

Community Healing and Intervention Program Newsletter: cupnakutnamu (Autumn) 2000

Where is the CHIP Office??

12A-13 Ave. South, Specialty Lane



Next to Sugar Shack and the Safeway parking lot

Open: Mon.-Fri. 9 a.m. to 4:30 p.m.

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The theme for
this newsletter:
"Prize-Winning
Strategies
For FAS/E
Behaviours"

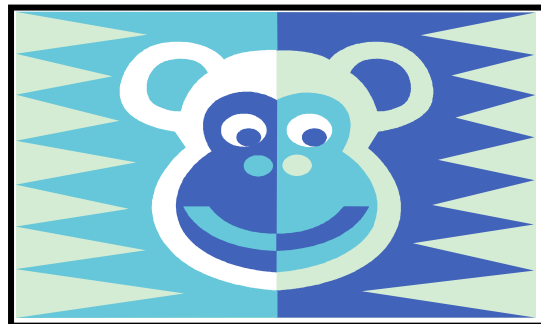
Ki'suk kyukyit!

Recently John Barnes, Annette Malan and I travelled to the Lower Similkameen Band to present information about the Community Healing and Intervention Program.

I shared on school strategies.

Some of the strategies I had shared were as follows:

1. First and foremost, try differently, not harder. I feel that this is important when working with young people. Learning how they learn is the hard part. Working with students who have ADD can be very trying. Many times teachers are at the end of their rope not knowing what to do or what will work.
2. Another strategy I have found, and this may not work with all students, is using a prop. I will use the name "Billy" to protect identity. Billy tends to become very active during lessons. Billy will have constant body movements. Because he is always moving, it may look like he is not listening.



One day I got a cuddly toy monkey. I told Billy that the monkey's name was "Mr. Monkey". I said that Mr. Monkey likes to learn but needs to

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be petted in order to learn. When Mr. Monkey is being petted, he also helps the person who is holding him learn. By using a prop such as this, Billy's hands can move constantly, and he is able to sit for a longer period of time, enabling teachers to carry on with class.

One note of caution with this strategy is that other students wanted their turn with Mr. Monkey also. I told them that Mr. Monkey will see who needs a turn next and will tell the teacher where he wants to go next. This way all students will be included. Mr. Monkey is not a solution to all children with ADD. It worked in this situation and I hope that it may work in other classrooms.

Overall the workshop at Lower Similkameen went well. We met a lot of good people, and they made us feel welcome. Just a quick comment before I close: the Lower Similkameen Band is located in Keremeos, not out of town (John). Thank you for your time and have a great day.

Jason Louie
CHIP Worker



Hi Everyone,
The Engine Program is based on the idea of Time Out. It doesn't cost any money and no training is needed.

Step 1: Teach child to put feelings into words:

HIGH, JUST RIGHT, or LOW
This is like a car's engine that is running on "high", "just right", or "low". The child's body can be compared to the car's engine.

Step 2: Get a big box. Let the child decorate it like a garage.

Step 3: Let the child run his/her engine on "high", for example by running around the yard. Let the child run his/her engine on "low", for example by lying down for a nap.

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Step 4: Sing this song to the tune of Twinkle Twinkle Little Star:
"Billy, Billy, tell me now, how's your engine running today."

Step 5: If the child's engine is running on "HIGH", or out of control, he/she can "park" in the big box "garage". The child can take a book, a toy or music and have a quiet time.

Step 6: If the child's engine feels LOW, the child can jump on bubble wrap.

Here are 3 of the benefits of the Engine Program:

1. the child learns words to describe his/her feelings
2. the child chooses to have a "time out" on his own rather than being punished
3. the child learns to control and regulate his/her own behaviour

I you want to have more info on this, please contact the CHIP Office. Take care of your Engine today!

😊 CHIP would like to welcome our new Special Education Intervention Planner: Adriana McCrudden. 😊

Hi Everybody,

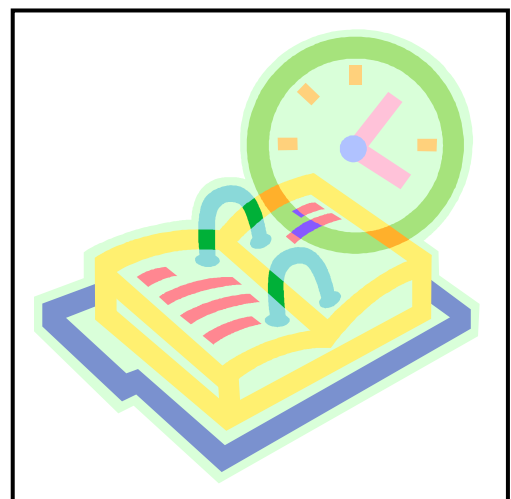
My name is Adriana McCrudden. I was born and raised in Guadalajara, Mexico. After completing my B.A. in Psychology in Mexico, I visited Canada for the first time in 1990.

After that visit I decided to return to Vancouver to improve my English and to enroll in a Masters program in Special Education.

My professional goal is to collaborate in the education of students with special needs. I have volunteered and worked as a special education teacher in both Mexico and B.C.

I am looking forward to working with the CHIP team and with community members. Feel free to give me a call at the CHIP Office.

Adriana McCrudden
Special Ed. Intervention Planner



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Hi Everyone,

Some of the best strategies for supporting people who are affected by prenatal exposure to alcohol start with the family.

Here are eight factors that protect these members of our community from developing secondary disabilities:

1. Living in a stable and nurturing home for over 72% of life
2. Being diagnosed before the age of 6 years.
3. Never having experienced violence against oneself.
4. Staying in each living situation for an average of more than 2.8 years.
5. Experiencing a good quality home from age 8 to 12 years.
6. Being found eligible for special services and funding.
7. Having a diagnosis of FAS (rather than FAE).
8. Having basic needs met for at least 13% of life.

How can we support families who deal with FAS/E every day? How can we celebrate the gifts and strengths of individuals who are affected by FAS/E? These are tough questions, and to answer them, we need to work together.

I hope you have enjoyed our fall newsletter on "prize-winning strategies for FAS/E behaviours". If you have comments, suggestions or questions, call me at the CHIP Office, or drop in for a coffee.

Lynnette Wray
CHIP Coordinator

