



CHRISTIAN HERITAGE SCHOOL

2025 26th Street, Brandon, Manitoba, R7B 3Y2

Phone (204) 725-3209, Fax (204) 728-9641

Email office@chsbrandon.ca, www.chsbrandon.ca

The Resource Department at *Christian Heritage School* provides the following supports to children who require additional, out of classroom programming.

- Occupational Therapy
- Physio Therapy
- Speech and Language Therapy
- Barton Reading and Spelling System
- Literacy Support
- Numeracy Support
- English as an Additional Language class
- Counselling Services available

Barton Reading and Spelling System

Barton Reading and Spelling is a tutoring system for children, teenagers or adults who struggle with spelling, reading and writing due to dyslexia or a learning disability.

The Barton Reading Program is one of several reading programs that are based on the highly structured Orton-Gillingham approach. It comes with videos that explain how to teach each lesson. And it offers online support. Lessons are structured and carefully scripted. Like other programs based on Orton-Gillingham, Barton is multisensory. It uses colored tiles to help the student recognize vowels and consonants – yellow tiles for vowels and blue tiles for consonants. It uses all the senses to help kids make connections between sounds and words. Barton encourages one-on-one teaching for best results.

It spends more time than most programs on spelling. Barton aims to take the guesswork out of reading and spelling. It does this by having students memorize the rules and practice using them with real and nonsense words.

Students must be able to tell the difference between sounds in spoken language to use Barton.

Barton does not emphasize reading comprehension.

There are 10 levels in the program. All students start at the same level and follow the same, scripted teaching plan. Our school has Levels 1-5, at present. Students are assessed at the end of each level. They don't move on unless they show mastery of what they have been taught.



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LITERACY SUPPORT

The Literacy Support Program is intended to provide additional support in all areas of literacy which encompasses reading, writing, listening and speaking. If the classroom teacher has referred your child to the Resource Department then he/she will be joining a Literacy group. We meet for half an hour daily, in the Resource area. The work being done in class at the time that your child is attending Literacy Group will not be homework; nor will it be expected that the child will have to 'catch up' on that work.

During Literacy Group we concentrate on teaching/reinforcing reading strategies which will help your child become a more successful reader. We focus on fluency and comprehension of text. We also teach the students multiple strategies so they are able to decode an unknown word, so that it will look right, sound right and make sense. To help solidify the links between reading and writing we will engage in writing activities as well.

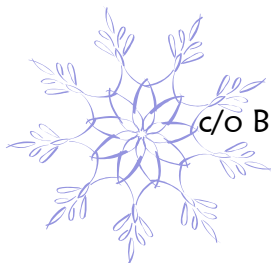
Discussions on any given topic are also important as this allows us to expand and enrich vocabulary. Turn taking, listening respectfully, and realizing that others may have a different opinion than ours are valuable life skills. Social topics are also addressed such as conflict resolution.

It is important to note that while your child is participating in a Literacy group, it doesn't necessarily mean he/she is there for the entire year. If assessments, both formal and informal (observation, anecdotal notes) indicate that the skill level has increased at a steady rate, then that child will no longer need the support of this particular program. In such a case, the child would return to the classroom and be monitored by both the classroom teacher as well as Resource staff.

We at Christian Heritage School, want to provide our students with the skills required to ensure they are successful learners, no matter where they fall on the literacy continuum.

NUMERACY SUPPORT

The intention of numeracy support is to primarily solidify the operations in mathematics that many students find challenging. The practice of multiplication, division, addition and subtraction take form using flash cards, math folder activities and interesting practice paper and pencil tasks. We also focus on promoting independent thinkers and problem solvers.



BRANDON CHILDREN'S THERAPY TEAM

c/o Brandon Regional Health Authority, Rehabilitation Services

150 McTavish Avenue East, Brandon, MB R7A 2B3

Fax: (204) 578-4871

What Is Occupational Therapy (O.T.) in Pediatrics?

Everyone has an occupation or job. A child's occupation is to grow, learn, do schoolwork, and play. Occupational therapy (O.T.) helps children who have physical, sensory, or cognitive disabilities carry out everyday activities like brushing their teeth or putting on shoes and socks.

Some occupational therapists help children create alternate ways to play popular games they might miss out on because of their illness or injury. Many work with children who need help with their handwriting or in developing learning strategies to help them remain focused in class and get their homework done.

Occupational therapy helps children with special needs be as independent as possible or aids a child who's returning to school after a long illness or severe injury.

Who Can Benefit from O.T.?

Many children benefit from working with an O.T. Most have difficulty performing everyday activities like dressing, tying shoes, feeding themselves, paying attention, writing, drawing, or coloring in the lines.

Some children with conditions such as cerebral palsy, muscular dystrophy, or spina bifida may need to use a wheelchair. An O.T can help children in wheelchairs come up with a plan to go through the lunch line, get stuff out of their school locker, and make it to class on time.

Occupational Therapists also may help children with autism learn how to interact with others, or might help children with sensory processing disorders learn ways to interact with their environment in a more comfortable and appropriate way.

An O.T. also offers aids and equipment like slings or splints to provide support to different parts of the body. They can help you find devices that make it easier to do things like opening a jar, putting your shoes on, or taking a bath or shower.

What do O.T. services look like at school?

- OT services at school are based on a **consultative** therapy model
- This means that an assessment is completed and programming recommendations are provided to parents and school team
- An assessment may include: consultation with parents and/or school team to determine developmental history, observation in the classroom, observation of school work, and/or formal assessment (one to one sessions)
- Following assessment, programming for home and/or school may be provided (based on the child's needs)
- Interventions are carried out by parents and/or school team under the direction of the O.T.
- Re-assessments and changes to programming occur as needed

O.T. Assessment and recommendations may include:

- Strategies to improve fine motor and/or handwriting skills
- Recommendations for alternatives to writing / technology in the middle years
- Activities to improve visual motor integration and visual perceptual skills
- Recommendations for sensory processing difficulties
- Environmental and/or equipment modifications
- Independence with self-care activities

Overview of Physiotherapy (P.T.) Services in the School:

There is 1 physiotherapist for all 21 Schools in the Brandon School division including the 2 schools out of the city of Brandon as well as Christian Heritage School; this therapist also covers children who are home schooled in Brandon.

School-Aged Physiotherapy services through the Brandon Children's Therapy Team are **consultative**. This means the therapist assesses the child, makes recommendations and provides them to the family, student or school and returns periodically to reassess the child and change or progress the program as appropriate.

The Physiotherapist is unable to provide direct hands-on treatment for children. Thus, in order for a program to be successful, it must be carried out by the parents or an EA. If a child has no EA support in school and there is no place to work on the skills identified, this responsibility falls on the parents. If parents "do not have the time" or are unwilling to commit to doing a therapy program with their child, the chances of success are minimal. If the child is motivated and old enough to handle the responsibility, a program may be tailored for them to do independently.

P.T. Assessment and recommendations may include:

- Strategies to increase balance, coordination, flexibility and strength
- Recommendations to correct/alter abnormal gait (walking) patterns
- Activities to increase age appropriate gross motor skills such as catching, jumping, kicking and throwing
- Environmental and/or equipment recommendations

How to refer to O.T. & P.T.

- Anyone can make a referral (parents, school, physician, etc) using a Brandon Children's Therapy Team referral form
- The school's resource teacher usually assists with the completion of referral forms
- The referrals are sent to the Brandon Children's Therapy Initiative Team. (address is at the top of the referral form)
- A notification letter is sent by the intake committee to referral source and parent/guardian to outline that it has been received and to which therapist it has been assigned.
- A case history form will be sent to the parent/guardian and returned to the assigned therapist
- A referral will be returned to the referral source if:
 - The exchange of information (on the back of the referral form) is not filled out and signed by the parent/guardian



The Role of the Speech-Language Pathologist at Christian Heritage School

The Speech-Language Pathologist (SLP) works with the school staff at CHS in a Consultative Collaborative Service Delivery Model. This means that the SLP works with Students, and coordinates and collaborates with the Resource Team, Classroom Teachers, Educational Assistants and Parents as needed and when possible. Due to the fact that this type of model is consultative, the SLP program has the support of the school to provide an Speech and Language Facilitator to carry out programs established by the SLP. The SLP will periodically work with and update programs established for each student as needed when possible.

The SLP assists in screening and identification, and carries out assessment and diagnosis of speech and language delays and disorders for students. This includes articulation, motor speech, fluency, and phonological awareness. Expressive and receptive language as **content**: vocabulary: labelling, categorizing, semantic knowledge; **use**: pragmatics: nonverbal communication, speaking and listening skills, social communication, **form**: grammar), and augmentative and alternative communication.

Since no two students are alike, communication delays and disorders are also very individualized, so that programs and recommendations for individual or group intervention, classroom and home, are based on each students needs, motivation and support.

You can reach the SLP through the Resource Teacher at Christian Heritage School.