



Who We Are

Gregory Ferris

Coordinator of Diverse Learning Services

Chelsea Hallick

ALT Teacher Consultant

Michelle Gilbert

ALT Teacher Consultant

Terri Tabor

Educational Support Coach

Tara Krasko

Occupational Therapist

WHAT DO WE DO?

1. Continuum of Services

- Collaboration
- Consultation
- Coaching

2. Coaching Model Overview

3. Areas of Focus

- Behaviour Emotional Support
- Complex Communication
- Specialized Programming Support

4. Testimonials

WHAT DO WE DO?

Continuum of Services

Collaboration

- Supporting the Collaborative Response Model (CRM) by attending teachers embedded collaborative time, program team meetings and/or case conferences
- Provision of school based professional development as requested

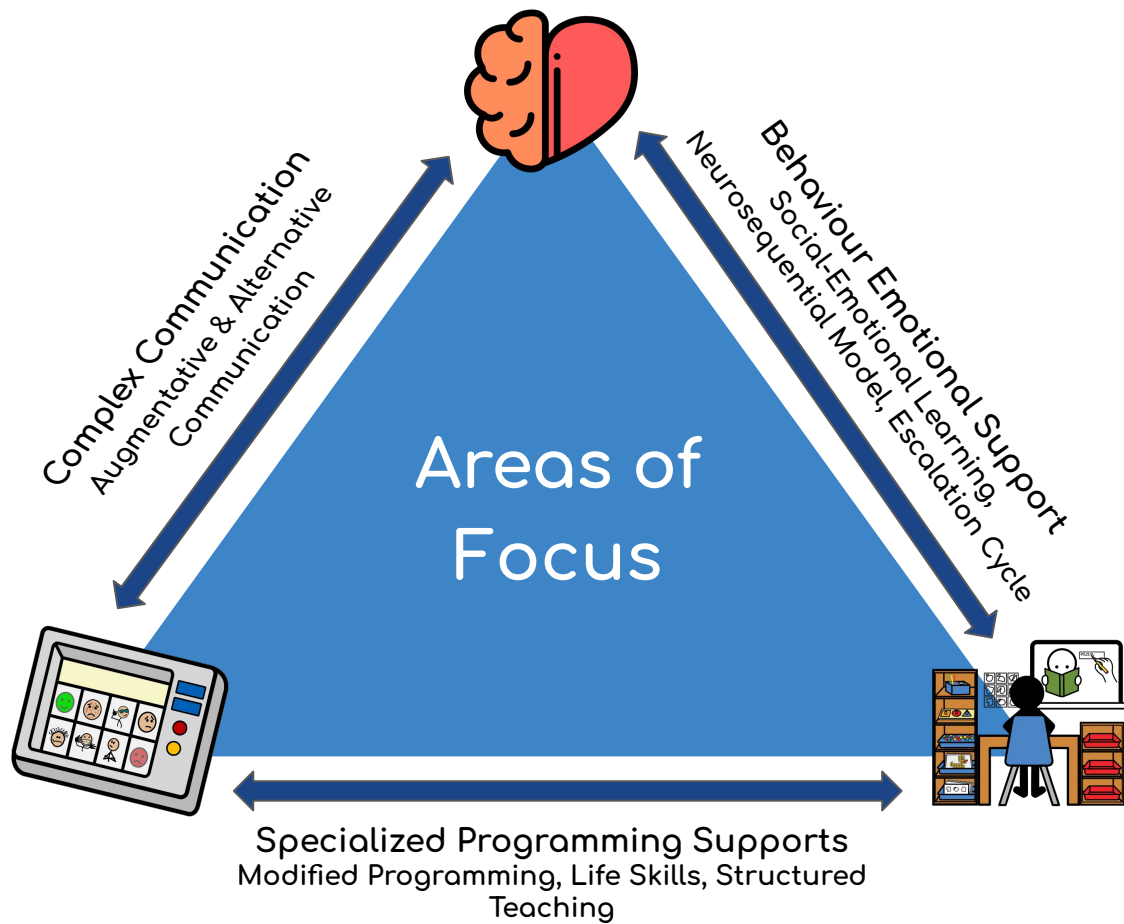
Consultation

- Focus is on an individual student or small group of students with a similar profile
- Observation of student(s)
- Recommendations provided and reviewed with the school team through a consultation report

Coaching



- Focus is on an individual student
- Direct intervention and modeling of strategies
- Collaborate on program plan development (e.g., daily schedule, adaptations, differentiation, escalation cycle)
- Multidisciplinary approach - OT assessment and access to ALT Educational Support Coach
- Parent connection - facilitated by school



Referrals

31 referrals

- 18 coaching
- 13 consults (includes Brain Mapping)

Schools

15 Schools

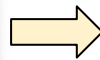
- Predominantly K-6 schools

Grades

Support for K to Gr. 12

Professional Learning

15 presentations, workshops, trainings - 7 schools, HUG/Success Coaches, FSLW



Workshops

- SIVA
- Escalation Cycle
- ADHD Strategies
- Top 5 ALT Strategies
- Low Arousal Training
- Trauma-Informed





Collaboration and Connection

“
Connection
is the energy that is
created between people
when they feel
SEEN, HEARD & VALUED... ”





"They provided a better understanding, created routines, visuals for our little student and how to meet his needs."



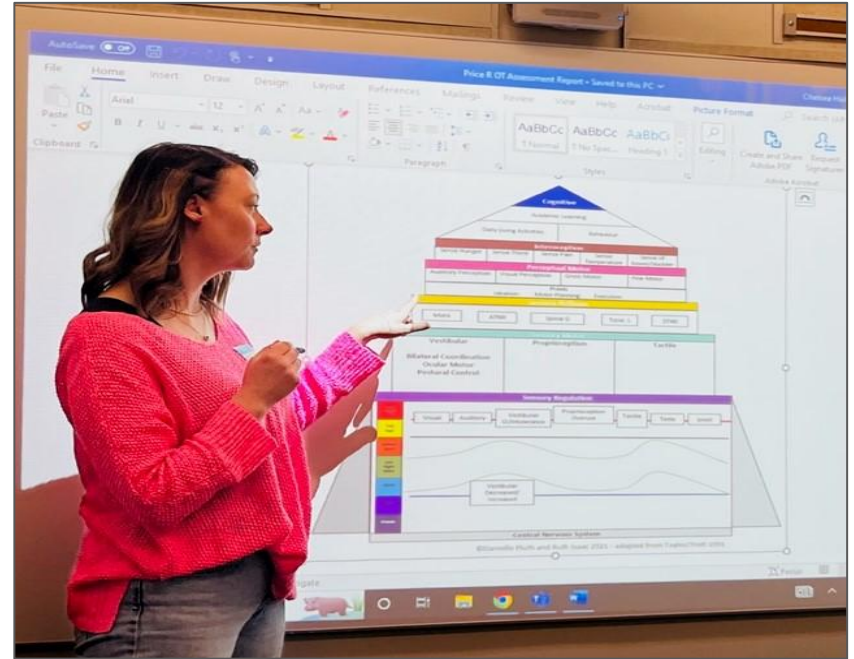
Therapeutic Interventions include

- Address basic needs
- Visuals schedules
- Structured teaching systems
- Specialized interventions (ie Therapeutic listening, compression vests)
- Adapting the environment based on student's sensory profile
- Adapt seating
- Sensory prescription/diet



Therapeutic Process

- Regulation is the foundation of all complex behaviour:
 - The process allows time to look deeper than the surface and to seek to understand how regulation is impacting optimal participation.
- Relationship Building:
 - Required for the collaborative decision making process to design sustainable therapeutic interventions and timing of interventions.
- Education:
 - Helping others understand the science and neurobiology of sensory processing and the rationale behind the chosen therapeutic interventions is a key part of the process.



“I appreciate the multi-member approach for supporting the student, classroom teacher, and the school”

Professional Development

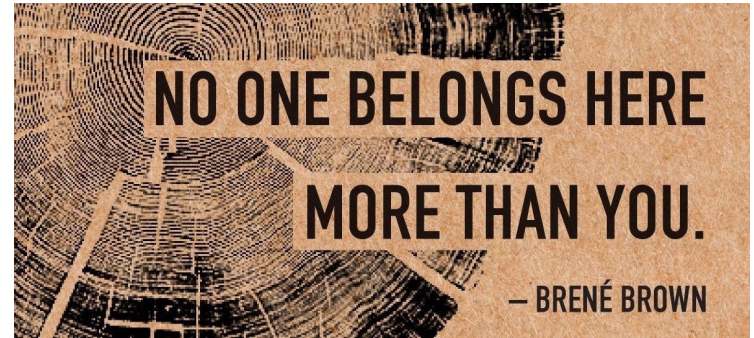


“The middle is messy, but it’s also where all the magic happens, all the tension that creates goodness and learning.”

BRENÉ BROWN



Alternate Programs



Student Voice - Devin Figley, Junior High Student



“It’s definitely easier from the whole perspective when they (my teachers) know what the problem is, and what helps and what doesn’t, and they aren’t just having to go by what they think will help.”

“Getting to help make the tools, like my checklist, was helpful in knowing what class came next. I wasn’t skipping class as much, because I couldn’t use that as an excuse.”

Today's going to be a GREAT DAY

- Arrival - check in with Ms. Hilton in the office
- Jenna's room until class starts
- 10:35 - Classwork option in Ms. Sand's office
- First half of lunch in Jenna's room
- Second half of lunch outdoors
- Science Class with Mr. Mortlock
- Math with Ms Labash
- Clean up and time to go home
- Workout and Be Awesome :)

Table of Devin By Devin

What works	What doesn't work
<ul style="list-style-type: none">• Quiet rooms to work in but not all day• 10 minute breaks• Short goals like first we will do this then we will have a break• Fidgets• Working with Michelle Gilbert and Miss Labash• And sometimes the type of break I have• Going outside• Eating and drinking water	<ul style="list-style-type: none">• Loud obnoxious room• Sitting in one spot for too long• Not having a checklist• Not having food or water• Not having coffee or energy drink

when
900d
Small
- group
Class
friends
the help

If I get to be me, I belong.
If I have to be like you, I fit
in.
— BRENÉ BROWN

What works	"It depends" What works depending on the situation	What has not worked
Going outside for walks every day	Rocking chairs are mostly good - "depending on what I am doing and how I am feeling."	Having to spend time around "People that act like everything is good just because they have a good life and they think other people have a good life."
Cooking on Fridays	Desk placement - the back row "It's good for listening and leaning the rocking chair on the wall (so it doesn't go all the way back). But other times sitting in the front is good for doing work."	Bullying and snitching doesn't work. **** shared a story about (student's name) the bully, and how he tried to help her. But it didn't work. "I used to be like that and snitched on people but then I met (student's name) and saw what it was like and smoothed myself out. I'm a changed person now. I tell people that"
Being able to have time "to work on things I am interested in."	Extra help from adults - "It's helpful, other times I like space to figure it out for myself."	
Smaller class	Food - "Being able to eat when I get to school is mostly good - it depends, I like the food and I am hungry when I get there, but sometimes I spit food out when I talk so it's not always good for me"	

What works	Doesn't work
<p>What works 1 break 2 jelly beans 3 move around 4 rocking chairs 5 stand up desk 6 helping 7 titanic 8 spelling 9 work with friends 10 great helper ropes</p>	<p>Doesn't work 1 NO BREAKS 2 NO 3 FULL DAYS 4 sitting in 5 Noise 6 Hearing 7 myself 8 M AFM 9 no work 10 nothing</p>

(**Ropes - theraband on his desk)

"It's all I think about."
- **** describing the waves of embarrassment that come after he has had an incident at school.

Putting the student at the center of student safety planning helps us to build on strengths and empowerment. **** has shared his thoughts and ideas about what helps to create safety and security for him at school.

"What helps you feel safe at school?"

- **Flexibility** (knowing he can access a break when he needs it, have shortened time, work with peers, ask for help, have some choice, and be able to use different tools that help him when needed)
- **Protection** (by the people who care about him at school).

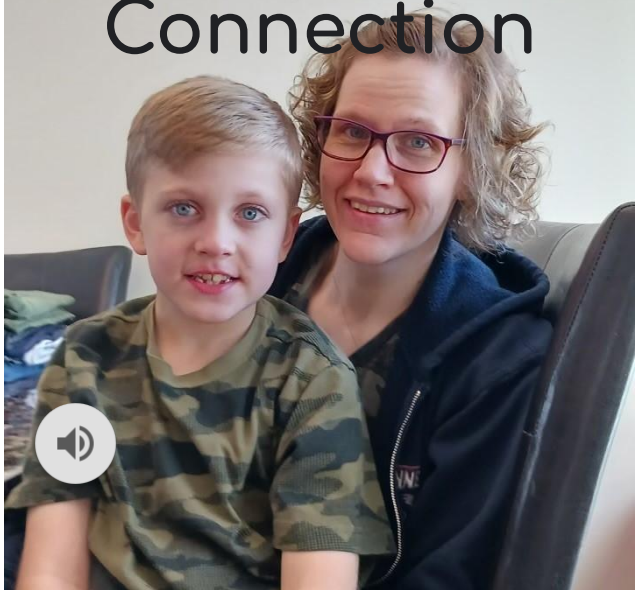
"What does this protection look like?"

#1 - Privacy - knowing his trusted adults will help to protect his privacy and dignity if he starts to "meltdown" is ****'s personal number one priority. As noted as well in grade 5, **** shares that he feels very embarrassed inside after an incident at school when he realizes what happened, especially if there were peers who witnessed the event.

#2 - Check Ins - **** listed having check ins from his "people"- his principal, teacher, EA, as his second most helpful priority. This includes checking in both in the building on a regular basis, and also when he is at home after an incident before coming back to school, for example checking in via phone call.

#3 - Getting back to normal - Having the opportunity to try again, move past the embarrassment, and get back to his schedule and routine is ****'s third strategy that helps him feel protected and safe at school.

School-Home Connection



“This seemingly simple concept [limiting amount of words used when talking to him] has made a world of difference in our house and has also helped boost his confidence because he can actually remember instruction long enough to complete a task.”

“Having the visual reminder of time allows Weston to plan his activity time accordingly leading to smoother transitions between activities and less acting out.”

“Narrowing down the choices allows him to still have a choice but not so much of a choice he gets overwhelmed and shuts down.”



“I never once realized the immense link between his dysregulation and his need to use the washroom or have a snack.”

“He is starting to use some of the techniques he uses at school to help regulate himself at home or when we are out...He is starting to realize when his body is becoming dysregulated.”





"I feel so much more confident, prepared, calm, and competent in dealing with this little boy and future students that may need more support."



"They became part of us as a team."

"The ALT has been great to learn from. I wish this model of mentoring could be expanded and used in all classrooms in our district."

Educational Assistant

"The ALT made us believe that we can do this without them! They set us up for success. They came in here and changed our attitudes and our hearts. I cannot express how truly grateful I am. I am in awe of each one of them. They are the hardest working team I have ever witnessed. Thank you so much for changing us for the better. Thank you for believing that we can do this. Thank you for giving so much of yourselves."

Teacher

"The work that the ALT has done for this student is amazing. He is able to manage changes, and regulate which we weren't seeing at the beginning of the year. Now that he is regulated I will be able to work with him in more of a therapeutic lens rather than just coregulation."

Family School Liaison Worker

"The ALT team was supportive in working with our staff to create a sense of safety and trust as we work together to support our student. The reassurance and guidance was empowering for our teacher and EA."

Vice Principal

"The ALT helped us stay consistent with a plan to support one of our struggling students. Throughout the coaching model we have learned about the student's escalation cycle and can be proactive in supporting him... We went from feeling hopeless to feeling hopeful."

Principal

"The ALT was flexible, creative and responsive to planning with the needs of our school context and student in mind. I appreciate the willingness to address areas in a way that honors the work and individuals leading the work."

Principal

