

PLC Share Out 2015

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Filled Wednesday, May 06, 2015

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BACKGROUND INFORMATION

In which school is this PLC team based?

Student Services

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
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	Adrienne Moore, BRS Teacher K-7, Dona Brotherston, EA, Andrew Mckenzie, EA, Laurie Clarke, EA, Yosha van Straten, EA, Tara Ryan, Counsellor, Mike Copes, Counsellor, Lili Zsoldos, BRS Case Manager, Mark Glenwright, BRS Case Manager, Kelly Allen, EA, Ellie Martin, EA, Brian Norman, EA

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.

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Professional Learning Communities often take up to three years to fully mature and produce consistent results in student learning. The next 2 questions seek to determine where you feel we are on the spectrum of PLC development. Please consider the STAIRS model and following quote, and choose a category below that best describes where your team/school was situated in relation to the definition at the beginning of the year?

"An effective professional learning community has the capacity to promote and sustain the learning of all professional and other staff in the school community with the collective purpose of enhancing pupil learning." (Creating and Sustaining Effective Professional Learning Communities, Louise Stoll et al, 2005, p 181)

working to re-establish what we had previously achieved as a professional learning community (starting on 2nd cycle from last year's inquiry)

Where do you feel your group fit on this continuum at the end of the year. At the end of the year our team was:

a developing professional learning community.

Where would you say your team is currently located on the Action Research wheel? (See Action Research model above:

4. Reflecting/analyzing findings

INFORMATION ABOUT YOUR PLC INQUIRY

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

How will implementing best strategies help students self-regulate and be available for learning?

2. To what student need are/were you responding?

To the need for students to self-regulate and be available for learning

3. ACTING: What actions/interventions/strategies did you or will you implement or explore?

(If the following list is too difficult to read, please contact the PLC group to have a readable copy)
Regulation Strategy Relational Time - Check-in about feelings/what's going on Lazy 8 Breathing - Found in the "Zones of Regulation," page 119 - Breath in and out through nose Red/Green Pencil -

Play game for 5 minutes - Hold red pencil and green pencil about 16 inches away from student's face - Give instructions "look at the red pencil" or "look at the green pencil" - Kids score points for following the right instruction, look with eyes not head Yoga/Brain Gym - Breathing in and out through nose - Stretch up to ceiling, legs out side to side and bend one knee (breathe x 2) and switch sides, legs front to back and bend front knee (breathe x 2) - Become a seed, breath into belly, let belly touch knees, grow slowly into a small plant - Put hands together and press for 10 seconds breathe deeply - Pull fingers apart for 10 seconds and breathe deeply - Lie on back and roll side to side 10 times slowly Drumming - Use rhythm and patterns, listen/repeat - Doing cross overs Shoulder Squeeze * with occupational therapist training and permission - Press in and down on shoulders for about a minute (ask first) or hand on shoulder Bubble Wrap - Pop plastic bubble wrap to calm down Swinging * with occupational therapist training and permission Rocking Chair Mini-Trampoline * with occupational therapist training and permission Do each of the following 20-30 times The contact bounce - place feet shoulder width apart, knees slightly bent, hands on waist - bounce lightly in this position The foot tap - bounce lightly while shifting your body weight from one foot to another Side to Side - place feet together and stand slightly to one side of the center, keep your feet together and bounce lightly from one side to the other Twist Bounce - gently bounce in the center of the trampoline while twisting your body back and forth Heel Toe Bounce - place feet close together and begin to bounce bringing your left foot forward during the bounce, touch your heel in front of you. Alternate sides. When you get good at this one you can briefly raise your left arm as you touch your left heel to the trampoline. Ball Bouncing - Cross body catches with a partner - Throw against a wall Aromatherapy * with occupational therapist training and permission - Colour coded to match the zones, relaxing and stimulating smells Progressive Muscle Relaxation Sand Table/Moon Sand/Rice Bin - Set a time limit before - Use a timer Fidgets - Squeeze Ball (Stress Ball), Flour balloon, smooth stone - Set guidelines (not seen, heard etc.) Mirroring - Silent / stand in front of student, take turns mirroring their actions/body language, with eye contact Listening to Music or White Noise (example: "Sleep Pillow" app.) - Create guidelines depending on student Squeeze Machine* with occupational therapist training and permission - Deep pressure machine, used under supervision (head and arms first) - How many times through is dependent on student need Sorting - Examples (coins, blocks, buttons) Drawing "Hot Dog" Mat * with occupational therapist training and permission - Have student lie stomach down in the middle of the mat - Put pressure on mat (begin at shoulders and work way down to the feet) - Make a game of adding different condiments (optional) - Child guided, for pressure and placement of pressure Medicine Ball (Heavy Work, Deep Pressure) * with occupational therapist training and permission - Student lays on stomach, roll ball on body - Have on lap at carpet time Read a story (close proximity) Go for a walk/run Gum - With guidelines Seating (wiggle cushions, hokki stool, exercise ball, bean bag chair) Noise reduction headphones Body Sock * with occupational therapist training and permission Peanut Ball * with occupational therapist training and permission Snack - Healthy Wall Push Place hands and forearms on wall and push on wall Stand to the side and put shoulder against wall and push Egg Hug/Child's Pose Student sits on floor and squeezes knees towards stomach Chair Pushups Hold sides of the chair and hold your body up off the chair (avoid bouncing) Hand Press/Hand Pull Place hands together and press together as hard as feel comfortable Link fingers and pull away gently Deep breathe while doing this Jump/Hang/Climb Outside on playground Hand Massage Student massages their own hand Chair Exercises Twist head to look at

a spot behind you on the wall and reverse sides Raise both hands towards the ceiling and then drop hands and head between to reach under chair Diagonal reach – reach extended hand down to the left and then up to the right and then switch sides Bubble Blowing Have student blow bubbles, can help through regulating breathing

3a. What resources, materials, links, tools, experts, or research did you use?

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

Bruce Perry (Neurosequential Model of Education) videos, "Dances, Doodles and Ditties," from Mount Saint Vincent Creative Arts Therapy Department, "Spark" by John Ratey M.D., Trust Based Parenting, Dr. Karyn Purbis - from University of Texas, Collective knowledge from PLC group members

3b. Did you co-create any new tools, assessments, resources or materials?

Data collection tool, a compilation of self-regulation strategies

Variable	Response
i. If so, for what grade level or subject area are they best suited?	K-7
ii. If they are accessible for other educators to use, where are they located?	determining how to share our strategies could be one of the next steps in our PLC

4. OBSERVING: What are/were the results of your inquiry/implementation/project?

A number of strategies were implemented with varied results.

5. What types of information/observations/data did you monitor or collect to confirm your intervention is/was working?

self-regulation, availability for learning, general behaviour

6. How did your project improve student learning? If you are just starting, in what ways do you anticipate your project will improve student learning?

We see a direct correlation between some strategies implemented with some students and their availability for learning.

7. REFLECTING: What are/were some of the highlights of your PLC journey so far? What worked well?

Collaborating with colleagues, learning from each other, watching Bruce Perry videos

8. What are/were some of the challenges? (By sharing this information, we are better able to identify needed resources, guides or solutions)

Without a control group it has been hard to determine the true effectiveness of the strategies implemented. Training for some of the strategies that need to be OT approved (limited our ability to try certain strategies). Buy-in from other members of a student's team outside our PLC group. Limited appropriate opportunities for data collection.

9. What might be helpful to have/know/do next time in order to improve results or move forward?

permission and training to use the OT self-regulation strategies, improved opportunities for sharing of information

10. What are your next steps, moving forward? (i.e. Continue on same project, adapt or expand the project or start on a new focus area/project)

to be determined at our next PLC

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

What's next? We will keep you informed as to where the collection of responses may be accessed, ideally by late May or Early June. It was asked that we have the results of this form sorted into a key-word searchable format, which requires working with IT to develop an appropriate platform or platforms. Themes will also be pulled from the data and shared district wide. Thank you.