

Inclusion Outreach District Partners Meeting: Ministry of Education and Child Care Updates

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Inter-ministerial Programs Lead

May 22, 2024



Ministry of
Education and
Child Care



Inclusive Education Projects

- This work will be phased. Moving inclusive education forward using a phased approach.
- Focus areas include language modernization, Individual Education Plans, and resources for families and school staff.



Provincial School Outreach (PSO)

- Joint initiative between the ministries of Education and Child Care and Children and Family Development.
- Multi-disciplinary team of specialists working to build the capacity of school districts to deliver supports to students.
- Priority focus on districts with limited access to resources (e.g., rural/remote).
- Second team launching in 2024/25 school year.



Early Literacy Screening

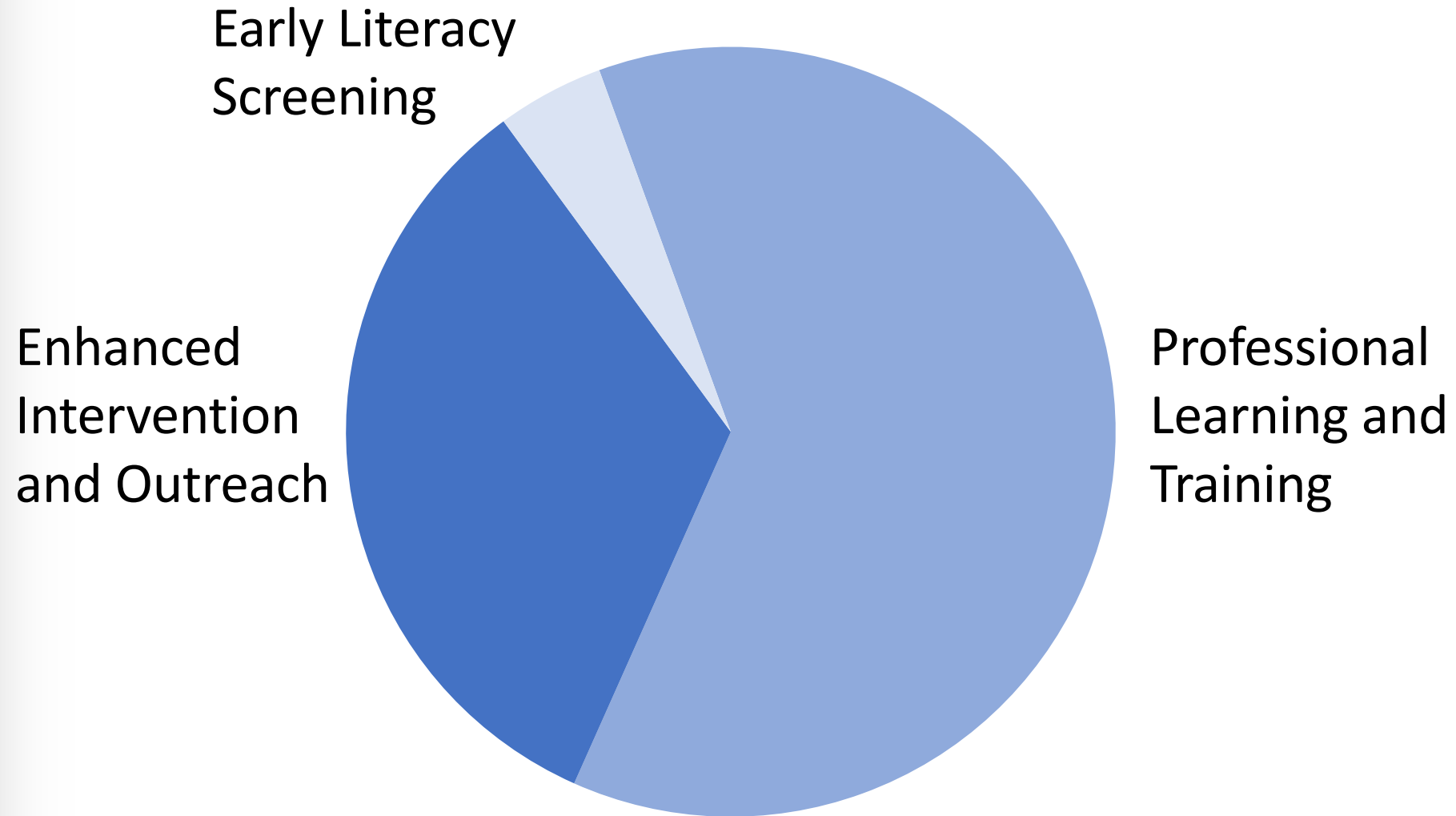


Enhanced Intervention & Outreach



**Professional Learning for K-12 Staff/
Information for Parents/Caregivers**

Funding Allocation





Provincial Resource Programs Quality Review Process

- Quality Reviews are completed by an external review team to ensure Provincial Resource Programs address the current and emergent needs among students in the province.
- These reviews also ensure resources are being effectively managed and assist the Ministry in identifying province-wide needs and issues that can impact future planning and resourcing.
- A Quality Review of Inclusion Outreach took place on January 9-10, 2023.



Inclusion Outreach Quality Review

- The Quality Review report highlights many commendations about the valuable and respected work that Inclusion Outreach does to support the educational needs of students with multiple disabilities and complex needs.
- This includes, but not limited to:
 - Professionalism and passion by staff and collaborative work culture.
 - Positive feedback from capacity-building efforts, such as their recent online courses launch.
 - Overwhelming positive responses evident in survey results, telephone interviews and specific feedback for site visits and workshops.



Quality Review Recommendations

- The report includes **ten recommendations** overall.
- **Two recommendations** are specific to the role of the Ministry of Education and Child Care (ECC).



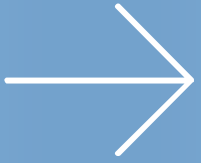
The Role of ECC

- It is recommended that the Ministry take a stronger leadership role in finding ways for all Provincial Outreach Programs to work more collaboratively in providing services to students.



The Role of ECC

- Exploring ways to increase collaboration and coordination in service delivery is a priority for ECC.
- Re-imagining Ministry leadership in respect to PRPs.
- Looking for opportunities to bring programs together more often and with purpose.



The Role of ECC

- It is recommended that the Ministry take a stronger leadership role in helping all Provincial Outreach Programs find ways to access each other's case management information with a view to improving the level of collaboration, the effectiveness of service delivery and the quality of service.

Table Talk

- The Ministry is looking at opportunities to improve information sharing.
 - What else should we consider?
 - Is there support needed beyond technology?
 - Are there existing policy barriers?
- Email: Inclusive.Education@gov.bc.ca



Thank you.



Ministry of
Education and
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Inclusion Outreach District Partner Meeting

May 22, 2024





Ministry of Education Provincial Outreach Program

Assists schools throughout B.C. to include and educate students with multiple disabilities and complex needs

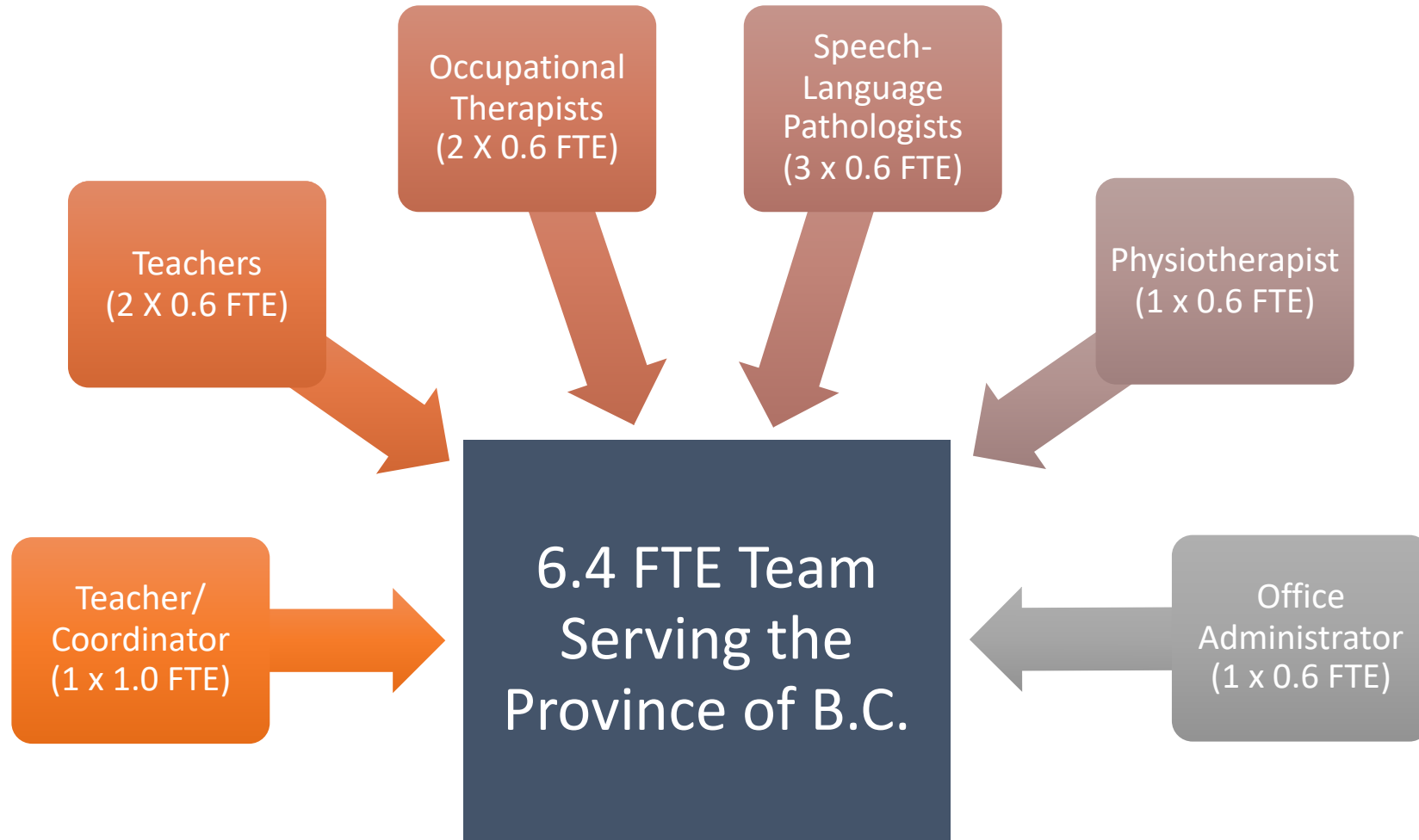
Transdisciplinary team that consults with local school-based teams in person and virtually

Collaboratively develops educational programs specific to each student

Enhances local school capacity to meet each student's needs

{ inclusion outreach }

Inclusion Outreach's Collaborative Transdisciplinary Team



PROVINCIAL RESOURCE PROGRAMS ROLES AND RESPONSIBILITIES

Provincial Outreach Programs (POPs) provide outreach services to support educators, students and families to meet the needs of students with disabilities and diverse abilities. Staff are *subject matter experts* who work to ensure the academic, physical, social and emotional needs of students are met. Outreach staff are hired by the school district in which the program resides. Each POP has a distinctive mandate and operates under its own service delivery model





Students with multiple disabilities and complex needs are – complex. Students supported by Inclusion Outreach often have combined intellectual, motor, sensory, and neurological conditions that intersect in ways that are unique to each student



Jack- A Case Study of Transdisciplinary Collaboration

- Jack is a 16-year-old student supported by Inclusion Outreach since 2020. Jack lives on Vancouver Island and attends an Online Learning School.
- Jack's Medical diagnosis is Lissencephaly meaning the surface area of the brain is reduced impacting the brain and multiple body systems including:
 - seizures
 - intellectual disability
 - movement disabilities
 - hypotonia or low muscle tone
 - increased risk of hip dislocation
 - progressive scoliosis in the spine
 - ability to communicate
 - reflux/GI involvement
 - respiratory issues
 - sensory sensitivities
 - vision impairments both eye level and cortical visual impairment. (CVI)



Collaboration between POPs and School-Based Teams

The first Inclusion Outreach visit with Jack was in the fall of 2020 when he was 12 years old. His parents reported that a variety of switches and communication supports had been trialled over the years, with no or limited success. He was primarily communicating with body first language.

We explored further low- and high-tech options to trial to facilitate his learning and communication. Continued supports brought us to 2022 at which time a collaboration between IO and the school and community-based team agreed to pursue a referral to SET BC for an Eye Gaze System. Jack received an Eye Gaze System and recently IO, SET BC and the school team came together to facilitate the final mounting of a custom mount to his wheelchair. This technology has been instrumental in the growth of Jack's communication and literacy learning.

Sample IO Referral Form

5. STUDENT STATUS

Has the student been referred to and/or received services from:

- SET-BC
- Deaf/Blindness Provincial Outreach Program (POPDB)
- Autism & Related Disorders Provincial Outreach Program (POPARD)
- Other

Has the student been identified as having a sensory disorder?

- Vision
- Hearing
- Other

Please provide us with any information on the student's current health status (e.g. seizure activity, time medication, special rest periods, gastrostomy tube, level of care):

Epilepsy, seizures that are sporadic(epileptic encephalopathy), attends school for half-days currently, requires 1-1 care/support at all times, fed through a g-tube, waitlisted for cataract

What is the student's current level of communication?

Non-verbal is learning cues with 1-1 support from his EA Lauren.
Lauren is well aware of how he communicates with his non-verbal eye-movements, mouth-movements etc...

What mobility aids does the student utilize?

Wheel-chair, Hi-low based just started using in April 2024



Transdisciplinary Collaboration

- Students with complex needs and multiple disabilities are likely to fit more than one ministry designation category.
- The greater the complexity, the greater the need for transdisciplinary collaboration among the subject matter experts in each of the POPs to wholistically meet student needs



Harry – Case Study

Harry is a 7-year-old in Grade 1

Harry has complex medical and physical conditions, which impact his learning and communication. He has a diagnosis of Cerebral Palsy with periventricular leukomalacia characterized by developmental delays and low muscle tone. He has additional diagnoses of autism spectrum disorder and cortical visual impairment. Harry communicates primarily with his non-verbal personal communication skills; he understands familiar words and phrases being able to follow instructions such as “come to mama”. He has been receiving hand over hand support to learn how to access the iPad with TouchChat iOS Engage program (a similar program to Look to Learn for direct access on the iPad).



Who Ya Gonna Call?

How does a District Partner determine what POP to refer to when the student is eligible for support from several POPs? Harry would seem to be eligible for services from:

- IO
- PRCVI
- POPARD
- SETBC

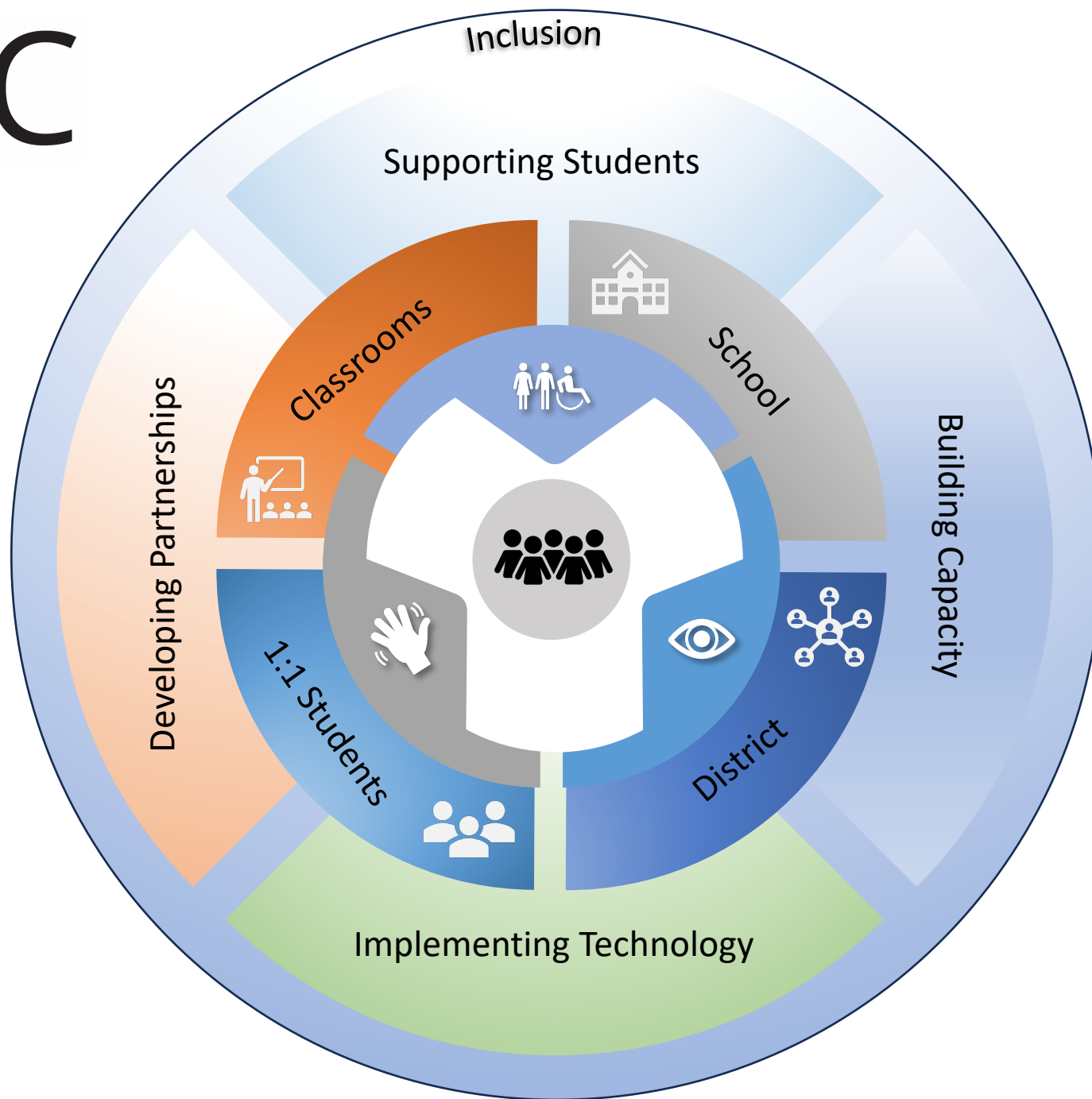
This student clearly has needs that crosses both POP mandates and designation boundaries. How do POPs respond collaboratively?



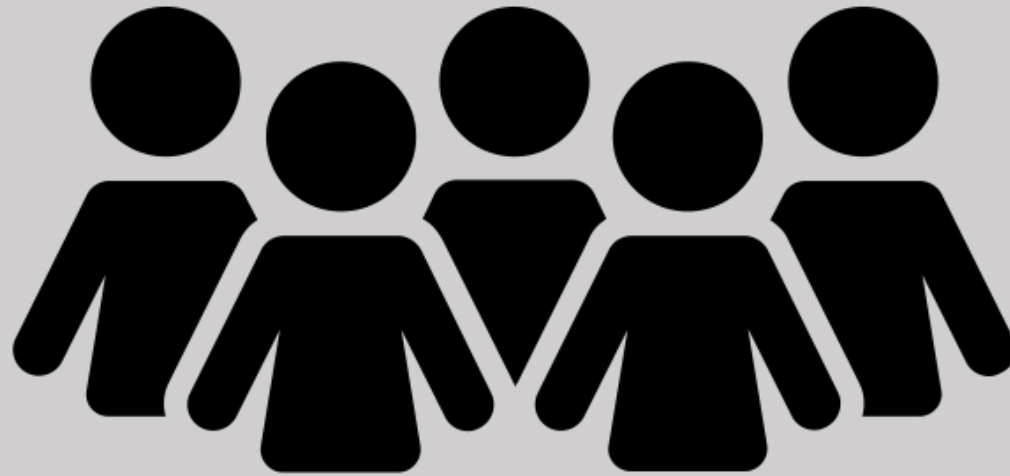
Thank You

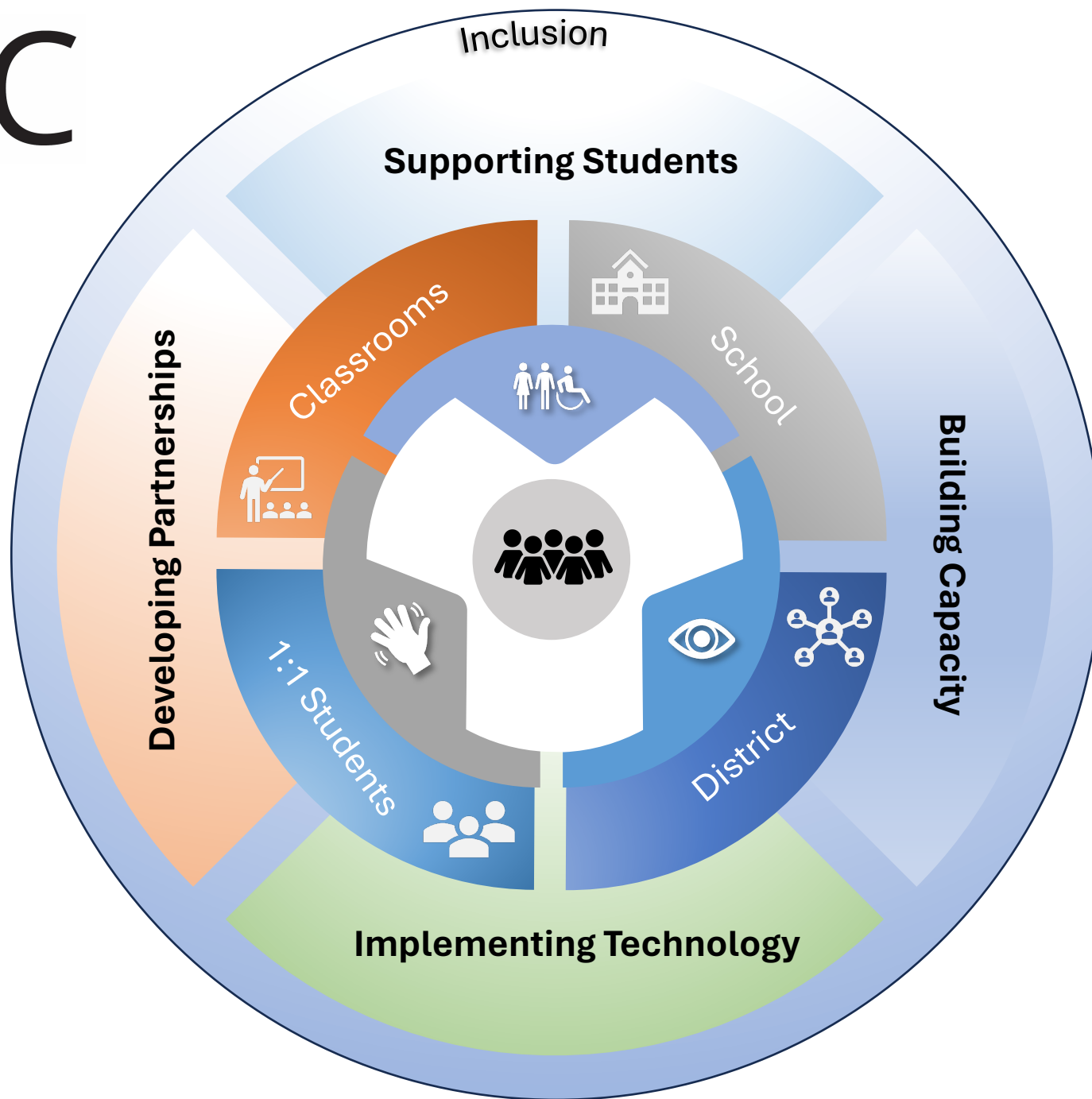
Inclusion Outreach



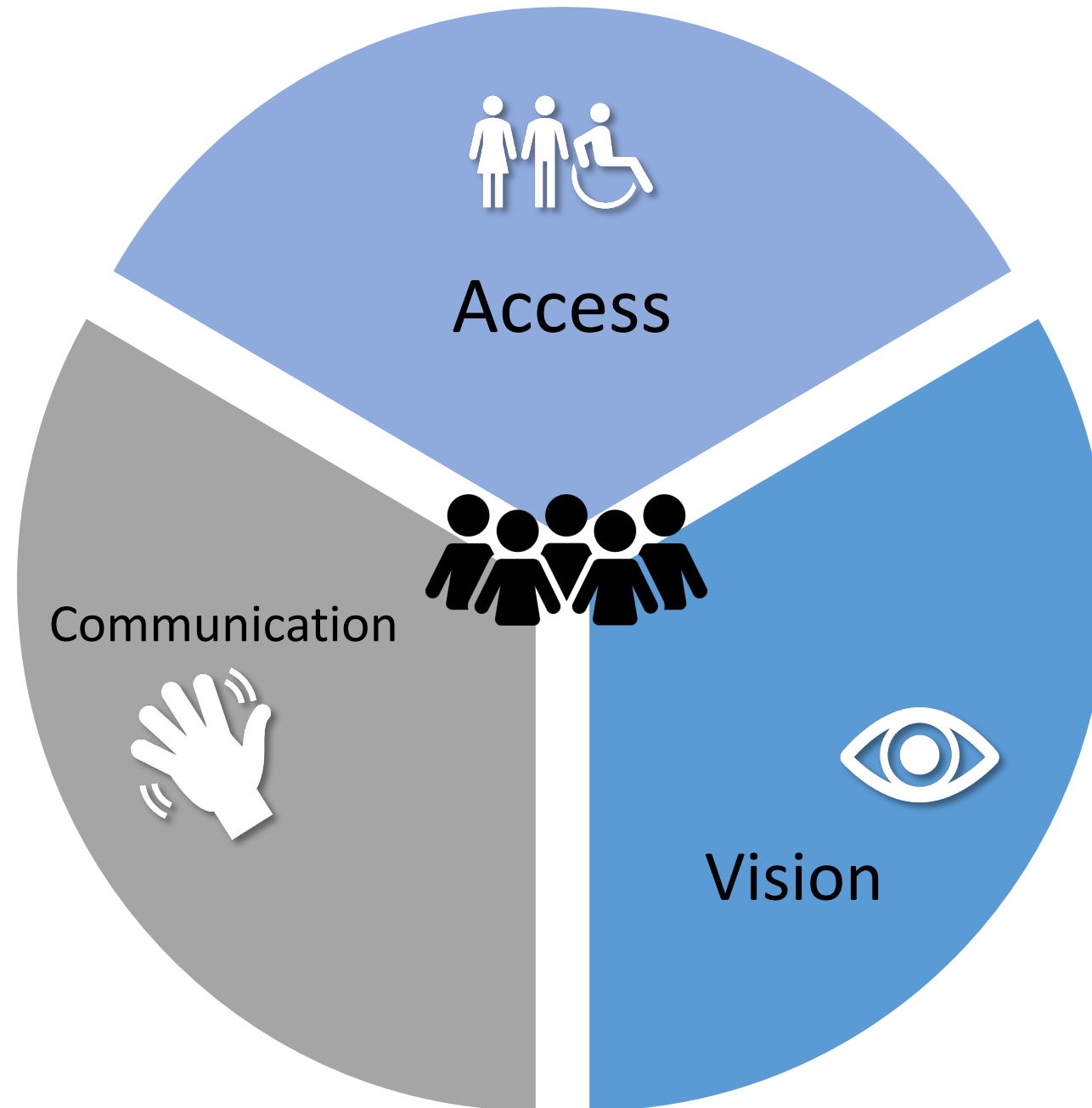


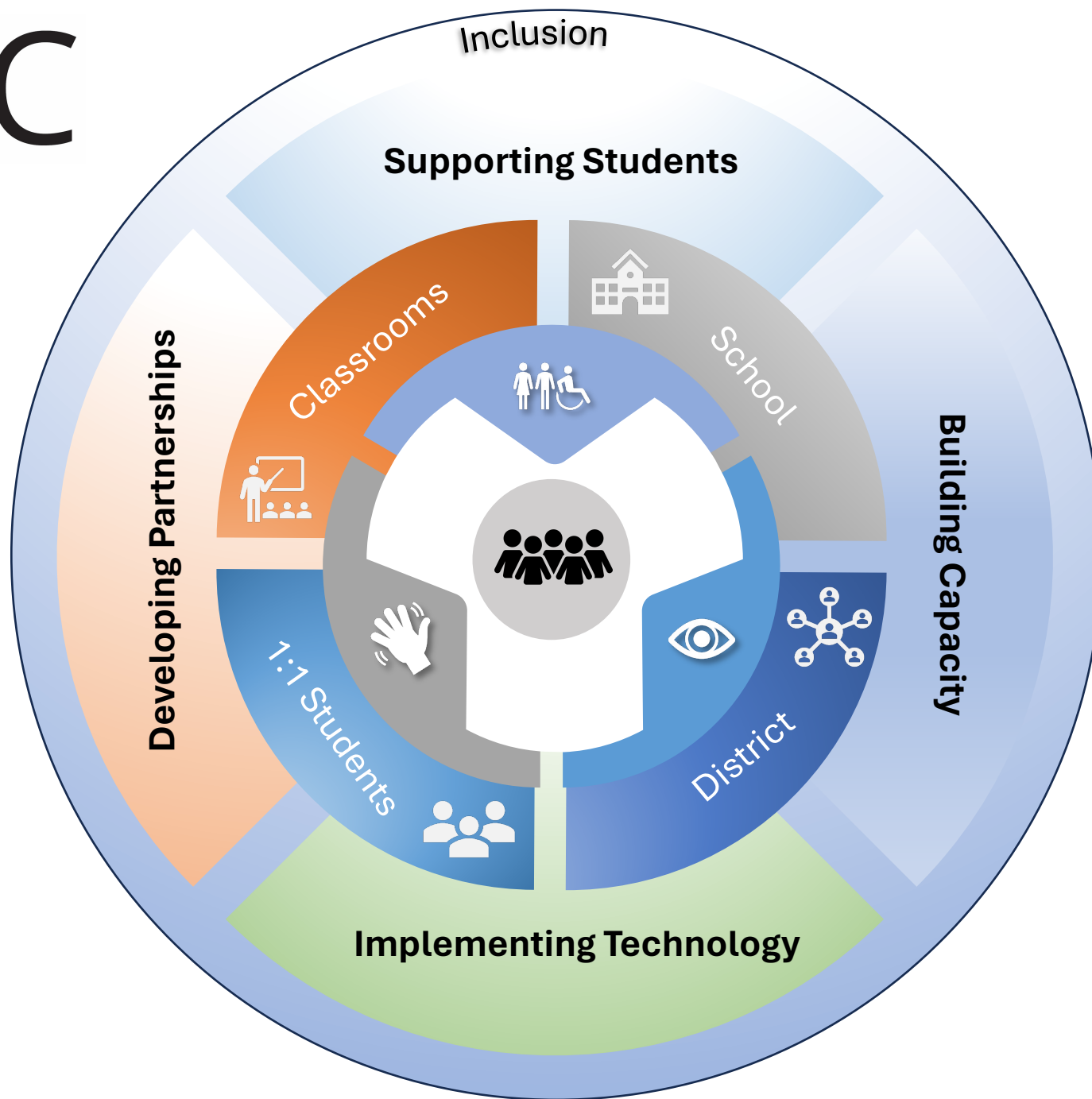
It's all
about
Students!

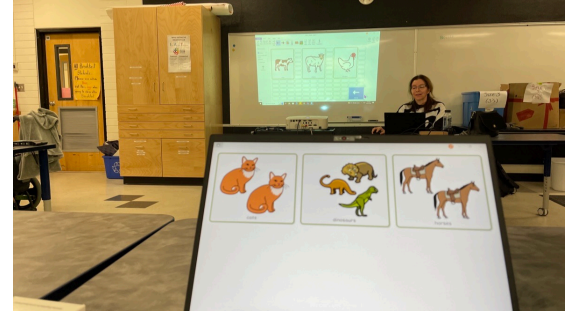
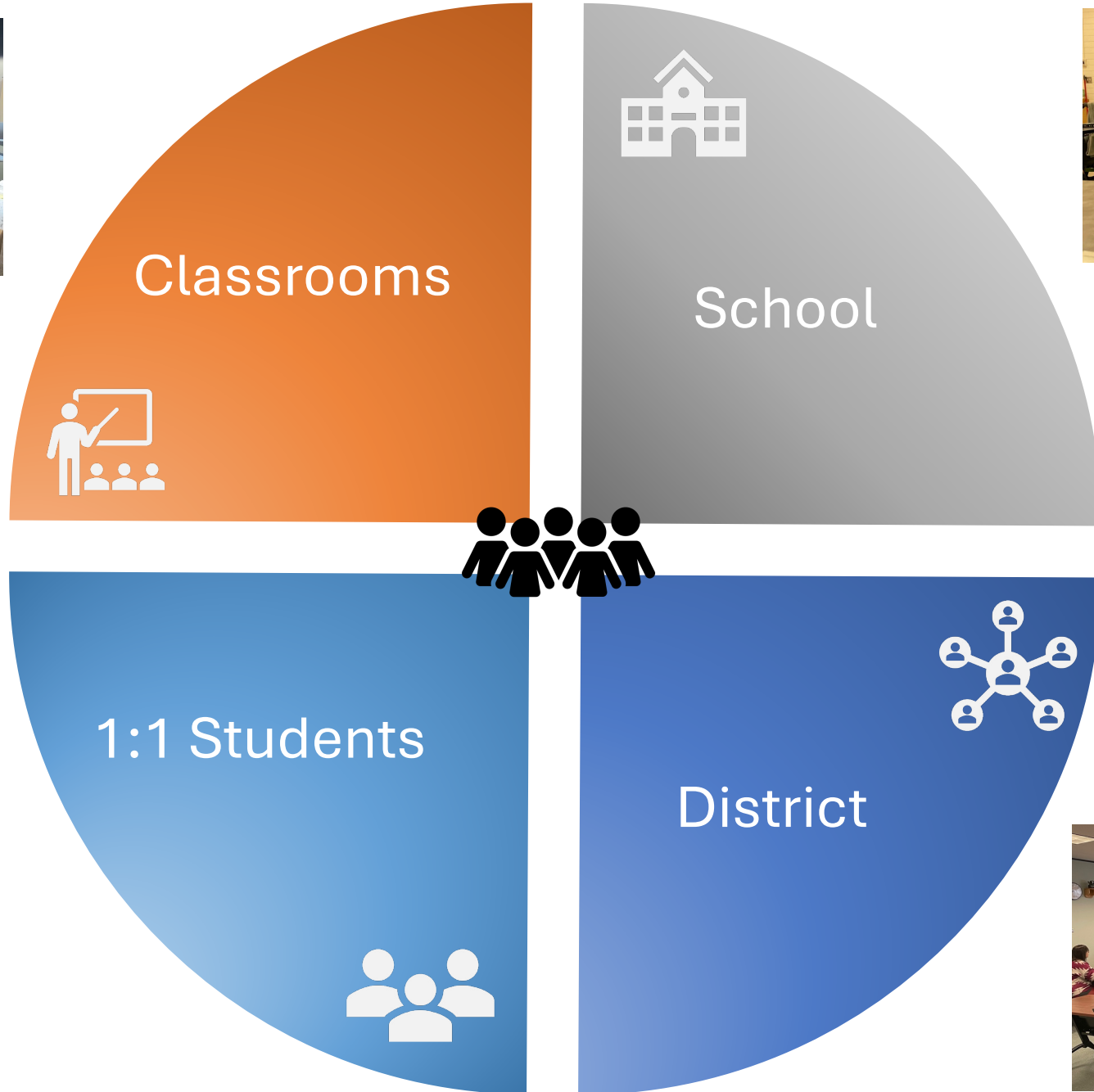




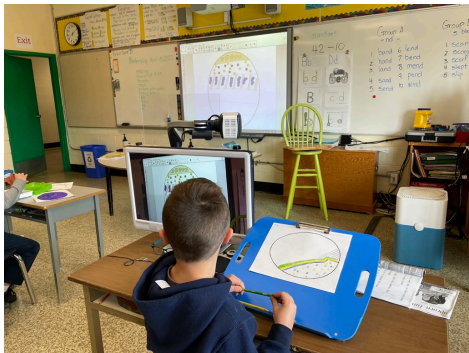
Areas of Support

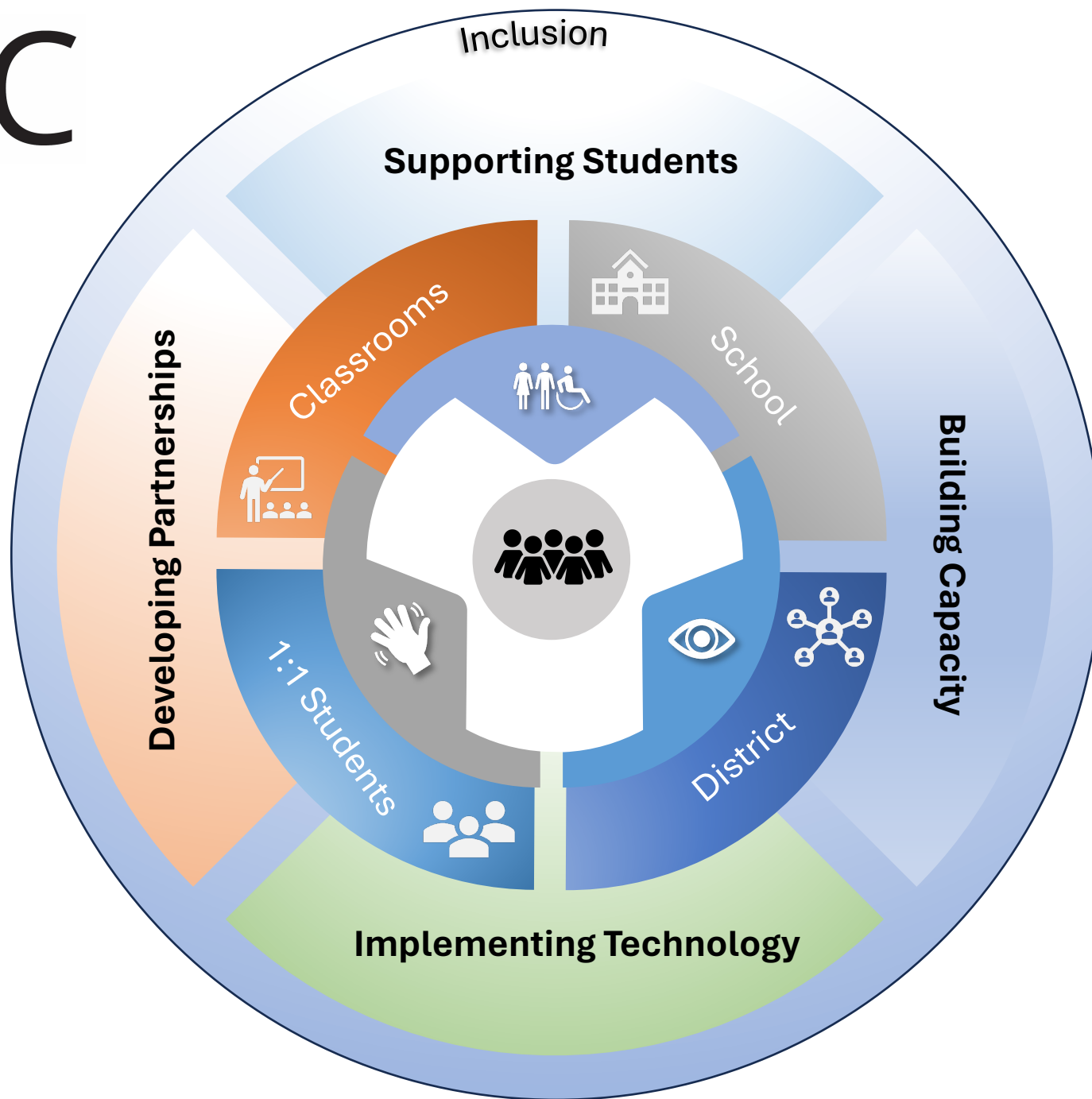


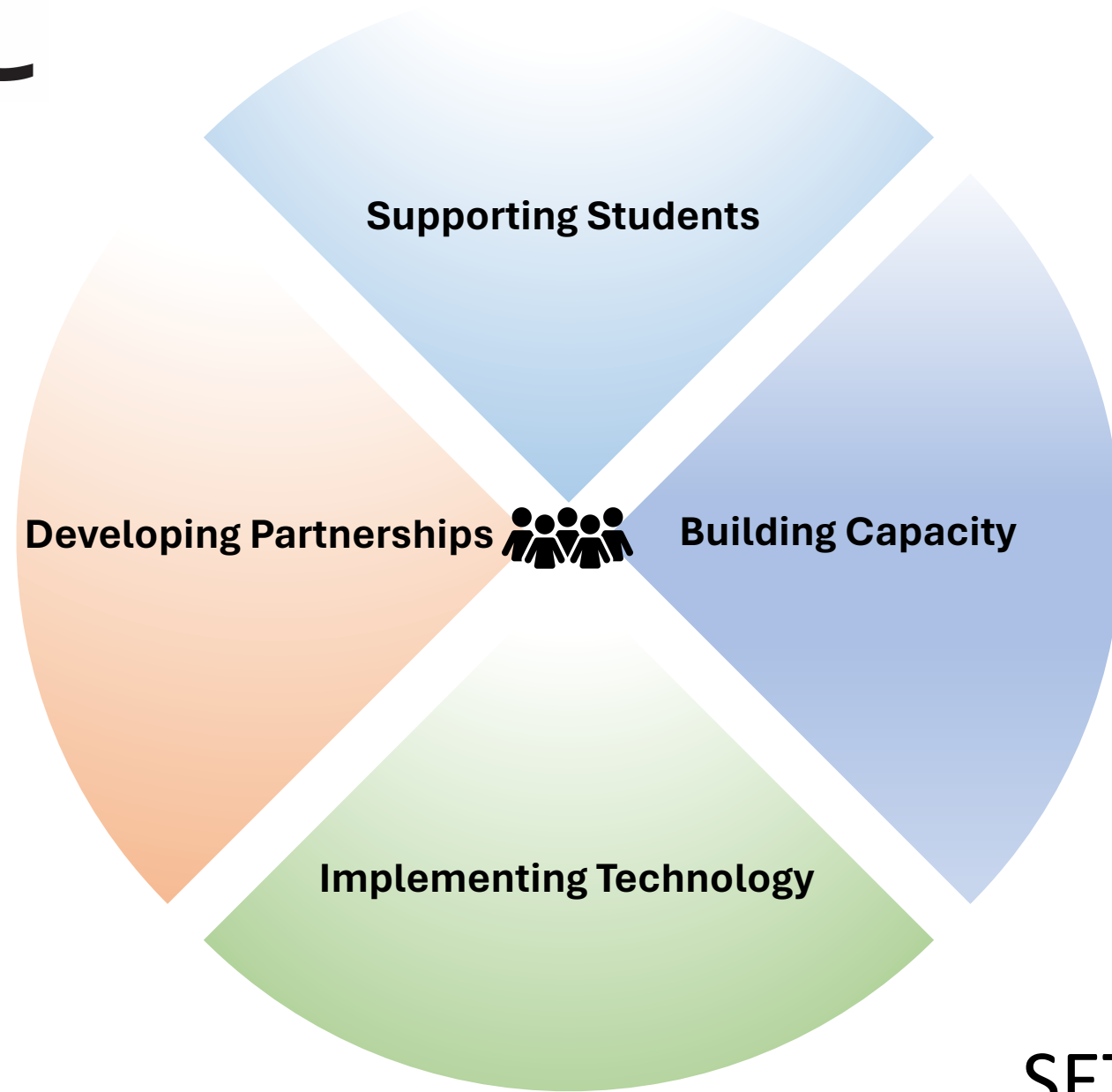


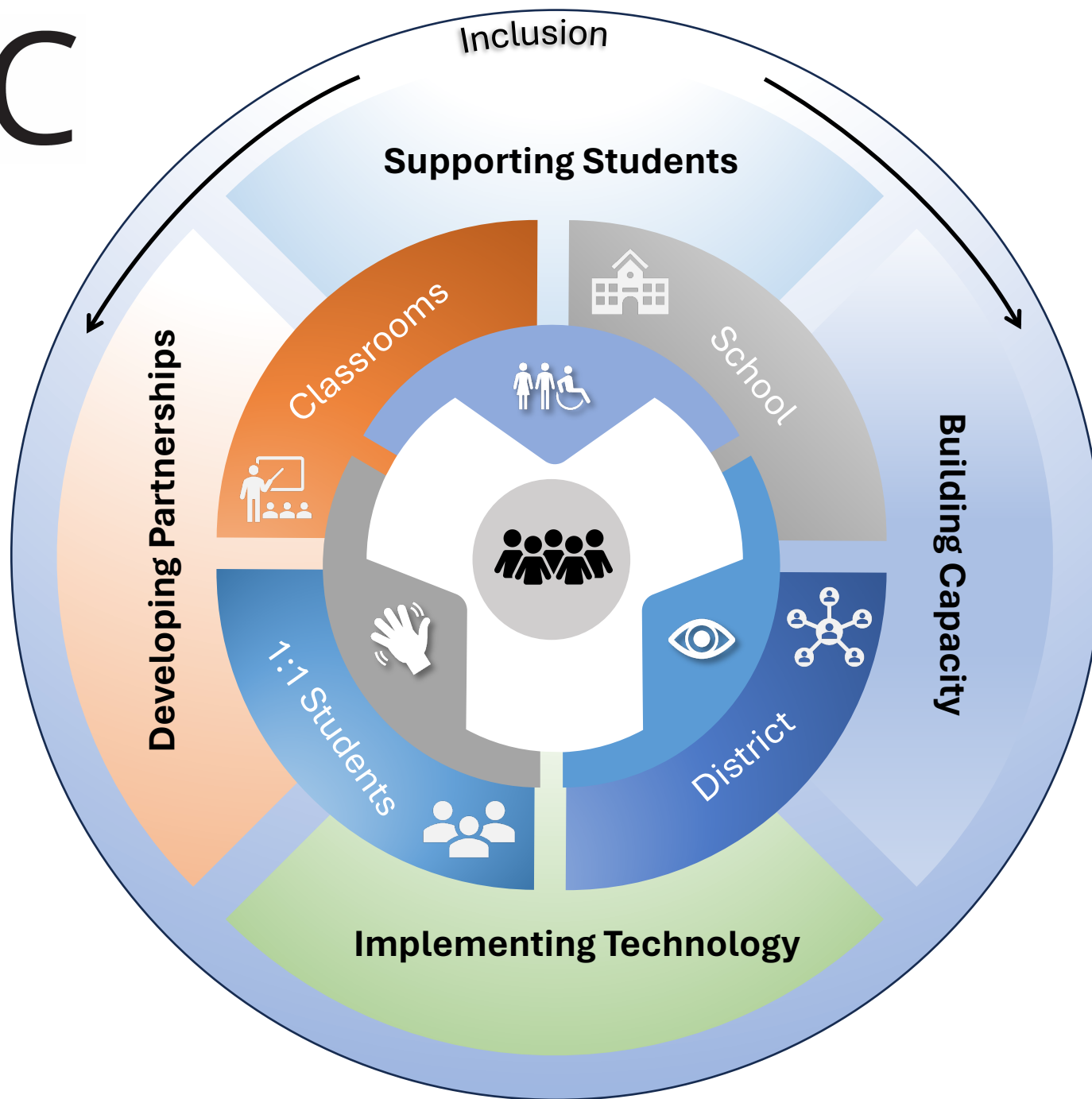


Service Delivery Model











BRITISH
COLUMBIA




North Vancouver
School District
the natural place to learn®

Provincial School Outreach

Inclusion Outreach BC
District Partner Meeting

May 22, 2024

Vince White
Director



Working alongside school communities in rural and remote locations to support inclusion

The services and supports that Provincial School Outreach provides are prioritized for schools and communities in rural and remote locations in BC that are currently underserved due to workforce challenges, especially in relation to inclusion specialists.

The team includes consultants who are specialized in the following areas:

- Learning Services Teacher
- School Counsellor
- Speech Language Pathologist
- School Psychologist
- Behaviour Analyst
- Occupational Therapist
- English Language Learner Teacher

Schools that partner with PSO are assigned a primary contact who will:

- develop a close relationship with the school community serving as a resource for any inclusion related needs.
- facilitate ongoing student and classroom referrals for in-person and virtual specialist support.
- schedule in-person outreach based on the needs identified.
- organize professional development in areas identified by the school as a priority.
- support inclusion-related school-wide initiatives.

Team Composition



Position	Point Time
Learning Services Teacher	1.0
Learning Services Teacher / Classroom Specialist	1.0
Learning Services Teacher	0.5
Speech Language Pathologist	0.5
Speech Language Pathologist	0.5
Speech Language Pathologist	0.5
School Psychologist	0.7
Occupational Therapist (Contract with BCCFA for FTE equivalent)	1.0
Behaviour Analyst	1.0
Behaviour Analyst	0.5
Behaviour Analyst	0.5
Behaviour Analyst	0.5
School Counsellor	0.5
School Counsellor	0.5
English Language Learner Teacher	0.5
Executive Assistant - Full Time (Non FTE)	
Director / School Counsellor - Full Time (Non FTE)	
Total Staffing	9.7



Provincial School Outreach places high priority on working alongside classroom teachers and support staff. Recommendations that result from assessment or consultation are purposefully designed to reflect what can be reasonably provided in terms of **support at the classroom level.**

The program is also partnering with several school districts that are focused on enhancing the systems and structures they have in place to support inclusion at the school and district level. New school districts are invited to join this network.

Partner Schools



A. J. Elliott Elementary
Agnes L. Mathers Elementary Secondary
Alert Bay Elementary
Alvin A. Mackay Elementary
Bamfield Community School
Captain Meares Elementary Secondary
Cheslakees Elementary
Chief Matthews School
Dease Lake School
Desert Sands Community School
Eagle View Elementary
Fort Nelson Secondary School
Fort Rupert Elementary
G.W. Carlson Elementary
Gidgalang Kuuyas Naay Secondary
Gitwinksihlkw Elementary
Gudangaay Tlaats'gaa Naay Secondary

J.S. Clark Elementary
Kyuquot Elementary Secondary
Nathan Barton Elementary
Nisga'a Elementary Secondary
Port Clements Elementary
Port Hardy Secondary
R.L. Angus Elementary
Sea View Elementary Junior Secondary
Shearwater Elementary
Sk'aadgaa Naay Elementary
Sunset Elementary
Tahayghen Elementary
Ucluelet Elementary
Ucluelet Secondary
Wickaninnish Community School
Zeballos Elementary Secondary

To become a partner school, District Administrators of Inclusive Education are asked to contact Vince.



Provincial School Outreach

find us online at
bcschooloutreach.ca



Provincial Outreach Program for Students with Deafblindness

Allana Pierce, Program Coordinator / Teacher
Inclusion Outreach District Partners Meeting
May 22, 2024

Provincial Outreach Program for Students with Deafblindness



Mandate

- POPDB provides support to school teams working with K-12 students with deafblindness in BC school districts and independent schools, including online schools.
- Hosted by School District #38 (Richmond)
- BC Certified Teachers with specific training in deafblindness

Category B “Deafblind” p. 67-69



- Partial sight to total blindness and moderate to profound hearing loss
- A student with deafblindness experiences a degree of hearing and vision loss, the combination of which affects:
 - Communication
 - Learning (educational)
 - Social Interaction / Social Skills
 - Vocational (career) / Avocational (recreation)
 - Mobility
- Neither vision nor hearing are efficient primary senses for accessing information

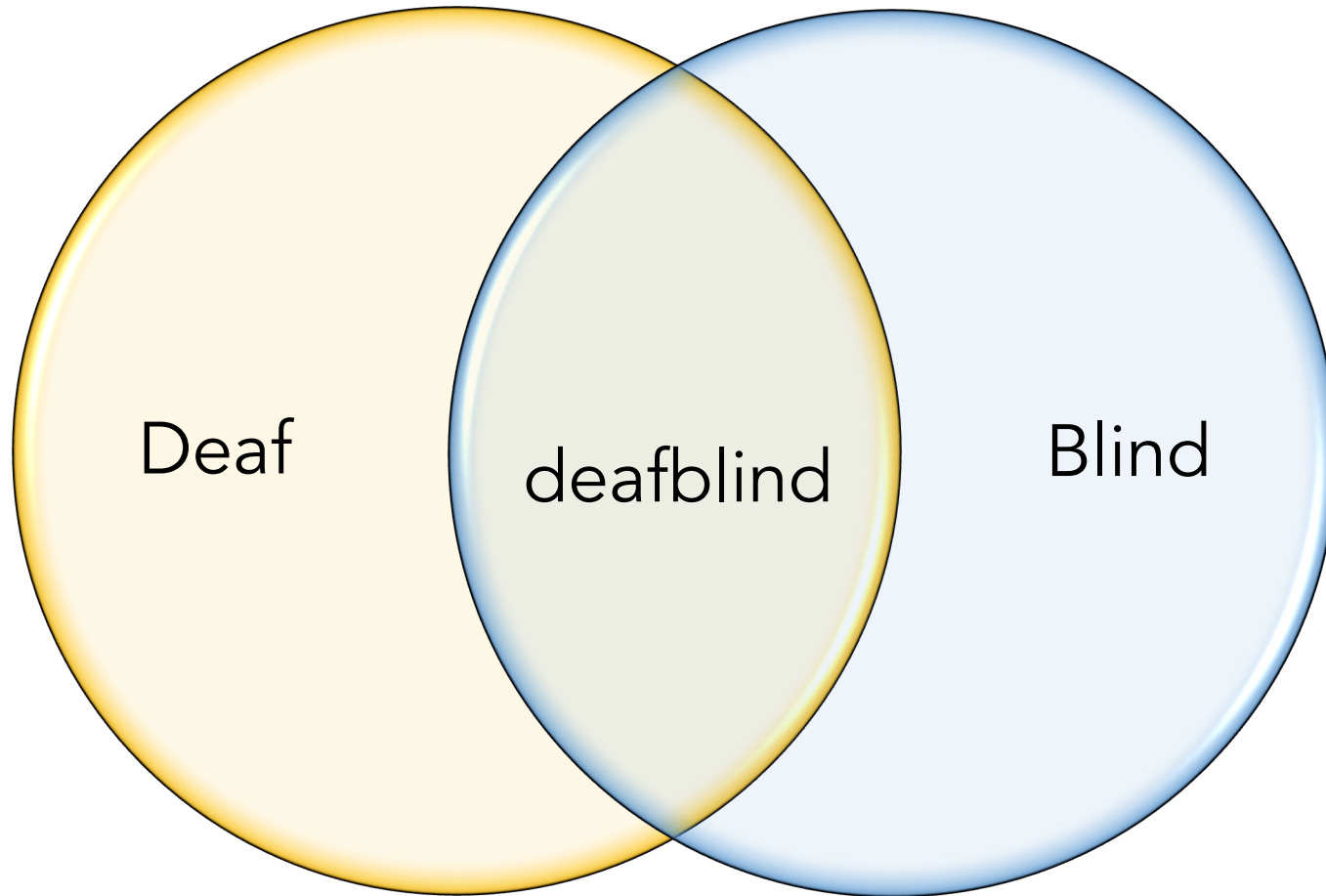
Deafblindness is an
information-gathering disability



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Deaf x Blind



Category B “Deafblind” p. 67-69



Vision Loss p. 74-78

- Visual acuity of 20/70 or less in the better eye after correction
- Visual field of 20 degrees or less
- Progressive eye disease with a prognosis of becoming one of the above in the next few years
- Visual problem or related visual stamina that is not correctable and that results in the student functioning as if their visual acuity is limited to 20/70 or less

Hearing Loss p. 79-84

- Moderate to profound unilateral/bilateral hearing losses
- Chronic conductive loss during language learning years
- Confirmed medical diagnosis of Auditory Neuropathy Spectrum Disorder (ANSD)



Ministry of
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Child Care

Incidence of Deafblindness in BC Schools



Total number of students in BC (Fall 2022):

- 661,906 (public & independent)

Total number of students with deafblindness in BC (May 2024)

- 73 students
 - 27 School Districts
 - 10 Independent / Online schools



Types



Congenital Deafblindness

- Born with the condition of combined vision and hearing losses or it happened **BEFORE** developing symbolic language
- Various etiologies
 - Prematurity, pre-natal complications (infection), genetic conditions or syndromes
- Most students with deafblindness in BC have congenital deafblindness
 - Additional disabilities
 - Emerging or Proficient Communicators

Acquired Deafblindness

- Combination of vision and hearing losses **AFTER** a person learns to communicate
- Losses may occur at the same time or separately. May also be progressive.
- Various etiologies
 - Genetic syndromes, trauma (accident, infection, cancer), age-related vision and hearing losses
- Few students with deafblindness in BC
 - Proficient Communicators

How do sighted-hearing people gather information?

Natural Observation

- Watching one another, observing objects and actions, listening to voices and other sounds
- Touching, smelling, tasting

Incidental Learning

- Trying something out and realizing it works or doesn't work

All our lives

Environments are designed for sighted-hearing individuals

Difficulties to gathering information for students with deafblindness



~~Natural observation~~
~~Incidental learning~~

Not reliable strategies for gathering information for students with deafblindness

“When both vision and hearing are compromised, the combined effects create a barrier that blocks or distorts significant amounts of information. This creates a chronic problem with gathering information throughout an individual’s lifetime. Students cannot learn what they do not detect, and they may be unaware of what they are missing.” (p. 4)

Instructional Needs



- Offer high quality interactions with a trusted individual (Intervenor)
- Develop sensory efficiency
 - Maximize residual vision, hearing, and other senses
- Provide structured, responsive environments
 - Routines & learning by doing
- Develop communication
- Build concept development
 - Provide hands-on, experiential learning opportunities
 - Individualized instruction
- Develop social skills
- Provide instruction for life skills



Model of Support to BC Schools



1. Ongoing Consultation

- Direct support during the school year (Sept – June)
- Based on needs of the team

2. Professional Learning

- School-based training
- Online learning opportunities
- Annual Conference and District Partner Meeting

3. District Partner

- Link between POPDB and the school team
 - Shares POPDB information
 - Coordinates referrals
 - Learns about deafblindness and advocates for student's needs



Model of Support to BC Schools



4. Deafblind Intervention Certificate Program

- Specifically designed for educational assistants
- **Pre-requisite:** must be currently supporting a student with deafblindness in a BC educational setting

5. Website – popdb.ca

- Information about POPDB, eligibility, deafblindness, Intervention, Intervenors, educational strategies, professional development opportunities



{ inclusion outreach }



SET ▶ BC

POPEY 



PRCVI:.....

ARC



Collaboration with Other Provincial Outreach Programs



- **Lens of deafblindness**
 - Combined visual and auditory differences impact learning, communication, social interactions, mobility → ACCESS
 - TSVI & TDHH involvement, as well as POPDB Teacher
- **Commercially Produced Programs**
 - Not designed for students with deafblindness due to visual, auditory, and/or conceptual components
 - Programs usually need to be custom designed with tactile components, visual and auditory components, maximize concept development opportunities

Collaboration with Other Provincial Outreach Programs



- **Standardized Assessments**
 - Not normed or designed for students with deafblindness due to visual, auditory, and/or conceptual components
- **Dynamic and/or Informal Assessments**
 - Across various environments, include people who know the student well and include a professional familiar with the multiplicative impact of deafblindness



Provincial Outreach Program for Students with Deafblindness



References

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- National Center on Deafblindness. (n.d.) [Info Topics](#)

Provincial Outreach Program for Students with Deafblindness



Allana Pierce - POPDB Coordinator
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POP Intersections: Provincial Resource Centre for the Visually Impaired (PRCVI)

Adam Wilton, PhD, COMS
Program Manager

PRCVI 

Acknowledgement of Traditional Territory



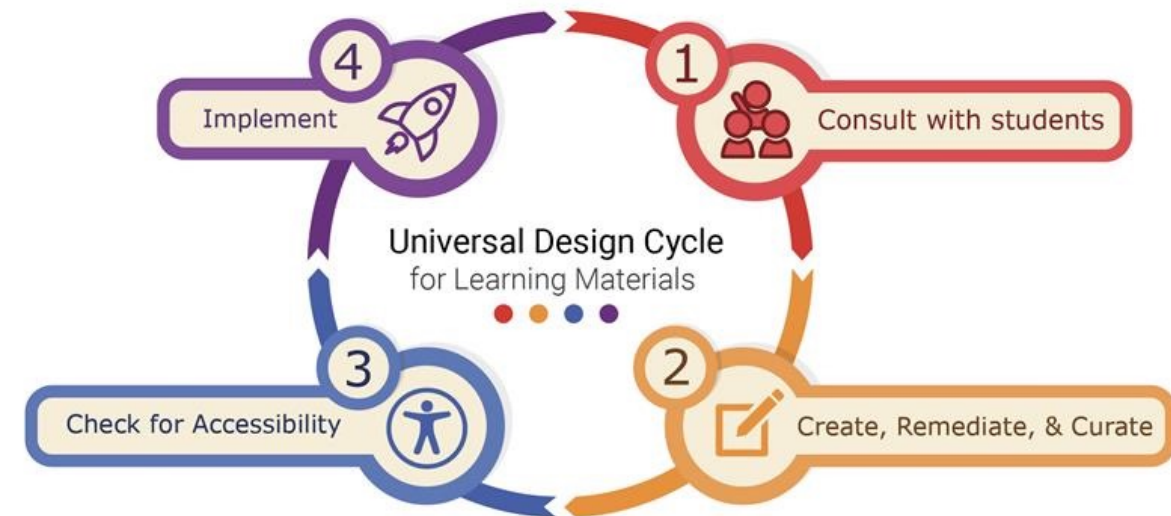


PRCVI

- Provincial Outreach Program serving students with visual impairments and their educational teams
- Produces alternate format versions (e.g., braille, large print) of learning materials for the BC K-12 sector and beyond
- Provides outreach services to TSVIs and students
- Extensive library of resource kits, models, and equipment



- Online repository of digital alternate format materials for students with perceptual disabilities, including students with:
 - Learning disabilities
 - Physical disabilities
 - Visual impairments
- Virtual trainings on digital inclusion and creating accessible learning content in digital alternate format.
- Resource guides for educators on document and multimedia accessibility.





POP Intersections

Children's Low Vision Project of BC (CLVP-BC)

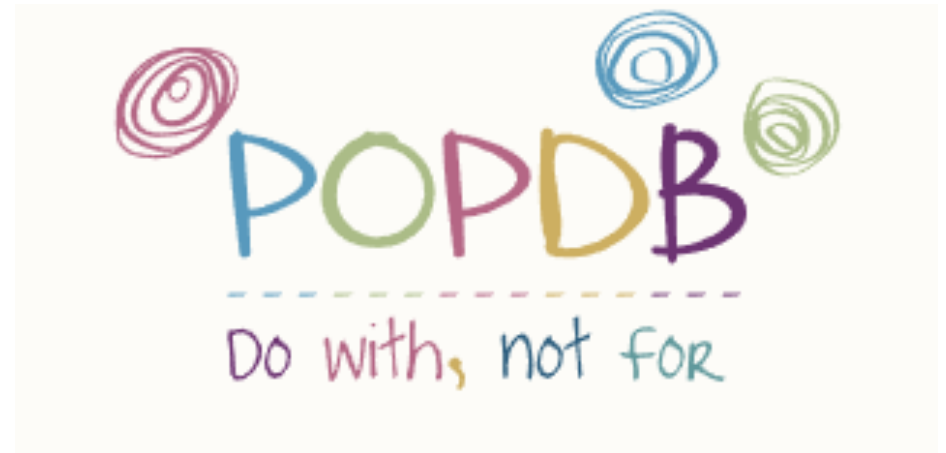
- Comprehensive, multi-disciplinary low vision evaluation for preschool and K-12 learners.
- Six clinics per year addressing:
 - Optometry
 - Ophthalmology
 - Orientation and Mobility
 - Low vision devices
 - **Access technology**



SET ▶ BC

Transdisciplinary Play-Based van Dijk Assessment (1)

- Hybrid process between TPBA and van Dijk Child-Guided Assessment.
- Educational meets and plans four play scenarios, facilitated by EA/Intervenor.
- Team observes through their disciplinary lens and video records the scenario.
- Recommendations for programming based on consensus building process.



Transdisciplinary Play-Based van Dijk Assessment (2)

- Expanded the process to include all students with more complex profiles including visual impairment.
- Partnering with Inclusion Outreach to bring this comprehensive to more teams across BC.

