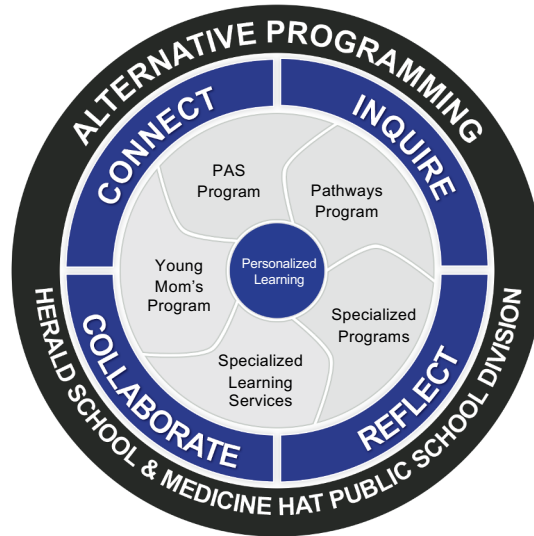




Alternative Programming Team - Specialized Learning Supports

Behaviour-Emotional Support, Complex Communication & Specialized Programming



MHPSD Board Presentation
January 26, 2020

Gregory Ferris
Chelsea Hallick
Adele Henderson
Sherri-Dawn Lemoine

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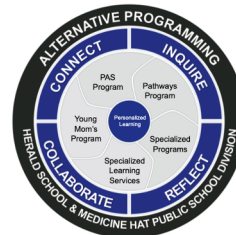
Hello
my name is

Gregory Ferris
Vice-Principal of Alternative Programming

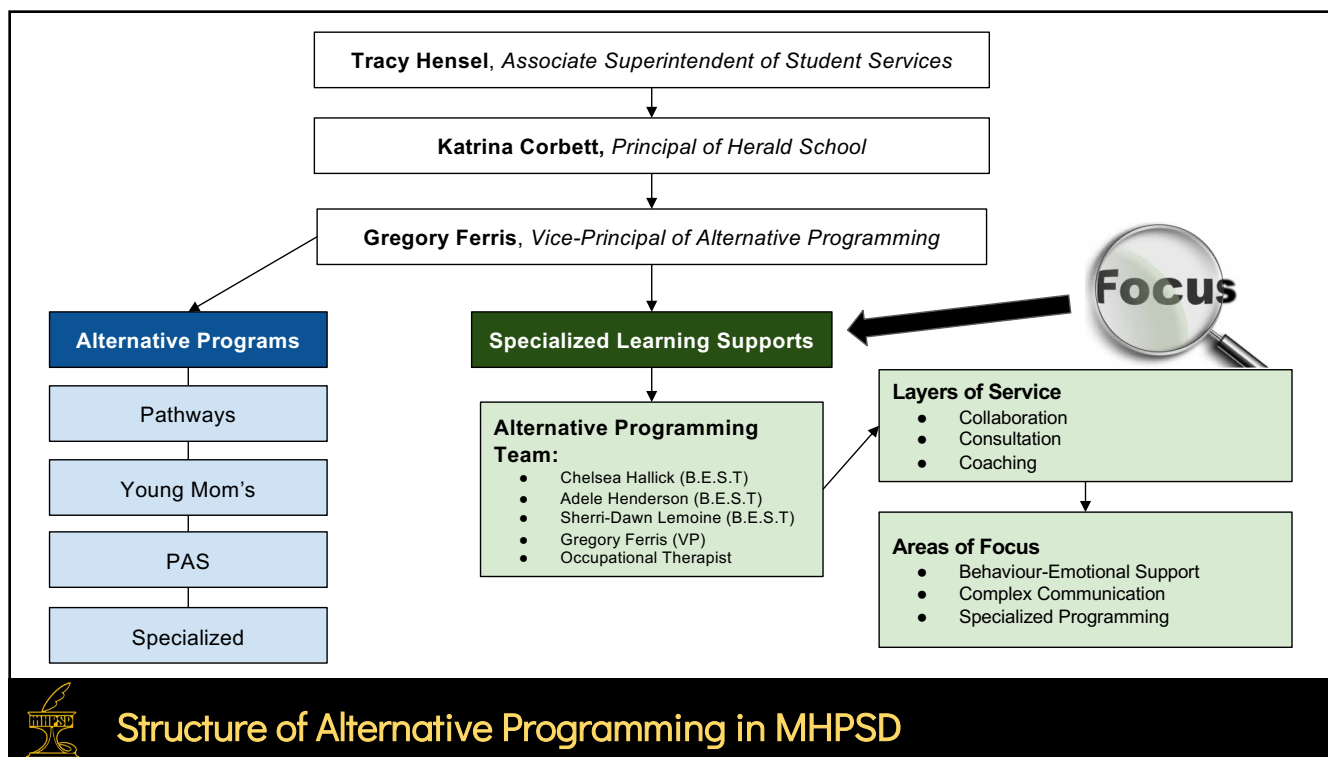
Chelsea Hallick
Alternative Programming Teacher

Adele Henderson
Alternative Programming Teacher

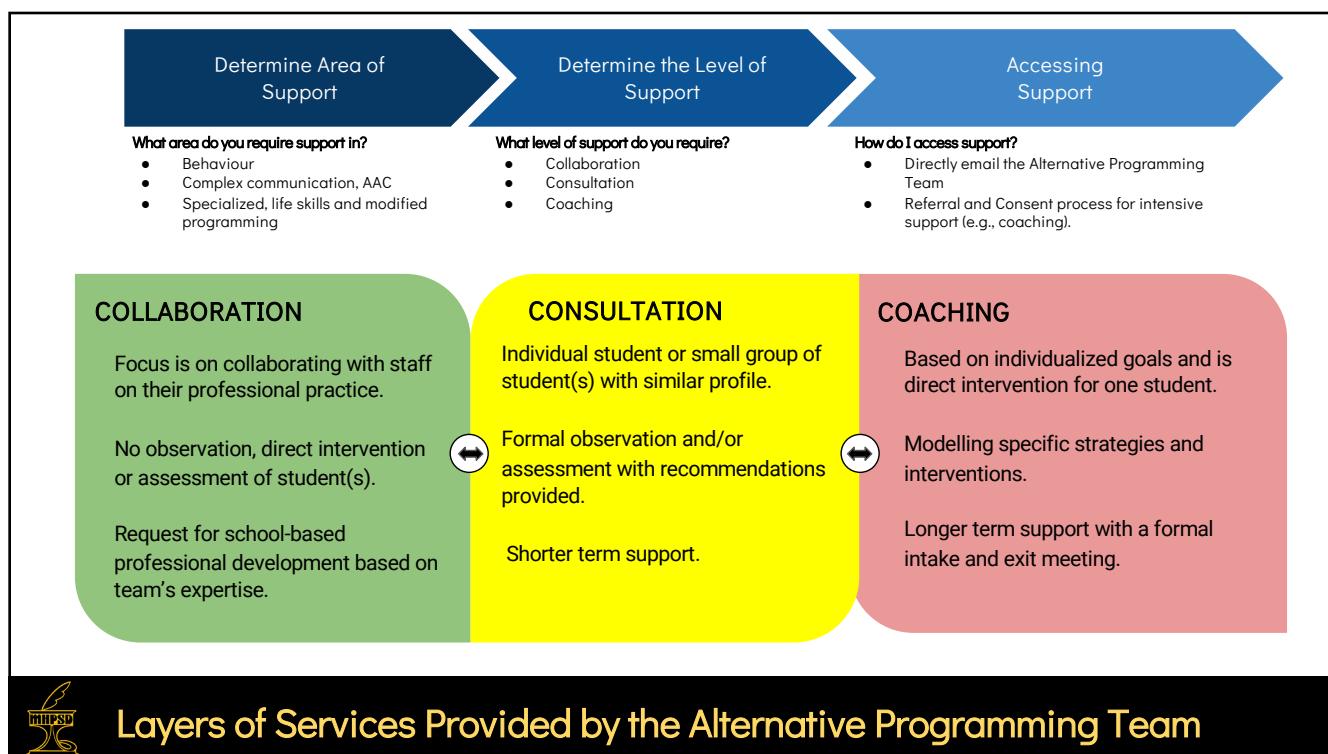
Sherri-Dawn Lemoine
Alternative Programming EA



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24 Requests for Professional Development from 10 Schools Across the System

Behaviour

SIVA & Low Arousal Approach
Behaviour 101
Escalation Cycle
Collaborative Problem Solving
Trauma-Informed Mindset
Neurosequential Model in Education

Workshops are based on the work of Dr. Ross Greene, Dr. Stuart Ablon, Dr. Stuart Shanker, Dr. Bruce Perry, Dr. Don Castaldi, Dr. Andrew McDonnell.

- Understanding challenging behaviour.
- Person-centered and non-aversive philosophy.
- Focus on human brain development and functioning.

Complex Communication

Complex Communication 101

These workshops provide participants with evidence-based strategies that support the development of aided language learning environments and will share resources that can be used to support programming and overall communicative growth.

- Workshop is customized to meet the needs of specific AAC systems (TouchChat, Proloquo2Go).
- Focus on strategies that can be supported within an inclusive environment.

Specialized Programming

Fundamentals of the Structured Teaching Approach (TEACCH)

Structured Teaching is based on the unique learning needs of individuals with ASD, including strengths in visual information process and difficulties with social communication, attention and executive functioning.

- Looks at the physical environment, visual schedules and work systems for students.
- Stresses the importance of visual supports.
- Building maximum independence.



Professional Development For Schools

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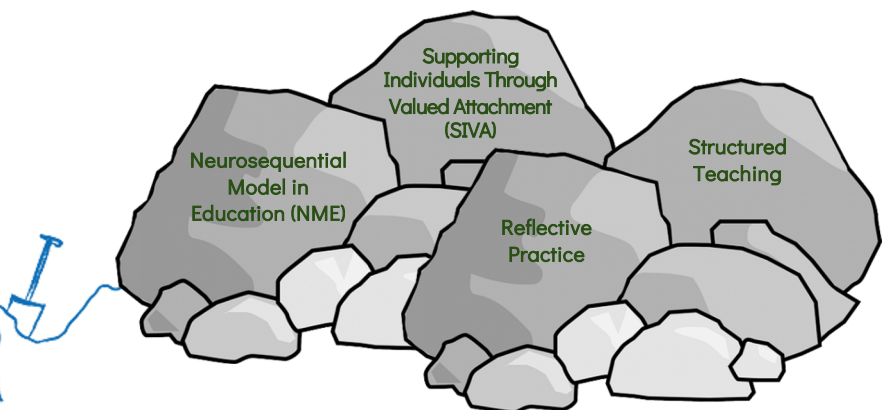


Digging Deeper into our BIG ROCKS!

From theory to implementation ...

Provided collaboration, consultation and/or coaching supports for staff in 14 Schools Across the System.

DIG
DEEPER



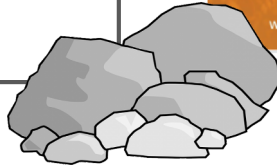
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Supporting Individuals through Valued Attachment (SIVA)

Safety in Relationships

- Proactive and Preventative
- Grounded in relationships
- Focuses on what's going on underneath challenging behaviour
- Addresses safety for students and staff
- Recognizes the importance of post-intervention and debriefing

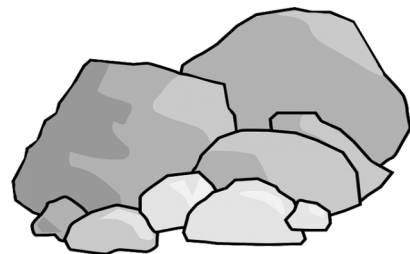
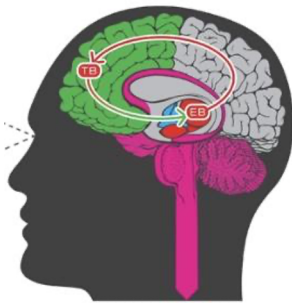


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Supporting Individuals through Valued Attachment (SIVA)

"I wish I would have had the brain knowledge prior to the Alternative programming Team coming. It all makes so much more sense now."



"Thank you so much for sharing your insights and knowledge! I really appreciate how you both present and how what you share goes beyond the course. You both make the course so easy to digest and very meaningful!"

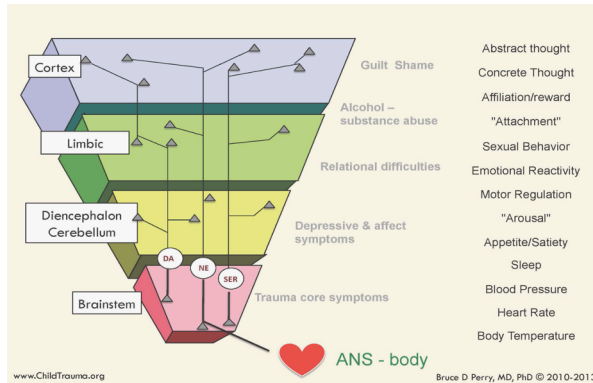
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Neurosequential Model in Education (NME)



"This PD helped me understand how different children experience trauma and the impacts it might have on their learning, or developmental stages"



- Helps educators better understand behaviour and academic performance
- Draws on concepts related to brain development
- Promotes safety, collaboration, empowerment and resilience

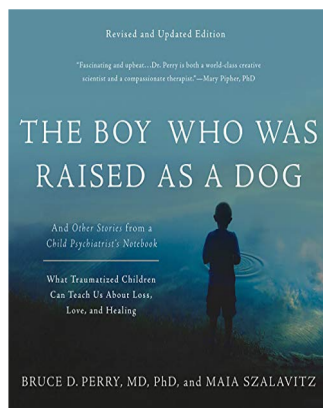
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Neurosequential Model in Education (NME)



"I love when things weave together. It becomes more meaningful and implementation is more successful. Great way to connect your work to what we are working toward in the school."



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Neurosequential Model in Education (NME)



"Thanks so much for sharing this with our team. It was interesting and incredibly beneficial to work through the mind map process to learn more about (student) and how we can best support and program for him."

	NMT	NME	Functional Domains	
CTX	30	10	Reading/Verbal Skills	3
	29	9	Math/Logic	3
	22,28	8	Reactivity/Impulsivity	2
	23,25	7	Communication/Language Skills	2
Limbic	17,19	6	Relational Skills	3
	16	5	Affect Regulation/Mood	3
	11,12	4	Threat Response	1
	10	3	Coordination/Large Motor Skills	4
DE/CB	9	2	Fine Motor Skills	1
	6	1	Attention/Distractibility	2
4 Advanced/Superior 3 Age appropriate/At grade level 2 Needs improvement/Moderate Challenges 1 Needs significant improvement/Serious challenges				

Report Date: 10/17/2020

Classroom:

3	2	2	3
	3	1	3
	1	4	
		2	

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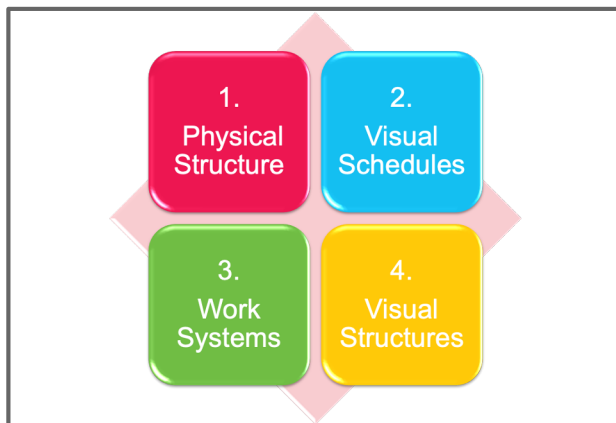


Structured Teaching



"The team provided me with a deeper understanding of teaching students with autism, the importance of implementing a visual schedule, and the Structured Teaching task boxes."

Components & Benefits of Structured Teaching



- ☐ Emphasizes an extensive understanding of how autism impacts thinking, learning and behaviour
- ☐ Supports teachers in programming for students with complex needs
- ☐ Employs a strengths-based approach that can be applied across the lifespan
- ☐ Promotes working towards independence

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Structured Teaching



"Having the team was very beneficial. We were able to collectively create a schedule that was clear and consistent and we were able to try a variety of strategies until we found ones that worked for the student. I was not familiar with the structured teaching work system and it has proven to be very beneficial for the student and has created independence for her."

FIRST	THEN
	 Lunch

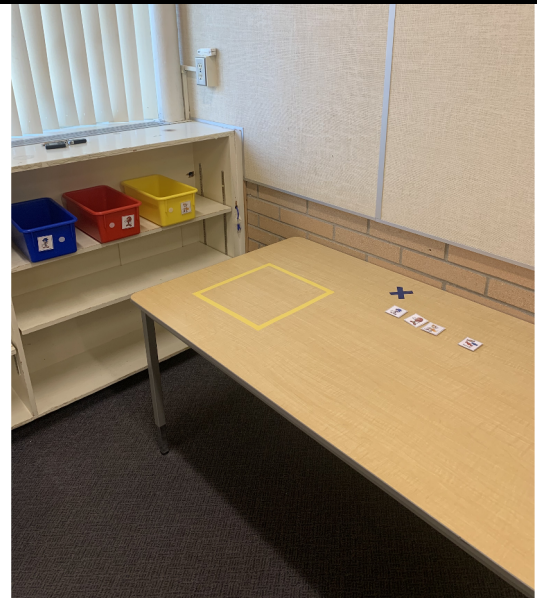
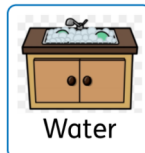
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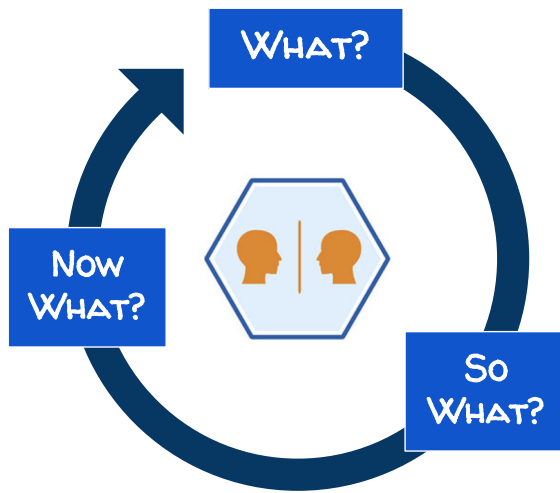
Structured Teaching



"I am really enjoying using the structured teaching model with my student. Seeing her be interested in learning and being successful independently is very exciting. Love the structured teaching task bin system we put in place!"



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THE REFLECTIVE CYCLE

More Feedback...

"I feel that the team sought all different outside supports which helped program for the student and possible family supports."

"I really appreciated how the team worked together and everyone felt that they had a voice and if something didn't work then a new solution would be found."

"Thank you for your support and modelling. I have learned ALOT from this experience."

"I appreciated making the plan/schedule was collaborative and considered the needs of all students in the classroom."

"It was tremendously beneficial to have the team in my classroom and the strategies used can be also transferred universally with other students."

"While the plan was specific to this student, I feel confident that the ideas and plan presented could be used with other students throughout my career."

"You are providing a valuable service to our staff and students. Thanks for lending us your expert advice and knowledge."