



Special Education Superintendent Update

January 2021

The Social Work staff met with the creator of Girl Strong, a female empowerment program that fosters resilience and pursuance of goals and dreams for young women. The agency also is working to develop a boys' program in the near future. Professional Development related to support for those who engage in violence in relationships also took place in partnership with Radius Child and Youth Services. The Youth Dating Violence Intensive Intervention Program aims to provide evidence-based counselling interventions that focus on trauma and nurturing healthy connections.



We continue to support the Angel Foundation for Learning for food voucher deliveries and supporting our families with extreme needs during the pandemic. Virtual platforms are being used to engage families in counselling supports.



All Speech-Language Pathologists (SLP) have received training for our digital assessment tools. In addition, the SLPs have:

- Developed internal department (Google) sites to share information about changes in service delivery and provide access to online tools and resources
- Ongoing professional development for online assessment tools (i.e., Q-Global)
- Drop-in "Ask a Speech-Language Pathologist" office hours for St. Anne Academy teachers twice a week
- Developed a parent resource site:

website: <https://sites.google.com/tcdsb.ca/tcdsbslpparentsite/home>

Annual SLP Christmas Silent Auction



The TCDSB community was supported at Christmas by the Annual SLP Christmas Silent Auction. Funds raised assisted a family with food and housing needs over the break.



Autism Speech-Language Pathologist (SLP) Professional Development-January 15

The Autism SLPs delivered professional development to the support staff working in our Multiple Exceptionality classrooms. Information focused on the use of *Augmentative and Alternative Communication (AAC)* for our non-verbal students, with a particular focus on the use of the CORE BOARD RESOURCE, created by the TCDSB AACcess SLPs. Currently, we have 5 Multiple Exceptionality/ Developmental Disabilities (ME/DD) classes learning how to use the CORE BOARD resource to support comprehension and use of language.



SPECIAL SERVICES

Deaf & Hard of Hearing

The Education Audiologists have submitted over twenty new SEA claims for student equipment since the beginning of November, and are continuing to add to those numbers on a weekly basis.

The Mental Health department facilitated a number of professional development sessions:



- Presented "How to Foster a Mentally-Healthy Classroom" to 30 new Board teachers and presented "Supporting Students' Anxiety" to 36 new Board teachers.
- Presented "How to Foster a Mentally-Healthy Classroom" and "Fostering our Own Well-Being" to Teaching and Learning Collaborative team members.
- Developed and distributed Circle of Care, a document that details the pathways of care for St. Anne educators in supporting the mental health of our virtual students.
- System-wide communication on Mental Health and Well-Being targeting monthly themes with links and videos in December focused on social connection, despite physical distancing.
- Mental Health Winter newsletter will be distributed to parent community in January.
- Shared resources with the system such as "Supporting Mentally-Healthy Conversations About Anti-Black Racism with Students".
- In December, a calendar of 12 days of Wellness activities was shared with our school communities.



12 Days of Wellness to Christmas December 2020



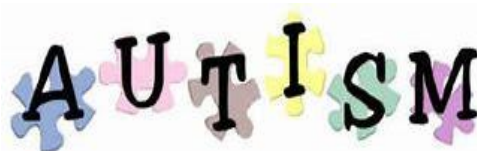
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3 Be Still and Know I Am	4 Coping Skills Bingo	5
6	7 Mindfulness 1 Mindfulness 2	8 50 ways to take a break! Posters	9 Self-Care 101	10 Gratitude Activities	11 Building Connections	12
13	14 Practising Optimism	15 De-Stress Activities	16 Reframing Activities	17 Empathy Activities	18 Sense of Identity	19
20	21	22	23	24 	25 Merry Christmas!	26
27	28	29	30	31 Happy New Year!		



Psychology staff will once again be offering a webinar on **Trauma-Informed Classrooms**, with the goal of assisting school staff in understanding the signs of trauma and providing coping strategies for students, and for themselves. Psychology staff also continue with virtual supports for students, families and school staff through team consultation, learning-based and mental health assessments, and intervention services.



SPECIAL SERVICES



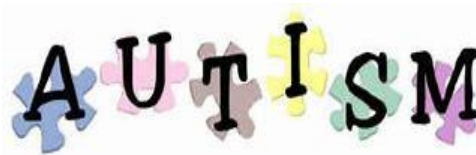
A series of professional development opportunities through Surrey Place Wellness Services will be made available to TCDSB staff.

SURREY PLACE WELLNESS SERVICES

School Support Program in Partnership with TCDSB Upcoming School Board Training Events: *****STAFF MUST REGISTER USING THEIR SCHOOL BOARD EMAIL ADDRESS TO ATTEND EVENT***** Please add: wellness.registration@surreyplace.ca to your list of contacts. The link to join the webinars will be sent from this email address (not Eventbrite) and will go to junk/spam if not added.	
ABA Strategies in the Classroom	<p>This 30 minute webinar for TCDSB staff, will discuss ABA strategies that will assist in creating a positive and safe learning environment for the elementary classroom. Strategies such as using visual schedules and first then boards, directive cards, creating social narratives, and using reinforcement in the classroom will be discussed. A live question and answer period will follow the webinar. Participants will leave with samples of visuals and social narratives to use in their classroom.</p> <p>Location: Live online (link will be sent via email the day before the session)</p>
Self Regulation Module 1	<p>This half hour module will introduce participants to the concepts of self-regulation and co-regulation. The module will identify how anxiety and stress impact self-regulation in students with an ASD. By the end of the session, participants will begin to identify skill gaps in their students that will facilitate teaching of self-regulation skills and tools.</p> <p>Location: Live online (link will be sent via email the day before the session)</p>
Supporting the Social-Emotional Well-being of Staff Returning to the Classroom: A Trauma Informed Approach	<p>Living through a pandemic has been a traumatic experience for everyone. For staff returning to the classroom, these experiences are compounded by the acute stress associated with the fears and anxieties of working through a pandemic. Facets of social emotional well-being will be explored utilizing a trauma-informed approach. Staff will receive tips for maintaining healthy social emotional well-being while supporting students.</p> <p>Location: Live online (link will be sent via email the day before the session)</p>
Visuals Module 3	<p>This 30 minute module is a follow up to visuals module 1 and 2. Using a task analysis to promote independence of a skill in the classroom will be reviewed. How to develop a task analysis will be demonstrated. Participants will receive a free downloadable pdf of slides and sample visuals. A brief Q&A will follow the presentation.</p> <p>Location: Live online (link will be sent via email the day before the session)</p>
Using Independent Activity Schedules to Promote Independence	<p>This 30 minute presentation will provide participants the understanding and the benefits of using an IAS for their students. An IAS is a tool that promotes independence by using pictures, text or both to depict a series of activities the student completes.</p> <p>Location: Live online (link will be sent via email the day before the session)</p>

Specialized Clinical Services for People with Developmental Disabilities and Autism Spectrum Disorder

2 Surrey Place, Toronto, ON M5S 2C2 / T: 416-925-5141 / F: 416-925-3402 / www.surreyplace.ca



SURREY PLACE

WELLNESS SERVICES

<p>Visuals Module 1: Creating a First Then Board</p>	<p>This thirty-minute module will show teachers the benefits of including visuals in their classroom practices. After introducing why visuals are a useful tool for students with ASD, it will demonstrate the best practices of including visuals and choice making in supporting students. This module specifically teaches how to motivate students using a First --> Then board. Useful in increasing skill and reducing inappropriate behaviours, a First --> Then board can be a "go to" tool in your classroom. Listeners will receive a free downloadable .pdf that includes a First --> Then board template, and a choice board with some generally used icons. A brief Q&A will follow the presentation.</p> <p>Location: Live online (link will be sent via email the day before the session)</p>
<p>Visuals Module 2: Visual Schedule</p>	<p>This 30-minute module is a follow up to visuals module 1. It will show teachers the benefits of including a visual schedule in their classroom practices to promote independence in the classroom. A useful antecedent based strategy to help students predict what work will come next.</p> <p>Location: Live online (link will be sent via email the day before the session)</p>

For More information or to register for other events visit:
<https://www.surreyplace.ca/programs-services/wellness-services/>
 Or Call 1-833-575-KIDS (5437)

Please check the Surrey Place website frequently for current events, as they are updated regularly



SPECIAL SERVICES

Assistive Technology Team Coop Student Initiative *Fostering Innovation in Students of All Abilities*



Co-Op Student Profile

As part of the Assistive Technology team and our role in supporting students of various abilities with technology, it was important for us to provide opportunities for students of different abilities and talents. We wanted to change the narrative for our students to be Innovators to foster an empowering experience for them, regardless of their level of study or pathway. During Quad 1, we hosted 6 students as part of our team. In Quad 2, we experienced a significant increase of interest and demand in our program and have grown to empowering 23 students of various abilities and pathways. We provide opportunities for students ranging from Certificate of Accomplishment, Ontario Secondary School Certificate (OSSC) and Ontario Secondary School Diploma (OSSD) pathways. In keeping with our Assistive Technology mandate, we also sought out and encouraged the application of students with Specialized Equipment Allocation (SEA) equipment to ensure we captured their input in the development of resources. We have several SEA students that are Student Innovators on our team this quad. It was imperative to capture the voices of a cross section of students of various abilities through this opportunity and ensure that those who required technology to access curriculum, were part of the development of these resources, and their voice and perspective was captured.

