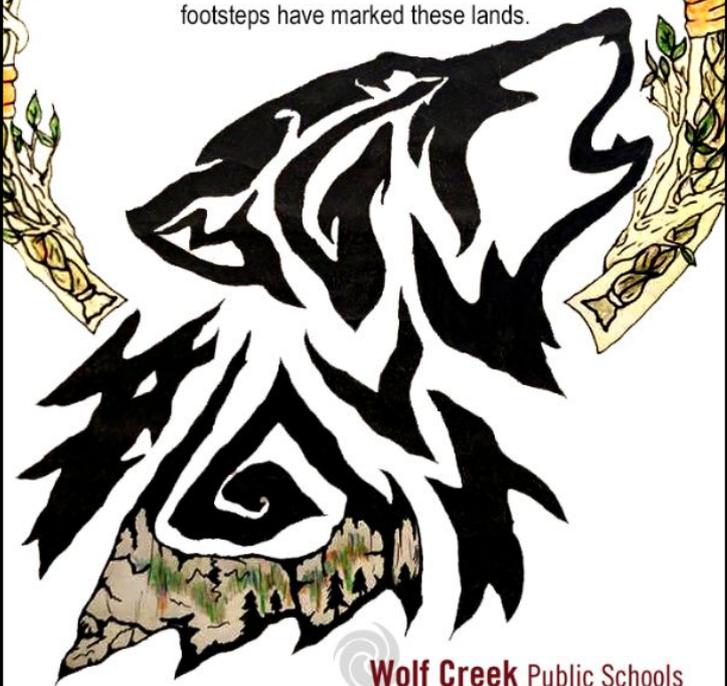


PreK - Grade 12

INCLUSION Admin Cohort

December 2023

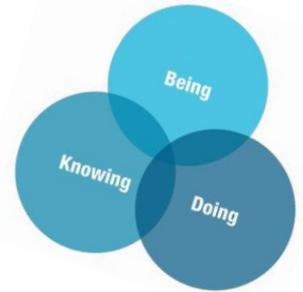
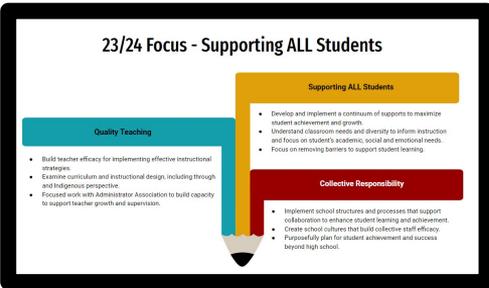
We acknowledge that we are on Treaty 6 territory
and we recognize all the many First Nations,
Metis, Inuit and non-First Nations whose
footsteps have marked these lands.



Wolf Creek Public Schools

Cohort Purpose

- Leverage strengths that exist
- Identify and support stretch areas
- Enhance admin capacity with Inclusion
- Leverage the power of the “group think”
- Timely admin input and feedback



Setting the Stage



Service Providers



Agenda

- What's on your plates?
- Assessment, Evaluation & Reporting
- Admin Procedures
- Bus Drivers
- EA Allocation Feedback
- Deep Dive into ASD
- The Little Details



3 Months In!



➤ One inclusion celebration

➤ One inclusion puzzle



3 Months In!

What's On Your Plates?

P/T Interviews

- Presentations:
 - [IPP Presentation](#) (*IPP, LSP, BIP*)
 - [IPP Goal Writing](#)
- Share IPP/LSP/BIP with parents by Oct 30ish & have parents sign off
- Questions or Ideas?

SIVA

- No December Spotlight
- [February certification sign up](#)



What's On Your Plates?

Heading in and out of Christmas Season

➤ **Students**

- Which students struggle with change to routine or heading into the holiday season?
 - What are the signs?
 - What are possible reasons?
 - How can you work to ensure “felt safety” for these students in December & when returning to routine in January?

➤ **Adults**

- Which adults (staff, parents, self) struggle with change to routine or heading into the holiday season?
 - What are the signs?
 - What are possible reasons?
 - How can you work to ensure “felt safety” for the adults in December & when returning to routine in January?

What's On Your Plates?

Reporting on student progress

➤ **IPP/LSP/BIP**

- Goals - update progress, completion, change goals if needed
- Accommodations - evaluate effectiveness and usage
- Safety Plans - ensure information is still current and effective
- Let parents know if changes are made and make related note in comment section.

➤ **Report Card/Progress Report**

- Kevin Newman coming to present some related information
- Nothing going home on a report card should be a surprise for parents.
 - This is essential in terms of complex student needs and strongly advocating parents.
- Some students benefit from an anecdotal report card related to their goals and programming rather than a traditional report card. This is not common but can be effective. Ensure parents are aware of the alternate format before sending it home.
- Proofreading, tone, approach, copy/paste errors, etc

Assessment, Evaluation & Reporting



Kevin Newman

Assessment, Evaluation and Reporting in WCPS

V O C A B U L A R Y

Adapted/Adaptation

programming that retains the learning outcomes of the Program of Studies and where adjustments to the instructional process are provided to address the special education needs of the student.

Accommodation

An accommodation is a change or alteration to the regular way a student is expected to learn, complete assignments or participate in the classroom.

Modification

programming in which the learning outcomes are significantly different from the provincial curriculum and are specifically selected to meet students' special education needs.

Source: Alberta Education

Our challenge...

How do we report on students on 'Adapted' and 'Modified' programs within our new Grading and Reporting System?



Admin Procedures

AP 213 - Inclusive Education

- Role of Teacher
- Role of Admin

AP 361 - Student Assessment Grading & Reporting Guidelines

- “Students receiving adapted programming (on the graded program of studies) or modified programming (off the graded program of studies) shall have that reflected within the reporting mechanism.”

Admin Procedures

AP 561 - Transportation of Students with Special Needs

× *Appendix A - WCPS Special Needs Transportation Guidelines*

Medication Distribution on Buses and Medically Fragile Students

1. **Medication Distribution:** Bus drivers do not administer medication to students who ride the bus unless a WCPS Essential Routine Services and Emergency Plan ([Form 316-3](#)) has been completed in consultation with the Director of Education Services. Bus drivers may also administer first aid in an emergency situation.
2. **Medically Fragile Students:** As outlined in the [Division Parent Transportation Handbook](#), “Parents of students with special requirements” need to inform the driver of the student’s needs. Medical conditions, allergies, or other concerns are to be relayed directly to the driver. Parents are to provide the driver with all relevant details that could affect the ride to and from school. Please do not assume that the driver has important information about your child unless you have instructed them yourself. This information about your child will be kept confidential and will only be used to inform the drivers of your child’s particular bus. In some situations, a safety plan will be created by the Principal and communicated to the driver through Transportation Services

Admin Procedures

AP 561 - Transportation of Students with Special Needs

× *Appendix A - WCPS Special Needs Transportation Guidelines*

Extra-Curricular Busing for Diverse Students

1. The Division has limited availability to wheelchair accessible buses for extracurricular events. If a student requires wheelchair accessible transportation for an extracurricular event, the Principal must contact the Transportation Manager to book an appropriate bus in advance. This may be at an additional cost to the school, similar to the process for regular extra-curricular transportation.
2. The Transportation Manager will inform the Principal if there are any difficulties in securing extracurricular transportation for diverse students. In these circumstances the Principal will need to explore other options to provide the necessary transportation.

Bus Drivers & Schools

SIVA for Bus Drivers

- Bus drivers received a ½ day version of SIVA appropriate for their roles
- Their input and requests:
 - More connection with schools. *Come out and say “Hi”!*
 - Invite to school events or for coffee on PD days.
 - More sharing of information with driver
 - Reviewed the expectation of confidentiality as a WCPS staff member
 - Discussed and gathered ideas of what drivers need to know
 - Discussed and gathered ideas of how to store this info and share with subs
 - Discussed need for reporting and how to do this professionally
 - Requested increased support when getting to know students with complex needs... especially the low/non-verbal students

Bus Drivers & Schools

Ideas for Admin

- **Supporting Bus Drivers**
- **Sharing student information with Bus Drivers**
 - Diagnoses
 - Behaviours
 - Communication abilities
 - Sensory needs
 - Social needs
 - Strategies that work for these students
- **Sharing relevant portions of IPP/LSP/BIP/Essential Routine Services & Emergency Plan**
 - Does part of the plan need to be related to the bus?
 - How do we facilitate this?

Educational Assistants

➤ Team Discussion

- How do you enhance your team?

In Discussion!

- New EA recruitment development, what do your EAs need?
 - EA Orientation?
 - EA Sub Recruitment Ideas
- ...ing, approach, etc





Educational Assistants Allocation



Pre-allocation:

- On-site visits from Ed Services
 - Sign up!
- Increase admin understanding of needs in other schools
 - Cohort meeting dedicated to sharing school profiles
 - On-site visits between similar schools?
- Continuing to work towards common understanding of “1-1 student”
- Pre-allocation conversations between Kevin/Irene and administrators at each school



Educational Assistants Allocation

➤ Post-allocation:

- Sharing specifics on allocation and needs
 - For each school
 - How was allocation arrived at?
 - General understanding across the division
 - Provide enough information to help admin increase understanding and 'district perspective' of school staff



ASD Supports in WCPS

How SCERTS, TEACCH, STAR Autism & Zones of Regulation can all fit together

Diagnostic Criteria: Autism Spectrum Disorder

- ❖ **A. Persistent deficits in social communication and social interactions across multiple contexts:**
- ❖ **Deficits in social-emotional reciprocity**
 - abnormal social approach and failure of back and forth conversation
 - reduced sharing of interests, emotions or affect
 - failure to initiate or respond to social interactions
- ❖ **Deficits in nonverbal communicative behaviours used for social interaction**
 - poorly integrated verbal and nonverbal communication
 - abnormalities in eye contact and body language or deficits in understanding and use of gestures
 - lack of facial expressions and nonverbal communication
- ❖ **Deficits in developing, maintaining and understanding relationships**
 - difficulties adjusting behaviour to suit various social contexts
 - difficulties sharing imaginative play or in making friends
 - absence of interest in peers

Diagnostic Criteria Continued

- ❖ **B. Restricted, repetitive patterns of behaviour, interests or activities, as manifested by at least two of the following:**
- ❖ **Stereotyped or repetitive motor movements, use of objects or speech.**
 - e.g. motor stereotypies - “stims”, lining up toys or flipping objects, echolalia or idiosyncratic phrases
- ❖ **Insistence on sameness, inflexible adherence to routines or ritualized patterns of verbal or nonverbal behaviour**
 - e.g., extreme distress at small changes, difficulties with transitions, rigid thinking patterns, greeting rituals, need to take the same route or eat the same food every day
- ❖ **Highly restricted, fixated interests that are abnormal in intensity or focus**
 - e.g., strong attachment to or preoccupation with unusual objects; excessively circumscribed or perseverative interests
- ❖ **Hyper- or hypo-reactivity (over or under reactivity) to sensory input or unusual interest in sensory aspects of the environment**
 - e.g., lack of response to pain or temperature, adverse reaction to specific sounds or textures, excessive smelling or touching of objects, visual fascination with lights or movement

Diagnostic Criteria: almost done

- C. Must be present in early developmental period but may not be fully apparent until social demands exceed capacity or be masked by learned strategies.
- D. Symptoms cause clinically significant impairment in social, occupational or other important areas of current functioning.
- E. Characteristics are not better explained by an intellectual disability. These frequently co-occur but social communication difficulties should be below expected for general developmental level.

What Happened to Asperger's Syndrome?

- ❖ <https://werklund.ucalgary.ca/news/what-happened-aspergers-syndrome>
- ❖ General research consensus was that individuals with Asperger's and autism were more similar than different
- ❖ No new diagnoses of Asperger's Syndrome since the DSM-5 was adopted
- ❖ Those individuals would now receive an Autism Spectrum Disorder diagnosis
- ❖ BUT... many individuals identify with the term Asperger's so families and groups of individuals with these characteristics may still use the term

What About Social (Pragmatic) Communication Disorder?

- ❖ Overlaps with ASD
- ❖ Similar difficulties with Social Communication
- ❖ Don't have difficulties with restricted, repetitive patterns of behaviour, interests or activities
- ❖ [APA description of SCD](#)

SCERTS Objectives based on functional, meaningful and developmentally-appropriate skills

SCERTS Supports provided to help student meet goals

Social **C**ommunication (continuum and goals)

Emotional **R**egulation (continuum and goals)

Transactional **S**upport (continuum and goals)

Joint attention
- "Why am I communicating"

Symbol Use
"How am I communicating"

Mutual Regulation
How I cope with the help of others

Self Regulation
How I am coping on my own

Interpersonal Support
How my partners change their communication for me

Learning Support
How my environment can be changed to help me

Goals and recommendations created by SLP connected to student (including social pragmatic language)

STAR Autism
Receptive Language and Expressive Language Lessons

Zones of Regulation

Interoception

TEACCH visual schedules

TEACCH structured work systems

Augmentative and Alternative Communication

STAR Autism
Functional Routines Lessons

Autism Level Up

The Alert Program "How is your engine running?"

Other mindfulness programs

TEACCH material structure and visual supports

Why SCERTS as the foundation?

- ❖ **Respectful of neurodiverse students**
 - Not attempting to remove autistic characteristics
 - Goals:
 - To help them communicate in order to meet their own needs, goals etc.
 - To help them cope (regulate) in order to be comfortable in the world
 - These skills then help them be more available for participation in learning opportunities at school
 - Generally accepted in the autism community
- ❖ **Clear ideas of how they communicate and how they regulate are very useful in determining next steps and how to support them**
 - E.g.:
 - We have some highly verbal students who have very limited social communication skills
 - We also have some nonverbal students who are quite able to communicate in order to meet their needs

What is SCERTS

- ❖ The SCERTS® Model is a comprehensive, multidisciplinary approach to enhancing the communication and socioemotional abilities of children with autism spectrum disorder.
- ❖ **SC-ER-TS** refers to **S**ocial **C**ommunication, **E**motional **R**egulation, and **T**ransactional **S**upport, which are priority goals in supporting the development of children with ASD and their families.
- ❖ Starts with an assessment
 - Not a level B or C assessment that someone comes in and completes
 - A discussion with teachers/EA teams, sometimes with parents, and sometimes with SLP working with the student
 - Not static, definitive or diagnostic
 - A current working hypothesis generated by supporting adults
 - Takes about half a day to work through, often with Joanna by request through Education Services
- ❖ Includes intervention suggestions (the second of the two books), but often the goal setting is enough to drive intervention
- ❖ Identifying what skills the child currently has, or is currently developing, is powerful to reduce dysregulation and interfering behaviours
 - Think [Ross Greene's Assessment of Lagging Skills and Unsolved Problems \(ALSUP\)](#)

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What is TEACCH

- ❖ Treatment and Education of Autistic and related Communication Handicapped Children
- ❖ Structured Teaching
- ❖ Visually based
- ❖ Highly structured
- ❖ Clear understanding of expectations, routines, activities and schedules
- ❖ [Link to presentation about TEACCH](#)
- ❖ TEACCH strategies fit very nicely into the TR or Transactional Supports of SCERTS
- ❖ Note: TEACCH is often used in segregated settings and parents may assume that is the way we will use it, but it doesn't have to be

Pieces of TEACCH we use most often

- ❖ Visual Schedules (by far the most common piece we use)
 - Guides teaching/EA teams through a process to individualize visual schedules
 - So much more variation in visual schedules than anticipated
 - Single object, brought to the student, object is used
 - Those familiar clip art squares backed with velcro
 - A full day written schedule with a few modifications for a student with ASD
- ❖ Work Systems
 - i.e., task boxes
 - Independent work systems
 - Many ways to individualize these systems

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Revisiting STAR Autism

❖ Why 'revisiting'?

- Based on Applied Behaviour Analysis which is very controversial
 - Historically included punishment
 - Historically focused on eliminating behaviours and/or helping students reduce autistic like behaviours
- ... but has evidence based strategies = they work
- ... can we use them strategically and with a child centered focus so they can better participate in the learning environment?

❖ Presentation about Revisiting STAR Autism

Three Modes of Interaction in STAR Autism

DTT

Discrete Trial Training

PRT

Pivotal Response Treatment

FR

Functional Routines

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Zones of Regulation

- ❖ Was created to address self regulation needs for individuals with ASD
- ❖ Other regulation structures/strategies can be used
- ❖ e.g., [Autism Level UP](#)
- ❖ Common elements
 - All have visuals to help an individual communicate their internal level of energy/arousal/alertness
 - All include physical tools/strategies to help either up or down regulate
 - All include thinking tools/strategies to help either up or down regulate
 - All include vocabulary to support communication
 - All can be used universally across a classroom independent of diagnosis

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Professional Development Opportunities

[ARPDC - Newsletter Sign Up Link](#)

➤ **Focus** - Inclusive Education **Month** - Dec/Jan

- [EA Learning Series](#)
- [High Impact Vocab Instruction](#)
- [Comprehensive Literacy Instruction for Students with Significant Disabilities](#)
- [The Restorative Practice Framework Intro](#)

Para-Bytes

➤ This resource is free to all WCPS staff and can be used for individual, team, or school-wide professional development.

- [Access Instructions](#)



Autism Learning Series for Educators - A Collaboration Between The Sinneave Family Foundation & Calgary Regional Consortium



Presented by:
Dr. Shane Lynch,
Amy Tatterton &
Jodi Taylor

three part series begins:
October 16 - 4:00 PM - 5:15 PM

Professional Development Opportunities

AAC - Communication Options

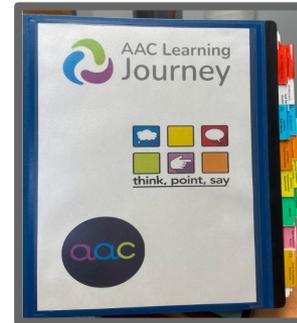
➤ **Binder** - AAC Learning Journey

➤ **SLP AAC PD Sessions** -

- Free, Virtual, Recorded, 45 minutes(ish)
- Invitations based on list of students requiring/using AAC
- Details:
 - 11:00 - 12:00
 - ~~Oct 20, Nov 24~~, Jan 19, Feb 9, March 15, April 26

➤ **AAC Follow Up**

- In person with SLP or SLPA
- Based on school-based SLP suggestions



Professional Development Opportunities

Orientation to Level B Assessment in WCPS & WIAT -III Hands On Training

- **December 11, 2023**
 - Contact Joanna Johns
- **Please don't ask for WIAT-III training on December 12th :)**
- **Attendees must have already attended the three day Intro to Level B through CARC/ARPDC**

Development of Inclusion Resource Bank?

- What are we looking for?
 - Purpose
 - Target audience
 - Content
 - Criteria for content
 - Format
 - Approach
- Who can add resources?



How can Ed Services support you?

Ed Services Support

- You can request:
 - Problem solving conversations (*ES team member*)
 - Psych consults - official consent process (*ES team member*)
 - Nurse consult (*Irene*)
 - School visits and/or student observations (*ES team member*)
 - Class consult (*ES team member*)
 - Assistive Tech (high and low tech) (loans) (*ES team member*)
 - Behaviour/Regulation support items (loans) (*ES team member*)
 - Support with parent meetings for students with complex needs (*Irene*)
 - Student Support Assistant time (*Irene*)
- **What PD sessions are needed ?**



All The Cool Kids!

× Social Media



Podcast

× Theautismdad.com

× [Before He Could Speak \(S6E35\)](#)

The Little Details

➤ November/December Meetings

- **PreK - Grade 6** ~ Thursday, January 18 ~ **PM** @ District Office
- **Grade 7-12** ~ Wednesday, January 17 ~ **PM** @ District Office

➤ Booking Subs

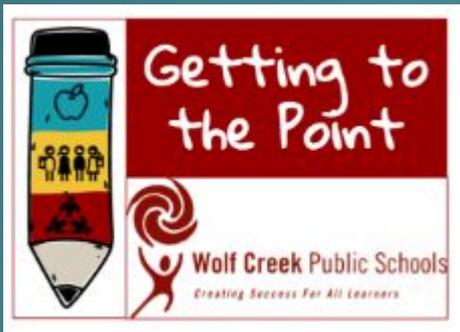
- Please code your subs for the *Inclusion Cohorts* to
 - **Education Services - Coaching Release Admin.**

➤ Mileage

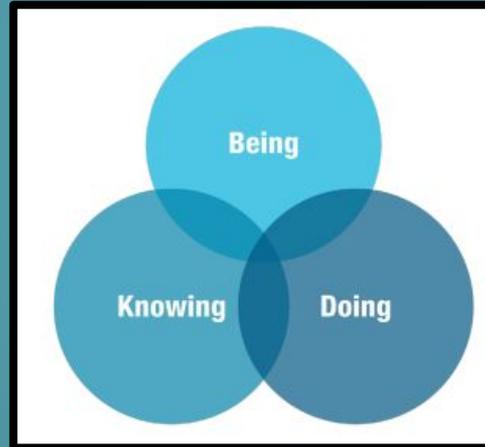
- Mileage can be claimed at the end of the year and information will be sent following the last cohort session.

➤ Food

- [Google Form](#)



Thank you!



Irene Donaldson

(she/her)

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Wolf Creek Public Schools

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Cell - 403-963-3456