

Supporting students with ASD in SCDSB schools and within our communities

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COLLABORATION

IDENTITY

SAFETY

ACCOUNTABILITY

INNOVATION

RESPECT

SUPPORT

TRUST

TRANSPARENCY

CELEBRATION

Agenda

- Special education in the SCDSB
 - Available supports
 - Community support and inclusive recreation
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Special education in the SCDSB

- The SCDSB provides special education supports and services to students with autism spectrum disorder (ASD)
- There are special education teachers at each school, and they have training in how to support students with ASD
- The Special Education department is made up of a variety of professionals who provide a range of supports and services to help students achieve success

Special education plan

- The SCDSB's Special Education Plan outlines the board's philosophy of special education and describes the special education programs and services available, including the supports available for students with ASD
- The special education plan has been designed in accordance with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act, and regulations made under the Act

Special Education Advisory Committee (SEAC)

- Every district school board is mandated to establish a SEAC. The committee is appointed by the Board and made up of representatives of local associations, community agencies, and trustees
- SEAC plays a vital role in ensuring that exceptional pupils receive appropriate educational services and programs. SEAC reviews and makes recommendations to the Board on:
 - The establishment, development, and delivery of special education programs and services
 - The annual special education plan
 - The special education budget

Special education resources

- These supports may be accessed to support students with ASD
 - Applied Behaviour Analysis (ABA)
 - Psychology
 - Mental health support
 - Special Equipment Amount (SEA) equipment
 - Speech and language
 - Occupational therapy and physiotherapy

Special education in Kindergarten

- Students enrolling in Kindergarten - register as soon as possible
- Attend your school's Kindergarten orientation session
- Consider preparing a package to share with school with 'all about me' or Transitional Integration Program Plan (TIPP) information

Daily programming

What a day looks like for a student with ASD

- The majority of students with ASD are in a regular classroom learning alongside their peers
- The classroom teacher supports the student to ensure they have the accommodations/modifications in place that they need to be successful (e.g., noise cancelling headphones, additional time, a quiet break space in class)
- A special education resource teacher (SERT) may provide support to the class
- A student may have alternative goals such as self-regulation or social skills
- Sensory breaks may be provided for learners

Policy/Program Memorandum (PPM) 140

- PPM 140, Incorporating Methods of Applied Behaviour Analysis (ABA) Into Programs For Students With Autism Spectrum Disorder (ASD)

"The purpose of this memorandum is to provide direction to the school boards to support the use of applied behaviour analysis (ABA) as an effective instructional approach in the education of many students with autism spectrum disorder (ASD)."

Ontario Ministry of Education, PPM 140, May 17, 2007

PPM 140 in the SCDSB

- Students with a diagnosis of ASD receive programming aligned with the principles of ABA and a transition plan
- Criteria for PPM 140:
 - the program is individualized
 - positive reinforcement must be utilized
 - data is collected and analyzed
 - the transfer, or generalization, of skills should be emphasized
 - plan for the transition between various activities and settings

What this may look like at school

- Individual Education Plan (IEP) with accommodations and/or modifications to the Ontario curriculum
- IEP with alternative goals around areas of need such as organization, social skills, independence, or self-regulation
- Environmental supports in the classroom or special education space. This could be a 'calming corner' or a sensory room
- Additional staff may join the school team to support with a specific goal. This could include a board-certified behaviour analyst (BCBA), registered behaviour technicians/ABA support workers, or behaviour coaches

Psychology and mental health supports

Psychological consultation

- Consultation with school teams to help support a student with ASD at school, such as by reviewing previous reports on file to help the school understand the student's individual strengths and needs, sense of self, and self-regulation

Student support staff

- Child and youth workers (CYW) work within schools and classrooms to support caring conditions for learning, develop student mental health and help-seeking knowledge, guide student-led mental health awareness and stigma-reduction initiatives, and provide social-emotional learning opportunities

Psychology and mental health supports

Attendance counsellors

- Attendance counsellors consult with school staff, parents/guardians, and students around student disengagement from learning and irregular patterns of attendance

Social workers

- Social workers provide consultation to school staff, staff mental health literacy opportunities, and expertise in early identification of student need. They provide both individual and small group mental health intervention services to students in areas such as mental health, personal and family stressors, crisis, school engagement, and more. Their services are available by referral

Special Equipment Amount (SEA)

- This equipment is to provide students with accommodations that are directly required and essential for one or more of the following:
 - attending school
 - accessing the Ontario curriculum
 - supporting or augmenting a board-determined alternative program and/or course

Speech and language support

- SCDSB speech and language pathologists (SLP) may support the school program by complete comprehensive assessments of a student's speech, language, and/or communication needs based on referrals received from the SERT
- SLPs provide the home and school team with programming suggestions and/or appropriate referrals based on the assessment
- SLPs work collaboratively with other professionals to support student needs (e.g., special education consultants/facilitators, ABA coordinators, psychological team, Children's Treatment Network [CTN] augmentative communication consultation service SLPs, occupational therapists, and physiotherapists)
- SLPs may make referrals to outside agencies/community partners for students who meet eligibility and referral requirements
- Timelines of service delivery depends on the nature of the referral and service delivery recommendations

Ways to support my child at school

- Share appropriate, relevant assessment information that can help inform an IEP (e.g., ASD diagnosis)
- When an IEP is being developed, complete the parent/guardian consultation form with current information on your child's strengths and needs
- Have regular communication with your child's teacher/SERT
- Collaborate with the school team on next steps for your child (e.g., developing a home/school communication system)
- Join a Strengths and Needs Committee (SNC) meeting

SCDSB/community partnerships

- The SCDSB has partnerships with many community agencies, including:
 - CTN/Closing The Gap
 - Catulpa Community Support Services
 - Kinark Child and Family Services
 - Empower Simcoe
 - Mackenzie Health-Centre for Behaviour Health Sciences
 - Autism Ontario
 - New Path Youth and Family Services
- The SCDSB collaborates with agencies involved in the Ontario Autism Program in order to support the Entry to School and Connections For Students programs

Ontario Autism Program

York Simcoe Autism Network (YSAN)

- Partnered with: Kinark Child and Family Services, CTN, CLH Developmental Support Services, Empower Simcoe, Kerry's Place Autism Services, Mackenzie Health
- Local areas served: York, Simcoe

More information:

- OAPintake@ctnsy.ca
- Toll-free: 1-866-377-0286
- ysanetwork.ca/entry-to-school/

Occupational therapy and physiotherapy support

Occupational Therapy

- Each school has a dedicated occupational therapist from CTN/Closing The Gap

Physiotherapy

- Provided to SCDSB schools from CTN/Closing The Gap

Community partners

- Participate in case conferences and SNC meetings
- Inform school and board staff of opportunities and resources in the community
- Support with transition planning for a variety of types of transition
- Participate in program planning
- Maintain ongoing communication with the school team

Community support

- The SCSDB provides opportunities for students with ASD to apply skills learned in the school environment to the community
- Experiential learning opportunities are arranged in secondary school so students can acquire on-the-job skills training, including transit training

Inclusive recreation programs

- The SCDSB offers a variety of inclusive social and recreational programs for students with a developmental profile consistent with ASD
- The programs focus on using recreation, music, and play to support social skills development
- Programs are typically run in the fall, winter, and spring
- Upcoming sessions include Children's Friendship Training, Music Social Skills, and Play Ball Kidz Recreation
- Other sessions include Coding and Robotics, Escape Room Social Skills, and Hanen More Than Words

Questions?

For more information and resources,
visit scdsb.on.ca

