

PLC Share Out 2016

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Filled Wednesday, June 01, 2016

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PLANNING

Sharing what we have learned in our 2015-2016 professional learning collaborations with colleagues helps us all...• improve student learning for all students,• identify valuable resources and tools now available to help educators• reflect upon and enhance our collaborative practices• celebrate and share our learning and our students' growth and successes. Please take some time with your team over the next few weeks to complete this PLC Share out template. The deadline is JUNE 8, 2016. Responses will again be posted on Learn71 PLC sorted by "Themes" and "Schools"

1. In which school is this PLC team based?

Courtenay Elementary

2. Who is/was in your group? Please provide names of your team members for the purpose of finding peer contacts for future projects. If possible, please include grade or subject each member teaches, separated by commas: (i.e Chris Brown, Gr 8 math, Sue White, LST)

Variable

Response

2. Who is/was in your group? Please provide names of your team members for the purpose of finding peer contacts for future projects. If possible, please include grade or subject each member teaches, separated by commas: (i.e Chris Brown, Gr 8 math, Sue White, LST) | 1

All elementary school counsellors: Pauline Rankin, Lorri McPhee, Margot Janz, Mike Copes, Leanne Thornton

3. If possible, please provide a key contact person(s) who would be willing to answer questions about your project in the event that another educator or group wants to pursue a similar inquiry.

| Variable | Response |
|---|-------------|
| 3. If possible, please provide a key contact person(s) who would be willing to answer questions about your project in the event that another educator or group wants to pursue a similar inquiry. Key contact | Margot Janz |

4. Planning: What is/was your Inquiry Question?

How can we use our knowledge of trauma and the stress response system to better understand and support our school communities?

5. To what student need are/were you responding? What student learning issue did your team focus upon or seek to improve?

Students/teachers/parents who are experiencing an elevated stress response.

ACTING

6. What actions/interventions/strategies did you or will you implement or explore?

Most of our time was spent learning about and discussing the neuroscience of the stress response system. As a team, we engaged in case consultation and collaboration, from a counselling perspective, around how to approach students with behavioural issues, and the teachers and families involved.

7. What resources, materials, links, tools, experts, or research did you use?

Please provide details so others may easily access those same resources in their similar inquiries.

Workshop on April 4, 2016: Child Trauma and Neglect -- Impact, Assessment and Intervention, by Dr. Bruce Perry. Neurosequential Model of Therapeutics: Practical Applications for Traumatized and Maltreated Children at Home in the School and in Clinical Settings (DVD series, by Dr. Bruce Perry).

7a. Did your team or school co-create any new tools, assessments, learning resources or materials as a result of your inquiry?

PLC is a process; we were mostly in the beginning stages of learning and applying this learning to our work. As a group, we shared several helpful resources, including the "Continuum of Adaptive Responses to Threat" chart by Dr. Bruce Perry; a guide put out by the Department of Education in Australia titled, "Calmer Classrooms, A Guide to Working With Traumatized Children"; "Trauma Sensitive Schools: Learning Communities Transforming Children's Lives" by Susan E. Craig; "Brain Booster" cards (Hull Services website) that correspond to Bruce Perry's brain map for children with neural deficits.).

7b. If yes, for what grade level or subject area are they best suited?

any grade level

7c. If these tools, assessments, rubrics or materials could/will be made accessible for other educators, where will they be located? (i.e. LRC, online links, at your school?)

Dr. Bruce Perry's DVDs are available through the LRC; information is available at the website Childtrauma.org; "Trauma-Sensitive Schools" is published by Teachers College Press and is available through Amazon or others;"Continuum of Adaptive Responses to Threat" is available in Bruce Perry's book, "The Boy Who Was Raised as a Dog".

OBSERVING

8. What are/were the results of your inquiry/implementation/project on student learning? What changes, if any, did you see in student learning, behavior or engagement that correlates to your team's interventions?

Our learning has helped us develop increased understanding about the stress response system. We have all begun to draw on these perspectives in the work we do daily, including in discussions at school-based team meetings, with teachers, parents, and also in our work with the students themselves. We have witnessed an increased understanding of what causes behaviour among the teachers and parents with whom we work. This in turn has begun a shift in how we respond to behaviour.

9. What types of information/observations/data did you monitor or collect to confirm whether or not your intervention is/was working? (i.e. qualitative, anecdotal, quantitative sources: surveys, student journaling or student work, changes in attendance or behavioral incidents, before/after videos, test scores, DART, observational checklists, student self-evaluations, interviews, completions rates.)

We have not yet begun this process.

10. What were some of the student learning highlights that your team shared that could be shared with others? What student successes/stories stood out for you?

We shared some of our most difficult case scenarios within our group and found that they echoed what we learned through Dr. Perry's teachings. This is hopeful as we can continue to learn and apply and change our practices accordingly.

11. If you feel your initiative did not improve student learning at this point in time, why do you think that might be? Can you identify any impeding factors? What advice would you give peers who are exploring similar issues to help them avoid these impediments?

n/a

REFLECTING

12. What are/were some of the highlights experienced in your Professional Learning Community journey so far? What worked well?

Seeing Bruce Perry in person tied together and made very personal all of the learning we have been doing. Having an opportunity to do case collaboration was incredibly valuable. The neuroscientific understanding itself has also been incredibly valuable.

13. What are/were some of the challenges experienced in your collaborative learning community? (By sharing this information, we are better able to identify needed resources or solutions.)

Travelling to be together was challenging, but ultimately very rewarding.

14. What do you believe would be helpful to have/know/do next time in order to improve results or help you or your learners move forward?

This is a process and a group needs to begin where they need to begin. Another group won't be able to jump in where we left off. I think we did very well with the time we had.

15. What are your next steps, moving forward?

Adapt or expand the inquiry

Thank you for your time and for sharing your insights, resources and learning with your colleagues and the educational community.

The results of these Share Out templates will be sorted and posted on the Learn71 website by July 2016, so all educators will have access to the information in time for fall 2016 planning. If you have any questions or concerns about the questions in this template, email SD71PLC@gmail.com. If you have technical difficulties, please contact the IT help desk. Thank you