

Special Education Advisory Committee Meeting

Wednesday, February 22, 2023

11:45 a.m.

Northeastern Catholic District School Board

MINUTES

PRESENT: Sabrina Gravel, Cochrane Temiskaming Resource Centre
Ryley Reis, Canadian Mental Health Association
Deborah Chornobey, YMCA
Joeann Gervais, The Lord's Kitchen
Colleen Landers, NCDSB Trustee / Vice Chair
Stan Skalecki, NCDSB Trustee
Daphne Brumwell, Superintendent of Education
Catherine Hoven, Special Assignment Teacher
Katie Mundle, Special Assignment Teacher
Sean Robertson, Principal St. Joseph School
Lisa Lamarche, Behavior & Autism Specialist
Brittany Counter, Behavior & Autism Consultant
Jean Ethier, Education Services Officer / Recorder

EXCUSED: Karla Gagnon, Autism Ontario / Chair
Ellen Renaud, North Eastern Ontario Family and Children's Services
Billie Richer, VOICE for Deaf and Hard of Hearing Children
Amber Smith-Come, Principal St. Anne School
Kim McEntee, Mental Health Supervisor

1. Welcome, Prayer and Land Acknowledgment

Colleen welcomed everyone and led the group in prayer and land acknowledgement.

The committee members introduced themselves to Deborah who is a new member to the committee.

2. Approval of Agenda

MOVED BY: S. Skalecki

BY: R. Reis SECONDED

THAT the agenda be approved as presented.

CARRIED.

3. Approval of Minutes

MOVED BY: S. Gravel

BY: J. Gervais SECONDED

THAT the agenda be approved as presented.

CARRIED.

4. Autism and Behaviour Support Services (ABSS) – Presented by Brittany Counter

The digital presentation presented and can be found on pages 5-15 of the minutes.

Meet the team: Brittany Counter, Lisa Lamarche, and Jasmine Fox. Brittany, Autism & Behaviour Consultant, is based in Timmins, and provides board-wide services. She completed an undergraduate degree double major in psychology and sociology at Queen's university, social services worker certificate at St. Lawrence College, and a Master's degree in Education, specializing in Applied Behaviour Analysis at Western University. Brittany is currently completing 2000 practical supervised hours to sit the exam to be licensed as a Board Certified Behaviour Analyst (BCBA). She has worked over 10 years in the field of Autism services, and joined the NCDSB in the spring of 2018. Lisa, Autism & Behaviour Support Worker, services the North & Central Regions (including Moosonee, Kapuskasing, Cochrane, Timmins and, Iroquois Falls). Lisa is a Registered Early Childhood Educator, completing her diploma at Northern College, and has been working in the field for 23 years. She is the newest member of the team, joining the board in December 2021. Jasmine, Autism & Behavioural Support Worker, services the South Region (including Kirkland Lake, Englehart, New Liskeard, and Cobalt). Jasmine completed a Bachelor's degree in Sociology at Nipissing University and went directly into the workforce beginning at NEOFACS. Jasmine began working at the NCDSB in 2014, as a Child and Youth Worker, before joining the ABSS Team in September 2018.

Duties and responsibilities of the Autism and Behaviour Support Services (ABSS) team are founded on providing support to school-based staff in order to make meaningful change within the classroom setting. The ABSS team is here to support educators by transferring knowledge and skills to the school-based teams, so that they can do their best in supporting students with special needs.

Our collaboration with school-based teams includes providing training (both at special learning sessions, as well as specific in-class trainings for strategies) and resources. These support roles came to exist based on the Ministry of Education's recognition of a need for specific services to meet the needs of students with ASD and others who would also benefit from specialized supports. As such, in 2007 the Ministry of Education issued PPM-140 to address these needs and support the successful participation and total inclusion of persons with ASD in regular classrooms.

Some services provided by the ABSS team include:

Consultation

Individualized to support the school based staff to meet the student's need (to support learning and to support skill development)

- Tier 2 and 3 support (top 5%)
- Initiated through a school-based referral
- Consultation aims to utilize positive, reinforcement centered approaches to support the classroom team in implementing strategies to promote positive behaviours and teach replacement behaviours
- Individualized Behaviour Support Plans (BSPs) and Safety Plans

Whole-Class to support the school based staff to meet the learning of all

- Tier 1 and 2 support (good for all)
 - A) Initiated either by a teacher making a request via referral, or
 - B) When there are referrals for 4 or more students in the classroom (as implementing multiple individual plans may not be feasible or sustainable)

The team follows a structure when providing consultative services. Our process for service implementation includes: observation and data collection; providing data-driven recommendations; coaching and modeling of strategies within the classroom setting; providing case notes; and scheduling follow-up visits to monitor progress or make adjustments to the recommendations based on the results of continuous data collection.

This process has helped create a clear vision for service delivery. It has also helped to provide a system of what school-based staff can expect once services are engaged. It has built consistency in service delivery

across locations and ABSS team members.

Assessment and Programming

Assessment & Data collection

- Data collection: Antecedent-Behaviour-Consequence (ABC), frequency, duration
- Task analysis or taking a skill and break it down into smaller steps to assess overall skill
Routines (e.g., entry, carpet time, lining up)
Skills (e.g., dressing, asking for help, social skills, etc.)

Early Learning Skills

- Matching
- Motor imitation
- Functional Communication (requesting/protesting, labelling, etc.)
- Self-regulation

Social Emotional Learning (SEL) - Early Years Project

- Project completed in 2019 at a school
- 10-week, small-group instruction, embedded in FDK play-based model
- Aimed to target problem solving and self-regulation skills
- Not only saw an increase in these skills but also in related skills (e.g., identifying likes and dislikes, sharing play scripts, etc.)

IEP Goals and Programming

- Support in developing IEP goals related to observations and data collection, as well as assessments
- May recommend accommodations (e.g., preferential seating, visual aids, use of a timer and transitional warnings, priming/forewarning etc.)
- Pairing IEP goals, from both the ministry as well as the alternative curriculum to goals identified through the VB-MAPP and other assessments (a baseline of the skillset, prior to teaching

Trainings

- Capacity Building
- Parent training
- Training delivered to all levels of staff at NCDSB (Principals, EAs, ECEs, CYWs, MHWs, ISWs, etc.)
- Trainings help to build a common language and understanding of ABA concepts and strategies, so we can communicate effectively with all levels when engaging in school-based services with classroom teams.
- Behaviour Management Systems (BMS)
- Principals, CYWs, EAs, ECEs, ISWs, & MHWs
- Ensure that all levels of staff are trained annually and supported throughout the year
- As part of our process, and to enhance our presentation skills as a team
- Prior to starting our session, we surveyed participants to gain a sample of their knowledge prior to our session
- Following our session, we posed the exact same questions
- This analysis not only shows us where information is gained or retained, but also where we (as a team) may have missed the mark when converting the information, or areas that will need further training and support, thus letting us know if we were effective in our session delivery
- This information is important to us, as it shapes our work when developing sessions, or providing support within the classroom setting

Extra-Curricular Programming

After School Skills Development Program (ASSDP)

- Aims to target age-appropriate social skills (e.g., sharing, cooperative play, following routines, etc.) through in-person, group-based activities
- Running at 6 locations this spring
- Previously used the FRIENDS program (by Dr. Paula Barrett) to teach social, emotional, and coping skills
- This year we created our own program (~10 hrs) during the summer transition camp, and are expanding it for the after school groups
- focusing on following routines, sharing and asking for help

Summer Transition Programming

- Aims to target age-appropriate school readiness skills (e.g., following instructions and routines, sharing and asking for help) through in-person, group-based activities
- Provides a soft-entry prior to school resuming in September
- The summer transition camp ran at nine (9) locations
- Feedback was mixed with respect to activities meeting skills and interests of students (groups included students of various ages/grade levels)
- Moving forward, groups will be cohorted by age/grade level to better match activities and expectations to participants' skill level and interest

5. Using IXL to help close gaps in Mathematics: A Presentation by Daphne Brumwell

Daphne presented to the committee the IXL program students and teachers utilize to support Mathematics in our schools. IXL was implemented this year across the district for Grades 3-12. The IXL digital platform is a personalized learning space for each student that adheres to the Ontario curriculum guidelines. The platform conducts a diagnostic on each student that allows educators to target specific learning goals. It assists in closing learning gaps on a one to one basis.

The digital presentation presented and can be found on pages 16-28 of the minutes.

6. Agency Reports – No updates provided

7. Date of Next Meeting – March 22 2023 at 11:45

8. Other Business – N/A

9. Adjournment

MOVED BY: S.Skalecki

THAT the meeting be adjourned at 12:45 p.m.

CARRIED



Autism & Behaviour Support Services (ABSS) at the NCDSB

Wednesday, February 22, 2023

Meet the Team



Brittany Counter



Lisa Lamarche



Jasmine Fox

Duties & Responsibilities

- Support students with ASD and/or behavioural needs
- Collaboration with school-based staff



ABSSTeam Role

- **Consultation**
- **Assessment and Programming**
- **Training**
- **Extra Curricular Programming**



Consultation

- Individualized Services
- Whole-Class Services



Consultation cont'd

- Process for Service Implementation
 - Observation and data collection
 - Data driven recommendations
 - Modeling & coaching
 - Follow-up



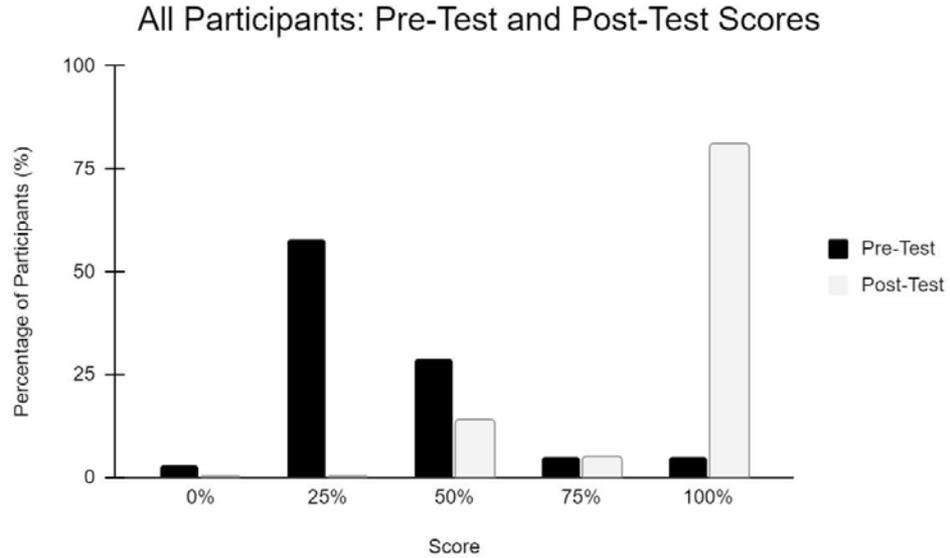
Assessments & Programming

- Early Learning Skills
- Social Emotional Learning (SEL) - Early Years Project
- Verbal Behaviour - Milestones Assessment and Placement Program (VB-MAPP)
- IEP Goals and Programming

Training

- Capacity Building
- Behaviour Management Systems (BMS)

Training cont'd

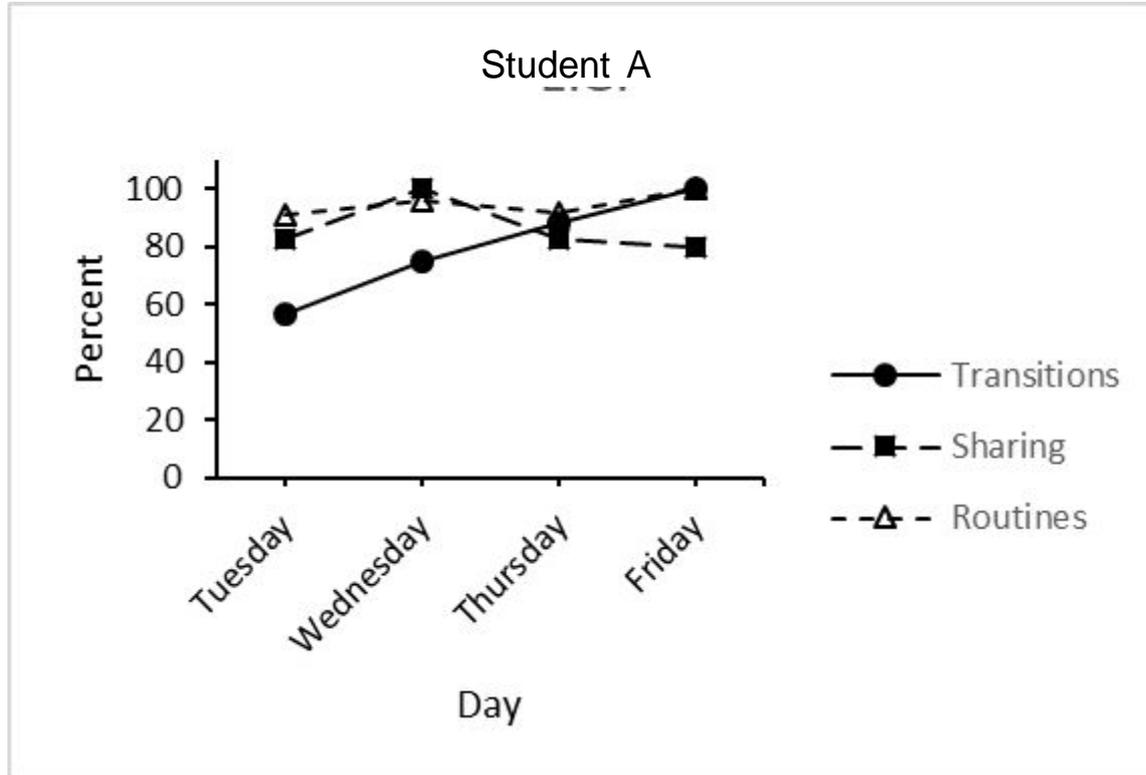


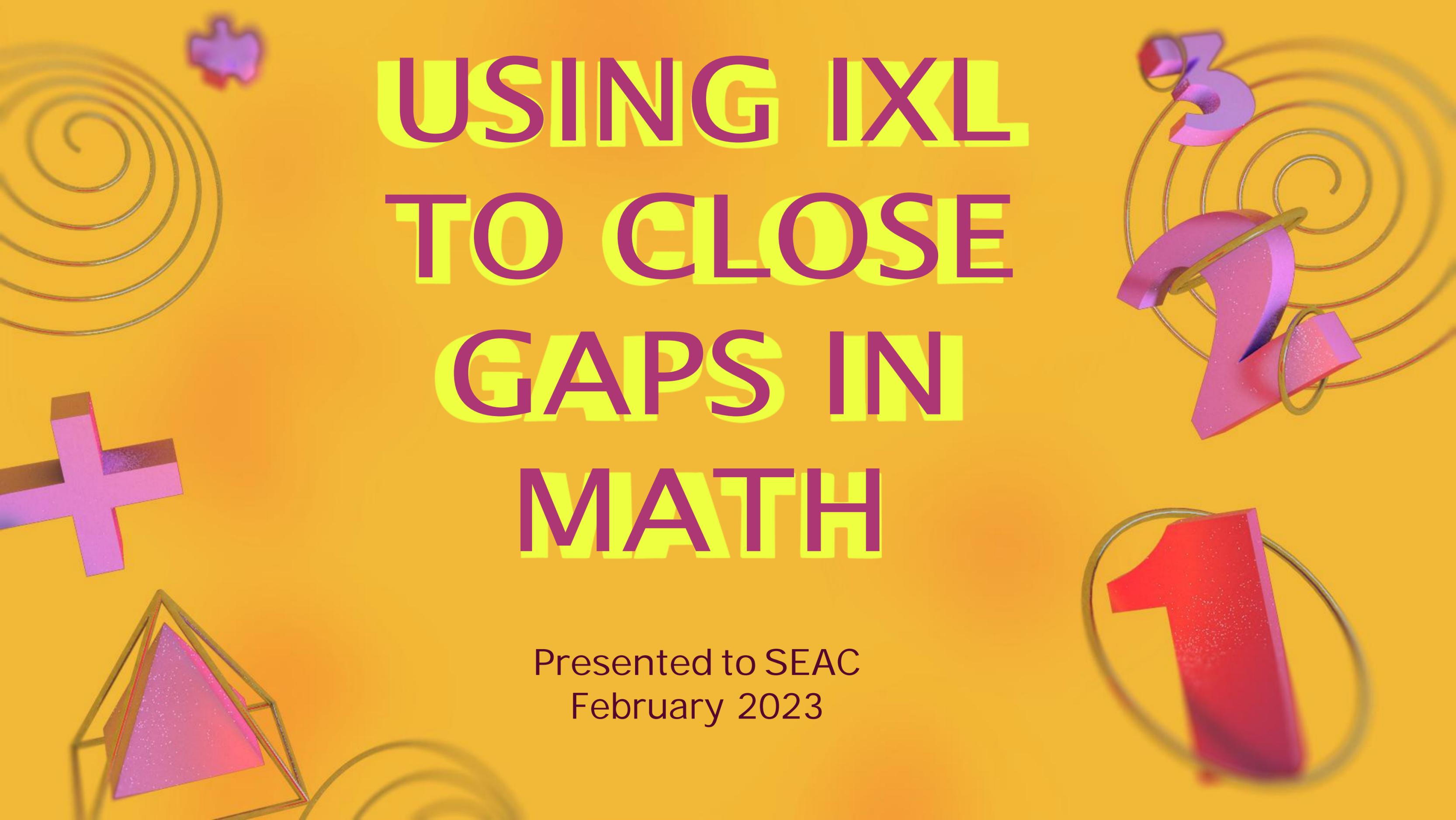
Extra Curricular Programming

- After School Skills Development Program (ASSDP)
- Summer Transition Camps



Extra Curricular Programming cont'd





USING IXL TO CLOSE GAPS IN MATH

Presented to SEAC
February 2023

WHAT IS IXL?

The IXL platform is a personalized digital learning space that covers K-12 curriculum and is used by more than 14 million students.

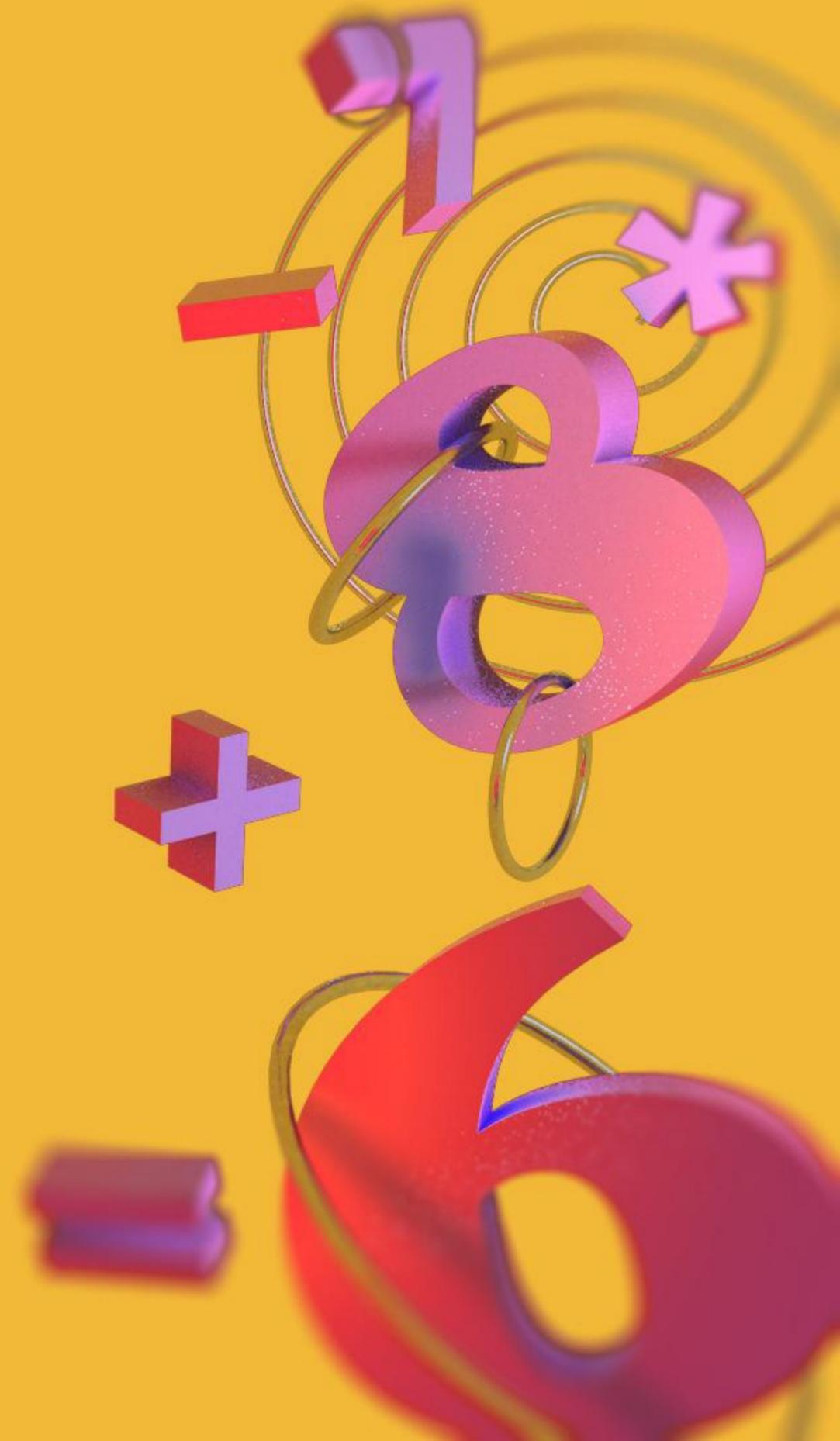


By using a curriculum base, actionable analytics, real-time diagnostics, and individualized guidance, educators are given the tools to help students target specific learning goals. Thus, it can be used to support personalized learning plans.



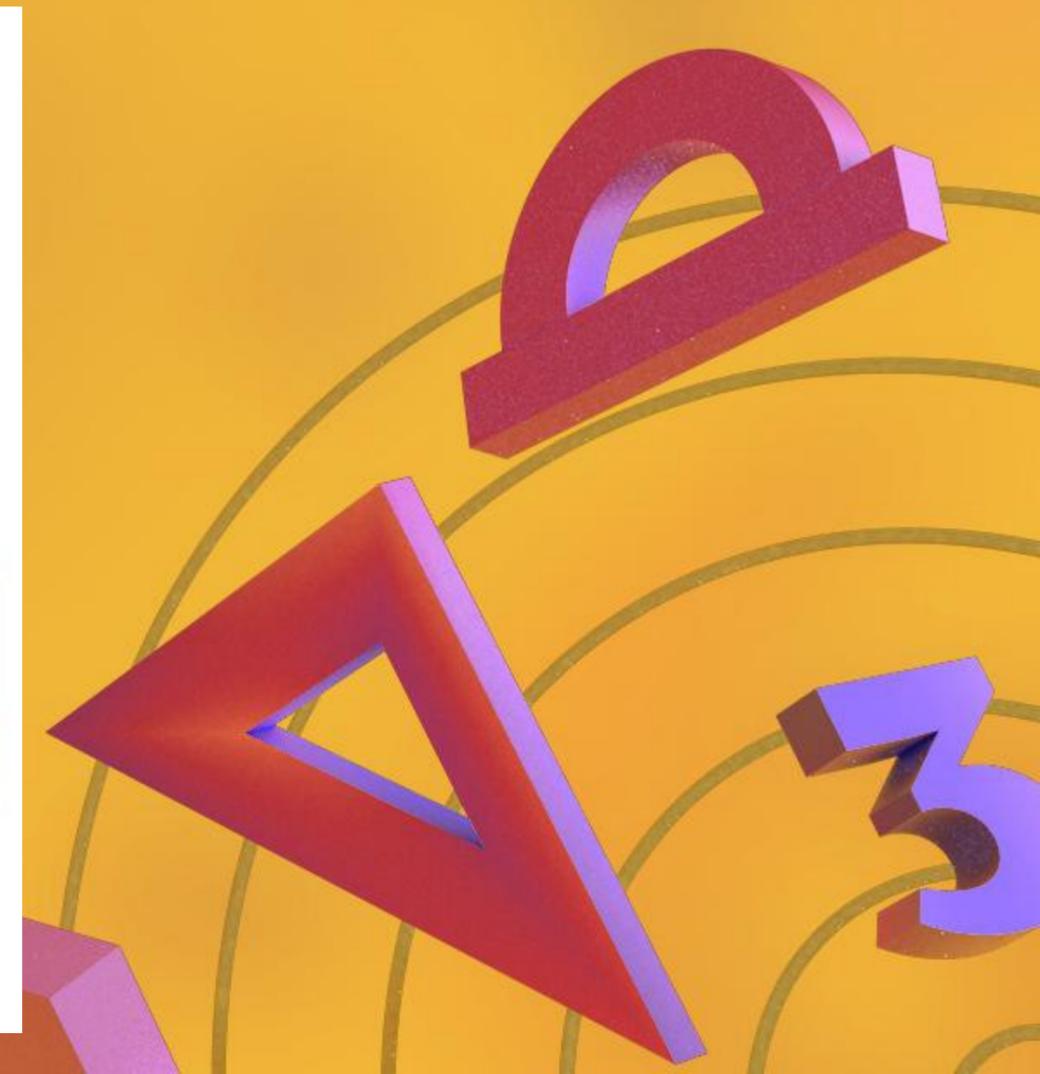
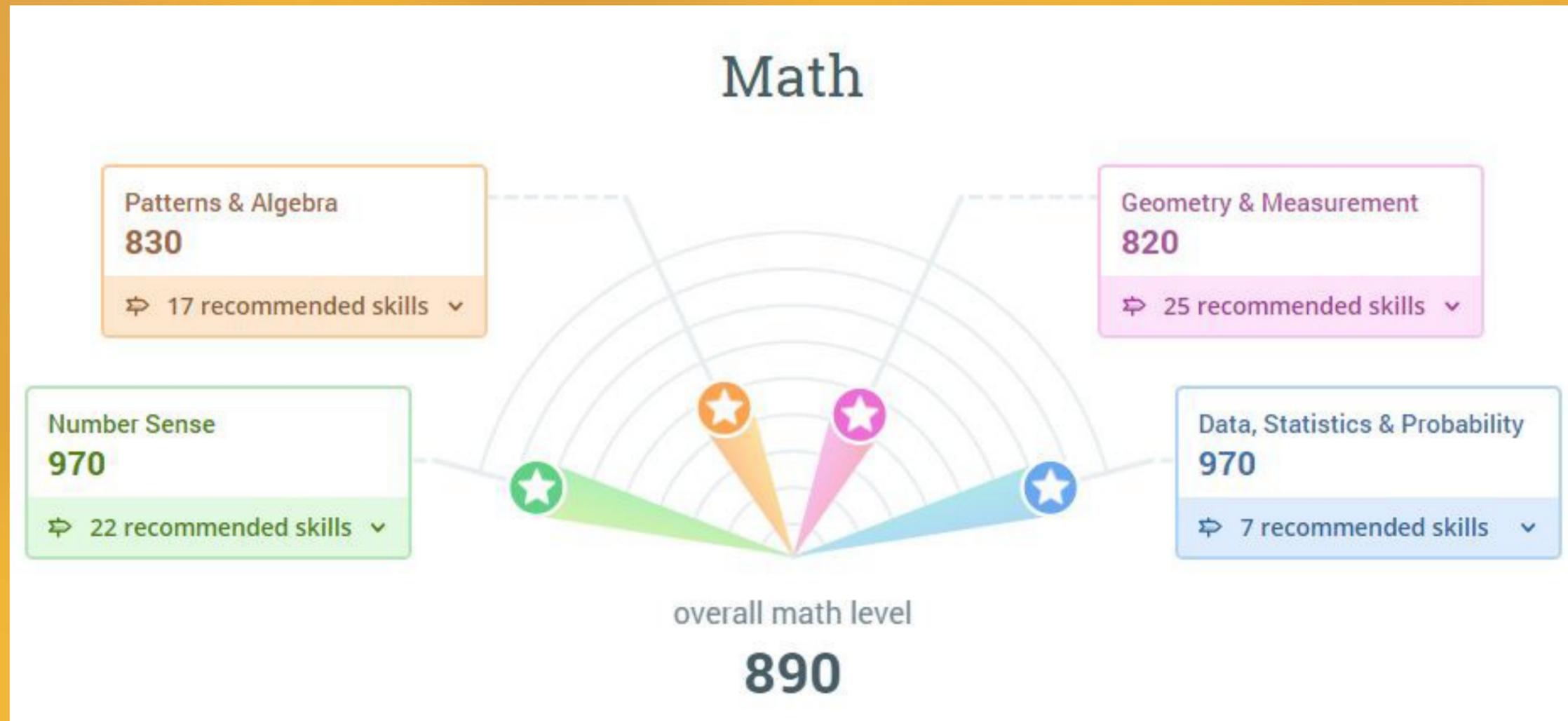
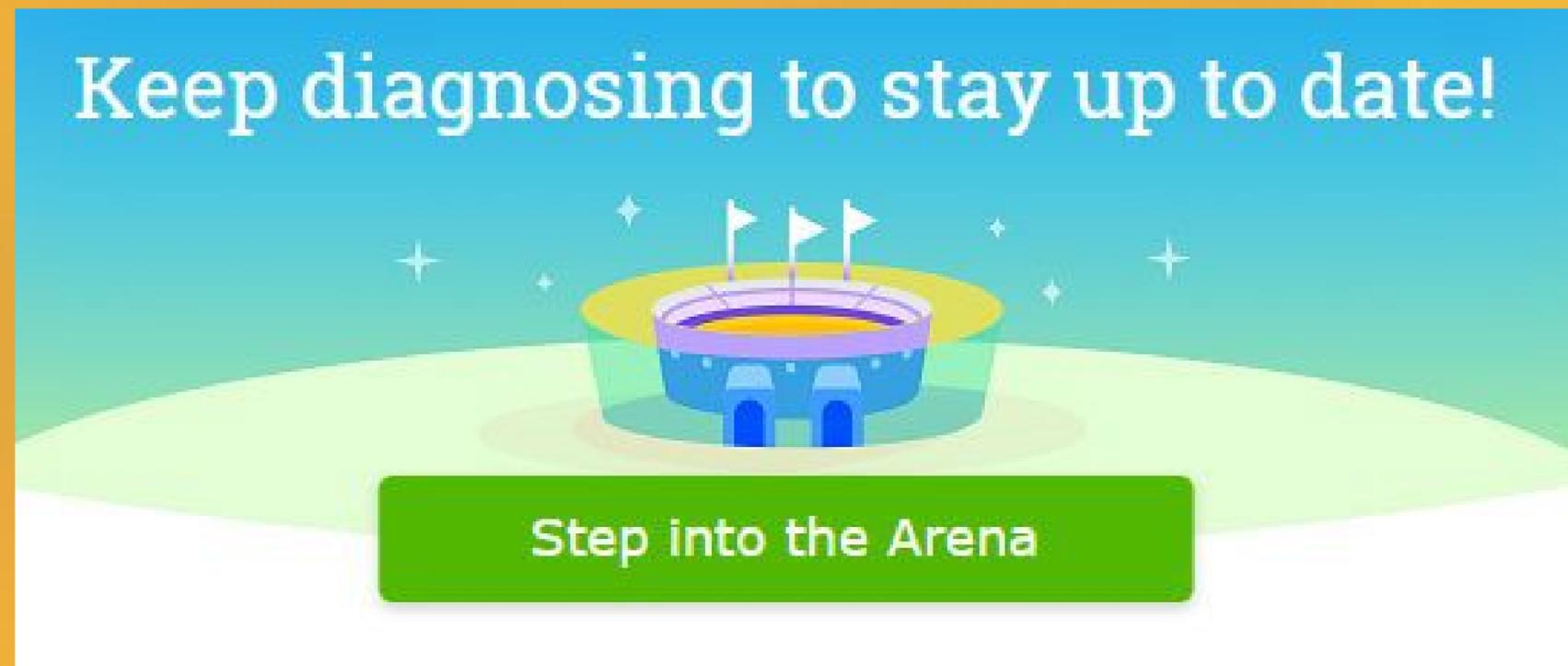
HOW DOES IXL WORK?

- it can learn what a student needs to work on and offer new experiences to suit their needs
- the built-in real-time diagnostic evaluates learners on a deep level to work out their exact proficiency level
- this then creates a personalized action plan that can be used to guide each student so they're working on the best possible growth path
- if stuck during a skill, scroll to the bottom where other skills are listed
- recommendations work as a way to pick up skills that may help fill in blank areas in which students could benefit from expanding their knowledge and skills



STEP ONE: DIAGNOSTIC

Goal is to be in your grade level range for each strand. 800 level is Grade 8.

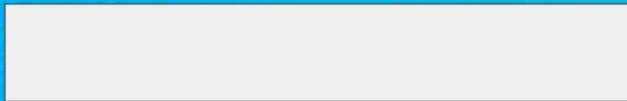


STEP TWO: RECOMMENDATIONS

IXL Diagnostic Action Plan



Your most recent levels and recommendations as of February 21, 2023



The IXL Real-Time Diagnostic shows you what you know and what you're ready to learn next. Work on your personalized skill recommendations until you reach excellence (90+). Visit the Real-Time Diagnostic often to see how your stats change and to get new recommendations!

Have questions about the Real-Time Diagnostic? Visit ca.ixl.com/diagnostic-help.

Overall math level



SAMPLE PERSONALIZED LEARNING PLAN

Math strand levels and recommendations

Number Sense



5 recommended skills

- Multiply fractions >> FQL
- Power rule - integral bases >> EQT
- Convert between decimals and fractions or mixed numbers >> 4E8
- Compound interest >> ZJ5
- Multiplication with exponents - integral bases >> 2F4

Patterns & Algebra



5 recommended skills

- Write and solve equations that represent diagrams >> HV5
- Rate of change: graphs >> FVN
- Ratios and rates: word problems >> D56
- Identify proportional relationships >> 2AZ
- Compare rates: word problems >> GRV

Geometry & Measurement



5 recommended skills

- Pythagorean theorem: find the length of the hypotenuse >> 7XW
- Area of circles >> K89
- Arc length >> Q87
- Quarter circles: calculate area, perimeter and radius >> EYF
- Surface area of spheres >> 7WH

We have never been able to be so precise in determining what a student needs to do to close their learning gaps in math.

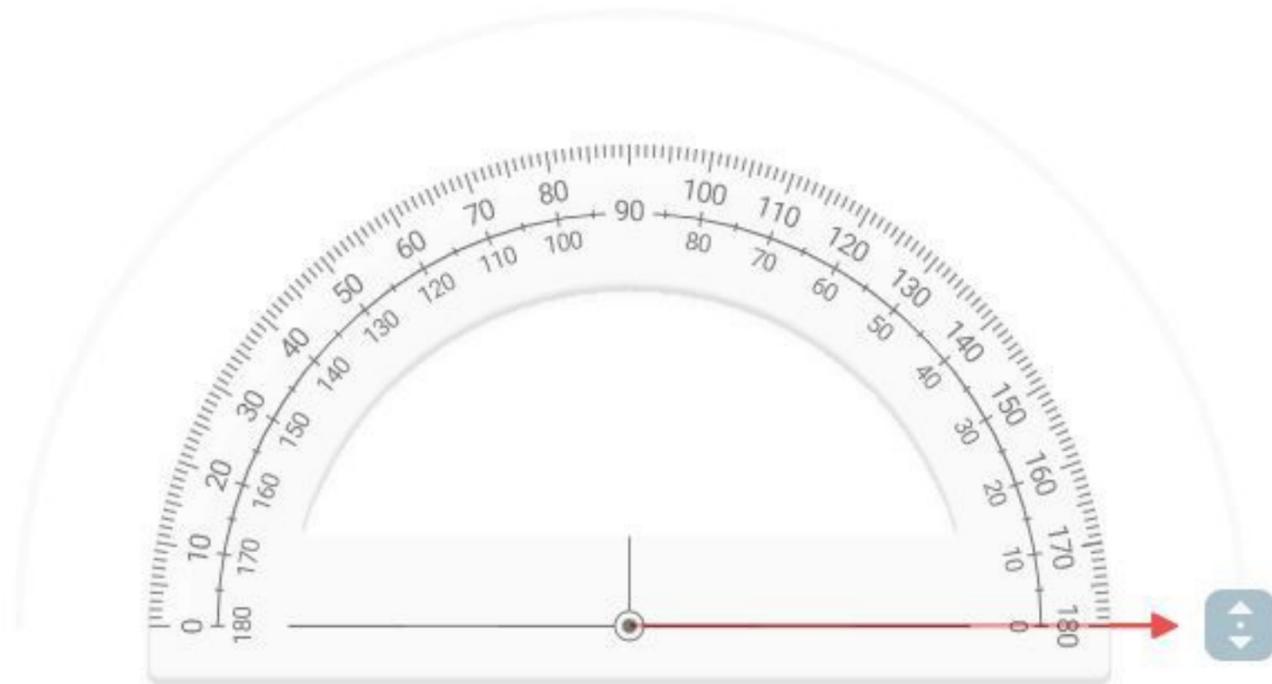
STEP THREE: SUPPORT TROUBLE SPOTS

Ways to help 10 students at once...

5th (JJ.9) Draw angles with a protractor

MISSED QUESTIONS FROM THIS ITEM TYPE

Use the protractor to make a 175° angle.

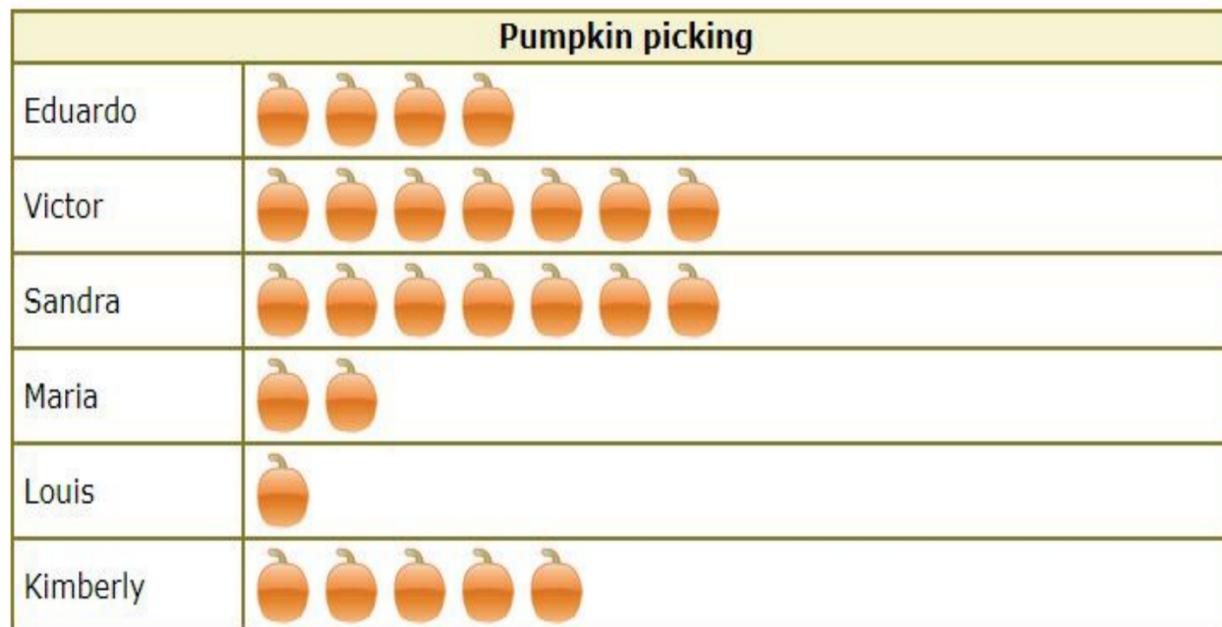


Teacher receives a list of students who are struggling a specific skill so that a small-group, targeted lesson can be taught.

STEP THREE: SUPPORT TROUBLE SPOTS

MISSED QUESTIONS FROM THIS ITEM TYPE

Look at this pictograph:



Each  = 5 pumpkins

How many more pumpkins did Sandra pick than Louis?

pumpkins

Teacher can also see the specific areas a student is struggling by reviewing the type of questions they have answered incorrectly.

STEP FOUR: RE-ENTER THE DIAGNOSTIC ARENA

Keep diagnosing to stay up to date!



Students are encouraged to do 10 questions a week in the diagnostic arena to keep their recommendations up to date.

BUILT-IN SUPPORTS

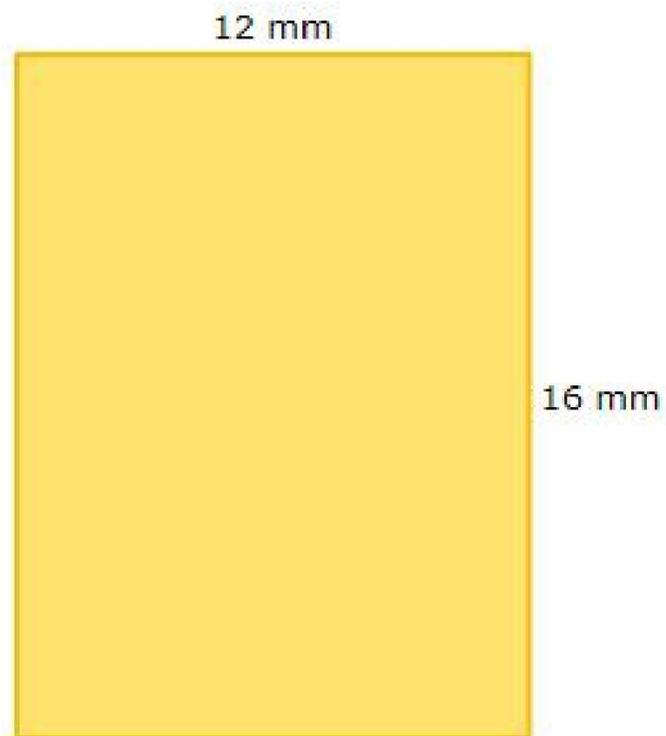
Grade 8 > ★ U.1 Perimeter 8QF

[Learn with an example](#) ▾

or

[Watch a video](#) 🎥

What is the perimeter of this rectangle?



millimetres

Submit

Questions
answered

0

Time
elapsed

00 00 12
HR MIN SEC

SmartScore
out of 100 ?

0



OUR PROGRESS TO DATE

DISTRICT DASHBOARD

We've answered **1 3 7 0 8 3 8** questions this year!

Our district on IXL:



1567 students



110 teachers



13 schools

Skill gains



OUR PROGRESS TO DATE

