Dear Members and Friends of Support for Learning

Welcome to the first newsletter of 2016.

When I was at secondary school I remember sitting an IQ test. These results were used to determine how many ‘O’ levels I was able to sit. Research and understanding of IQ or cognitive reasoning have changed since that time. Then, in the early 80’s, it was believed that intelligence was genetic, determined at birth. It is now thought that intelligence is not a set quantity and practice in every aspect of cognitive functioning or your capacity to learn new information such as problem solving, working memory, thinking creatively, logic, abstractions and proposing hypotheses can raise levels of intelligence.

In particular, many studies have shown great progress with children on the Autistic Spectrum Disorder (ASD), but this can also be seen with all children and adults in developing and increasing cognitive ability. As teachers, we have the ability and skills to change children’s lives.

Thank you to all the schools who took part in the fund-raising Civvies Day on Friday 12 February 2016. Through your efforts and sponsorship we have been able to set up a mini-conference on Saturday 25 June at a reduced cost of P250 per delegate.

On Saturday 5 March we held a Hands On Workshop at Maru-a-Pula School. Many of the presentations are included in this newsletter. I would like to thank all the presenters for giving up their time to share their knowledge and expertise to develop the skills of our teachers here in Botswana.

Take care
Angela

Support for Learning Committee

Angela Warwick Chairperson
Frida Brahmbhatt-Deurwaader Secretary
Bev Dunlop-Jones Treasurer
Phil Huebsch
Laola Gilbert Sian Griffiths
Bhekinkosi Ncube Ruwayda Khan
Grace Kamba Gail Lees
Beauty Abbey Farai Makuyana
NOTICE OF MEETING

The 23rd Annual General Meeting of Support for Learning, the Special Needs Association of Botswana will be held on Saturday 24 September 2016 (More information to follow)

AGENDA

1 Welcome
2 Minutes of 2015 AGM
3 Matters Arising
4 Chairman’s Report
5 Treasurer’s Report
6 Appointment of Committee Members for 2016/2017
7 AOB

If you wish to nominate anybody to stand on the Support for Learning Executive Committee please contact: Angela Warwick chair@supportforlearning.ac.bw
Support for Learning Mini-Conference
Saturday 25 June
Maru-a-Pula School
8.30 - 12.30
P250

Keynote Speaker: Sheri Brynard (Down Syndrome)
Speaker: Mark Kluckow Consultant Clinical Psychologist

Programme
8.00-8.30 Registration
8.30 – 9.00 Keynote speaker - Sheri Brynard
9.00 – 10.30 Realising and Releasing the Potential of the Awesome
iGeneration in the School Setting - Mark Kluckow
10.30 – 11.00 Break
11.00 – 12.30 Communication Skills for Teachers – Strategies for
Constructive Engagement With Parents and Students - Mark Kluckow
12.30 Finish

Sheri Brynard (Down Syndrome)

Sheri Brynard is a 34 year-old South African lady from Bloemfontein who is living
with Down Syndrome. She has set new boundaries for people with Down Syndrome by qualifying as an assistant-teacher in a public school and becoming a motivational speaker nationally and internationally.

She became the first, and still is, the only person in South Africa with Down Syndrome who has received a tertiary qualification when she graduated from the National Technical College in Bloemfontein. This qualification followed after she
was also the first child with Down Syndrome, 23 years ago, to attend and successfully graduate from a mainstream school.

She had a small role in the hit Afrikaans TV series, Binnelanders and apart from her love for acting and public speaking, Sheri is in the process of writing her own book. This is a big achievement that will make society aware of the potential of people with intellectual disabilities and open more doors for them.

Sheri was chosen by Down Syndrome South Africa (DSSA) to become their ambassador and also serves as ambassador on the international Down Syndrome board.

**Mark Kluckow Consultant Clinical Psychologist**

Mark Kluckow is a Consultant Clinical Psychologist with over 25 years experience working with individuals, families, schools, and development organisations in the region. His areas of expertise include child and adolescent development, parenting, social and emotional learning in the home and school setting, and organisational development. Mark works extensively with schools throughout the region and currently lives in Bulawayo, Zimbabwe. Mark is married to Joy and they have three adult children.
Changes in Early Puberty

Dr Claire Brockbank
Family Physician
Independence Surgery
cbrockbank@doctors.org.uk

Physical Changes

Hypothalamus produces gonadotropin-releasing hormone (GnRH)
Stimulates pituitary gland to release follicle stimulating hormone (FSH) and luteinising hormone (LH)

OVARIES
TESTES

Physical changes in boys

Physical changes in girls

Behavioral Changes

• Clumsiness
  – Big hands and feet
  – Fast and erratic growth
  – Brain needs to catch up

• Awkwardness
  – Posture
  – Long arms & legs
  – Body disproportion
  – Breast enlargement
    • Boys & girls
Sleep pattern

• Laziness or hormones?
• Teenagers need a lot of sleep – 9hrs
  – Muscle repair, memory consolidation, hormone production
• Growth hormone released at night
• Changes to sleep hormone “melatonin”
  – Released later in teenage brain around 1am
  – Disturbance of melatonin by computer screens

How can we assist sleep?

As Parents:
• Restricting screen time in the evenings
• No devices in bedroom at night
• Bed time routine
• Allowing lie-in at weekends

As Teachers:
• Homework planning
• Discussing importance of sleep during class
• Structuring of school day
• “School from home”??

Sexual changes in boys

• Erections
• Wet dreams
• Masturbation
• Breast development
• Sexual desires
• Sexual orientation

Sexual changes in girls

• Breast development
• Menstrual periods
• Pre-menstrual syndrome (PMS)
• Masturbation
• Sexual desires
• Sexual orientation

Helping with sexual changes?

• Early Sex Education
• Age-appropriate information
• Open discussions
• Sex is enjoyable
• Love or Lust?
• Pornography & internet
• Sexual health – STI, HIV/AIDS, contraception

Emotional Changes

• Mood swings
  – Happy, angry & sad in the same day
  – Rapidly fluctuating hormone levels in early puberty
  – Changing body appearance
  – Increased self-consciousness
  – No longer a child but not yet an adult
Emotional Changes

- Arguments and Anger
  - Normal human emotions
  - Developing sense of self
  - Conflicts with teachers' and parent's ideas
  - Pushing childhood boundaries
  - Asserting their independence
  - Learning negotiating skills (positive)

How can we help deal with anger?

- Listening
- Avoid getting drawn into the argument
- Do not take it personally even when anger is directed at you
- Allow time to ‘cool down’ before discussing
- Setting boundaries and acceptable behavior
- Violence is not acceptable

Depression

- More than “moodiness”
- Withdrawn from friends and family
- Changed eating patterns
- Worsening school performance
- Giving up activities
- Poor concentration
- Change to hygiene habits
- High risk behaviors

Depression – how to help

- Being aware of the signs
- Encouraging teenager to talk
- Acknowledging upset
- Giving space when needed
- Healthy eating & exercise
- Seek professional help
- Suicide and self-harm
**Diet & Exercise**
- Regular meals
- Plenty of fruits and vegetables
- Low sugar diet
- Protein
- School tuck shops
- Regular “fun” exercise
- Alcohol
- Time management

**Adolescent Brain**
- Period of rapid development
- New and elastic neural pathways
- Re-training of habits
- Developing pre-frontal cortex “control centre”
- Risk taking behavior
- Extreme pleasure

**How to engage the teenage brain?**
- Easily bored
- Need to be challenged
- Willingness to learn
- Increased capacity to learn
- Deal with distractions
- “Multi-tasking” while learning

**Positive Parenting & Teaching**
- Good listening skills
- Open communication
- Spend time together
- Fixed but negotiable boundaries
- Allowing increased freedoms
- Accepting increased responsibility

**Summary**
- Puberty is a time of physical, emotional and psychosocial change.
- Challenging for child, parents and teachers
- Re-think puberty as an exciting opportunity
- Develop responsible, thoughtful, socially connected individuals
- Fantastic capacity for learning

**Useful websites**
- www.kidshealth.org
- www.familylives.org
- www.youngminds.org
- ww2.kqed.org/mindshift
- www.pamf.org/teen/health/puberty
IDENTIFICATION AND MANAGEMENT OF CENTRAL AUDITORY PROCESSING DISORDER

In the Classroom

Retha Mori

What is Auditory Processing?

- Auditory processing is described as:
  - “What we do with what we hear”

  (Katz, Strickler & Henderson, 1992)

Thus, Central Auditory Processing Disorder (CAPD) is:

- A deficit in the neural processing of auditory stimuli that is not due to higher-order language, cognitive or related factors.
- Although CAPD may co-exist with other disorder, it is not a result of these disorders.

CAPD broken down:

- Sound localization and lateralization – where the sound is located
- Auditory discrimination – telling sounds apart e.g. “bat vs pat”
- Auditory pattern recognition – long vs short, high pitch vs low pitch
- Temporal aspects of audition – snowdrift vs snow drift (timing aspects)
- Auditory performance with competing acoustic signals – ambient noise

An example of Central Auditory Processing disorder in the classroom:

- “Ok, class, before you line up to go outside for recess, take your homework out, and put it on your desk, then hang your backpack up and line up in alphabetical order!”

Bob hung his backpack up and was first in line!

Manifestation of CAPD:

- Difficulty hearing in noisy situations or with competing messages.
- Difficulty following long conversations or lectures.
- Misunderstanding messages.
- Difficulty hearing conversations on the telephone.
- Difficulty learning a foreign language or challenging vocabulary words. Or understanding foreigners accents.
- Difficulty remembering spoken information (auditory memory deficits)
Manifestation of CAPD cont.:
- Difficulty taking notes.
- Difficulty following multi-step directions.
- Difficulty in directing, sustaining or shifting auditory attention.
- Difficulty processing non-verbal information (e.g. poor musical and singing skills).
- Difficulty learning songs, nursery rhymes.
- Sometimes have difficulty with reading, spelling and learning problems.

CAPD may indirectly lead to academic difficulties: (Baran 1999)
- Poor expressive and receptive language abilities
- Poor reading, writing and spelling
- Poor phonics and speech sound discrimination
- Difficulty taking notes
- Difficulty learning foreign languages
- Weak short-term memory
- Behavioural and psychological, and/or social problems resulting from poor language understanding and poor academic skills.

Processing problem that may occur:
- Phonemes
- Rhyming
- Decoding words
- Poor auditory memory

Identifying symptoms of CAPD:
- [https://www.youtube.com/watch?v=iabuAiYZVxI](https://www.youtube.com/watch?v=iabuAiYZVxI)

Intervention needed:
- Children 45-60% of their day focused on listening, much of that time in school.
- Classrooms are often noisy places and children often have a harder time than adults hearing in these noisy environments.
- Proper intervention is necessary.

Video of Intervention Session:
- [https://www.youtube.com/watch?v=6F6fVGg7LLg&feature=youtu.be](https://www.youtube.com/watch?v=6F6fVGg7LLg&feature=youtu.be)
Accommodate the environment:

- Allow for a longer response time.
- Maintain a routine.
- Write information on the board.
- Use a cue word.
- Maintain eye contact.
- Repeat important information.
- Use visual aids.
- Encourage questions.

(Kamhia, 2011; Walker et al., 2011; ASHA, 2004a)

Seating students with CAPD:

- Preferential seating.
- Reduce background noise.
- Consider your distance (5 feet/1.5m or less).
- Good visual.

(Kamhia, 2011; Walker et al., 2011; Bellis, 2003)

Modifications for setting:

- Reduce external visual and auditory distractions.
- A large display of posters or cluttered bulletin boards can be distracting.
- A study corral in the room may help.
- Ear plugs may be useful for distracting noise from a heater or air conditioner, the pencil sharpener, or talking in the hallways.

(Kamhia, 2011; Fey et al., 2012; Walker et al., 2011)

Modifications for setting cont.:

- Consider the acoustics of the room.
- Obtain visual attention from child (e.g., touch/name).
- Slow down speech.
- Make the child responsible for understanding (e.g., repeat what was said, but don’t embarrass the child).
- Think before criticizing.
- Simplify directions.
- Provide additional written or visual material.
- Consider sensory issues.

(Kamhia, 2011; Walker et al., 2011)

The FM-system:

- An FM-system is a broadcast-type device that assists in filtering out background noise and delivering clearer spoken speech to the student.
- Personal FM-systems, with a student wearing an earpiece and the teacher wearing a microphone, can be more effective in improving the sound-to-noise ratio and making it easier for a student not to miss any important information.

(Jonhson et al., 2009; ASHA, 2002b; Rosenberg, 2002)

- Social impact needs to be considered.

How to speak:

- Gain child’s attention before giving instructions.
- Speak slowly and clearly, but do not over exaggerate speech.
- Use simple, brief directions. Give directions in a logical, time-ordered sequence.
- Use words that make the sequence clearer e.g. “First, next, finally”.
- Use visual aids and write instructions to supplement spoken information.

(Rolla, 1996; Walker et al., 2011; Crandell and Badovinac, 2011)
Resources!

* Don't forget to take your copies of "Helpful classroom tips" and "Identification of CAPD checklist".

* Thank you for coming!
HOW TO DESIGN A TOKEN ECONOMY

1. Select Tokens
   i. Guidelines for Selecting Tokens
      a. Easily accessible and easy to handle; Durable; Inexpensive; Pick tokens that learners cannot
         bootleg/counterfeit; Pick tokens that are not desired
   ii. Examples of Tokens
       Washers, coupons, poker chips, tally marks, teacher/parent initials, hole punches in a card, and more

2. Identify Targeted Behaviors and set rules
   i. Guidelines for Selecting Behaviors
      a. Choose observable and objective behaviors (things you can see!); Specify criteria for success (what
         you see when it’s correct); Start with small number of behaviors the learner can do; Make sure
         learners can do chosen behaviors
   ii. Guidelines for Establishing Rules
       a. Choose and announce rules to everyone involved (others can help develop the rules!)
       b. Individualize behaviors, rules, and criteria for success for specific learners

3. Select a menu of Back-up Reinforcers
   i. Guidelines for Selecting Back-up Reinforcers
      a. Choose inexpensive/no-cost things; Choose reinforcers that will be natural in home or school; Have
         a variety of reinforcers available for all learners’ preferences (learners can help choose reinforcers!)
   ii. Types of Back-up Reinforcers
       Extra break time, getting to choose a classroom/home activity, passing out materials, helping in
       preparation of an event, pens, pencils, rulers, rubbers, sharpeners

4. Establish Ratio of Exchange
   i. Keep Beginning Prices Low (e.g. 1 token for 1 back-up item)
   ii. As token-earning behaviors and income increase…
       a. increase and vary the costs of back-up reinforcers, decrease value of tokens, and increase
          number and quality of back-up items

5. Write Protocols:
   i. How will you dispense tokens?
      a. Will the teacher/parent or learner store accumulated tokens?
   ii. How will you exchange tokens?
      a. Establish times for exchange (frequent at first, infrequent later); Create menu list with prices and
         order forms
   iii. What if the learners don’t care about tokens?
      a. Remain neutral; Allow learner input to get their buy-in: Selecting back-up reinforcers, creating rules,
         establishing price, helping manage the system
   iv. Will you take tokens for inappropriate behaviors?
      a. Clearly define and state behaviors that will result in tokens being lost; The more serious the offense,
         the bigger the fine; Learners must have tokens for them to be taken

6. Introduce Parents to the Token Economy
   i. Explain your token economy to parents, and invite them to learn how to do it at home

7. Test on Small Scale before full scale implementation
   i. 3 to 5 days: Use tally marks rather than physical tokens
   ii. Record Observational Data: Are learners able to do targeted skills? Which ones?; Are some learners not
       receiving tokens?
   iii. Alter individualized, targeted behaviors: Some learners may need easier or more difficult behavior
HOW TO IMPLEMENT A TOKEN ECONOMY

1. Initial Token Training
   i. Changes based on the learners’ skill levels
   ii. 3 Steps:
       a. Explain and provide an example of the system:
          “This is a token, and you earn this by doing ________. When you do this and I see, then I will give you a token. The more you do ________, the more tokens you will get. On (day/time) you can give me your tokens and get one of these things that you can afford. You need tokens to purchase things you want. Save your tokens to get the big things.”
       b. Model token delivery (how a good behavior earns a token)
       c. Model token exchange (how giving tokens gets fun items)

2. Ongoing Token Training
   i. Deliver Praise and Tokens at the same time
   ii. Deliver tokens Immediately after targeted behavior
   iii. Revise the system over time
       a. Alter individualized, targeted behaviors
       b. Have learners give input: discussing behaviors they want to do more/less, selecting back-up reinforcers, establishing prices

3. Potential Management Issues
   i. Counterfeiting and Stealing
      a. Don’t have tokens that can be easily created by learners
      b. Keep them in secure locations!
   ii. Token Hoarding and Attempting to Purchase on Credit
      a. Require token exchange to occur after specified amounts of time or tokens will become expired;
      b. Do not allow purchases on credit; i.e. purchasing without having the required number of tokens
   iii. Learners who test the system
      a. Make sure the targeted behaviors are getting better as a result of the system!
      b. Make sure that learners like the back-up reinforcers!
      c. Will you take tokens for bad behavior?
         (see How to Design a T.E., Writing Protocols, 5, iv)

4. Withdrawing the Token Economy
   i. Gradually increase number of behaviors required to earn tokens
   ii. Gradually decrease times during which token economy is in effect
   iii. Decrease tangible back-up items (e.g. sweets) and increase more naturally occurring back-up items (e.g. positive note sent to parents)
   iv. Increase price of desirable back-up items and decrease price of less desirable back-up items
   v. Gradually fade physical tokens over time; for example:
      Poker chips → slips of paper → tally marks on index card held by learn →
      tally marks on index card held by teacher (teacher announces totals daily) →
      tally marks on index card held by teacher (teacher announces totals weekly) →
      token economy is removed
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<th>DESIGNING A TOKEN ECONOMY</th>
<th>WHAT I WILL DO</th>
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<td>1. Select Tokens</td>
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<td>2. Select the behaviors to be rewarded in specific and observable terms</td>
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<td>3. Select your back-up reinforcers</td>
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<td>4. Place a price (in tokens) on your reinforcers (ratio of exchange)</td>
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<td>5a. How will tokens be given? How will they be exchanged?</td>
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<td>5b. What if learner(s) don't care about tokens?</td>
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<td>5c. What will happen for bad behaviors?</td>
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<td>6. Introduce the parents to the Token Economy.</td>
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<td>7. Test on a small Scale</td>
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<td>IMPLEMENTING A TOKEN ECONOMY</td>
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<td>1. Initial Token Training (write a lesson plan)</td>
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<td>2. Ongoing Token Training</td>
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<td>3. Potential MGMT Issues</td>
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<td>4. Withdrawing the Token Economy</td>
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MobyMax – What is it?

- A completely integrated, digital curriculum including Math, Number Sense, Science, Reading, Writing, Language, & Vocabulary.
- Developed for the American K-8 curriculum and being used by over 15 million students.
- Began in special education classrooms.

MobyMax - Benefits for Special Ed

- Find and Fix – MobyMax finds weaknesses in Math and Grammar subjects. It automatically assigns relevant lessons and tasks to develop missing skills.
- Differentiated (personalized) learning – MobyMax allows the teacher to assign a differentiated lesson for every student to learn at his/her own pace.
- Reporting – MobyMax gives immediate feedback to the teacher and reports on how the student is progressing. Reports can be shared with parents and administrators.

How it works for the Teacher

- Teacher chooses a subject and registers a class
- Students log on to take the placement test
- Teacher receives reports and assigns lessons or allows MobyMax to automatically assign lessons
How it works for the Student

• Student takes the placement test
• Student follows and completes the lessons
• Student completes practice problems

How it works for the Parent

• Parents login and access reports on student progress

What You Need to Make it Work

• Internet Connection
• Computer or Tablet

How Can it be Used

• During computer class time
• After school computer learning time
• Incorporated into classroom lesson plan
• At home alone or with a parent
• With a tutor

MobyMax in Botswana

• MobyMax is beginning to pilot and adapt the curriculum for schools in Botswana.
• If you are interested in a one year free trial, please provide your details on the sign up sheet.
• My email: cpangalos@gmail.com