



OCCUPATIONAL THERAPIST



INCLUSIVE LEARNING IMPLEMENTATION PLAN

SUCCESS FOR ALL x ALL KIDS ARE OUR KIDS = ONE YEAR'S GROWTH

VISION



Essential Conditions

- Division engages in conversation building shared beliefs including an understanding of what self-regulation is, and how a student's ability to self-regulate will impact their ability to learn in the school environment.

ACTION



The Occupational Therapist will:

- Provide ongoing information and education about self-regulation and the stress cycle throughout the school year to staff.

SUCCESS



Indicators

- Staff members across GYPSD will have an understanding of what self-regulation is and learning support teachers will be able to identify Stuart Shanker's 5 domains of self-regulation and an example of how to address each in the learning environment.

INCLUSIVE LEARNING IMPLEMENTATION PLAN

SUCCESS FOR ALL x ALL KIDS ARE OUR KIDS = ONE YEAR'S GROWTH

LEADERSHIP



Essential Conditions

- OT will work with school staff to identify who will be able to support their school as they implement self-regulation strategies throughout the school environment and:
 - Have a strong understanding of self-regulation;
 - Are able to innovate and apply best practices in self regulation;
 - Understand change; and
 - Collaborate with other self-regulation leaders to mentor new staff.

ACTION



The Occupational Therapist will:

- Build capacity in understanding self-regulation and how to apply best self-regulation practices;
- Determine which strategies will be embraced to enhance self-regulation across the division (best practices); and
- Meeting regularly with school staff responsible for implementing self-regulation strategies.

SUCCESS



Indicators

- Observe self-regulation strategies being implemented in schools, such as limiting extraneous material in classrooms and reducing noise.
- Staff will be acting as 'co-regulators' within schools.

INCLUSIVE LEARNING IMPLEMENTATION PLAN

SUCCESS FOR ALL x ALL KIDS ARE OUR KIDS = ONE YEAR'S GROWTH

RESEARCH AND EVIDENCE



Essential Conditions

- Tracking methods and tools will be used by school staff to reframe behaviour and incidents to acknowledge that misbehaviour may be a result of the stress cycle.

ACTION



The Occupational Therapist will:

- Keep up to date regarding the newest research about self-regulation;
- Will work with teachers to trial a variety of strategies in their classrooms and help teachers to observe what strategies work with different students; and
- Integrate knowledge regarding sensory processing challenges to help them to self-regulate in the learning environment.

SUCCESS



Indicators

- Staff try different self-regulation strategies with students in the learning environment and maintain those strategies that are already working and in place.

INCLUSIVE LEARNING IMPLEMENTATION PLAN

SUCCESS FOR ALL x ALL KIDS ARE OUR KIDS = ONE YEAR'S GROWTH

RESOURCES

Essential Conditions

- Learning support teachers at each school have received information and books and will continue to receive education on self-regulation.
- Availability of resources such as books *Calm, Alert and Learning*, and *Classroom Strategies for Self-Regulation*.
- FSLCs will continue to support self-regulation.
- BEST Coaches will continue to support self-regulation.

ACTION

The Occupational Therapist will:

- Collaborate with the LSTs for the *Gradual Release of Responsibility* that allows teachers to build their own self-regulation spaces, with each school becoming a self-regulation haven in time; and
- Collaborate with the learning services team and the school linked team to determine what resources will be supported at the division level and how to provide ongoing support as these resources become embedded in practice.

SUCCESS

Indicators

- Observe teachers/students using self-regulation strategies in the learning environment.
- Feedback regarding a decrease in student stress level (ex. less absences, less lates, less time in principal's office, less teacher reported stress level).

INCLUSIVE LEARNING IMPLEMENTATION PLAN

SUCCESS FOR ALL x ALL KIDS ARE OUR KIDS = ONE YEAR'S GROWTH

PROFESSIONAL GROWTH



Essential Conditions

- OT collaborates with other team members and front line staff to determine what works and what doesn't work.
- OT utilizes other professional development opportunities as they arise throughout the school year.

ACTION



The Occupational Therapist will:

- Keep up to date with information on self-regulation strategies and share new information with LSTs at monthly meetings.

SUCCESS



Indicators

- Staff will implement new ideas where appropriate within their schools and seek OT input.
- Self regulation strategies will be visible throughout schools, and not limited to specific classrooms only.

INCLUSIVE LEARNING IMPLEMENTATION PLAN

SUCCESS FOR ALL x ALL KIDS ARE OUR KIDS = ONE YEAR'S GROWTH

TIME

Essential Conditions

- School staff are given time to trial self-regulation strategies and reflect on their effect on students' ability to learn. A minimum of 3 weeks with each strategy should be the standard trial period.

ACTION

The Occupational Therapist will:

- Provide support, ideas and explanations to school staff regarding student's ability to self-regulate by integrating knowledge of the student, environment and their meaningful occupations in a timely manner; and
- Provide information at monthly LST meetings.

SUCCESS

Indicators

- Staff will ask more specific questions about self-regulation and seek feedback from OT.

INCLUSIVE LEARNING IMPLEMENTATION PLAN

SUCCESS FOR ALL x ALL KIDS ARE OUR KIDS = ONE YEAR'S GROWTH

COMMUNITY ENGAGEMENT



Essential Conditions

- Division office and schools communicate with the board, parents and community members to build a common understanding of what self-regulation is and strategies in the learning environment.

ACTION



The Occupational Therapist will:

- Participate in board presentations (when appropriate) to deepen their understanding of self-regulation and what it looks like in schools; and
- Participate in DLT presentations (when appropriate) to deepen their understanding of self-regulation and what it looks like in schools.

SUCCESS



Indicators

- Increase in awareness of self-regulation and acknowledgment of what it looks like in each learning environment and what is happening in classrooms across the division.