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Foundation Goals

The objectives of the Canadian National Autism Foundation are charitable. The Canadian National Autism Foundation has been formed to provide funding for:

- * Educating the general public and professionals;
- * Providing information and resources to families of children with autism;
- * Providing funding for Canadian based research and development; and
- * Promoting national autism awareness

Mission Statement

The Canadian National Autism Foundation promotes the positive improvement and quality of life for people with autism in Canada.

Exciting News!

The CNAF would like
to announce our
Goodwill Ambassador ~ Walter Gretzky

Upcoming CNAF Events

*6th Annual Silent Auction & Brunch
with Fashion Show featuring
Walter Gretzky and Children with Autism &
Victoria Boland's Autism Song CD Release*

Sunday, April 30, 2006

For tickets or to donate a prize call 905-643-7183

Upcoming Events

*3rd Annual CNAF Golf Tournament
Summer 2006
Celebrity Guest Golfer
Walter Gretzky*



look for more details coming soon!

Ask the Expert

The expert for this issue is a special education teacher for students with autism. The topic is the Individual Education Plan (IEP); what it is, what it means for your child, and the process of reporting growth or change.

What is an IEP?

The IEP is a written plan describing the special education program and/or services required by a particular student, based on thorough assessment of the student's strengths and needs, it is a record of the particular accommodations needed to help the student achieve his or her learning expectations, it is a working document that identifies learning expectations that are modified from the expectations for the age-appropriate grade level in a particular subject or course, it also identifies alternative expectations in program areas not represented in the Ontario Curriculum, a record of specific knowledge and skills to be assessed and evaluated, and an accountability tool for the student, the student's parents, and everyone who has responsibilities under the plan for helping the student meet the stated goals and learning expectations (IEP Resource Guide, 2004)

When does an IEP need to be written?

Legally, for students identified as exceptional through the IPRC process, the IEP must be written and sent home within 30 school days (usually mid October). Once the IEP has been completed, it is signed by the principal, who is legally responsible for ensuring that ALL programming and resources are in place. A parents signature is not required to give consent to the programming, rather to indicate that they have been consulted.

When is the IEP updated?

The IEP must be reviewed each reporting term. The most recent report card must be documented on page 2 of the IEP. Schools may choose to document updated academics at the end of each term, therefore the Learning Expectations will most likely change each term, as the student works towards achieving the annual goal. The updated programming pages of the IEP must be sent home if there are any changes made.

Why does my child receive a Report Card and an IEP?

The Provincial Report Card assesses academic areas that are covered in the Ontario Curriculum, the IEP assesses alternative programming, such as social or behaviour programs. If your child has alternative learning expectations (ie. Self-help skills, or social skills programming), these will most likely be assessed and commented on in the IEP on the page with the alternative goal using the third column "Assessment Strategies and/or Review of Progress". Assessment on an IEP is ongoing and continuous.

For more information on

The Ontario Curriculum go to <http://www.edu.gov.on.ca/eng/document/curricul/curricul.html>

The Individual Education Plan go to <http://www.edu.gov.on.ca/eng/general/elemsec/spiced/individu.html>



Submit questions to our experts via email at cnaf_autism@hotmail.com, by phone at 950-643-7183, by fax at 905-643-0969, or via mail at 1227 Barton Street East, PO Box 47577, Hamilton, ON L8H 2V0

The Canadian National Autism Foundation will attempt to have all questions answered in a timely manner, and to ensure that names are kept confidential. Not all questions posed will be published in a particular issue. The Canadian National Autism Foundation is not responsible for the responses given by the expert to questions posed through this outlet, and we encourage you to consult with other experts for additional advice and information.

Interesting Information About Math and Reading Programs

Touch Math ~ www.touchmath.com

Prevention or Intervention; Touch Math works either way!

Piaget, Bruner and others stressed that many math problems will remain elusive until a child reaches either the pre-operational or concrete operational stages. The first stage occurs somewhere between the ages of two and seven, and the second between seven and eleven. But not always. Some students enter these stages earlier than peers; some enter the stages later.

Nevertheless, children cannot learn abstract mathematical concepts until reaching the appropriate stage. Some students may not be able to meet standards because of their point of intellectual development.

A growing body of primary and secondary research has continued to validate classroom anecdotal experiences reported by thousands of frontline teachers. The studies point to a common conclusion: Touch Math is a popular multi-sensory math teaching approach that helps teachers teach and learners learn.

Touch Math combines the concrete (dots cut out of paper), pictorial (a piece of paper with dots on it), and symbolic (the numeral that symbolizes the amount).

(adapted from Touch Math 2006 Catalog)

Log onto the website for more information and to download the free worksheets!



Teaching Reading to Children with Down Syndrome ~ Patricia Logan Oelwein

The title of this resource may be misleading, but it really works with children with autism!

As children with autism are generally visual learners, they often respond better to the whole language/ word recognition approach to learning to read, versus phonics. This book details how to use this approach to teaching reading in a systematic way. It includes pictures and explanations of activities that can be conducted with children, which they will find fun and engaging.

Teaching Reading is carefully programmed for the success of the learner; is an adaptation of the language experience approach, individualized for each learner, and is functional; it builds success and confidence; provides meaningful practice; is versatile; uses materials that are simple, inexpensive and individualized for each learner; is fun for the learner and the instructor; and is systematic.

Log onto our website www.cnaf.net/books to order this resource from Amazon.ca

How to Contact Us

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How You Can Help

As a charitable organization, the Canadian National Autism Foundation strives to raise funds to achieve our goals and it is with the support of generous organizations, companies and people that we are able to put together fundraising events such as those we have had in the past in order to raise the funding needed.

At this time we are looking for financial support, and this can come in various forms:

- Sponsorship of portions of our events
- Donations of prizes for our events
- Purchase of tickets to our events
- Financial contributions directly towards our goals (i.e. research)

Charitable Organization
#867189243 RR0001



Ongoing Fundraisers

Do you buy books about Autism or any other topics online?
Buy them through the Amazon.ca link on our site, and the CNAF will receive a percentage of your sale from Amazon.ca

In our Upcoming Issue

Ask the Expert about ... we want to hear from you. Who would you like to hear from, and what questions have you always wanted to ask. Email us your questions, and we will find an expert to answer them.

Interesting Information ... something new and exciting!

Disclaimer

The Canadian National Autism Foundation (CNAF) does not support, endorse or recommend any method, treatment, product, program or person for people suffering with autism spectrum disorders. The goal of our site and our responses to your questions is to provide accurate and up-to-date information about autism spectrum disorders. We believe everyone has the right to access all of the information available to them, allowing them to make their own individual choice.