Scaffolding Tool for Educational Planning (STEP)

A Map to Identify Authentic Student Goals and Align Accommodations when Planning for Student Growth

Saskatchewan Rivers Public School Division
Excellence for Every Learner

Saskatchewan Rivers Public School Division
appreciates the valuable contributions
of all members of the Inclusive Learning Team
and acknowledges the leadership of
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What is STEP?

STEP is a tool to support school teams in developing educational programming for students in today's needs-based model. STEP plays an important role in engaging all stakeholders in inclusive education practices.

STEP is primarily a way to think about student needs positively, with a view to ensuring everyone has equal access to a developmentally appropriate and emotionally safe education. The STEP tool was inspired from the challenges that educators encounter when contemplating high quality educational programming for students with complex needs that do not align with the expectations in the achievement of grade level curricular outcomes. STEP recognizes the need to consider educational goals that are developmentally appropriate and require interventions, supports and strategies that go beyond the Adaptive Dimension educators are familiar with in Saskatchewan's curricular resources. When we support and engage educators faced with the challenges of developmentally appropriate programming for students with complex needs and place the student accurately in a progression of learning that is teacher-driven and school-supported, we empower educators and foster the teacher-student relationship that is essential to an inclusive learning environment.

What is key in this paradigm is that we are being realistic about the actual needs of the student and aligning educational programming accordingly. Downplaying a developmental delay or disability and its effects does not contribute to a student's continued educational growth. Acknowledging where a student is functioning, regardless of why, allows us to then problem-solve what to do next.

STEP builds primarily on the idea that children learn in relationships, and that they must be safe, and feel safe, in order to learn. This idea is well-supported in many areas of research, and experience shows us that isolating children or trying to make them learn apart from a strong teacher-student relationship is not effective, and can even cause harm.   The premise of the step-like pattern is to emphasize that while all needs may be equally intensive, some needs must be addressed first in order for progress to happen.

How can STEP be of benefit to the student, school personnel, and the family?

Students want to be known for what they can do, not what they can't do. For many students with "atypical" learning profiles, development, or motor skills, comparing them constantly to age-peers is a demoralizing process. They may be "included" but this may not feel inclusive in the sense that adults hope it is. When one is only measured against peers who are similar in age but no other parameter, one can feel very discouraged and isolated.
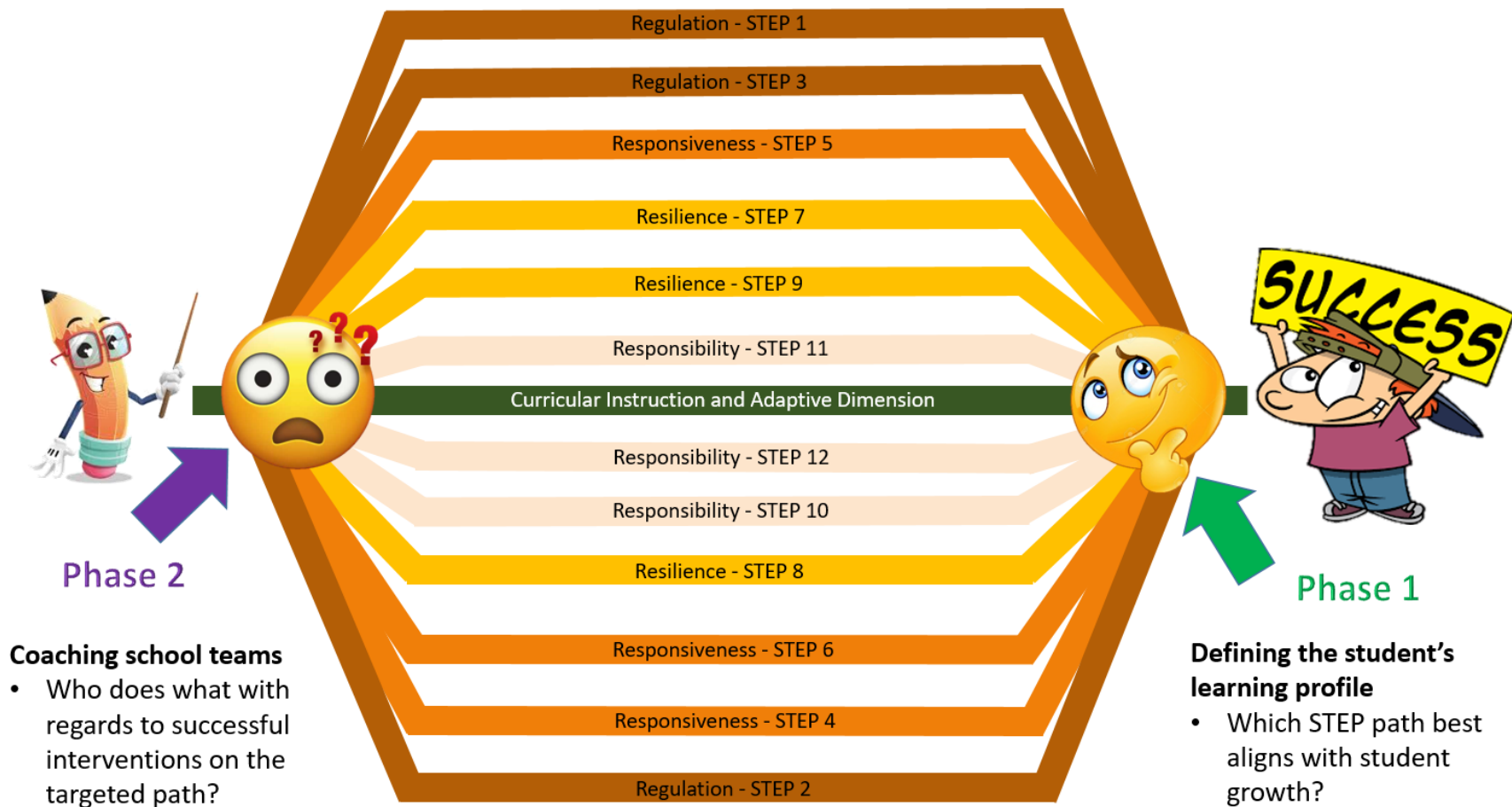
STEP acknowledges that while measuring a student's progress against curricular outcomes gives some information, it may not have the sensitivity or language to show the progress that a student may be making outside the achievement of curricular outcomes, but within school. For some students, progress against individual goals may be crucial to achieving long term goals and positively affecting their overall quality of life. STEP gives a visual way for teachers, parents, and students to see progress, and also see how that progress has direct implications for future success in a diverse and inclusive community, not just in school.

How is STEP used and who will support the school team in the programming process?

The best way to think of STEP is as a map. When a student's progress seems hard to define, therefore complicating the development of an appropriate educational plan, using the STEP visual may provide a way to look at progress made, see what hasn't been achieved yet, and come up with individual goals that are both realistic and optimistic.
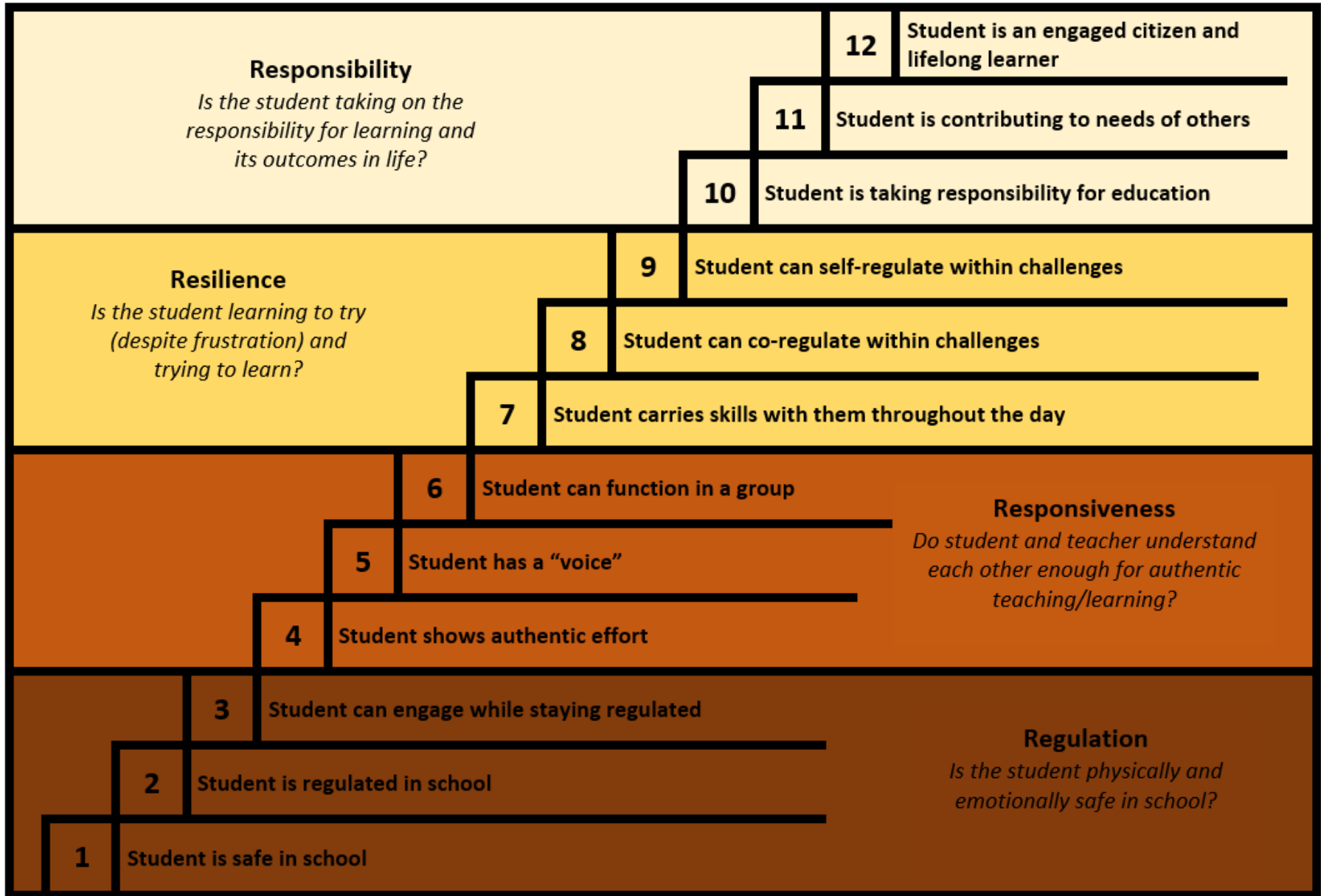
Ideally, an Educational Support Teacher (EST) would request C-Team support based on difficulty progressing a student for any reason. The STEP Overview chart would be used initially in the meeting, to come to a consensus where everyone agrees as to the achievements already made by the student in the school environment to determine the learning needs profile and guide educational programming. Based on this discussion, the proposed STEP visual on the Overview page would be opened up, and those who know the student best could agree on a level on the rubric associated with that Step that most often characterizes the student. Associated areas for change and the focus of the education plan are described below the rubric. The C-Team could provide specifics that match their understanding of that student within that focus. The EST would then be in a position to create strong IIP goals that agree with the focus of the plan, and so are not likely to either overwhelm or under challenge the student. In this way, the whole team can contribute to a clear understanding of the student's needs, and create appropriate accommodations for that student, no matter how atypical he/she is compared to age-peers, while continuing to work within a growth mindset.

How STEP Supports Collaborative Teams with Educational Programming

Regulation - STEP 1

Regulation - STEP 3

Responsiveness - STEP 5

Resilience - STEP 7

Resilience - STEP 9

Responsibility - STEP 11

Curricular Instruction and Adaptive Dimension

Responsibility - STEP 12

Responsibility - STEP 10

Resilience - STEP 8

Responsiveness - STEP 6

Responsiveness - STEP 4

Regulation - STEP 2

Phase 2

SUCCESS

Phase 1

Coaching school teams
- Who does what with regards to successful interventions on the targeted path?

Defining the student's learning profile
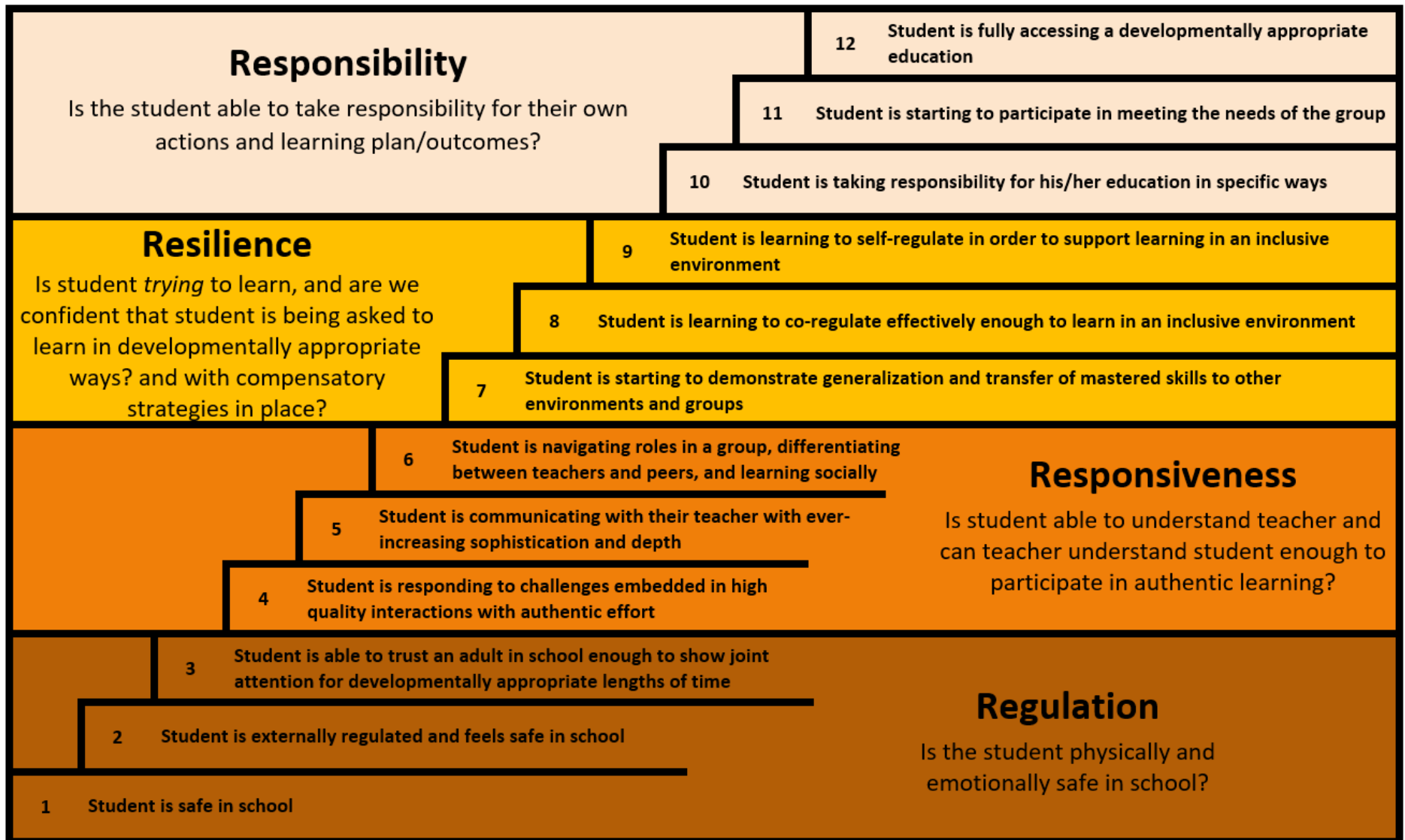- Which STEP path best aligns with student growth?

STEP is a reference tool that can be used in a two-phase process to develop and implement educational programming for students with complex needs. The first phase engages all stakeholders in analyzing a student's strengths and weaknesses to better define the student's learning profile and determine what area of focus the educational plan should align with. The second phase focuses on the development and implementation of the student's educational plan.

Student-Centred visual of STEP (key functional descriptors)

12 Student is an engaged citizen and lifelong learner

Responsibility

Is the student taking on the responsibility for learning and its outcomes in life?

11 Student is contributing to needs of others

10 Student is taking responsibility for education

9 Student can self-regulate within challenges

Resilience

Is the student learning to try (despite frustration) and trying to learn?

8 Student can co-regulate within challenges

7 Student carries skills with them throughout the day

6 Student can function in a group

5 Student has a "voice"

Responsiveness

Do student and teacher understand each other enough for authentic teaching/learning?

4 Student shows authentic effort

3 Student can engage while staying regulated

2 Student is regulated in school

Regulation

Is the student physically and emotionally safe in school?

1 Student is safe in school

Teacher-Centred Visual of STEP (IIP goal focus)

Responsibility

Is the student able to take responsibility for their own actions and learning plan/outcomes?

12 Student is fully accessing a developmentally appropriate education

11 Student is starting to participate in meeting the needs of the group

10 Student is taking responsibility for his/her education in specific ways

Resilience

Is student *trying* to learn, and are we confident that student is being asked to learn in developmentally appropriate ways? and with compensatory strategies in place?

9 Student is learning to self-regulate in order to support learning in an inclusive environment

8 Student is learning to co-regulate effectively enough to learn in an inclusive environment

7 Student is starting to demonstrate generalization and transfer of mastered skills to other environments and groups

6 Student is navigating roles in a group, differentiating between teachers and peers, and learning socially

5 Student is communicating with their teacher with ever-increasing sophistication and depth

4 Student is responding to challenges embedded in high quality interactions with authentic effort

Responsiveness

Is student able to understand teacher and can teacher understand student enough to participate in authentic learning?

3 Student is able to trust an adult in school enough to show joint attention for developmentally appropriate lengths of time

2 Student is externally regulated and feels safe in school

1 Student is safe in school

Regulation

Is the student physically and emotionally safe in school?

Core need to support engagement in learning: Regulation
STEP 1: Safety

Education Team goal:	Student is safe in school.
Student's belief that will drive success:	I believe I have a place in school and that my abilities and actions are important to you.
Attachment-based educational outcome that will show success with this level of support:	I have learned that being present in school opens up possibilities for exploring and relating, and that you really want me to be here.

Step 1: Student is Safe in School
Rubric showing progress towards goal
(observable behaviours that demonstrate need for support and progress towards goal)

1	2	3	4
Student is in the school with parent providing total care for whatever portion of the day has been mutually agreed upon between parent and admin OR Student has been registered and information has been provided triggering a need to set up safety accommodations prior to school entry.	Student is attempting to use accommodations, equipment, or other supports that will ensure safety during personal care, mobility, transportation, and educational activities. Student is communicating their level of comfort and need for support so education team can respond with adjustments. Safety plan is being built based on early observations and initial information.	Student is using provided accommodations to communicate, explore, and relate with others. As information is gathered, it appears that some common or planned situations may be unsafe to student or others in foreseeable ways, and problem-solving is continuing with all needed team members so that Safety Plan will be comprehensive and preventative in nature.	Student is able to move, explore, relate with others and signal needs safely throughout all environments and activities provided by school team, including personal care and new challenges. Student is included in an authentic education plan and all foreseeable risks have been addressed with reasonable accommodations.

STEP 1: Student is Safe in School

EDUCATION TEAM WORK required to meet goal:	If Education team is successful, student will show their learning by the following behaviours:	
● Assume responsibility for student safety, balancing this priority with safety of staff and other students ● Use Safety Plan as a tool to decide what risks can be mitigated and how in scheduling student's day and providing possible challenges ● Gather information from as many sources as possible to allow for creative problem-solving permitting inclusion ● If school division does not have resources to safely mitigate risk to student, staff or other students, begin problem-solving with parents and community agencies for options supporting reduction of potential harm at school, and proceed based on information gathered	**MORE WORK IS REQUIRED BY TEAM OR MORE TIME IS REQUIRED BY STUDENT:** ● Student withdraws from supports, and presents as either passive and helpless, or terrified and desperate, regardless of support offered ● Students' fear and consequent fight or flight behaviours are such that staff or students remain at risk; school division cannot reasonably mitigate risks with safety plan ● Student's medical needs are changing, unpredictable, exacerbated by school environment, or cannot reasonably be met by non-medical personnel, even with specific training ● New information emerges which changes ability of education team to predict and mitigate risks.	**STUDENT IS READY FOR MORE** ● Student "emerges" by participating in activities and leaning on safety supports in order to explore, relate, or communicate ● Student starts to test boundaries in a scientific way ● Student participates as much as possible in care and safety plan, including respecting limitations that keep everyone safe ● Student expresses feelings, using whatever behavioural or communication strategies are available to him/her with a clear expectation of being heard (signaling)
		Student is ready to proceed to: **Step 2 – Co-Regulation and Trust**

STEP 1: Student is Safe in School

Student descriptors:

Student registers for school and anyone flags a safety concern before, during or after first visit to school building.

Targeted areas of change:

- ensure physical access to all spaces in school
- create dignified and secure places to complete self-care tasks
- think through risks (based on medical, behavioural, and mobility differences) and mitigate with safety plan
- educate all team members as to role and tasks for maintaining safety

Focus of education plan:

- Life and health of student, staff, and other students
- Dignity
- Access to school building and necessary spaces
- Human rights within the context of education

STEP 1: Student is Safe in School

Tools available to education team:

- Safety Plan
- Lifting, Transferring and Handling powerpoint (coaching from OTs available as well)
- Lifting and Transferring Manual
- Equipment to support personal care needs (change table, lift, sling, feeding accessories, safe seating)
- Equipment to support education plan and mobility throughout school (transport chair, wheelchair, alternate seating, standing frame, walking aids, swimming or other Phys. Ed adaptive equipment)
- Individualized lift and transfer OT assessments
- Installation of ceiling tracks or storage of lifts and other equipment in school
- Soft or safe spaces (may be sensory room or multipurpose area) for floor time
- Parent support for individualized personal care (feeding, changing, dressing, or first aid) where these are not typical – may require videoed coaching from parents
- Adjustment of schedule, location, or access to other students in student's day
- 5 point scale distributed to staff to consistently label behaviours as messaging, and to promote highly consistent responses from all staff in school
- Immediate coaching in co-regulation strategies for attachment partner, where this strategy may reduce student escalation into aggression or self-harm
- Use of co-regulation strategies in a proactive, rather than reactive manner (eg. Soft landing, scheduled breaks, reduced stimulation, increased regulation support at times of day where student is known to have difficulty)

Core need to support engagement in learning: Regulation
STEP 2: Co-regulation and Trust

Education Team goal:	Student feels safe enough to stay connected with an adult partner through all the activities of school.
Student's belief that will drive success:	I believe I am important to you and that you are able to help me feel safe.
Attachment-based educational outcome that will show success with this level of support:	I have learned that you are a safe haven and a secure base, and that being with you is better than being alone.

Step 2: Co-Regulation and Trust
Rubric showing progress towards goal
(observable behaviours that demonstrate need for support and progress towards goal)

1	2	3	4
Student enters the school in a dysregulated state most of the time, despite being safe and supported by education team. Student struggles with understanding offered regulation strategies, and cannot make sense of his/her world, no matter how low challenges are set. Student often leaves school as dysregulated as s/he was upon arrival.	Student enters school in a dysregulated state, or is easily dysregulated by normal school events or challenges. However student understands and accepts a few of the offered regulation strategies, and responds with observable reduction in fear, tension, or other fight or flight behaviours. Moments of successful co-regulation exist which can be built upon.	Student enters school and immediately makes a connection with attachment partner. Beginning to signal needs rather than "acting out" although this is still somewhat patchy. Student accepts or tolerates offered regulation strategies and shows signs of early attachment to partner, such as following, eye contact, and maintaining proximity. Most days student leaves better regulated than arrival.	Student enters school with a clear expectation of entering into a relatively regulated state and "being with" the attachment partner. Student signals needs for help as they occur, with little desperation. Student starting to show interest in activities, objects, or repeatable rituals with attachment partner, through "leaning in," calmness, "stilling," or increased ability to wait for adult co-regulation supports.

STEP 2: Co-Regulation and Trust

EDUCATION TEAM WORK required to meet goal:	If Education team is successful, student will show their learning by the following behaviours:	
- School team takes full responsibility for regulating student (assume dysregulation is due to lack of internal resources) and shifts education plan from academic to attachment - Use as many regulation strategies as possible! Rituals, lighting, seating, sound, texture, reduced words, safe spaces, comfort objects, soothing voice, snacks and drinks, down time or even nap time - Show "unconditional positive regard" - Follow Circle of Security principles - Watch for anger (in team) towards student, and get support immediately (this STEP is emotionally hard on adults!) - Buckle in for the long haul – low and slow; marathon, not a sprint - Be very aware of demands – any small perceived performance demand may increase student's dysregulation – over-support, under-challenge - Frame all behaviours as communication	MORE WORK IS REQUIRED BY TEAM OR MORE TIME IS REQUIRED BY STUDENT: - Student does not appear to understand offered support and ignores or attacks those offering it (fight response). May attack others for no reason. - Student bolts, or dissociates and is unresponsive to outside world – appearing to respond to internal triggers or stimulation (flight response) - Student has momentary responses that indicate acceptance of support, or relaxation, but then immediately returns to fight or flight behaviours (struggling with trust) - Student enjoys co-regulation strategies, but cannot deal with turn taking, novelty in any form, or need to wait for support	STUDENT IS READY FOR MORE - Student "leans in" to support, shows vulnerability, dependence, trust - Slow calming response from dysregulation upon uptake of strategies - Student starts to signal distress with less intensity (eg. May scream, but with eye contact, and with less volume, or may run, but looking back to check if someone is following) - Student shows attachment behaviours to partner such as: proximity, eye contact, leaning in, syncing posture or breathing or rate of speech, touch, putting partner between self and others, and listening to voice
		Student is ready to proceed to: **STEP 3: Joint Attention and Ability to Engage**

STEP 2: Co-Regulation and Trust

Student descriptors:

Student is dysregulated upon entering the school building. Supports typically provided to his/her age group are ineffective in reducing behaviours that could be harmful to self or others, and which display considerable distress.

Targeted areas of change:

- Provide a stable attachment figure who will externally regulate the student:
    - Until he/she is able to cope with demands of a school environment
    - for a developmentally appropriate length of time (in order to support an education plan)
- Coach the attachment figure as to role and tools for external regulation that are safe for staff and all students
- Provide a safe environment and structure that student can reasonably cope with in terms of overall stimulation (including length of time in building)
- Reduce performance demands on student to minimum
- Adapt safety plan to account for this STEP.

Focus of education plan:

- Life and health of student, staff, and other students
- Dignity
- Access to school building and necessary spaces
- Human rights within the context of education

STEP 2: Co-Regulation and Trust

Tools available to education team:

- Adult attachment figure (consistent, coached, supported)
- Adjusted time in school to allow for success
- Sensory room or other adapted space for one to one programming
- Safety plan (if dysregulation triggers unsafe behaviours such as bolting or aggression)
- Swings or vestibular equipment
- Soft cushions, blankets, pillows
- Dimmable lights or light covers; light toys
- Music (calming)
- Comfort objects (stuffies, action figures, cherished items)
- 5 point scale (used in this case for staff to provide consistent responses to predictable distress behaviours)
- Rev/Reset/Relax body breaks
- Sensory Path
- Weighted Items (see position paper on website for guidelines for use)
- Planning Document for STEP 2 (Reflection Tool) to make sure dysregulated behaviours are dealt with safely when extreme
- Calm down corners in classrooms
- Compression vests
- Toys at many levels – sensory, cause/effect, construction, pretend
- pre-academic play-based task bins (highly preferred)
- stickers, tokens, reward system to celebrate the positive

Core need to support engagement in learning: Regulation
STEP 3: Joint Attention and Ability to Engage

Education Team goal:	Student is able to engage in many different activities with an adult as the leader, while staying regulated, sharing delight, and dealing with change.
Student's belief that will drive success:	I believe that I can trust you to care for all my needs in school, more than I trust myself.
Attachment-based educational outcome that will show success with this level of support:	I have learned that I can explore while staying connected with you, and that you listen to my signals and respond in ways that make me feel better.

Step 3: Joint Attention and Ability to Engage
Rubric showing progress towards goal
(observable behaviours that demonstrate need for support and progress towards goal)

1	2	3	4
Student is beginning to show joint attention (looking back and forth between a shared activity and attachment partner). Student may begin to use signaling in a turn-taking way – either through subtle movements, obvious stilling, vocalizing, or whole body movements. Student is beginning to enjoy shared activities for their own sake, as well as just feeling safe and connected.	Student is able to take observable and somewhat predictable turns in a few back and forth activities, but has a hard time remembering to signal their turn, or gives up fairly easily if partner does not immediately respond. Small actions require large responses by attachment partner. 2-5 turns is normal prior to disengagement. There is a restricted range of activities that can be done together.	Student can take turns, but is more focused on controlling the activity than enjoying it. Even figuring out preferred activities is difficult because of the need for student to control everything. Turn taking often degenerates into power struggles. Student shows anxiety or fear about giving over control through behaviours that start as protest but may escalate into dysregulation (back to STEP 2). Student tests all structures and negotiates rather than complies, however shows a preference for being with attachment partner nevertheless.	Student can take turns in a variety of activities (50+), all with clear directives by the adult using many communication tools. Student shares enjoyment, can deal with some frustration or sabotage, and trusts the adult to lead when problems arise. Student understands and respects structures that organize activities, and can communicate wants and needs without fighting for control. Student can cope with occasional failures or non-preferred but necessary activities, because of adult care and leadership.

Step 3: Joint Attention and Ability to Engage

EDUCATION TEAM WORK required to meet goal:	If Education team is successful, student will be able to emerge/progress as shown by the following behaviours:	
• School team takes responsibility for caring for student's needs, by taking over all choices while remaining a safe haven and secure base • Goal is to shift student to educator's agenda – which is correct relationship for school, and which will meet student's real needs for care/support/direction/learning • Continue to provide regulation support! Always be a safe haven. • Understand the emotional costs of trust; honour this for this individual student. Always be a secure base. • Don't push through this STEP, especially when student starts to risk engagement – allow student to relax and get used to structure and an outside agenda *without* pressure to perform or "learn" – promote lots of repetitions of *engagement* (the "try") • Keep activities low demand but high payback (sensory, cause and effect) even when student could theoretically handle more challenge • it's about connection, not direction at this STEP, even though there is a lot of direction!	**MORE WORK IS REQUIRED BY TEAM OR MORE TIME IS REQUIRED BY STUDENT:** • Student continues to be wary and keep track of periphery or people for threats, rather than focusing attention on activity • Student tries to control many aspects of the activity – what, when, how long, who, and why • Student cannot show enjoyment of activities if control of the activity is threatened, even when activity was previously preferred. • Student is perfectionistic or refuses to try because of a fear of being judged or of failing • Student cannot focus attention and keeps shifting back into a dysregulated state just because the demands of the task are so unsettling • It is hard to feel like progress has been made from STEP 2. However here the focus is on dealing with a shared activity on teacher's agenda – so challenge has increased.	**STUDENT IS READY FOR MORE** • Student dives into an activity and starts to enjoy it for intrinsic reasons while maintaining ability to take turns • Student begins to look to adult as a leader who will make life better, meaning transitions become easier for student and adult • Student starts to communicate with adult using the shared language of a visual schedule, time definers, and consequences • Student appeals for changes rather than demanding them (is acknowledging that the adult is the leader) • Student can begin to show struggles with task completion and not break down emotionally
		Student is ready to proceed to: **STEP 4: Finding the gaps and starting to fill them**

Step 3: Joint Attention and Ability to Engage

Student descriptors:

Student can be externally regulated with effort and maximum supports by an attachment figure. However, student does not show the ability to engage in purposeful play and "flits" around any space with no sustained attention or focus. Or, student cannot play with the help of a skilled adult unless the play centers on the most basic body sensations (eg. Peek-a-boo, tickle, squish, go-go-stop, etc.). Or, student is so determined to maintain control of the interaction that no shared activities can be enjoyed without transferring leadership to the student.

Targeted areas of change:

- Provide a range of activities that are within the ability of the student to engage in
- Coach the attachment figure as to how to teach joint attention and trust through turn-taking and engagement within these activities
- Ensure that no additional performance demands are created so as not to harm emerging trust between student and attachment figure.

Focus of education plan:

- Life and health of student, staff, and other students
- Dignity
- Access to school building and necessary spaces
- Human rights within the context of education

Step 3: Joint Attention and Ability to Engage

Tools available to education team:

- Visual schedules
- Time Timers
- Task bins (green bin/red bin, TEACCH model, etc.)
- Lots of preferred pre-academic and toy-based play activities
- Options for gross motor, fine motor, sensory play WITH adult attachment partner
- AAC for nonverbal students (lots of exposure possible at this STEP)
- Reward or token economies, charts or systems
- Break cards
- Consequence visuals (if/then, first/then, choice visuals)
- Social stories
- Various work or play stations (practicing transitions) throughout school
- Rev/Reset/Relax body breaks
- Sensory Paths
- Use of all regulation strategies as needed from STEP 2
- Task Based Approach for STEP 3 document

Core need to support engagement in learning: Responsiveness
STEP 4: Creating fair challenges (finding the strengths to build upon)

Education Team goal:	Student's response to challenges embedded in high quality interactions is *authentic effort*, providing valid information to guide programming.
Student's belief that will drive success:	I believe that our relationship is secure, so that my performance at school does not affect how you value my presence at school.
Attachment-based educational outcome that will show success with this level of support:	I have learned that getting better at doing something feels good, and that it is possible with the help of my teacher.

Step 4 Rubric: Creating fair challenges (finding the strengths to build upon)
Student Levels of Achievement

1	2	3	4
Student can engage in many different activities with an attachment partner, mostly preferred, and with emotional support. However, student's skills are not progressing *as expected,* based on various criteria: age, developmental level, mobility, expressive or receptive language, academic achievement, or previous level of mastery. Family needs or realities may be impacting student's ability to work at certain tasks in school, but the extent of this impact is not well understood. Medical red flags may exist, suggesting need for collaborative health care input.	Student is able to engage in high quality interactions with other adults than attachment partner, based on developed trust and security within the school environment. Student will approach an interaction that offers challenge with authentic effort, as long as regulation and trust are preserved. Student can deal with some non-preferred tasks, and with effort to failure, with emotional support. Student's profile is partially understood, but puzzling discrepancies still exist, suggesting that more information gathering needs to take place.	Student is able to stay regulated through both informal and formal assessment processes by many different professionals, as long as trust and regulation needs are respected. School team is able to confidently identify strengths to build upon. Profile of strengths and possible gaps, arising from assessment, suggest educational and/or medical approaches to: • *compensate* for lifelong disabilities or differences, allowing growth to potential, OR • *catch student up* to potential.	Student is using compensatory equipment, strategies, and accommodations, and/or has accessed needed health care, and is showing strengths-based learning. An initial education plan, with roles, timelines, and collaborative relationships supporting all needed interventions or educational practices, has been created. Sustainable ways of adjusting or progressing the plan, based on observable data, are built in, and agreed upon, by all involved.

EDUCATION TEAM WORK required to meet goal:	If Education team is successful, student will show their learning by the following behaviours:	
• Provide graded activities in a wide area of domains to assess strengths, and probe for gaps – keeping supports from STEPs 1- 3 in place • Try to keep this assessment process fun and mostly successful – while still checking for authentic strengths • When student tires or gets frustrated, provide supports from STEPS 2 and 3 as needed and reduce challenge until student is regulated and engaged • Connect with health and other professionals to gather information relevant to education planning – use all your tools to connect the dots – how can we support this student's optimal development? • Engage parents as experts in this child's unique profile • Think outside the box when conventional methods don't "work" – adapt to student, rather than giving up • Always respond to requests for help from the student with positive, confident assurance – and help!	**MORE WORK IS REQUIRED BY TEAM OR MORE TIME IS REQUIRED BY STUDENT:** • Student cannot keep focused on activity and disengages frequently • Student doesn't try or is easily frustrated with perceived "failures" and "opts out" • Student only partially engages in activity and so does not experience intrinsic benefits of learning • Student tries to remain self-reliant even when clearly frustrated • Student will only show effort with certain people, in certain places, or at certain times • Student's strengths appear inconsistent across time or across domains, suggesting discrepancies in "typical" developmental achievements	**STUDENT IS READY FOR MORE** • Student tries their hardest within an activity • Student leans on supports provided for regulation and to support engagement, and shows success in offered challenges • Student signals need for help with full trust in your reliability, care and competence to meet student's needs • Student has identifiable strengths in enough domains to create a sustainable education plan **Student is ready to proceed to:** **STEP 5: Setting the pace: responding to student signals with reciprocity**

Student descriptors:

Student can be engaged in many different activities with a trusted attachment figure, and strengths can be probed through adapting the activities to create problems for student to solve. However, student's learning profile is incomplete because of questions as to reasons for observed gaps in learning, or skills deficits.

Targeted areas of change:

- gather as much information as possible from all team members, including those outside the education team
- Provide student with as wide a range as possible of high-quality interactions that challenge multiple domains of learning and problem-solving (while keeping safety and regulation and trust intact)
- Compile and synthesize results to create as complete a picture as possible of student's strengths and gaps in learning
- Discuss and come to consensus as to hierarchy of driving problems, so as to fill gaps in learning in order of need
- Assess resources available and come to the best compromise possible to meet these needs and solve problems in order of effectiveness, keeping in mind student's future options as a lifelong learner and engaged citizen in the community

Focus of education plan:

- Student's self-perception as a learner and member of learning community (inclusion)
- Actual trajectory - options available in adulthood, based on education level achieved and compensations gained for neuro-atypical setbacks
- gradual decrease in need for supports if potential is realized (resulting in goodness of fit between ability and environment), **or**

- gradual increase in need for supports if potential is thwarted (resulting in frustration and increased maladaptive behaviours lifelong)

Tools available to education team:

- access to collaborative approach to health care
- access to collaborative approach to community supports
- access to professional and specific assessments that can show reasons for lags in development or achievement, as well as identify subtle or very delayed strengths (may be inside or outside divisions supports) – SLP, OT, PT, Psychology, medical professionals, or therapists/health professionals in specialized developmental centres
- SWIS workers; translators; EAL teachers and consultants
- Carolina Curriculum
- NEST
- Specialized Learning Centres
- Curriculum used to locate strengths despite age
- Core skills of play grid
- Many different locations to provide challenges within, checking for sensory or environmental effects on performance
- Ability to assess skills with or without peers present
- EST expertise in adapting or differentiating in classroom
- Creative approaches to individual problems (workarounds) or barriers to achievement
- Continued access to STEPS 1-3 whenever student shows need for that level of support

Core need to support engagement in learning: Responsiveness
STEP 5: Setting the pace (responding to signals with reciprocity)

Education Team goal:	**Student is communicating with their teacher using all means possible, with ever increasing sophistication and depth.**
Student's belief that will drive success:	**I believe that my perspective matters to you, and that you will try to understand what I am telling you, and respond in ways I can understand.**
Attachment-based educational outcome that will show success with this level of support:	**I have learned that I have a voice, and that you will not only listen to me, but hear what I am saying, and that I can understand you better when I look at your face.**

Step 5 Rubric: Setting the pace (responding to signals with reciprocity)
Student Levels of Achievement

1	2	3	4
Student has started to work on a comprehensive learning plan. Student is showing growth and is demonstrating their preferred learning styles as well as need for supports in a routine and expected way. However, student is still difficult to understand, and when frustrated, seems to revert to more juvenile approaches such as helplessness, baby talk, acting out, "attention-seeking" behaviours, or silent refusal/withdrawal behaviour. Student may move quickly from dealing with challenge to requiring significant help with regulation, often with very little warning, because of this lack of an effective communication system.	Student understands that communication involving agreed upon methods is available, but seems to find it/them too difficult to access when feelings become intense, OR the communication supports are not robust enough to handle messages student needs or wants to send. Student reverts to habitual patterns of communication when stressed, which are less effective and do not convey precise information. Student may use communication options in a playful or exploratory way, but is wary or tentative of attempting functional communication within other activities using these methods.	Student is showing more ability to communicate with greater sophistication or depth, when in a "green zone" and when maximally supported. Student may volunteer new information using more sophisticated means occasionally. Student is still having difficulty embedding new communication avenues into routine learning experiences, but is being supported to try in many environments or activities in school. Student is showing confidence that communication will be heard and responded to with reciprocity.	Student is using all possible communication avenues to share thoughts, feelings, perspectives, and questions with full confidence in being understood and with the expectation of a response that is reciprocal and respectful in nature. Student and teacher both feel they have a voice in the relationship, and are able to collaborate on pacing of new challenges, and learning in general, without loss of safety, regulation, or engagement.

EDUCATION TEAM WORK required to meet goal:	If Education team is successful, student will show their learning by the following behaviours:	
• Commit to providing the student with functional communication supports – may require a full-time communication partner • Ensure that the ways that are provided for student to communicate incorporate the full range and depth of language functions (this may require SLP expertise) • Commit to a plan that involves respecting the student's voice and finding ways to ensure that messages are heard, acknowledged, and answered in kind, even when communication involves unwelcome or "negative" feelings or thoughts or questions • Commit to ensuring that more than just a few highly familiar people can understand and respond to the student (authentic inclusion) • Commit to required assessment, technology, practice time, and education embedding of communication supports (including a communication partner if necessary)	**MORE WORK IS REQUIRED BY TEAM OR MORE TIME IS REQUIRED BY STUDENT:** • Student continues to use less effective or sophisticated means of communicating, because the offered methods lack efficiency • Student does not always have access to their communication supports and so must shift between communication options throughout the day • Student is starting to access their communication supports, but cannot do anything else at the same time, because the use of these methods requires so much concentration • Student is actually not able to use aspects of language due to needed equipment, practice time, access issues, or ongoing need for a trained communication partner • When student uses their communication supports, teachers or peers do not respond and so it is ineffective	**STUDENT IS READY FOR MORE** • Student will use their communication supports in more than two environments in school, and with more than two conversation partners • Student will not just communicate scripted messages, expected messages, or overlearned messages, but will show spontaneous or novel expression of ideas or feelings. • Student actively searches or signals for their communication supports if they are not immediately available in any school environment • Peers communicate with student using their communication supports.
		Student is ready to proceed to: **STEP 6:** **Navigating the group (finding my place in a group, with a leader)**

Student descriptors:

Student has a team who has created a profile of strengths and deficits in learning that they feel is reasonably valid. Student now requires communication supports that allow for the ongoing back and forth communication that will support learning, at a pace that is realistic and sustainable. Communication may be verbal, picture-based, signed or gestural, or ideally a combination of many modes including nonverbal and pragmatic areas (complex communication and social referencing). Behaviour issues at this point are seen as a breakdown in communication, as acting out   is a juvenile method of accessing care and connection. Student is ready to learn more sophisticated means of signaling needs with precision and with an expectation of a clear and dignified response. This communication system will allow a teacher to set the pace of learning to be responsive to student needs and abilities, as well as to gather new information as it arises, from the student directly.

Areas of focus for school team:
- Create and implement an education plan that:
    - is reasonable for staff and student to maintain
    - does not sacrifice safety, regulation, or trust
    - attempts to remediate key deficits in order of need
    - is balanced in terms of time use for personal care, play, social and emotional needs, and
    - fits the developmental profile of the student
- If necessary, assign and provide expert coaching support to a dedicated communication partner
- Collect technology and other equipment supports that are necessary to support rich communication between student and teacher and peers
- Allow for practice time, expert coaching support, ongoing maintenance and support of tools and technology, and gradual generalization and transfer of learned skills into other domains
- Where social referencing makes communication inefficient or ineffective, provide targeted or intensive instruction in this particular area, accessing intensive supports team members as needed to coach

- Where behaviours are consistently used to communicate wants or needs, problem-solve more sophisticated avenues that are easy for student to use to signal, and which are immediately responded to with proactive or necessary support from staff (such as 5 point scales, Zones check-ins, break cards, buttons, or pre-arranged signs to teacher)

Focus of education plan:

- Student's self-perception as a learner and member of learning community (inclusion)
- Student's self-perception as a person with a voice (human rights)
- Actual trajectory - options available in adulthood, based on education level achieved and compensations gained for neuro-atypical setbacks
- gradual decrease in need for supports if potential is realized (resulting in goodness of fit between ability and environment), **or**
- gradual increase in need for supports if potential is thwarted (resulting in frustration and increased maladaptive behaviours lifelong)

Tools available to education team:
- SLP
- SLP – AAC
- SLP – R and R
- OT (access issues with AAC)
- OT (regulation issues leading to or supporting R and R)
- Coaching school team in various ways students can communicate (workshops, inservices, remote learning opportunities)
- AAC clinic in Saskatoon (via division SLP)
- Intensive Supports Coach

Core need to support engagement in learning: Responsiveness
STEP 6: Navigating the group (finding my place in a group, with a leader)

Education Team goal:	Student is able to differentiate relationships between teacher and other students, aligning with norms that allow social learning to take place.
Student's belief that will drive success:	I believe that connection is not threatened by sharing attention, and that my relationship with my teacher exists even when I have to wait for help.
Attachment-based educational outcome that will show success with this level of support:	I have learned that other students are not a threat to my security, even though they are also connected to my teacher.

Step 6 Rubric: Navigating the group (finding my place in a group, with a leader)
Student Levels of Achievement

1	2	3	4
Student is in a group at least for part of school day, but shows no ability to share attention of teacher. Student may act as if other students are simply not there, are objects, or competition, or actual threats to student's secure attachment with teacher or security in the school. Student may run over or through other students, verbally, or physically. Student may react defensively to normal social interactions or invitations. Student shows unawareness of nonverbal social cues which same age peers are using naturally.	Student is able to take turns, wait for attention, or follow explicitly stated group rules with difficulty and with frequent reinforcement. Student is able to see other students as having some rights, but may act as if entitled to more attention or more help than most. Student still gets visibly frustrated when teacher is not paying attention to signals right away and cannot handle being asked to wait for help, and may respond with a sulk or attention-seeking outbursts. Student is clearly not actually dysregulated by group dynamics directly, but can escalate to dysregulation (requiring STEP 2 strategies) if put off for more than a few minutes.	Student is realizing that his/her needs are still being met even with the normal rhythm of a group under a teacher's direction. Student is relaxing into this routine, following some social norms, and intensity and frequency of protests is manageable. Student may still look awkward socially with peers, but is not actually hurting or offending others on a regular basis. Peers can handle student differences and generally adapt their communication because this is more effective than waiting for student to "get it."	Student is not only following norms and able to take direction from teacher within the group, but is actively watching and following the example of other peers in social situations. Some mimicking of peer behaviours may be taking place (this can be of positive or negative behaviours), showing social referencing in a group. Student is secure enough that connection and attachment needs can easily be met in very short conversations or check-ins, and academic learning is now the focus of the education plan.

EDUCATION TEAM WORK required to meet goal:	If Education team is successful, student will show their learning by the following behaviours:	
- Keep your (attachment figure's) support trustworthy and reliable and proportional to student's actual need…even as you: - Intentionally move back from close support to more distance, in time and space (eg. slight delays in response, arms' length or eye contact vs. close proximity, etc.) with co-regulation supports - intentionally meet other students' needs in the presence of this student (share attention) - Demonstrate that being kind to others does not diminish kindness to student (lots to go around!) - Scale back or delay learning challenges during this STEP to allow a student to flounder, and right themselves. This is a hard one. - Consider preparing or helping the peer group with the puzzling behaviours they may witness or which their needs may even trigger.	**MORE WORK IS REQUIRED BY TEAM OR MORE TIME IS REQUIRED BY STUDENT:** - Student will escalate connection-seeking behaviour when other students get attention - Student will appear to lose all skills in a group setting in a desperate attempt to regain connection with attachment figure ("flip their lid") - Student may react with anger about perceived unfairness or injustice *whenever* things do not go his/her way in the group ("but you said…!") - Student will completely miss increasingly obvious social cues by peers that he/she is being disruptive, annoying, unwelcome, or hurtful. - Student will gradually lose ability to focus in a group situation, because the demands of understanding it, while doing work, are too large.	**STUDENT IS READY FOR MORE** - Student will show security in the attachment even with delays and distance in co-regulation strategies (beginnings of resilience). - Student will start to signal for help with awareness of group rules for doing so (hold up hand, wait when adults are talking, etc.). - Student is beginning to "blend in" to a group learning situation. Student is NOT showing withdrawal or being diminished in a group. - Student is clearly starting to enjoy being within a peer group, apart from the attention of the teacher. **Student is ready to proceed to: STEP 7**

Student descriptors:

Student may be previously unidentified as having any intensive needs, and yet be struggling with increasingly complex demands as social and academic challenges grow. Alternatively, a student may be progressing in a successful relationship with a teacher for the first time, and have no prior positive

experience in a classroom learning setting. The student may be signaling their distress in increasingly volatile or alarming behaviours that do not seem to match their cognitive or developmental abilities. Staff may be uncertain if this is "behaviour" or something else (sensory dysregulation, mental health unmet needs, attentional problems, etc.).

Areas of focus for school team:
- Identify who are the primary attachment supports for the student (may need to be more than one)
- Ensure that overall demands of school are lowered or at least not raised, so that navigating the group can be the primary focus until this is mastered
- As a team, ensure that the student's needs for connection, attachment, and academic support are more than met in the school day, prior to any earned privileges.
- Provide the student with extremely clear expectations, consequences, privileges, and strategies. Ensure all are in force throughout the student's school day. Do not use empty threats or arbitrary negotiations.
- Create visuals and structures that reduce the number of student choices to a minimum (within the group setting) so as to reduce chances for engaging the teacher's undivided attention within the group.
- Provide clear options for help in regulating when having to wait for attention, or for when needs need to be met through adult connection and it is delayed or unavailable.
- Consider providing the student with one or two concrete and easily noticeable ways (perhaps each day) to get immediate reinforcement from the teacher within the group, such as raising their hand, not blurting, saying please or thank you, etc. Provide extra attention when these actions are displayed for several days, before adding another behaviour to the list. Use successes to build student's self-image as a productive member of the group.
- Provide consistent authority and expect positive behaviours, while enforcing agreed upon consequences for mishaps.
- **Do not allow student to connect your provision of attention or ability to praise the student with the strength of the relationship.** Provide daily positive affirmations **before** behavioural

expectations, and separate these from evaluations of progress. Nothing can shake the relationship, but all behaviour is not equal and disrespect to teacher or peers is not tolerated.

Focus of education plan:

- Student's self-perception as a successful and engaged citizen and community member
- Student's perception of authority as positive, and of groups as supportive
- Actual trajectory - options available in adulthood, based on social skills and ability to navigate hierarchies and communities by following respectful norms
- gradual decrease in need for supports if potential is realized (resulting in goodness of fit between ability and environment), **or**
- gradual increase in need for supports if potential is thwarted (resulting in frustration and increased maladaptive behaviours lifelong)

Tools available to education team:
- Intensive Supports Coach
- EST
- Other teachers with experience
- OT to provide range of in-class strategies to support regulation during delays
- 5 point scale
- TEACCH – to create manageable structures supporting success in activities and transitions when group activities are highly differentiated
- EA or other staff support to spread out attachment or connection needs
- Soft landings
- Check ins with authority figures (not earned)
- Token economies to support extra reinforcement of new learning of social behaviours
- Social stories
- www.socialthinking.com resources to support explicit learning

Resilience
Step 7: Generalization and Transfer

Student is starting to learn to generalize and transfer mastered skills to other environments and groups

C-Team Analysis Rubric

Step 7 Rubric: Student is starting to generalize and transfer mastered skills to other environments and groups Student Levels of Achievement			
1	**2**	**3**	**4**
Student can function for large portions of the day within a group, but is still not being challenged to learn or practice emerging skills while in a group setting, as the demands of sharing attention are still so heavy.	Student can function for most of the day within a small or large group, and can deal with very specific and reasonable performance demands appropriately in those settings 50% of the time (still 10% of capacity for 10% of attention span)	Student can function for the whole day as part of a school grouping appropriate to developmental level. Some new learning is being presented in this environment and student is showing evidence of processing and learning effectively, although at a reduced rate compared to one on one.	Student can demonstrate practiced skills to at least two other school staff without distress, and in different environments without showing undue distractibility. Some learning is now always happening in group situations (for example, math or ELA) while some learning may continue in pullout (such as R and R or language learning)
		Student ready to proceed to: Step 8: Student is learning to co-regulate effectively enough to learn in an inclusive environment	

Student descriptors:

Student is engaged in authentic learning with an educator, but is not yet able to demonstrate ability to learn content, while in a group, or with other educators who are not as trusted as primary attachment figures. Student is not yet aware of how to use supports across space and time, and so comes across as juvenile, clingy, or overly dependent compared to actual demonstrated developmental or academic ability.

Targeted areas of change:

- Find ways to support student using mastered skills in new and different environments, to promote a sense of resilience and ability to adapt to challenge
- Assure student of ongoing necessary supports in the background (for instance, access to trusted adults in between learning tasks)
- Gradually increase student's repertoire of successful experiences in developmentally appropriate or typical settings
- Define success with student in terms other than normative performances; instead, based on individual goals (eg. Can complete an assigned task in class without need for extra adult help, even though task was significantly different than that of peers, or was able to attend an extra-curricular event in an assistive role, rather than a typical competitor/performer role)
- Celebrate small observed instances where student shows a mastered skill to a different group or in a different environment than where it was mastered.

Focus of education plan:

- Student's ability to participate in the school community and thereby develop a robust sense of self in relation to others (empathy, respect, tolerance for diversity, personal responsibility and resilience)
- Student's sense of self-worth
- Student's ability to imagine a future of contributing to others' wellbeing, rather than simple survival or instant gratification
- Student's experience of being reinforced for pro-social behaviours by people other than authority figures

Tools available to education team

Step 7 Parent Information Page

- Zones of Regulation
- Conscious Discipline
- Social Skills Development
  - 1:1 or small group game format cooperative activity
  - Skills for life document
- Self Esteem Building Engagement Activities
  - Positive jobs or roles in the school community
  - +9
- Strategies to support executive functions (Lots of resources available through IS library)
  - Student Lead Goal setting
  - Self advocacy
  - Example The Source for Executive Functions
  - Talk to the C Team members for specific recommendations as each member may have certain resources that they are familiar with and would recommend

- Visual Schedules
  - TEACCH
  - General daily routine schedules (picture, word, journals)
  - Task specific visual schedules

Resilience
Step 8: Co-regulation in inclusive settings
Student is learning to co-regulate effectively enough to learn in an inclusive environment
C-Team Analysis Rubric

Step 8: Student is learning to co-regulate effectively enough to learn in an inclusive environment Student Levels of Achievement			
1	**2**	**3**	**4**
Student is in school all day every day and with peers for most of that time. However, student still relies heavily on external regulation strategies and leans on adults for comfort and emotional support more than other students their age. They look distinctly juvenile in their responses (come across as helpless or infantile).	Student can understand that they are partly responsible for coping with the demands of school and with their own feelings. They can identify ways that an adult can help them do this when calm, but may not ask for this help when in distress and so adults need to take charge as soon as the student becomes upset, or there will be a blow-up.	Student occasionally will ask for support as they start to experience frustration, fatigue, sadness, or anger. They may take the support in and return to a regulated state without a full meltdown. Juvenile responses such as tantrums, crying, or accusations are lessening but still present.	Student will ask for help in appropriate and practiced ways when becoming distressed in school. Student is showing awareness that they can hold immediate emotional responses in for a short time while waiting for help. If help is delayed, however, the responses will likely become too much for the student to control on their own.
		Student ready to proceed to: **Step 9: Student is learning to self-regulate in order to support learning in an inclusive environment**	

Student descriptors:

Student is intermittently able to show mastered skills in various settings within school, but does not know how to deal with emotional setbacks appropriately, in these groups, and so acts in ways that are incongruent with academic or expected coping mechanisms for age. This has the potential to sabotage further inclusive experiences, because of the risk of discomfort or even danger to self or others caused by student's behaviours when dysregulated.

Key tasks for school team:

- Begin to label, practice, and collect regulation supports that are more developmentally appropriate than simply regulating based on proximity or emotional availability of a trusted adult
- Explicitly teach patience, waiting, use of sensory strategies that calm anxiety or allow one to defer gratification for definite amounts of time, and how to ask for help appropriately in a group
- Explicitly teach time definers, rhythms in day and in school, and how certain supports are available throughout school environments and between people
- Allow for failure and practice bouncing back in predetermined ways
- Expect student to resist leaving comfort zones, and deal with this resistance fairly (not too much support, but not too little either)
- Celebrate appropriate use of strategies within a challenge, rather than successful performances based on academic or other abilities.

Focus of education plan:

- Student's ability to participate in the school community and thereby develop a robust sense of self in relation to others (empathy, respect, tolerance for diversity, personal responsibility and resilience)
- Student's sense of self-worth
- Student's ability to imagine a future of contributing to others' wellbeing, rather than simple survival or instant gratification
- Student's experience of being reinforced for pro-social behaviours by people other than authority figures

Tools available to education team

Step 8 Parent Information Page

<p style="text-align:center; color:red;">Work in progress
More elements to be added</p>

Resilience
Step 9: Self-regulation
Student is learning to self-regulate in order to support learning in an inclusive environment
C-Team Analysis Rubric

Step 9: Student is learning to self-regulate in order to support learning in an inclusive environment			
Student Levels of Achievement			
1	**2**	**3**	**4**
Student asks for help when needing to regulate extreme emotions, but cannot tolerate a delay in help or any suggestion that they hold the feelings in check or moderate their responses. Student is still quite needy in the emotional realm.	Student understands that there are tools available to them to use to self-regulate but may use them inappropriately, or without enough intensity to allow for a successful change in state. Adult help is still needed to cue some aspects of attempted self-regulation.	Student is self-regulating in obvious ways throughout the school day, using both tools provided and their own ideas. Some of these ideas may be distracting to others, but they are definitely effective in allowing the student to stay in a learning state for longer than they would otherwise.	Student is able to self-regulate using appropriate tools and appropriate requests for help (based on developmental and cognitive abilities). Student is not particularly distracting to peers and is able to deal with social and emotional demands of school environment with supports in place.
		Student ready to proceed to: **Step 10: Student is taking responsibility for his/her education in specific ways**	

Student descriptors:

Student is able to co-regulate with trusted adults, in inclusive school settings, using strategies that stretch across space and time (allow for delayed help, allow for delayed gratification, and support patience and resilience). However, student is still unable to deal with challenges that are unanticipated, out of routine, unplanned, and/or where a trusted adult is not available within a practiced time or space delay.

Targeted areas of change:

- Teach a sense of personal empowerment to deal effectively with problems
- Teach strategies that allow for independent self-evaluation of state, of the demands of the environment, and how to up or down-regulate effectively to match one to the other
- Teach and practice methods of assessing the size of a problem, so that independent self-regulation is not stretched too far (eg. Student does not take on a problem alone that is clearly out of anyone's ability to deal with independently, such as a suicidal friend, or a medical emergency, or an academic problem with serious future ramifications)
- Continue to provide support that allows a student to "fail forward," and grow a sense of normalizing messy encounters with real life, rather than obsessively trying for perfection in all areas
- Be careful of statements that can discourage students unintentionally (such as "just try your best," or "feel the fear and do it anyway"). These sorts of positive statements can be taken very literally and cause a great deal of confusion for someone who has no experience in rating effort to the demands of the task, or judging safety vs. perception of risk in a proportionate way.

Tools available to education team

Step 9 Parent Information Page

Work in progress
More elements to be added

Responsibility
Step 10: Taking responsibility for education
Student is taking responsibility for his/her education in specific ways
C-Team Analysis Rubric

Step 10: Student is taking responsibility for his/her education in specific ways Student Levels of Achievement			
1	**2**	**3**	**4**
Student is self-regulating in school with tools available and is dealing with social and emotional demands of school in non-distracting ways. However, student is still attempting to gain approval for behaviours or task completion as a way of ensuring attachment or feeling secure, rather than understanding that education is a process that benefits him/her directly.	Student is showing some awareness that school performance is significant outside of the immediate feedback of teachers/parents or other authority figures, but cannot articulate this or come up with a coherent plan showing evidence of true self-direction.	Student understands the long-term effects of school performance, whether or not this includes graduation, and can articulate a goal that will be possible based on current learning efforts that are supported by in-school experiences.	Student is showing evidence of understanding the role of education in determining options for his/her future participation in society, through specific, goal-directed, education-based behaviours that are not solely engaged in for immediate rewards, feedback, or credit.
		Student ready to proceed to: Step 11: Student is starting to participate in meeting the needs of the group	

Student descriptors:

Student is participating in many inclusive educational experiences, but is looking for validation through primarily external sources of approval. This habit is getting in the way of the student making choices based on internalized values or a sense of his/her own future.

Targeted areas of change:

- Provide explicit teaching as to the point of education as a process – career preparation, lifelong learning, social networks, etc.
- Continually challenge student to self-evaluate outcomes within the education process based on long term goals, rather than short term approval ratings
- Where a student's future options are limited based on factors outside their control, work as a team to empower student through creative problem solving approaches, expanding existing opportunities, re-evaluating cost-benefit ratios for certain educational pursuits, and maximizing resources available in school so as to provide more opportunities after school (for instance, access to pre-employment experience, volunteerism, networking through teacher contacts, etc.).

Focus of education plan:

- Student's ability to function in a large and diverse group (outside of school), based on a set of values that have been internalized, which allow for ongoing:
  - self-determination,
  - self-governance, and
  - authentic contributions to society.

Tools available to the education team

Step 10 Parent Information Page

Elementary:
- Zones of Regulation/5 point scale
- Possibility of psycho-ed assessment
- Taking Charge of Your Worries
- Executive Functioning
- Behaviour Coach
- Social Workers
- Kids in the Know
- Hub

Middle Years:
- tech aid - speech to text, text to speech
- Zones of Regulation/5 point scale
- Read Write App?
- Possibility of psycho-ed assessment
- Super flex - Social skills
- Mentors
- Executive Functioning
- Healthy Minds Healthy Bodies
- Social Workers
- Kids in the Know
- Hub
- All About Me

High School

- **tech aid - speech to text, text to speech**
- Social Workers/Counselling
- Zones of Regulation
- 5 point scale
- Read Write App?
- Executive Functioning
- Mental Health Curriculum
- Addictions Counselling
- Mentors
- Agenda's such as "The Work Smart Academic Planner"
- Possibility of psycho-ed assessment
- My Blueprint
- HUB
- Block Programming

Responsibility
Step 11: Meeting the needs of the group
Student is starting to participate in meeting the needs of the group
C-Team Analysis Rubric

Step 11: Student is starting to participate in meeting the needs of the group			
Student Levels of Achievement			
1	**2**	**3**	**4**
Student is working on specific plans for future using education as a tool to meet goals, however with little awareness demonstrated as to how others are affected by his/her behaviours or choices, that others are separate and distinct from him/her, and that roles exist to support a larger community.	Student is starting to show awareness of general inter-connectedness of society and how roles in society work together to create a community. However, student is unsure or unaware of how he/she could contribute to society in any specific way.	Student has definitely started to come up with ideas for contributions to society, showing an awareness that humans do not all have similar abilities or needs, and that status and worth are independent of actual contributions to others, or from others. However, student may lack confidence, assertiveness, skills or persistence in working towards these ideas.	Student is showing an understanding of their separate and individual place in a larger community, with an ability to contribute as well as benefit from contributions by others. Student enjoys being diverse and different, and shows empathy and awareness of needs around him/her, along with specific efforts to use individual resources to fill needs where possible.
		Student ready to proceed to: **Step 12: Student is fully accessing a developmentally appropriate education**	

Student descriptors:

Student is engaged in an educational process with a long-term plan and with validating reinforcements that are appropriate to student's own goals. However, student is showing a lack of awareness of the need to balance others' needs with one's own, and that relationships and interconnectedness are as important as personal growth.

Targeted areas of change:

- Provide opportunities to gain empathy, awareness of others' situations and differing constraints, and how these can be mitigated in a group with contributions by all
- Use school to create teaming opportunities that demonstrate in real life how the whole is often greater than the sum of the parts
- Where a student's particular cognitive or developmental abilities create confusion at this step, consider providing coaching, mentoring, or unconventional leadership opportunities so the student can experience the sensation of being helpful to others based on his/her particular gifts, and not on simply being just like everyone else.

Focus of education plan:

- Student's ability to function in a large and diverse group (outside of school), based on a set of values that have been internalized, which allow for ongoing:
    - self-determination,
    - self-governance, and
    - authentic contributions to society.

Tools available to the education team

Step 11 Parent Information Page

**Work in progress
More elements to be added**

Responsibility
Step 12: Accessing a developmentally appropriate education
Student is fully accessing a developmentally appropriate education
C-Team Summary

Step 12: Student is accessing a developmentally appropriate education			
Student Levels of Achievement			
1	**2**	**3**	**4**
Student is working at their education within a community, showing appropriate social emotional skills and self-regulation, but is not yet achieving academic proficiency to potential.	Student is starting to try to work harder than a minimal expected amount, showing intrinsic motivation to push his/her own limits and to challenge expectations, but can only do so if heavily complimented, supported, or if no actual expectations are raised.	Student is allowing true assessment of academic ability and demonstrating real effort at a level that is consistent with developmental attainments in other domains (such as self-care or social groups). Student may not always perform at this level, unless given individual attention that is out of proportion to actual academic needs.	Student is consistently using a level of effort that is near or at their potential, taking into account medical, social, and emotional factors. They are pushing themselves to learn and grow and stretch, and they challenge teachers by these behaviours to create quality adaptive learning opportunities that will support continued growth as life-long learners.

Student descriptors:

Student is engaged in an educational process that both allows for meeting long term personal empowerment goals, and becoming an informed and contributing member of society. Student continues to be segregated or stigmatized in some way in school due to a difference or disability.

Targeted areas of change:

- Carefully think through normal school practices and question any that differentiate between students based only on differences from the norm
- Listen to students' voices in describing experiences that place barriers between people based on differences, and try to find ways to reduce the effect of these barriers, or to demolish them altogether
- Think through the criteria for student's participation in a developmentally appropriate education, and provide similar benefits and rewards for all students who meet these criteria, regardless of performance in relation to outside standards of achievement
- Validate publicly those students whose long term, career, or participatory goals are achieved with excellence in character, effort, determination, and intention, even if the goals themselves are not excellent in a competitive sense

Focus of education plan:

- Student's ability to function in a large and diverse group (outside of school), based on a set of values that have been internalized, which allow for ongoing:
  - self-determination,
  - self-governance, and
  - authentic contributions to society.

Tools available to the education team

Step 12 Parent Information Page

Work in progress
More elements to be added

Parent Pages

STEP 1: Safety

I am safe in my school

Safety trumps everything.

Everyone is safe.

Safe doesn't mean learning (yet!); it means safe.

Emotional safety is as important as physical safety.

The brain can either protect or grow.

STEP 2: Student is regulated in school

I *feel* safe in my school

Attachment figures are:

Base of Support for exploration; Safe Haven for organizing big feelings

Partnering with me in finding delight!

Attuned - following my NEED

Braver, Stronger, Wiser

and Kind

STEP 3: Joint Attention and Ability to Engage

I love playing with an adult. Adults "get" me. I can expect adults to make life better than I can manage on my own.

Better together

Let me show you this!

I didn't know we could do THAT!

Can we try…?

I'm so happy to see you!

I love coming to school to be with you!

STEP 4: Creating fair challenges

Activities have a name. They have a start, middle and end. I like some more than others. I am good at some and getting better.

I remember doing this before!

I wonder if this would be easier if I tried...

What is this activity called?

Hey! Can we do this activity together again?

I like getting good at this.

STEP 5: Student has a *voice*

I can communicate with my teacher!

Only one hard thing at a time

I know you will hear me

I can signal for help rather than being afraid and acting out

I can learn at my own pace

Let me show you what I know

I can.

STEP 6: Navigating a group

I am part of a classroom family. My teacher likes me.

There are other kids in school!

I know who my teacher is.

I belong.

I know more than two adults in school.

My stuff goes here. This is my workspace.

This is my class.