



## ST. MARGARET SCHOOL

### CENTRE FOR DIVERSE LEARNING

**GIST** GRADES K-12

**PBS** GRADES K-12

### PERSONAL PATHWAYS

*Flexibility to adapt to the changing needs of students is an important feature of inclusive education programming. Specific delivery models for individualized programs may vary from class to class and from school to school depending on the needs of the individual students.*

*St. Margaret School is designed to meet the unique needs of students with complex emotional and behavioural challenges and neurodevelopmental disorders. Families may choose a program at St. Margaret School because their child is not currently experiencing success in their community school setting or need additional specialized services.*

The diverse learning needs of the students who attend St. Margaret require a personalized approach to learning that focuses on developing student competencies.

Our goal is to engage students in their learning and to develop the knowledge and capacity of their community school to create learning environments and opportunities that support the transition of students back to their community school. Students who attend St. Margaret School may have a diagnosis of Autism Spectrum Disorder or other developmental delays (GIST program) or an Emotional Behavioural Disorder (PBS or Personal Pathways), although a diagnosis is not required.

### THE LEARNING TEAM

The learning team of St. Margaret School includes: Administration Team, Learning Coach, Classroom Teachers, Psychologists, Board Certified Behaviour Analysts, Speech and Language Pathologists, Occupational Therapists, Family School Liaison Workers, Early Learning Facilitators, STAY Advisor, Inclusive Consultant, Mental Health Therapist and Therapeutic Assistants. Assistive Technology also plays a key role in programming. For more information contact:

St. Margaret School at 587 499-4804, your community school or Inclusive Education at 780 638-6810.



# GIST

K - GRADE 12

*The Guided Intervention Supported Transition (GIST) Classroom supports children with Autism Spectrum Disorder (ASD) and other developmental delays. The model follows best practice intervention guidelines for supporting students with ASD by:*

- *Providing evidence-based intervention techniques in an intensive, modified classroom setting*
- *Building capacity among classroom staff including teachers and educational assistants for success in the regular classroom.*
- *Transitions back to community schools have been successful using this model.*

## WHAT IS AUTISM SPECTRUM DISORDER AND HOW DO CHILDREN WITH ASD LEARN?

ASD is a neurodevelopmental disorder characterized by skill deficits in the areas of social communication and interaction and restricted, repetitive patterns of behaviour. It is a well-known, research-based fact that most children with ASD do not learn through observation alone and require intensive intervention and practice to learn the same skills that “typical” learners acquire naturally. To address this, GIST uses techniques based in Applied Behaviour Analysis (ABA) which is the most research-supported intervention for teaching skills to children with ASD. Applied Behaviour Analysis uses the principles of learning and behaviour (e.g. reinforcement) to systematically teach relevant skills and improve functioning in a real world setting.

## WHAT IS GIST?

GIST is a short term transitional program for children identified with ASD and other developmental delays. GIST provides skill-based assessment and short-term intensive behavioural intervention to students who may not yet have all of the skills required to succeed in their classroom. Each child is accompanied to the GIST classroom by their home school Educational Assistant or Therapeutic Assistant who learns how to identify, measure, and implement various strategies to teach new skills. Professional learning is also offered to home school staff on a regular basis.

## LOCATION

**St. Margaret School**  
7114-98 Street NW

### Admission into GIST is based on:

- A referral made in consultation with the community school, parents, Inclusive or Early Learning Consultant, Specialists and GIST staff.
- Priority may be given based on severity of skill deficits, other supports available and additional factors.

Transportation may be provided.



# POSITIVE BEHAVIOUR SUPPORTS

GRADES K-12

*PBS is designed for students who are struggling with behaviours in the regular classroom environment and require more intensive and personalized programming to ensure that they succeed with their learning. PBS is transitional programming that enables the learning team to understand the student better, analyze behaviours, develop strategies that are reviewed daily to ensure their effectiveness and personalize programming. The goal is to re-engage the student in their learning through a strength based program in a rich, welcoming environment.*



## PBS CLASSROOMS

- provide for deeper personalized learning and personal profiling of students
- focus on strength based programming
- have intensive intervention and analyze behaviours
- have a rich and welcoming environment that focuses on inquiry and project-based learning
- look at students holistically – the learning team members work together to build a learner profile
- liaison with other community supports as needed
- are rich with assistive technology
- offer family programming opportunities
- work in partnership with the community school to ensure successful transitions for students back to their regular classroom
- support professional learning opportunities for the community school team
- focus on the 10 key elements of support for students with behaviour disabilities as outlined by Alberta Education

## WHY CONSIDER A PBS PLACEMENT

Students with challenging behavioural needs are always supported first at their community school. If additional, intensive supports and intervention are required, a conversation begins with the school, Inclusive Programming Consultant, specialists and parents.

The typical school environment, with traditional scheduling and programming, may not be suitable for all students. The environment itself may be a factor in amplifying behaviours.

In a PBS environment, we develop an in-depth understanding of the student to develop a personalized plan to meet their learning needs with additional specialized services.

## LOCATION

**St. Margaret School**  
7114-98 Street NW

## HOW TO REGISTER

Students are identified by the community school in consultation with parents and Inclusive Education Consultants for consideration and next steps.

Contact your community school, Inclusive Education at 780 638-6810 or St. Margaret School at 587 499-4804.

Transportation may be provided.



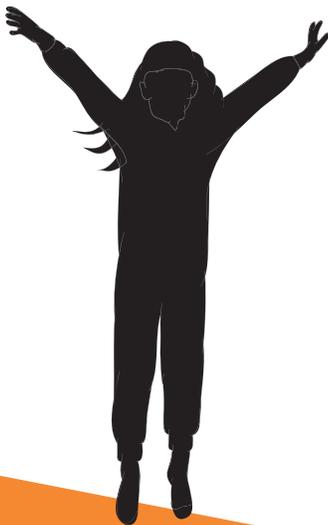
# PERSONAL PATHWAYS

GRADES 4-12

*The school of today exists in a global environment in which multiple pathways are needed to meet the diverse needs of learners. Technology has also facilitated the ability to personalize learning more than ever before. This educational experience is a holistic model in which health and wellness are considered alongside academic goals.*

Community Recreation Centres are authentic community hubs, where incredible alternative learning environments exist. These sites can be very effective in meeting the diverse needs of students, and help students grow their skills to better support their transition into the real world. For students in grades 4-12, particularly where the traditional school environment has not effectively met their needs, a recreation centre provides multiple opportunities for physical literacy and diverse learning experiences with embedded supports as well as potential work experience opportunities. Within these meaningful opportunities, social skills and social responsibility can also be developed. A recreation centre has the potential to re-engage students in their learning.

Personalized Pathways includes individualized learning, with a maximum of 15 students in a program. Included in the programming supports are; a teacher, emotional behaviour specialist, specialized therapeutic assistant, youth facilitator, as well as a mobile multi-disciplinary team as needed. Additional resident staff are determined based on the needs and interests of the students. Both academic support, reading intervention (if required) physical and mental literacy are embedded in the program. Programming is based on the strengths of the students, and includes their interests and values.



## PERSONAL PATHWAYS SUPPORT STUDENTS

### WHO:

- might need a detour from the regular program for a short or longer period of time. This includes working through some behavioural or other needs while not putting their academic or learning goals on hold.
- might need a different approach to access learning (due to such things as travel, parental preference, medical, behavioural, or social needs.
- have become disengaged in their learning in a traditional school setting.

Personal Pathways offers students a variety of ways to access learning. Programming will centre on the interests, values and the holistic needs of students and their families as they journey along their learning paths. Curriculum, based on the program of studies, is organized into big ideas and competencies are woven throughout the program.

Programming also naturally integrates physical literacy and active living that is organic in a community recreation centre.

The development of a personal profile leads the learning pathway. This program considers educational, personal, life and career goals. The program identifies which barriers to success students might face and how to manage and support students in addressing the barriers. Personal profiles incorporate work experience responsibilities/duties as part of a member of the recreational centre community hub.

## LOCATIONS

### GRADE 4-7

**Downtown Community Arena**  
(Roger's Place) Pathways - Hockey

### GRADE 7-12

**ACT Aquatic & Recreation Centre**  
Pathways - Outdoor Pursuits  
2909 - 113 Avenue NW

**Bill Hunter Arena** (7-9 only)  
9200-163 Street MW

**Clareview Community Recreation Centre**  
3804-139 Avenue NW

**The Meadows Community Recreation Centre**  
2704-17 Street NW

### Admission into the program is based on:

- a referral from the school or
- parent initiated

Transportation may be provided.

Contact St. Margaret School at 587 499-4804, your community school or Inclusive Education at 780 638-6810.



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