



ALTERNATIVE LEARNING TEAM (ALT)



Medicine Hat Public School Division- Board Presentation

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ALTERNATIVE LEARNING TEAM (ALT)

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FOCUS AREAS

Behaviour Emotional Support / Social-Emotional Learning (SEL)

- Understanding challenging behaviour
- Trauma-Informed Practices
- Escalation Cycle
- Behaviour Support Plans
- Behaviour management and change strategies
- SEL resources and skill building

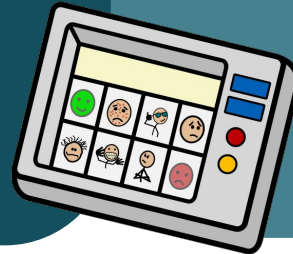


Complex Communication Supports

- Augmentative and Alternative Communication Systems (AAC)
- Proloquo2Go, TouchChat
- Aided Language Learning Environments
- Core Word Resources

Specialized Programming Supports

- Modified Programming
- Structured Teaching Framework
- Task Bins & Work Systems
- Life Skills Programming Support using the MHPSD Life Skills Curriculum



CONTINUUM OF SUPPORT

COLLABORATION

- ❑ Teacher Professional Practice in Establishing Inclusive Learning Environments
- ❑ Professional Development
 - Collaborative Time
 - Small Group
 - School
 - Division
- ❑ No observation of individual student

CONSULTATION

- ❑ Observation and assessment
 - Individual student
 - Small group
- ❑ Consultation report with recommendations and strategies
- ❑ Screening Checklist
- ❑ Shorter term support

COACHING

- ❑ Focus on individual student
- ❑ Collaboration with school on:
 - Individualized Escalation Cycle
 - Daily Schedule
 - Resource Development (visual schedules, task bins, adapted curriculum)
- ❑ Modelling, co-teaching
- ❑ Longer term support

PROFESSIONAL LEARNING OPPORTUNITIES 2021-2022



BEHAVIOUR 101	WATCH THE STATE: THE ESCALATION CYCLE	SOLVING PROBLEMS COLLABORATIVELY
Behaviour 101 will provide participants with an introduction into understanding challenging behaviour in schools. Based on the work of Dr. Ross Greene, Dr. Stuart Ablon, Dr. Stuart Shanker, and Dr. Bruce Perry, core concepts and visuals will be discussed to support understanding the "why" behind behaviour and how to respond appropriately. Challenging behaviour can be exhausting and frustrating, however Behaviour 101 has been designed to provide participants with practical strategies that can be easily implemented in their daily work.	Based on Geoff Colvin's book, <i>Managing the Cycle of Acting-Out: Behaviour in the Classroom</i> and Dr. Bruce Perry's work on the brain, <i>Watch the State!</i> will provide a detailed review of the specific, predictable pattern that occurs during an escalation. Participants will learn of student behaviours and accompanying staff strategies at each stage of the cycle to support in effectively de-escalating a situation. Lastly, staff will consolidate their learning by building a ready-to-use, individualized Escalation Plan.	Based on the work of Dr. Ross Greene and Dr. Stuart Ablon, participants will learn the basics of solving problems collaboratively with students. Staff will first be introduced to the Assessment of Lagging Skills and Unsolved Problems and the Collaborative Problem Solving-Assessment and Planning Tool, including the philosophy that challenging behaviour occurs as a result of lagging skills. Next, the three steps of solving problems collaboratively with students will be reviewed. The session will end with an examination of the link between collaborative problem solving, the Acting Out Cycle, as well as Dr. Bruce Perry's Sequence of Engagement (Regulate, Relate, Reason) and principles of Neuroplasticity.
DEVELOPING A TRAUMA-INFORMED MINDSET: AN EDUCATOR'S GUIDE	THE FUNDAMENTALS OF THE STRUCTURED TEACHING APPROACH	COMPLEX COMMUNICATION 101
Grounded in Dr. Bruce Perry's work with the Neurosequential Model in Education (NME), this workshop draws upon a neurodevelopmentally-informed, biologically respectful perspective on human development and functioning. Developing a <i>Trauma-Informed Mindset</i> has been designed to provide educators with basic concepts of brain development along with the opportunity to design trauma-informed teaching and learning processes.	<i>Structured Teaching</i> is based on the unique learning needs of individuals with Autism Spectrum Disorder (ASD), but also supports individuals with diverse and complex learning needs and those who require support with executive functioning. This approach supports meaningful engagement in both academic and social activities and works to increase students' flexibility, independence, and self-efficacy. This workshop will provide teachers with a better understanding of how to design and implement visual supports and work systems to support independence.	An Augmentative and Alternative Communication (AAC) system is an integrated group of components used to enhance communication. These components include forms of AAC (aided or unaided), symbols, selection techniques, and strategies. This workshop will focus on providing participants with evidence-based strategies that support the development of aided language learning environments and will share resources that can be used by classroom teachers to support programming and overall communicative growth. This workshop can be customized to focus on a specific communication system (e.g., Proloquo2Go, TouchChat, etc).
SIVA TRAINING	LOW AROUSAL: MANAGING CHALLENGING BEHAVIOURS	LOOKING FOR SOMETHING ELSE?
SIVA is a holistic, relationship-based model that effectively utilizes collaboration, goal-direction, self-management and healthy empowerment to strengthen relationships and create safety with individuals with challenging behaviours and complex needs. Educators, mental health professionals, direct support staff and families have embraced the SIVA model as a refreshing alternative to crisis-focused programs and a reminder of the power of healthy relationships. This training is provided throughout the school year.	The Low Arousal Approach emphasizes a range of behaviour management strategies that focus on the reduction of stress, fear and frustration, and seeks to prevent aggression and crisis situations. This introductory session will provide staff with an understanding of the causes of challenging behaviour; the use of the low-arousal approach including interaction, diffusion and distraction strategies; coping with challenging behaviours (including debriefing - why it is necessary and how to do it); and managing versus changing behaviours. This training is provided throughout the school year.	All of our professional learning presentations can be customized to meet the needs of your school. To request professional development email alt@sd76.ab.ca or reach out to the Alternative Learning Consultant or Vice-Principal of Alternative Learning. LOOKING FORWARD TO CONNECTING!

PROFESSIONAL LEARNING OPPORTUNITIES

- Supporting Individuals Through Valued Attachment (SIVA)
- Low Arousal Training: Managing Challenging Behaviours
- Behavior 101
- Collaborative Problem Solving
- Understanding the Escalation Cycle
- Complex Communication 101
- Fundamentals of Structured Teaching

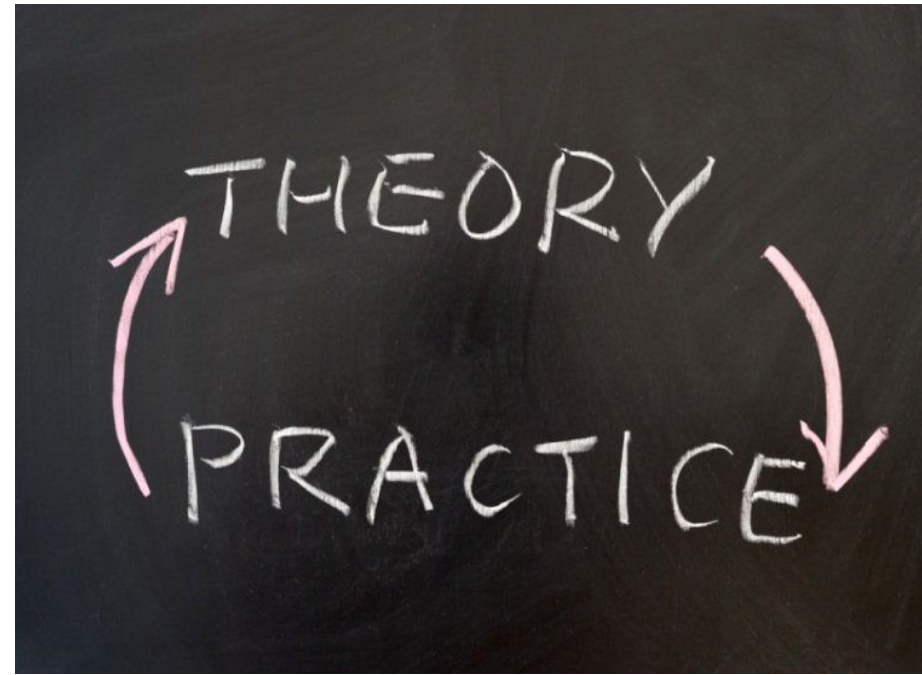
PD CUSTOMIZED TO THE NEED OF THE
SCHOOL

So far this year . . .

- The ALT has received **22** referrals for consultative and/or coaching support.
- The ALT has provided frontline support to students and staff in **9** schools across the Division.
- The ALT spends between **7-10** days in a school providing coaching support that encompasses:
 - Collaboration on an alternative program plan with the school-team that may include the creation of a daily schedule, behaviour support planning, the development of an escalation cycle, small group professional development, etc.
 - Support the development and implementation of resources (e.g., task bins, adapted activities).
 - Coaching support through modelling of strategies with teacher, admin and EA.
 - Occupational therapy assessment, development and implementation of a sensory diet.
 - Ensuring that staff are confident in the plan and strategies before phasing out.

REFRAMING MINDSET FROM

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FROM THEORY TO
PRACTICE

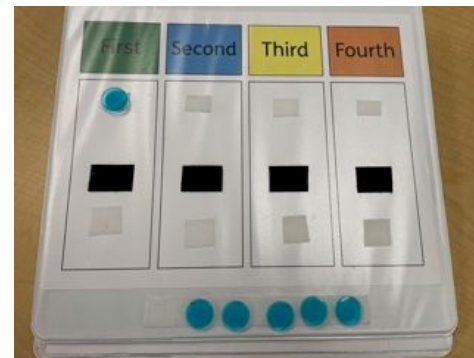
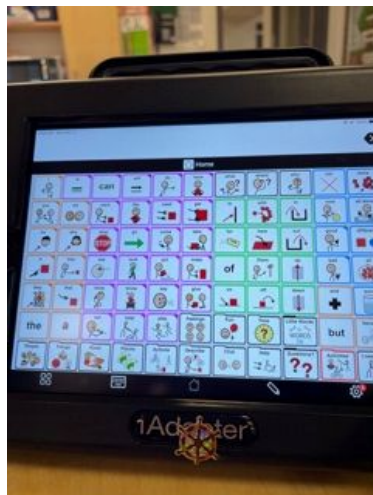
Direct Student Support & Strength of Collaboration

Level of Support Requested: (gr. 4 student)

- Behaviour/Socio-Emotional Support
- Complex Communication
- Specialized Programming Support

Strategies Directly Coached & Implemented:

- Explicit teaching & modeling of communication device (Proloquo2Go)
- Creation of visuals to support daily transitions
- Occupational Therapy collaboration (adapted seating, regulation & sensory breaks)
- Detailed, easily accessible daily schedule



Direct Student Support & Strength of Collaboration

Kindergarten Student

Level of Support Requested: Coaching

- Behaviour/Socio-Emotional Support

Strategies Directly Coached & Implemented:

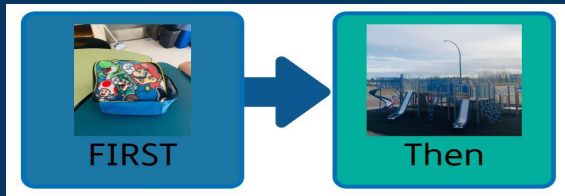
- Trauma informed collaborative care planning to support student progression in feeling safe and secure in the school environment
- Safety planning
- Occupational Therapy collaboration
- Inclusion into all parts and programming of the school day.
- Forming peer connections





- Schedules are enforced using visuals
- Students are able to predict what is coming next
- Schedule predictability eases stress
- Students can gain independence with tasks
- Tasks are organized and achievable
- Individual interests are incorporated in to the visuals

Structured Workstations Using Personalized Visuals



Occupational Therapy - Sensory Integration

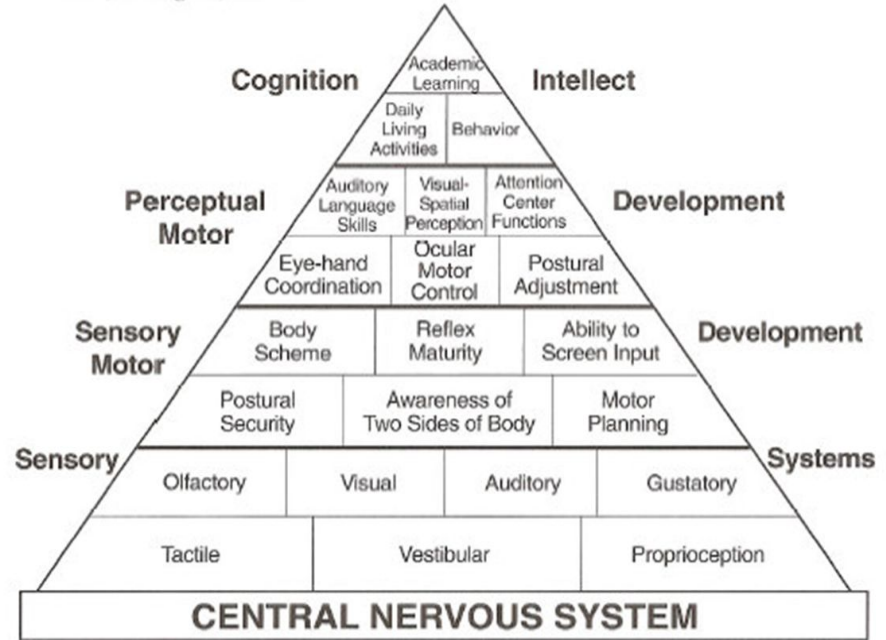
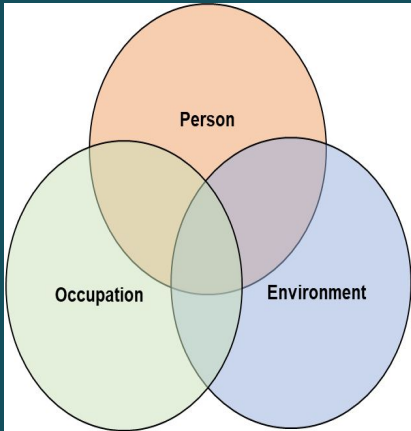
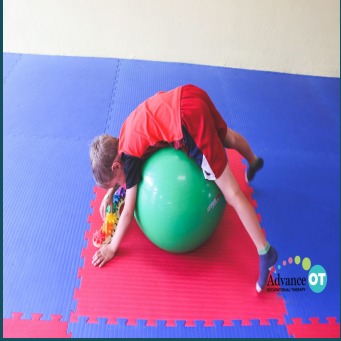


Figure 1-3. Printed with permission.

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**THINKING
FORWARD**

Capacity Building and Access to Learning

STUDENT SERVICES LEARNING HUB

- **Access to professional learning opportunities and documents → ANYWHERE ... ANYTIME**
 - Division provided professional learning
 - Professional literature, webinars, etc.
- **Connection to research-based resources that target diverse and complex learners:**
 - Behaviour Supports
 - Social-Emotional Learning (SEL)
 - Complex Communication & Augmentative and Alternative Communication (AAC)
 - Specialized Programming
 - Life Skills Curriculum
 - Inclusive Practices
- **Accessing support from Student Services**
 - Screening Checklists for Specialized Learning Supports
 - Processes and frameworks for accessing support

- "Empowered our team to feel like we have a proactive plan to support meaningful integration."
- "The team helped me understand the needs and abilities of my student."
- "I appreciate the brainstorming and flexible thinking the team brought."
- "The team provides perspective, patience and time in helping understand the student and his behaviour."
- "Invaluable support when debriefing challenging situations and helping us move on with a plan."
- "Mentorship, modelling of strategies, collaborative conversations and supports, reinforcement and validation of practice."
- "The support in establishing *Just Right* activities."
- "Appreciate the multi-member approach to supporting the student, classroom teacher, and the school."
- "I trust the teams intentions and that we were working all together."

