



CENTRE FOR DIVERSE LEARNING ST. GABRIEL SCHOOL

GIST GRADES K-12

PBS GRADES 1-12

PERSONAL PATHWAYS
GRADES 7-12

GENERATIONS

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.

CFDL–St. Gabriel 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 CFDL at St. Gabriel School because their child is not currently experiencing success in their community school setting or need additional specialized services.

All placements at CFDL are on a referral basis from the student's community school.

The diverse learning needs of the students who attend CFDL 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 CFDL may have a diagnosis of Autism Spectrum Disorder (GIST program) or an Emotional Behavioural Disorder (PBS or Personal Pathways).

THE LEARNING TEAM

The learning team of CFDL includes: Administration Team, Learning Coaches, Classroom Teachers, Psychologists, Board Certified Behaviour Analysts, Speech and Language Pathologists, Occupational Therapists, Fine Arts Specialist, Family School Liaison Workers, Emotional Behavioural Specialists, Youth Services Coordinators, Mental Health Therapist and Therapeutic Assistants. Assistive Technology also plays a key role in programming. For more information contact:

The Centre for Diverse Learning
at St. Gabriel School at
780-466-0220.



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

- *Providing evidence-based intervention techniques in an intensive, modified classroom setting focusing on academic readiness to learn, literacy/ numeracy goals and life skills. Depending on individual needs, students will also be working on the appropriate curriculum.*
- *Building capacity throughout the division by training and providing professional development for community school staff.*
- *Transitions back to community schools are 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.

When a student arrives at GIST, programming will begin in a classroom where skills are assessed by a Board Certified Behaviour Analyst and a plan is created to develop the student's skill deficits. The GIST team works on developing the student's skills and readiness to learn.

Once these skills are mastered, the student moves to a transitional classroom within CFDL which emulates a community school classroom environment.

WHAT IS GIST?

GIST is a short term transitional program for children identified with ASD. GIST provides skills 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 support staff who learns how to identify, measure, and implement various strategies to teach new skills. Professional learning is also offered to the community school staff on a regular basis.

LOCATION

Centre for Diverse Learning at St. Gabriel School
5540 106 Avenue NW

Placement at GIST is based on:

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





POSITIVE BEHAVIOUR SUPPORTS (PBS)

GRADES 1-12

PBS is designed for students who are struggling with behaviours in the regular classroom environment and require 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 consistently 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 community school classroom
- support professional learning opportunities for the community school team



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

**Centre for Diverse Learning at
St. Gabriel School**
5540 106 Avenue NW

Placement at PBS is based on:

- A referral made in consultation with the community school, Parents, Inclusive Programming Consultants, Specialists and CFDL staff.
- Priority may be given based on severity, other supports available and additional factors.

* Transportation may be provided.



PERSONAL PATHWAYS

GRADES 7-12

The school of today exists in a global environment in which multiple pathways are needed to meet the diverse needs of learners. This educational experience is a holistic model in which health and wellness are considered alongside academic goals. The therapeutic benefits of fine arts are also explored with individual students.

For students in grades 7-12, particularly where the traditional school environment has not effectively met their needs, The Centre for Diverse Learning provides multiple opportunities for physical literacy, mental health 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. CFDL provides the programming to re-engage students in their learning.

Personalized Pathways includes individualized learning, with smaller class sizes. Included in the programming supports are; a Teacher, Emotional Behaviour Specialist, Specialized Therapeutic Assistant, Youth Services Coordinator, as well as a 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 health literacy are embedded in the program. Programming is based on the strengths of the students, and includes their interests, learning preferences and values.

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. In addition, personal profiles incorporate work experience as available and to meet the individual students' interests and career aspirations.

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 medical, behavioural, or social needs.
- have become disengaged in their learning in a traditional school setting.

LOCATION

Centre for Diverse Learning at St. Gabriel School

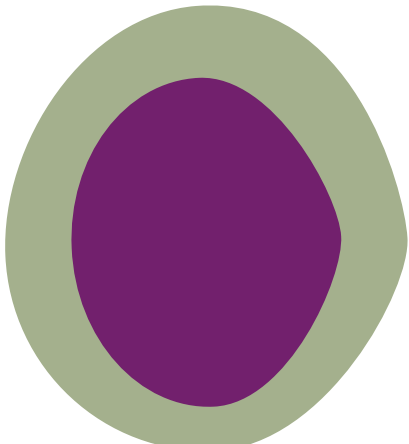
5540 106 Avenue NW

Placement at Personal Pathways is based on:

- A referral made in consultation with the community school, parents, Inclusive Programming Consultants, Specialists and CFDL staff.
- Priority may be given based on severity, and the supports the student needs to be successful.

* Transportation may be provided.





WIN JUNIOR

GRADES 7- 9

WIN SENIOR

GRADES 10-12

WIN is an acronym for “Whatever is Necessary, Whenever it’s Needed” – supporting the understanding that some students benefit from alternative ways to access learning based on their unique diverse needs.

WIN programming focuses on building skills and opportunities to prepare students for the real world. Transitioning into the community is an integral component of the program. Work study supports career programming and community participation with transitional supports.





WIN JUNIOR GRADES 7- 9

This Program of Choice is a blend of a WIN Jr classroom experiences and other classroom opportunities such as options. WIN Jr students have the opportunity for individualized programming support within a community of learners, focusing on:

- Developing student strengths
- Spiritual growth (Social justice and service projects)
- Daily instruction in literacy and numeracy
- Social interaction
- Living, vocational, leisure and recreational skills working towards greater independence.
- Communication skills

As part of the individualized program, the student will have opportunities to participate in curricular programs within the school and/or options that fit their interests and strengths.

This is a strength based program, which also targets volunteer/career planning, and exposes students to authentic experiences to increase social and community awareness. Programming includes active living and recreational centre activities in many alternative learning environments.

Students who access WIN Junior may choose to transition into the WIN Senior programming in high school where they can work toward a Certificate of Completion. In high school, students may access WIN programming at their community high school.

WIN Junior utilizes a team approach to ensure all learners are successful. The program is designed to include input from the student, parent/guardian and outside stakeholders. The classroom team consists of a Teacher and Therapeutic Assistants in Speech and Language, Occupational Therapy and Behaviour Therapy. A Multi-disciplinary Team of Specialists is also available to support individual student programming as needed.



LOCATIONS

**Cardinal Leger
Catholic Junior High School**
8808 144 Avenue NW
780-475-6262

**St. Hilda
Catholic Junior High School**
7630 38 Avenue NW
780-462-3195

**St. Nicholas
Catholic Junior High School**
3643 115 Avenue NW
780-474-3713

**St. Thomas More
Catholic Junior High School**
9610 165 Street NW
780-484-2434

Placement at WIN Junior is based on:

- A referral made in consultation with the community school, parents, Inclusive Programming Consultants, Specialists and Personal Pathways staff.
 - Priority may be given based on severity, and the supports the student needs to be successful.
- * Transportation may be provided.

