

2023-2024
ACE PLAN

Assurance - Collaboration - Engagement

Wolf Creek Education Centre



Pointing Out the Facts

Wolf Creek Education Centre

Total of 162 Students for 2022-2023

Approximately 65 students on any given day.

Average length of stay in BIU: 244 days or 8.13 months

School and Staff Profile

Our Mission

Fostering positive and meaningful life-long learning opportunities.

7 staff (**5.03 fte**) support our year-round school and students

One-on-one and group instruction

School is located in the Centennial Centre for Mental Health and Brain Injury.

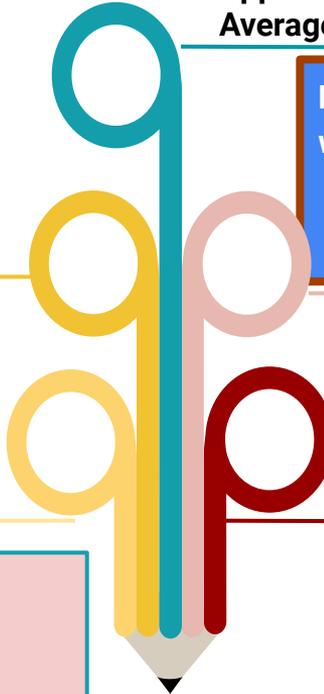
Our school is the only Acquired Brain Injury Educational Program offered in an institutional setting in Western Canada for mid- to long-term rehabilitation

Rehabilitation for in-patient clients ages 16 to 65 with:

- Complex Acquired Brain Injuries
- Mental Health Disorders
- Concurrent Disorders

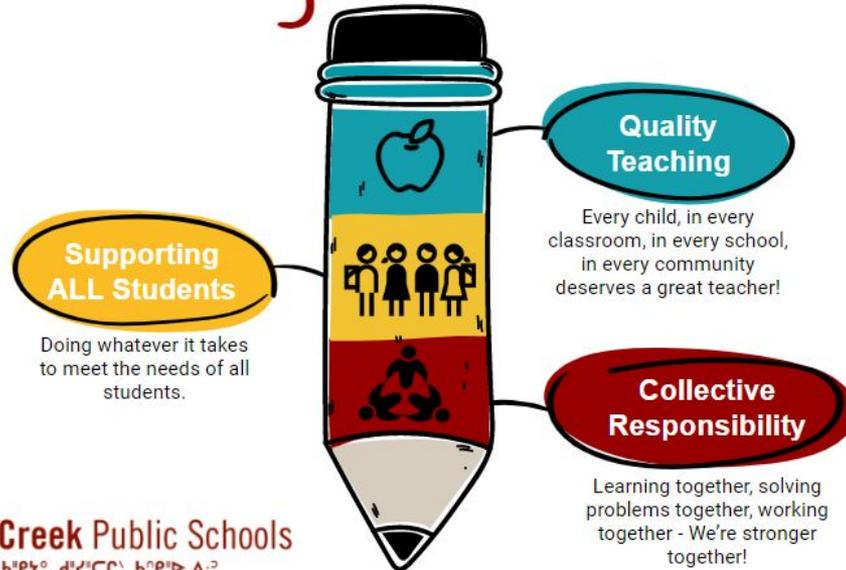
Collaborative interdisciplinary goal planning takes place with individualized program plans and instruction for each student. Each teacher creates and implements 40-45 program plans per year as well as initial and exit assessment reports. Teachers assess and report progress on goals monthly. Families are involved throughout the hospital stay.

Programs range from regular high school credit courses to functional life goals to support executive functioning, literacy and numeracy skills. Returning to school and work planning/preparation is a special focus for many of our clients.



WCPS Priority Areas

Creating success for ALL learners by
Getting to the Point!

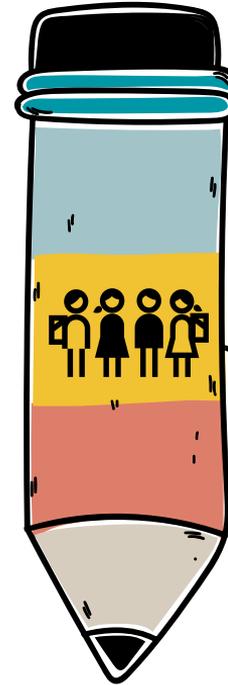


Wolf Creek Public Schools

Δλσδλ β'πλ° δ'π'λ'λ β'π'λ Δ-π
Creating Success For All Learners

Supporting All Students

We are collectively responsible for all students. We believe that all students can learn and that it takes a village to ensure a student grows and learns to their full potential. Together, in partnership with community partners and service providers, we work together to ensure that we provide specialized supports to our students. In Wolf Creek Public Schools, we celebrate diversity and build inclusive learning environments where all students succeed.



Supporting ALL Students

Doing whatever it takes to meet the needs of all students

Alberta Education Assurance Measure Results (AEAMR)

We do not have any meaningful AEAMR data due to the small sample size. Instead, we have stakeholder survey results and locally collected data.



STUDENT ACHIEVEMENT RESULTS

Student Goal Data for 2022 - 2023

of BIU Clients with Goal Records: 98

Total # of Goals: 250

Average Goal Growth: 49.6%

(from admission to discharge)

Analysis and Comments:

- ★ New data collection system beginning November 2022 (due to Connect Care implementation).
- ★ Thus no previous year comparison data and 2 months of school year clients and data missing (24 clients).
- ★ Goal growth measured on a 3 point scale.
- ★ Some clients self-discharged before goals could be set

Number of Goals by Type:

Numeracy	38
Reading	71
Written Expression	79
Accessibility	15
Cognitive	33
Visual-Spatial	13
Other	1

2022-2023 STUDENT ACHIEVEMENT RESULTS

Average Percent FIM/FAM Score Increase from Admission to Discharge for Students with Acquired Brain Injuries (ABI)

FAM

(Functional Assessment Measure)

Reading	14%
Writing	34%

FIM

(Functional Independence Measure)

Age 16-19 ABI Students

Reading Communication	12%
Written Communication	28%

Entire ABI Students

Reading	15%	Reading Communication	16%
Writing	16%	Written Communication	16%

Analysis & Comments: 2022-2023 results are higher than 2021-2022 in all but the Ages 16-19 Reading which is just a 1% difference. Writing scores have increased considerably.

Family and Client Feedback

Dear care team
Thank you for helping my dad
re cover! I am so happy my
dad is coming home
soon. This means so
much to me and
my family.
You did us a big
favor and you took
great care of him!
So you
You helped us
alot and I mean
alot.

Education Team,
Thank you for all of
your support during
my stay at
Ferintosh House.
Merry Christmas

Parent - September 26,
2023:

Thank you so much for all
the effort you put toward
[my son's] education and
improvements.

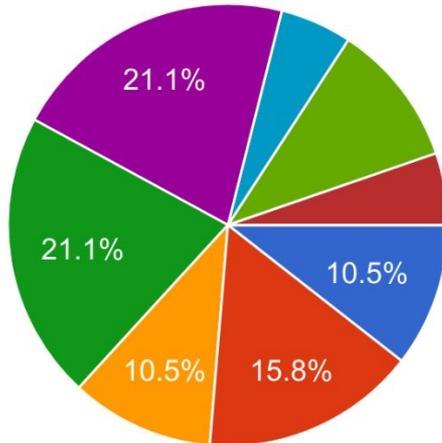
He is missing you all!

2023 Education Centre Survey To CCMHBI Team Members

The Wolf Creek Education Centre has created their own survey which was circulated to AHS managers, nurses, physicians, psychologists, social workers, and clinicians/therapists from multiple disciplines in the Centennial Centre for Mental Health and Brain Injury. When compared to the survey two years ago, the results show a **20% increase** in respondents **STRONGLY AGREEing** to the three areas surveyed.

What is your discipline?

19 responses



- Physician
- Nursing
- Psychology
- Speech and Language Therapy
- Physical Therapy
- Occupational Therapy
- Recreation Therapy
- Director or Manager
- Social Worker

Wolf Creek Education Centre Survey Results

"The Education Centre provides high quality client-centered care to our clients. Their interactions with clients and families are always respectful and friendly. They make a genuine effort to get to know their clients and focus their programming on the clients therapeutic goals and discharge needs."

~Survey Respondent~

"The Education Centre is an essential part of our treatment team and provide essential services that our program would otherwise not be able to offer. We are fortunate that we have this opportunity to work with Wolf Creek School Division."

~Survey Respondent~

"I just want you all to know how invaluable you are to the rehab team. With the Connect Care launch, you have been forced to form treatment plans with limited access to information and you have worked tirelessly to adapt and find ways to make your voices heard. I just wanted you to know that I see that and admire your tenacity."

Thank you for all you do!"

~Survey Respondent~



"We are fortunate to work closely with the Education Centre and our goals are consistently well aligned. Education Centre staff consistently collaborate with fellow team members to achieve identified goals."

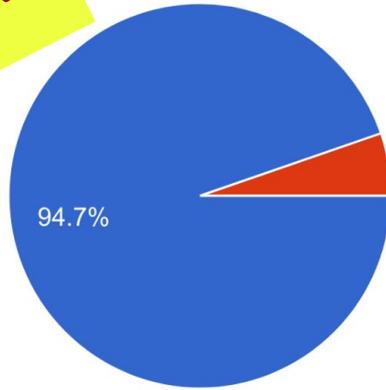
~Dr. Carolyn Fleck-Prediger, R.SLP(C), PhD Neuroscience

Wolf Creek Education Centre Survey Results

1. The Education Centre staff provide quality client and family-centred care.

19 responses

**CLIENT + FAMILY
CENTRED**



- Strongly agree
- Agree
- Unsure
- Disagree
- Strongly disagree

“The Education Centre consistently takes time to get to know their patients' interests and apply those to appropriate goals. Further, they collaborate with SLP in use of the Patient Questionnaire to make this possible for patients with aphasia who are not always able to express their interests/goals independently.”
~Survey Respondent~

“Wonderful work! Love when you folks present at family meetings and field questions from family members.”

~Survey Respondent~

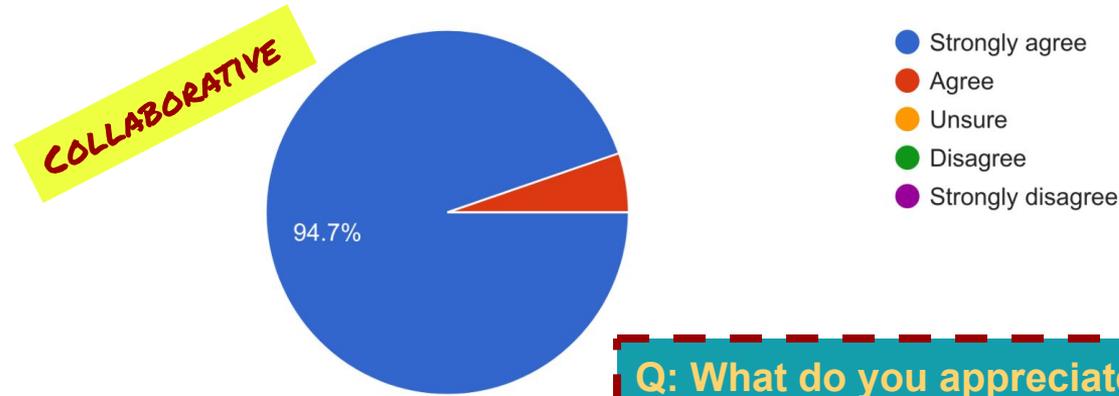
“The Education Centre is extremely client/family centered and work hard to individualize treatment plans.”

~Survey Respondent~

Wolf Creek Education Centre Survey Results

2. The Education Centre works collaboratively with the AHS staff and multidisciplinary teams to help clients meet their recovery goals.

19 responses



"I appreciate the team player attitude displayed by the staff and how they help our clients with skills including reading, writing, numeracy, and socialization (e.g. appropriate group behaviour)."

~Survey Respondent~

Q: What do you appreciate most about the Education Centre?

A: Collaboration with team members and with families.

~Dr. Naaz Hyder, Ferintosh House Physician~

Sample Survey Comments:

"I appreciate how the Ed Centre always asks if there is a way they could support the treatment plans of other disciplines."

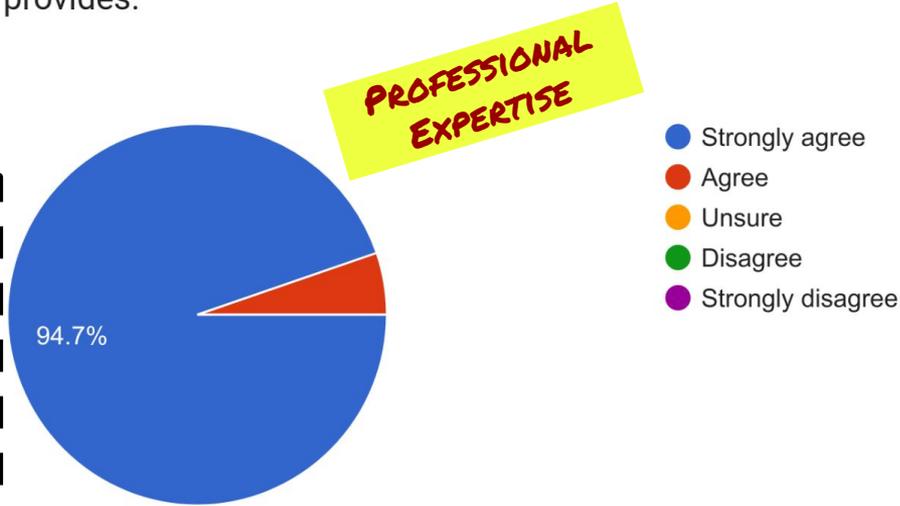
"The Education Centre is quick to collaborate with the SLPs, particularly in work with patients with aphasia. They play a crucial role in supporting these patients with their treatment in the areas of reading, writing and technology access/support."

"The Education Centre is an integral part of the interdisciplinary team. They incorporate goals from other therapies into their treatment plans to promote increased carry over of learning"

Wolf Creek Education Centre Survey Results

3. I am confident in the professional expertise and quality of educational programming the Education Centre provides.

19 responses



I believe the Education Centre staff are already creative in the range of programs that they offer! The diversity serves patients well and provides some well needed change of pace while still being challenging.
~Survey Respondent~

“On the last survey I had made note that I thought the Ed Centre could promote themselves more for what they do, and I think that is an area where I have seen a lot of growth... It is clear that you all are a great asset, and that is more clearly advertised now compared with before.”
~Greg Warkun, Lead Occupational Therapist~

“New staff members who join the Education Centre at CCMHBI take on considerable responsibility to educate themselves about the impact of brain injury on patient's academic abilities. It would be great if they could have support to attend some professional development to support them with this training.”

~Survey Respondent~

“I find your assessment reports very useful and often refer to them when conducting cognitive assessments.”

~Survey Respondent~

CCMHBI Survey Suggestion Themes...

From June 2023 Survey

Suggestions:

- ❑ Continue to **promote** and highlight the services taking place in the Education Centre.
- ❑ Keep a strong focus on teaching functional **technology** skills to clients--it is essential!
- ❑ The **groups** you offer are essential for socialization and skill generalization.
- ❑ Continue to **collaborate** with multidisciplinary team members and families to achieve client goals.
- ❑ I would love to see the Ed Centre staff have access to **Connect Care** just like all the other professionals in this program.
- ❑ Continue practicing skills that help our clients increase independence (i.e. telling time and practicing orientation scripts--for PTA clients).



Wolf Creek Education Centre Response:

- ❑ Survey feedback indicates increased promotion and visibility of our program now. The number of CCMHBI clients served has increased by 30 in 2022-2023 as compared to 2021-2022. Survey results show a 20% increase in stakeholder satisfaction in all areas.
- ❑ We continue to use budget resources and develop expertise to match assistive technology with specific client needs.
- ❑ We have increased and revised group sessions to ensure we are responsive to the current variety of client skill-set needs. Staff meet regularly to ensure clients are placed in appropriate groups.
- ❑ We continue to work with multidisciplinary therapists to collaboratively form and work on client goals. Feedback in the 2023 survey is extremely positive about how we collaborate with team members, clients and their families to program responsively and with excellence.
- ❑ Although the efforts to be included in Connect Care were not successful, survey respondents remarked on the organized and adaptive response made to ensure workflow processes continued to be effective. New client record and reporting systems were created by the Ed Centre resulting in continued collaboration with stakeholders on programming for clients.

2023/2024 Learning Plan

Areas of Focus for 2023/2024 Professional Development *SUPPORTING ALL STUDENTS*

- [Flourishing Goal...All Welcome and Comfortable](#)
- [Pathways to Service and Transition Planning](#)
- [Collaboration with AHS Teams](#)
- [Developing and Utilizing Resources for Quality Teaching](#)



EDUCATION CENTRE PD PLAN



Education Centre Professional Development

2022-23 Report

- ★ Staff participate in **19 Professional Development Days** throughout the school year with a focus on school/WCPS goals, wellness, teaching strategies for various client conditions, collaboration on program planning and assessments, technology skills, use of AAC for facilitating language/literacy, refining reading and writing assessments, and awareness of resources/teaching techniques. Training in **NCI** and **BLS** also took place on a PD Day.
- ★ **Indigenous** courses and training with designated facilitator educating staff regularly on PD Days.
- ★ **Inclusion (2SLGBTQ+)** training provided by WCPS cohort with designated facilitator educating staff regularly on PD Days.
- ★ Annual **Teachers Convention and Support Staff Conference** attended by staff in February 2022.
- ★ Every staff member is accountable for annual individual **Professional Growth Plans** where they attend conferences and pursue learning on PD Days. **Focuses included:** ★trauma awareness★building resiliency★understanding and rehabilitating for aphasia★total communication techniques★development of evidence-based teaching resources★digital learning and safety★violence and threat-related assessments (Indigenous focus)★developing and sharing technology-based rehabilitation resources★creation of new client achievement data collection system.



2023-2024 Plans

- ★ Staff will participate in **19 Professional Development Days** throughout the school year with a focus on school/WCPS goals (Supporting All Students), wellness, teaching strategies for various client conditions, collaboration on program planning and assessments, technology skills, use of **AAC** for facilitating language/literacy, developing **numeracy assessments**, and awareness of resources/teaching techniques.
- ★ Training in **NCI** and **BLS** is planned
- ★ **Indigenous** courses and training with designated facilitator educating staff regularly on PD Days.
- ★ **Inclusion (2SLGBTQ+)** training provided by WCPS cohort with designated facilitator educating staff regularly on PD Days.
- ★ Annual **Teachers Convention and Support Staff Conference** will be attended by staff in February 2023.
- ★ Organization of a **Speaker Series** (i.e. inspirational past patients) for clients and their families
- ★ Increased **collaboration with SLPs** through regular joint meetings
- ★ Every staff member is accountable for individual **Professional Growth Plans** where they attend conferences and pursue learning on PD Days. Focuses included: trauma awareness★attending a Brain Injury Conference★Indigenous perspective training★understanding and rehabilitating for aphasia★total communication techniques★participation in Alberta Complex Communication PLC★developing numeracy assessment and teaching resources★evidence-based teaching resources★digital learning and safety★violence and threat-related assessments★navigating new workflow and client information processes★increasing use/knowledge of word processing and spreadsheets★understanding loss and grief★autism awareness and how that applies to ABI clients

Wolf Creek Education Centre FLOURISHING GOAL



Our Quality Teaching Flourishing Goal is

Every client feels welcome and comfortable when they interact with Education Centre staff, leading to engagement in functional/meaningful learning activities.

Evidence & Engagement

"Creating Space for Connection"

-Steve Roadhouse-

Innovation Ideas:

- Script for how to explain the WHY of initial Assessments
- Take more time to establish rapport before jumping in because we have a 72 hr score to get in.
- Can we make our Initial Assessments more flexible for different kind of clients?
- Welcome package? Library welcome package
- Connecting activities we do to possible goals (goal setting discussion guide)
- Have a book/take a book initiative
- Revisit our flourishing goal regularly at PD Days and when challenges come up to check if we are still headed in this direction.
- [SIVA Training and Resources for Team and Individual Wellness and Sense of Safety](#)

Goal Rationale: This is an area of passion for our staff. The Working Genius team assessment identified "Enablement" as an area of passion/genius for every member of our team.

Evidence:

Every client will find a task, purpose, or goal to work on guided by someone from the Education Centre.

Client, family and treatment team feedback will show there is a welcoming and positive culture at the Education Centre.



Knowing: A Continuum of Supports and Services



7 Elements

Collaborative structures

Assessment structures

Approaches and supports

Processes and protocols

Pathways to service

Transitions

Managing resources

- Weekly Unit Multidisciplinary Conferences
- Weekly client rapid review
- Connect Care data entry point persons
- Daily staff debrief and planning built into schedule
- Family Meetings
- Collaboration for programming with multidisciplinary therapists
- One-Stop-Shop-Doc
- Resource Collection Database
- Monthly review of client needs and groupings

- Conducting continuous assessments to improve learner achievement
- Formative assessments
- Summative Assessments
- Teacher-based assessments
- Screening assessments
- Diagnostic and specialized assessments
- Standardized Assessments
- Anecdotal
- My Blueprint

- Interventions and accommodations
- Creating inclusive learning environments
- Team draws upon supports and resources
- Pre/Post Assessments
- Flexibility/individualization
- Multi-disciplinary teams
- Action research cycle
- Assistive technology
- Accessing relevant community supports (library, CNIB, etc.)
- Universal design for learning
- Accessibility supports

- Referral processes
- Team Vision and Commitments
- Roles and responsibilities
- Appropriate and timely responses
- AHS safety, IPC, Code of Conduct, etc.
- Individualized Program Plan for every student
- Workflow processes for reporting client information
- Custom/school designed client goal and progress tracking system
- Confidentiality

- Discharge recommendations
- Collaboration with BIU team
- Identifying and removing barriers
- Building relationships with partners
- Indigenous Liaison services and supports
- Pastoral/faith-based supports
- Local library memberships

- From facility units to home or community
- From high school to post-secondary or employment or adult living
- Client Leaves of Absence to practice and build insight
- My Blueprint for future planning
- Lifelong Driver program
- Return to work programming
- Activities for daily living training
- Discharge recommendations/report
- Follow-up supports after discharge

- Human resources/scheduling
- To support learner needs
- Expertise or skill sets - Families, SLP, Psychology, OT, PT, SW, Nursing, Rec, Management, WCPS CO, Elders, etc.
- Public library
- Managing limited budget resources
- Resource collection database
- Managed technology refresh program

Pathways to Service, Transition Planning and Discharge



Area of Issue, Concern, or Focus	Action Plan: Target with Specific Strategies	Assurance of Success and Engagement
<p><u>Focus:</u> Pathways to Service and Transitions</p> <p><u>Aspirational Staff Questions:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> How can we empower our clients more for success when they leave? <input type="checkbox"/> Are the client activities closely aligned with the client admission goals? <input type="checkbox"/> Are the skills practiced actually applicable to their real life situation when they DC? 	<ul style="list-style-type: none"> <input type="checkbox"/> Create a list/handout for where clients can purchase the unique items they might need in new environment upon discharge. <input type="checkbox"/> Create a list of community resources. <input type="checkbox"/> Ensuring clients know how to order a book from the library. <input type="checkbox"/> Ensuring clients know how to get money out of the bank and other necessary financial literacy skills? <input type="checkbox"/> Discharge recommendations, letters and family follow-up to ensure education continues after discharge. <input type="checkbox"/> Create an exit interview for clients and their families to complete upon discharge <input type="checkbox"/> Explore additional ways to measure effectiveness of programming after discharge 	<ul style="list-style-type: none"> • Teachers are creating comprehensive discharge reports with customized recommendations • Recent discharges of school-aged clients have included specialized assessment results and detailed transition information for receiving school and the family. • Teachers and educational rehab therapists will engage patients in learning activities that are practical and functional for patients as they transition to life following rehabilitation. <div style="text-align: right;">   </div>

Collaboration with AHS Multidisciplinary Teams



Area of Issue, Concern, or Focus	Action Plan: Target with Specific Strategies	Assurance of Success and Engagement
<p><u>Focus:</u> Promote professional learning and awareness between disciplines</p> <p><u>Aspirational Staff Questions:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Where are the intersections between Ed Centre and other disciplines? <input type="checkbox"/> What impact on client programming might occur with increased communication and learning between disciplines? <input type="checkbox"/> What new learning might benefit both Ed Centre and allied health staff? <input type="checkbox"/> How might the Ed Centre help shape the roles of SLP and Education with many new SLP staff? 	<ul style="list-style-type: none"> <input type="checkbox"/> Continue to collaborate with AHS team members and management to ensure needed patient information is collected, used for programming, and handled with confidentiality. <input type="checkbox"/> Continue to have an Ed Centre representative on the AAC team. <input type="checkbox"/> Establish regular sharing /collaborating / communicating times with SLP team. <input type="checkbox"/> Collaborate with AHS multidisciplinary team to ensure that the Education Centre literacy and numeracy assessment data is incorporated into the new Connect Care workflow and data system. <input type="checkbox"/> Create picture alphabet to be a shared resource with SLPs <ul style="list-style-type: none"> <input type="checkbox"/> SLP: Body parts, colors <input type="checkbox"/> PSYCH: Read orientation scripts with clients. Socialization skills through games. Collaborate on schedule-following client goals. <input type="checkbox"/> OT: Telling time to follow schedules - analog and digital <input type="checkbox"/> IER: Collaborate with AHS Indigenous Health Coordinator to ensure special activities align; offer extra Indigenous services as required <input type="checkbox"/> PT: Standing table activities; walk to programs and transfer practice 	<ul style="list-style-type: none"> • ‘Spring Thing’ Scavenger Hunt • We are scheduling regular collaboration meetings with the SLP staff • The treatment team have expressed appreciation for the Ed Centre having a rep on the AADL Speech Generating Communication Device Authorization Team. • Our staff offer smudging services on an ad hoc basis • 2023 Survey indicates strong satisfaction with level of collaboration • A new assessment reporting system that aligns with AHS Connect Care has been created and implemented by the Education Centre.





Developing and Utilizing Resources for Quality Teaching



Driving Questions	Action Plan: Target with Specific Strategies	Assurance of Success and Engagement
<p><u>Aspirational Staff Questions:</u> Is there more we can do to curate and revise existing curriculum resources to ensure they are suitable to the unique needs of each client of mostly adult age?</p> <p>Do we adequately know about, and can we find, the curriculum resources we have?</p> <p>What do we need to do to ensure we have the best software and hardware with ready access for our patients?</p> <p>How could we be even more intentional in using data and quality teaching practices for continuous learning?</p>	<p>Education Centre staff will build their understanding of best pedagogical practices to meet each client's unique learning needs through regular reviewing, sharing and collecting of resources and strategies into a searchable database.</p> <ul style="list-style-type: none">❑ Ed Centre Resource Collection form and database❑ Experiencing and sharing resources and pedagogy on PD Days❑ Staff training on assistive technology supports for specific client needs as they emerge❑ Develop a numeracy initial assessment instrument❑ Create a client goal discussion form to complete with clients (form to contain guiding questions and suggestions).	<ul style="list-style-type: none">❑ Resource database used regularly❑ New resources being shared about at PD Days with commitments to use within next two weeks.❑ Newly purchased specialty software and hardware being utilized❑ Revised intake and discharge assessments inform programming❑ Regular Collaborative Response meetings take place to discuss client needs and programming

