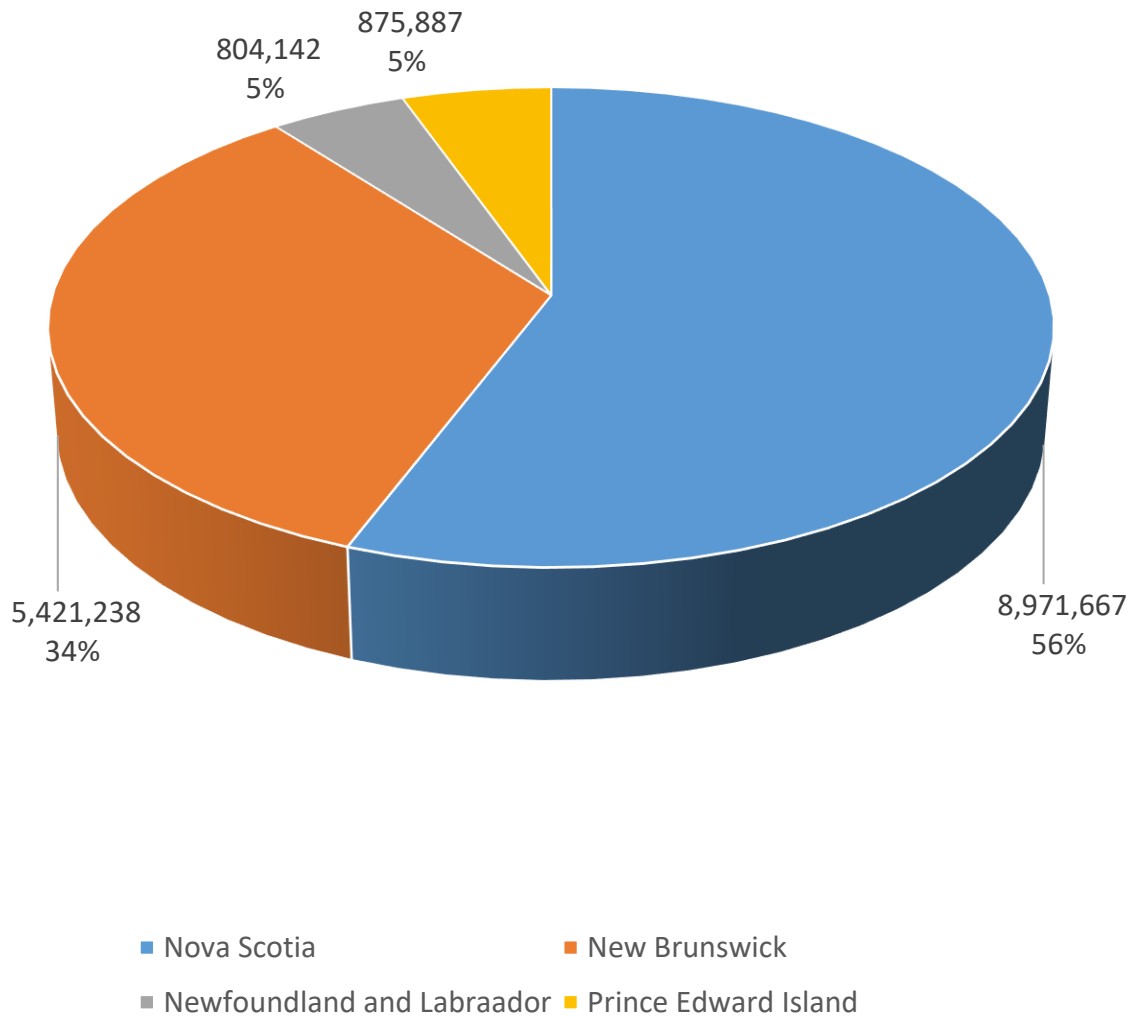


Operating Expenditures



- Administration and Financial Services
- Assessment
- Autism in Education
- New Brunswick Provincial Programs
- Nova Scotia Provincial Programs
- Newfoundland and Labrador Provincial Programs
- Prince Edward Island Provincial Programs
- Property and Buildings
- Short Term Programs
- Resource Services and Audiology

Net Operating Expenditures by Provinces



Atlantic Provinces Special Education Authority

5940 South Street

Halifax, Nova Scotia B3H 1S6

Email: apsea@apsea.ca

Website: www.apsea.ca

Telephone: 902-424-8500

Fax: 902-423-8700