

| Accountability Framework for Special Education 2017-18 | |
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| Exceptionality: Autism | Number of students (K-12) with this exceptionality: 1852 K – 12 Regular Class: 1287 K – 12 Special Education Class: 565 |
| Focus Subgroup: Students in Year 1 of the Program to Assist Social Thinking (PAST) | |
| Goal(s) (2017-18): The self-regulation of students in the PAST program will be tracked. By the end of the school year, more students in the PAST program will be able to identify their emotions independently, identify a reason for their emotion and identify a strategy addressing the emotion. The focus is to track the progress of the students in identifying and using strategies to address their emotions to demonstrate overall improvement in self-regulation. The most effective strategies used to teach this curriculum where students are successful will be recorded to create resources that can be shared to build capacity within the schools to support students with Autism. | Goal Timeline: 2017/18- Targeted students in year 1 of the PAST Program and tracking students 2018/19- Targeted students in year 2 of the PAST Program and tracking students 2019/2020- Targeted students in year 3 of the PAST Program and tracking students |
| Instructional Strategy: The first year curriculum in the PAST program focuses on the emotion family. The main emotions taught include happy, sad, angry, surprised, excited, afraid, worried. Resources used include the books My Feelings, Awesome and In Control and Zones of Regulation with an emphasis on the 3-point scale and size (small, medium, large) of the problem. In teaching the students about emotions the strategies include the following: <ol style="list-style-type: none"> 1. Identifying feelings based on facial expression of self and others 2. Identifying feelings based on body language and gesture 3. Identifying feelings based on contextual cues 4. Identifying feelings by attending to physical sensations In order to teach levels of the emotions and size of the problem the PAST teachers use role-play, playing games, cartoons drawing to show the emotion, showing real people expressing emotions. They also use a feelings/emotions chart throughout the day. In year 1 the biggest and most common challenges for students are big reactions to a problem (which don't match the size of the problem) and setting up a safe spot. They work with the students to understand the problem and teach students about a safe spot and how it is accessed. Other strategies include a self-regulation jar (used as a visual) | |

while counting to 10 (calming the brain down), 6 sided breathing (breath in, hold, breath out, 3 times), relaxation and meditation and Model Me Kids, which is an evidence-based video modelling resources which teaches social skills. The students work on goals in the home school and at home using generalization sheets.

Data supporting Observations: (where available)

Through the use of tracking sheets, improvement from pre- to post-test period was observed by teachers in the students' abilities in understanding and sharing their emotions and students were able to problem solve and come up with strategies. The tracking sheets focused on the students' ability to identify their emotion using the emotions board in the morning and afternoon, describing why they feel that emotion and identifying at least one strategy address the emotion.

Outcomes/Observations/Learning:

- The outcomes observed were positive. Overall, students were able to independently identify their feelings, correctly describe a reason for their feelings without assistance and correctly identify one strategy to address their emotion without assistance more frequently.
- With regards to students identifying how they are feeling using the emotions board, the percentage of observations where students were able to identify their feelings independently improved from 55% in the pretest period to 82% in the post-test period.
- The percentage of observations where students were able to describe a reason why they were feeling a certain emotion without assistance improved from 41% to 66% in the same pre- to post-test period.
- The percentage of observations where students were able to identify one strategy without assistance to address the emotion improved from 35% to 53% in the same pre- to post-test period.
- Building capacity in the system through targeted Professional Development (PD) will continue in 2018/19 through the involvement of the multi-disciplinary Autism team.
- The two-year PD plan focusing on ABA principals, educational practices, communication, sensory and understanding behavior for Kindergarten and Special Education Teachers in Elementary schools was completed in 2017/18.
- PD opportunities support staff focusing on ABA Training for Students with Autism Spectrum Disorders (ASD); Communication and Autism: Effective Communication Strategies for the Classroom Setting; Understanding & Addressing Challenging Behaviours of Students with ASD will continue in 2018/19.
- Ministry sponsored Autism certificate courses for educators through the Geneva Centre will continue in 2018/19. Interest in this certification continues to be high.
- PD for Administrators is being developed and will be delivered in 2018/19.

| Accountability Framework for Special Education 2018-19 | |
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| <p>Goal for 2018-19: The self-regulation of Year 2 students in the PAST program will continue to be tracked. Using the Zones of Regulation, by the end of the school year, more students in the PAST program will be able to identify which zone they are in independently, identify a reason why they are in that zone and identify a strategy to help move towards the green zone. The focus is to track the progress of the students in identifying and using strategies to address their emotions to demonstrate overall improvement in self-regulation. The most effective strategies will continue to be recorded to create resources that can be shared to build capacity within the schools to support students with Autism.</p> | <p>Goal Timeline: 2017/18, 2018/19, 2019/20</p> |
| <p>Intended Outcomes: If students are explicitly taught strategies to be flexible in their thinking, to understand their emotions and to play cooperatively, then there will be an improvement in their self-regulation skills. Using checklists and feedback from the teachers in the PAST program, the data will be tracked to measure success. This is the second year of a 3-year goal that will follow the group of Year 2 students. In addition, the committee's goal is to communicate with all classrooms about the effective self-regulation techniques have been found in order to assist all students with Autism to reach their full potential. By June 2020, 80 % of targeted students in the PAST program will be able to understand their emotions and use strategies to be flexible in their thinking as measured by teacher checklists tracked over a pre- and post-test period.</p> | |