

Special Education Advisory Committee Meeting

Wednesday, February 26, 2020

11:45 p.m.

MINUTES

PRESENT: Joel McCartney, Cochrane Temiskaming Resource Centre / Chair
Kim Bordignon, Cochrane Temiskaming Children's Treatment Centre / Vice-Chair
Tina Lively, Canadian Mental Health Association
Ron McInnis, NCDSB Trustee
Ellen Renaud, North Eastern Ontario Family and Children's Services
Stan Skalecki, NCDSB Trustee
Heather Demers, The Lord's Kitchen
Daphne Brumwell, Superintendent of Education
Katie Mundle, Special Assignment Teacher
Jean Ethier, Education Services Officer / Recorder

EXCUSED: Billie Richer, VOICE for Hearing Impaired
Mackenzie Carrier, Community Living Timmins
Catherine Hoven, Special Assignment Teacher

1. Welcome and Prayer

Joel McCartney welcomed everyone and led the group in prayer.

2. Approval of Agenda

MOVED BY: H.Demers

SECONDED BY: R.McInnis

THAT the agenda be approved as presented.

CARRIED.

3. Approval of Minutes

MOVED BY: S. Skalecki

SECONDED BY: E. Renaud

THAT the minutes of January 29, 2020 approved as presented.

CARRIED.

4. Oral Language Screening & Intervention

In the fall, John Stark engaged his staff in the completion of an oral language screening on all year 2 Kindergarten children across the district. This tool looked at both expressive and receptive language skills, though the expressive was the main focus. It involved taking a language sample from each student and then determining the mean length for each child. Generally speaking, you should be using sentences that are as long as you are old (i.e. a four year old should be able to string together 4 words). Each school was provided with their results and parents were also sent a letter explaining the screen and their child's results. The results of this tool were used to further identify students who might require additional assessment and/or intervention. There has been a speech therapy assistant supporting students in the south all year and one in the north until just recently.

5. Behaviour Support Plans

Daphne presented on behalf of Catherine Hoven

- In Dec, myself and Kim McEntee, the Mental Health Lead engaged in a half-day session with the principals, RTs and Student Services dept. at OHS around how to best support students who have interfering behaviours through a tiered model.
- As a result of this, we were asked to develop a session on tier one strategies to deliver to OHS teachers. Due to current job action, this session is yet to happen, but is scheduled for the next snow day, assuming that job action has ended.
- We are still in the planning stages but would anticipate that all OHS teachers would take part.
- At the end of the session teachers will:
 - Understand the role of the tiered model in intervention
 - Identify interfering behaviours in their classroom (observation)
 - Understand the role that a student's profile plays in intervention
 - Identify key strategies to support students at a tier 1 level
- The Tiered Model to Address Interfering Behaviour - according to research:
 - 80-85% of interfering behaviour can be addressed at tier 1 - classroom level;
 - 5-15% roughly at tier 2 - school level
 - 3-5 % at tier 3 - board level
- An initial focus will be on helping teachers observe their students in the classroom.
 - What are the interfering behaviours?
 - Are the students engaged?
 - When is the behaviour happening? Is the behavior related to initiative, collaboration, focus/attention, organization, responsibility, self-regulation?
 - An aspect will be to help teachers notice changes in behaviour and triggers: reactions to people, requests, work or activity, specific times of the day
- Knowing the students is critical.
 - What is the student's family background? Home environment? Are they rested? Nourished? Cared for? Supported at home? Is the home healthy?
 - What assessment data do you have about the student? Reading level? EQAO data? Has any in-

school formal testing been completed? Is an IEP in place or has one been in place previously?

- What are the student's needs and strengths?
- What are their interests?
- Has the student received a diagnosis? What reports have been shared with the school?
- What motivates the student?
- How does the student function socially? Do they have friends?
- Tier 1 strategies need to be developed with knowledge of the interfering behavior and knowledge about the student. Since some of these students may have an undiagnosed learning disability, the resources from York Region that has already been shared with the teachers might be helpful. These materials provide teaching strategies to target visible signs that might be observed in a classroom.
- Sample strategies to discuss
 - Use of co-created success criteria not only for academic expectations but also for behavioural expectations and to target known problems (eg. Classroom entry)
 - Know what the behavioural and academic expectations are before the day starts. Set an intention with the class.
 - Visual schedule/agenda for the day, Use of visual prompts
 - Reflection questions, Breakdown tasks
 - Clear, consistent approach
 - Model the behaviour you want to see
 - Ensure a safe, inviting culture
 - Body language, tone, specific language used
 - Build rapport
 - Actively listen and validate students' emotional responses & experiences
 - Create intentional breaks/chance to regroup (brain break)
 - Reinforcement for behaviour (ratio of 5:1 positive to corrective)
 - Establish class norms/routines/expectations with students
 - Teach a self-monitoring strategy
 1. Where should I be?
 2. What work or activity will I do?
 3. How much work will I do?
 4. How will I know if I am making progress?
- During the session, teachers will use a placemat activity to identify interfering behaviours for a chosen student, outline what they know about the student, and then identify key strategies to implement to reduce the behavior. Teachers would carry out their plan, reflect, and revise as needed at a future session.
- Resource Sharing - *Pre-Referral Manuals, Supporting Minds, School Mental Health Ontario, York Region materials etc*

6. After School Skills Development for Students with ASD (ASSDP)

Funding received from the Ministry of Education to run an afterschool group to provide support for skills development opportunities for students with ASD. The ASSDP was originally funded based on a proposal to better support students with ASD while upholding PPM 140

The pilot programs, held in the 2018-2019 school year, showed that students benefitted and gained skills in social communication, self-regulation, and life planning skills which translated to increased success at school.

The NCDSB was approached at the beginning of the school year by representatives from One Kids Place (OKP) with regard to establishing a partnership to provide access to services within a school-based setting. When presented with the opportunity to run a skills development program, the NCDSB reached out to OKP to co-host the group, as this was one option to establish a partnership offered by OKP. Various meetings were held in late December and early January to outline program of choice (Fun Friends, by Dr. Paula Barrette) and establish time, dates, and location

The program is being offered locally, at Pope Francis Elementary School, prior to expanding to other schools within our board. One of the restrictions to hosting the group concurrently at various locations was due to OKP not having staff in remote communities, but they have since hired in Kapuskasing. Another limitation was winter travel and the possibility of groups being cancelled due to inclement weather or the service provider not being able to make the travel due to road conditions.

It was suggested by One Kids Place (OKP) that the Fun FRIENDS program, developed by Dr. Paula Barrette, be used to target social and emotional development for children ages 4-7

Fun FRIENDS uses a fun, play-based group activities approach to teaching children to engage in resilience early in life by developing positive social and emotional skills, such as being kind, recognizing feelings, and reacting in a positive manner.

Originally, 11 students were invited to participate in the group

- 2 females, 9 males
- Grades JK, K, and 1

Invitations were sent home, in the form of a letter with permission slip, the week of January 13th, 2020. A second round of invitations was sent home the week of February 3rd, 2020 as a reminder.

8 of 11 students accepted the invitation to join the group

2 of the 8 students have a diagnosis of ASD, while 6 have no diagnosis

All students have a Behaviour Support Plan (BSP) on file at the school

The group will run for a total of 10 weeks at Pope Francis, with 2 sessions per week

- Beginning February 5th until April 15th, 2020
- Each week a lunchtime session and afterschool booster session are held

The lunchtime group is held on Wednesdays

- The lunchtime group is led by the OKP staff, Selena Malott
- The group runs from 11:30am until 12:30pm

A booster session is held on Thursdays after school

- The booster session is led by NCDSB staff (Behaviour Analyst & CYW)
- The booster session runs from 3:20pm until 4:30pm

That students gain self-regulation and social skills, following participation in the *Fun FRIENDS* group
That students learn

- Self-awareness body clues
- Relaxation techniques
- Strategies for turning “red thoughts” (negative) into “green thoughts” (positive), and
- Method of creating step-plans

Planning will begin the first week of March with staff from OKP to host the group in Kapuskasing, for students in grades 1 – 3, in the spring (mid-April)

Another group will be held at Pope Francis beginning mid-April, for students in grades 2 – 5,

This group will take on a robotics theme, as a vehicle for the Friends for Life program.

Potential to run the group again next year at Pope Francis to bolster what was taught this year, and take on new participants

7. Agency Reports

7.1 NEOFACS

NEOFACS is pleased to offer a FREE group for positive parenting this winter in Timmins! Enjoy the interactivity and peer support of a Triple P Family Transition Group. The one-day program will be held on Saturday, March 28 from 8:30 am to 4:30 pm at our 707 Ross Avenue East site.

WHAT IS IT?

Family Transitions Triple P is a cognitive-behavioural family intervention designed to be delivered to parents who are experiencing personal distress from separation or divorce, which is impacting on, or complicating, the task of parenting.

WHO IS IT FOR?

Parents who benefit from this program are those who have been or are going through separation and divorce where there are unresolved conflicts and difficulties communicating effectively with former partners. Parents may be concerned that the separation or divorce is upsetting their children or they may want to learn ways to talk to their children about it and teach them ways to cope. Parents who do this course usually have concurrent concerns about their child’s behaviour.

7.2 The Lords Kitchen

The Lords Kitchen, the Porcupine Health Unit and the Anti-Hunger Collation implemented a Cook Skills program for expectant mothers and mothers with children up to 6 months of age. Program delivery is once a month for the next 5 years depending on funding and participants. Childcare is provided onsite for registered participants.

7.3 Canadian Mental Health Association

Justice Lambert is holding a 1 day a month Youth Justice Therapeutic Court focusing on youths 12 to 17. The court is offered to Class 1, 2 or 3 offences depending on the severity of the offence. Individuals with sufficient addictions have access an incentive program that requires their 100 % commitment.

7.4 Cochrane Temiskaming Resource Centre

The CTRC has recently hired a Community Support Worker for the Moosonee area. The position will be based in the Timmins area. The start date is March 9, 2020

8. Date of Next Meeting

March 25, 2020

9. Adjournment

MOVED BY: E. Renaud

THAT the meeting be adjourned at 1:10 p.m.

CARRIED.



Family Transitions Triple P



New positive parenting course starts soon....

Triple P Family Transition Group

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- DATE:** Saturday March 28, 2020
- TIME:** 8:30 am to 4:30 pm
- VENUE:** North Eastern Ontario Family and Children's Services (NEOFACS)
707 Ross Ave. East Timmins, ON
- PRESENTERS:** Marie McEvoy - Family Preservation Worker
Tanya Génier, RSW – Counselling and Therapy Services
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INFORMATION

NEOFACS is pleased to offer a **FREE** group for parents who are divorced or separated (*with children or teenagers*) in Timmins! Enjoy the interactivity and peer support of a Triple P Parenting Group.

For more information or to register before March 21, 2020, please contact Marie Siembida at 705-360 7100 ext. 5612



Family Transitions Triple P

The Triple P – Positive Parenting Program® knows all parents have different needs. That's why Triple P has many different ways for you to get your parenting help. So you can choose what suits you and your family best.

Who is this for?

Parents who are divorced or separated (with children and/or teenagers)

Triple P can help you

- encourage behavior you like
- deal with problem behavior
- become confident as a parent
- be realistic about parenting
- take care of yourself

Is this you?

You're divorced or separated. Your child is caught in the middle. You may have problems with your extended family, your new partner or your ex. Holidays and birthday cause arguments. You may be concerned about your finances. And you're worried about the impact this is all having on your child's behavior and emotions. If this sounds familiar, Family Transitions Triple P can help.

What is Family Transitions Triple P?

Family Transitions is a group parenting program for divorced or separated parents. It gives you new ways to help protect your child – and yourself – from the fallout from a family split.

What happens at Family Transitions Triple P?

At Family Transitions sessions, you meet other parents going through many of the problems that come with divorce or separation. Your Family Transitions Triple P provider will give you new ideas, techniques and strategies to help you through the day-to-day dramas and ongoing trauma of your situation. These ideas can help you cope with stress, anger and change, resolve conflict, and communicate better with your ex.

Throughout the sessions, you'll also watch the *Family Transitions* DVD, which shows how other parents have used the ideas to help their families. And you'll also receive the Family Transitions Workbook to support you as you put your new ideas into practice.

How long does it take?

There are five weekly sessions of two hours each. After the five sessions, it's recommended you also do a Group or Standard Triple P program. This will give you a broader range of positive parenting ideas that can help you calmly manage other behavior and parenting issues in the home. When you're finished, you'll feel confident you're doing everything you can for your child.

Does my ex-partner need to attend with me?

No. Family Transitions is not a mediation program so you should attend on your own or, if you want support, with your new partner. If your ex-partner wants to do Family Transitions, you should attend separate groups.