

Alberta's Approach to
Collaborative Practices
...based on wraparound principles

Agenda

- Welcome/Introductions
- Collaborative Practices...based on wraparound principles
- Implications across all levels
- Video Sharing
- Strategies being implemented/capacity building
- Supports and Resource Material

Focus Questions

1. How does collaboration contribute to successful outcomes? (at the school, authority and community levels)
2. Think about (and be prepared to share) a specific example where you and/or your school authority have demonstrated one of the collaborative practices in action.
3. How might you use these new materials to do your work at school or authority level in support of children, youth and their families?

Why Wraparound?

- Confusion
- Variety of definitions
- Inconsistency
- Different levels of implementation
- Duplication of efforts
- Gaps in supports and services

Collaboration

- Collaboration is setting collective priorities, and incorporating different perspectives. This is reflected in the way people commit to working together to meet their shared goals.
- It allows for the blending of perspectives, expertise, resources and shared accountability and responsibility.

Alberta's Approach to Collaborative Practices, 2011

Cultural Shift

- Partnerships
- Larger Community
- Collaborative culture
 - Classroom
 - School
 - Authority



Wraparound Approach Research Project (2009-2010)

- Promotion,
- Prevention, and
- Intervention strategies
- Coordinated and integrated supports and services for:
 - children,
 - youth, and
 - their families

Wraparound Approach Research

- literature review,
- a comprehensive provincial research project,
- input from:
 - teachers,
 - administrators,
 - parents,
 - youth, and
 - other education stakeholders

11 wraparound principles

- *Collaboration*
- *Shared leadership*
- Team based
- School-community linked
- Persistent
- *Family voice and choice*
- Culturally responsive
- Natural supports
- *Individualized*
- Strength based
- Data informed

Supporting Materials

- Video series - Introductory Video
- Wraparound principles videos (11)
- Collaborative Conversations Guide
- **Booklet**



Focus Questions

1. How does collaboration contribute to successful outcomes? (at the school, authority and community levels)

2. Think about (and be prepared to share) a specific example where you and/or your school authority have demonstrated one of the collaborative practices in action.

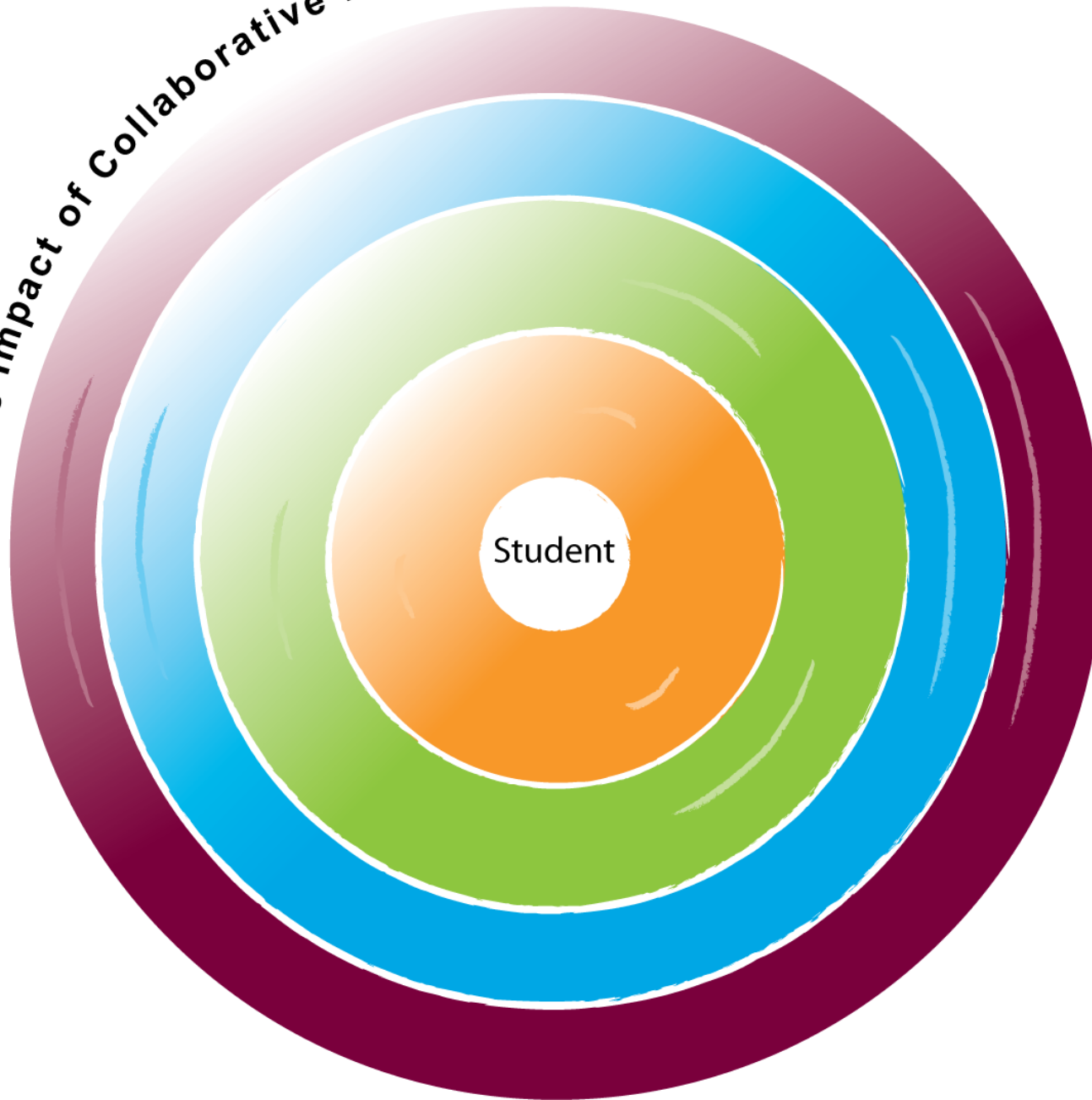
Supporting Materials

- Video Series - Introductory Video
 - An overview of the research project
 - Introduction to the 11 wraparound principles

education.alberta.ca/collaborativepractices



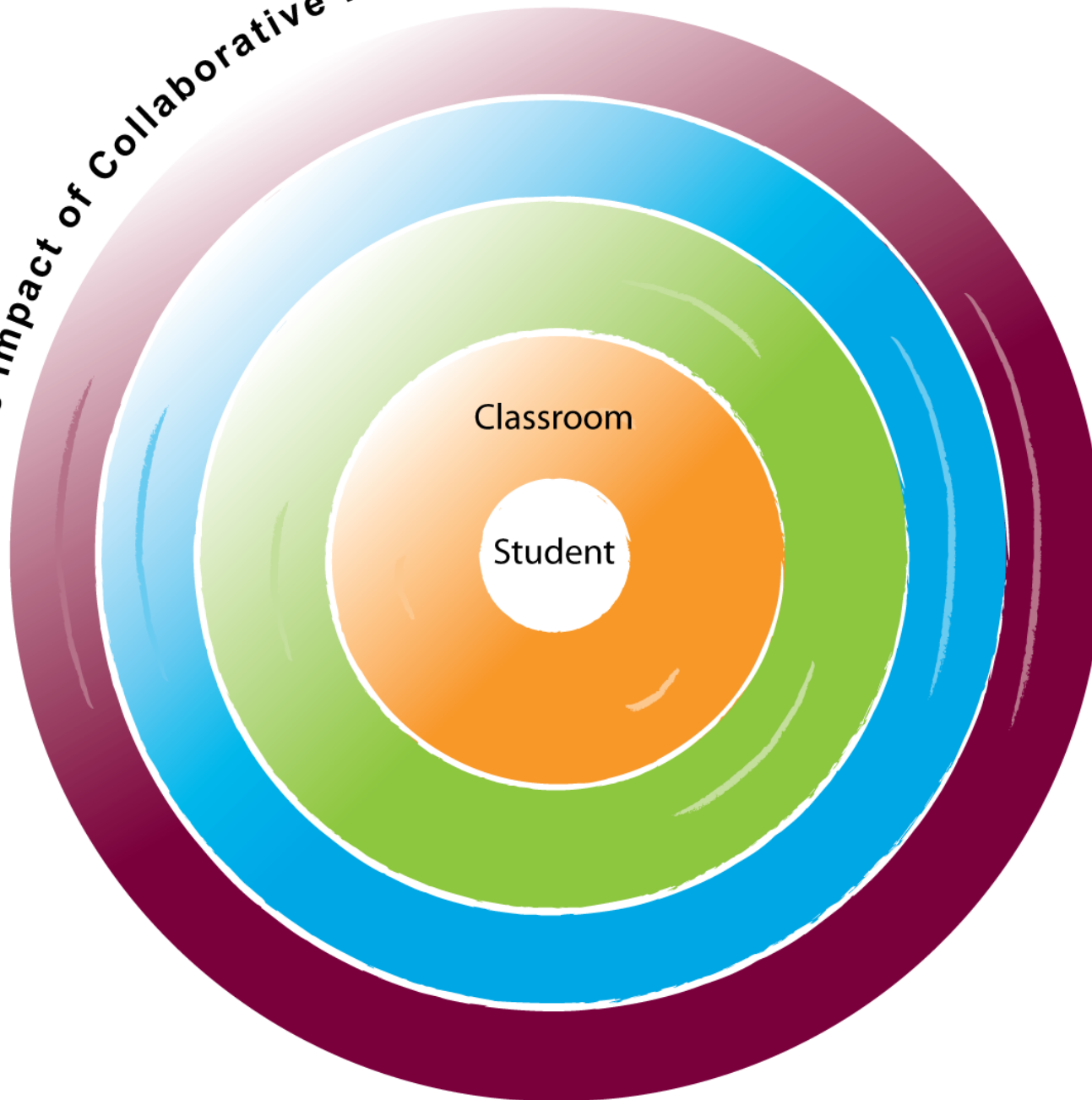
The Impact of Collaborative Practices



Wraparound Principles

- Collaboration
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- Team based
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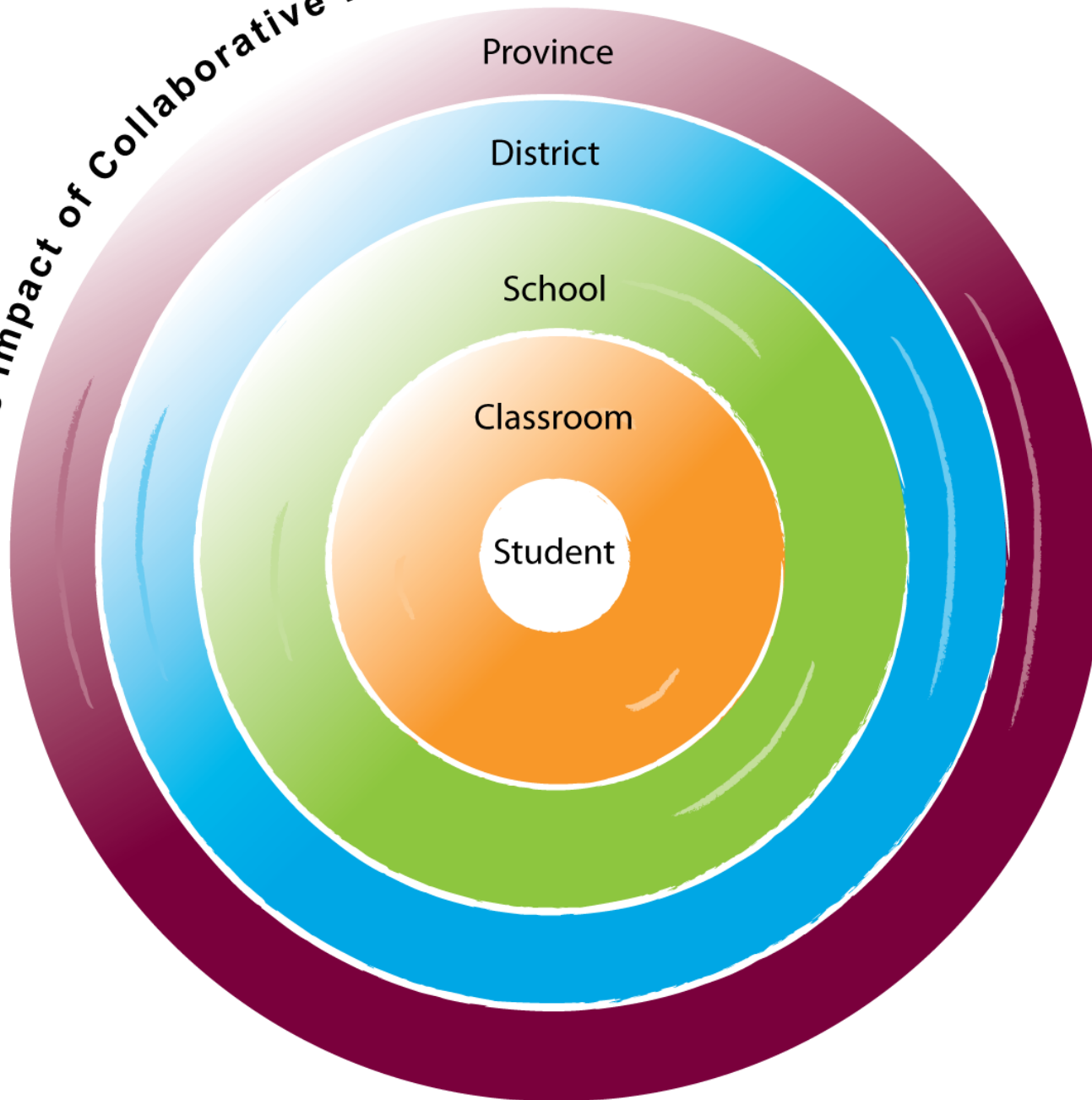
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The Impact of Collaborative Practices



Wraparound Principles

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It Takes A Community!

Presented by Tammy Dikeman

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Putting out the welcome mat *Informal opportunities to “drop in”*

- Intake meetings
- School tours
- Open Houses
- Celebrations (concerts, special events etc)
- Coffee with the principal
- Parenting Programs - Gordon Neufeld
- CDA – Child Development Advisor

***Conversations are key!**

Wraparound Principle: Team based & School-Community linked

Culture of Collaborative Practice - *Bringing them together*

We build in opportunities to involve our outside agencies making them approachable, available and visible – making them part of the child's community.

We host Open houses, meet the teacher nights, student led conferences, book fairs, concerts, sports days and more and to all we invite our partners:

- ☞ FSLW – Family School Liason Worker
- ☞ Local Law Enforcement/Fire & Rescue/Block parents etc
- ☞ Health Nurse
- ☞ SLP/OT
- ☞ Public Library Manager
- ☞ Mayor & Council
- ☞ Local clubs (Cubs, basketball, Boys & Girls Club)
- ☞ Playschool Teacher
- ☞ Media

Wraparound Principle: Natural supports & Culturally Responsive

Celebrating the Child

- Report cards, conferences and conversations celebrate the child's successes, talents and passions
- Small class sizes
- PLC's – Professional Learning Communities
- RVS Learning model – the learner is at the center
- Capacity building – Our school is committed to embedded coaching to assist our teachers in meeting the individual needs of the learner. Collaboration has been key to building knowledge, understanding and capacity for our teachers.

Wraparound Principle: Strength based, Family voice & choice, and Individualized

RVS Referral Process

- Ongoing collaboration in grade teams and cross-grade teams begins a portfolio of the child's school life.
- Conversations with the collaborative team (parents, family, agencies) continues to build the child's school portfolio.
- SRG – Teacher, Resource and Admin take a critical look at the child's portfolio. As a team they set goals, strategies and interventions to assist the child.

Wraparound Principle: Data Informed & Persistent

RVS Referral Process

- SRT – when we have expired our school based resources we begin the formal referral process to a team of 3: the educational psychologist (a behavioral expert), the learning specialist (collaborates directly with the teacher in the classroom), the FSL (connects family & school).
- Together they take a critical look at the child's school portfolio and determine the best resources to bring in (themselves, OT, SLP, mental health, etc).

Wraparound Principle: Data Informed & Persistent

Building the human side

How do you trust what and who you don't know?

Our goal is to create a welcoming community where everyone feels they belong.

- Hello and Handshakes
- Be visible
- Make the time
- Create opportunities
- Share real life stories ... be human
- Humour, Hugs and Humanity

Wraparound Principle: Collaboration & Shared leadership

Supporting Materials

- Video series - Introductory Video
- Wraparound principles videos (11)
 - Emotional response
 - Starting point for conversations
 - Embed principles in local collaborative practices

Supporting Materials

- Video series - Introductory Video
- Wraparound principles videos (11)
- Collaborative Conversation Guide



The Videos

Wraparound principle	Issues portrayed in the video
Collaboration	depression and cutting
Shared leadership	abuse, harassment and racism
Team based	poverty and neglect
School-community linked	dropping out of school and teen parenting
Persistent	stress, emotional abuse and parent depression and alcoholism
Family voice and choice	medical issues, high incidence of absenteeism and family preference
Culturally responsive	disruptive behaviour, cultural and language barriers
Natural supports	drug and alcohol use
Individualized	head injury and learning challenges
Strength based	borderline depression, exclusion and poverty
Data informed	bullying, physical and emotional abuse

Persistent Video

What would your role be in supporting this student?

Who else could support you?

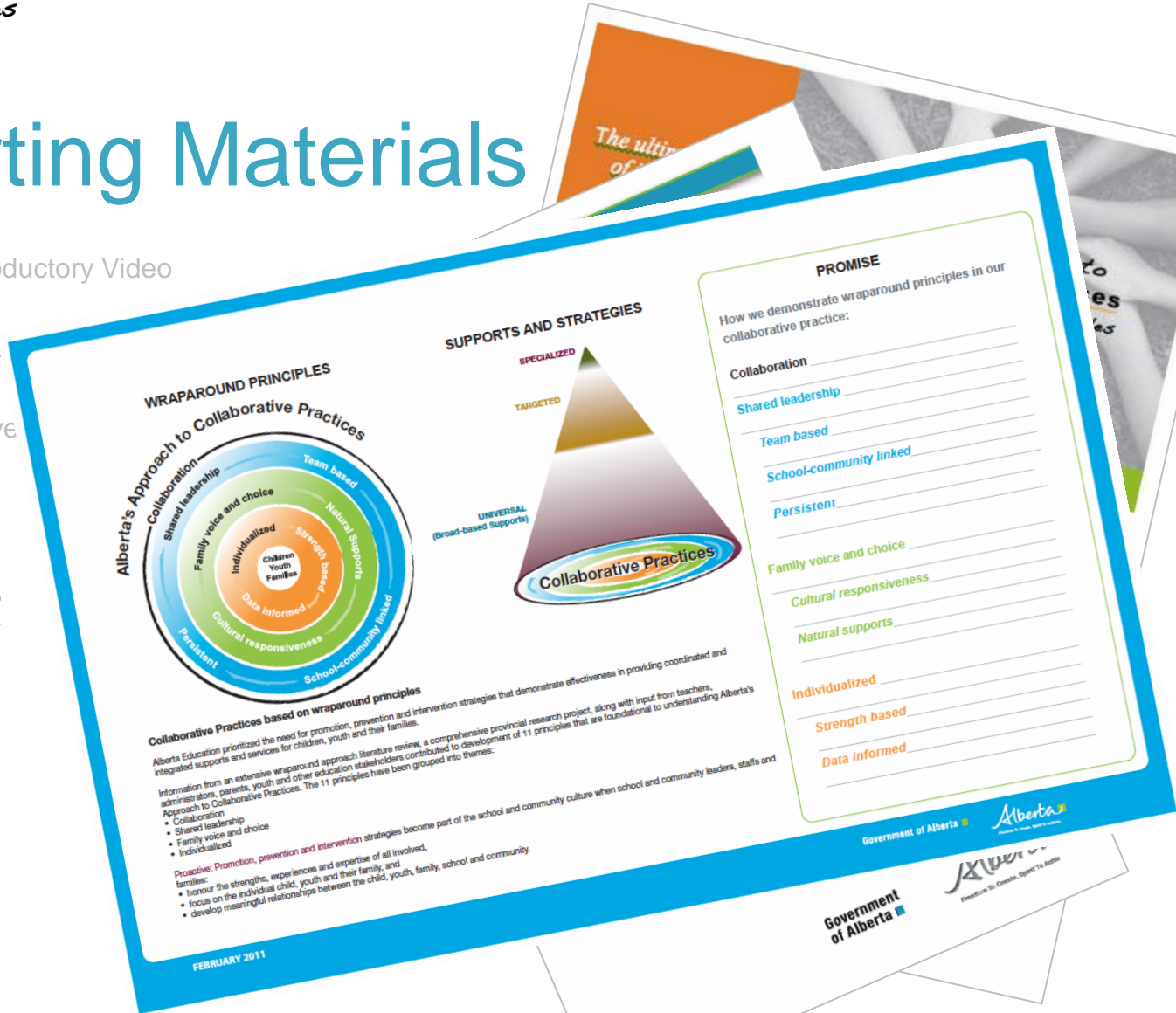
Other thoughts or questions?

Persistent Video

Example of how to use the videos

Supporting Materials

- Video series - Introductory Video
- Wraparound principles
- Collaborative Conversation
- Booklet
- **Placemat**



Supporting Materials

- Video series - Introductory Video
- Wraparound prin
- Collaborative Co
- Booklet
- Placemat

- **Poster**

Alberta's Approach to Collaborative Practices

WRAPAROUND PRINCIPLES

SUPPORTS AND STRATEGIES

Collaborative Practices based on wraparound principles

Alberta Education prioritized the need for promotion, prevention and intervention strategies that demonstrate effectiveness in providing coordinated and integrated supports and services for children, youth and their families.

Information from an extensive wraparound approach literature review, a comprehensive provincial research project, along with input from teachers, administrators, parents, youth and other education stakeholders contributed to development of 11 principles that are foundational to understanding Alberta's Approach to Collaborative Practices. The 11 principles have been grouped into themes:

- Collaboration
- Shared leadership
- Family voice and choice
- Individualized

Proactive: Promotion, prevention and intervention strategies become part of the school and community culture when school and community leaders, staffs and families:

- honour the strengths, experiences and expertise of all involved,
- focus on the individual child, youth and their family, and
- develop meaningful relationships between the child, youth, family, school and community.

WRAPAROUND PRINCIPLES

Collaboration is a process for setting common priorities, and incorporating differing perspectives. This is reflected in the way people commit to working together to meet their shared goals. It allows for the blending of perspectives, expertise, resources and shared accountability and responsibility with the ultimate goal of improving success for children, youth and their families.

Shared leadership is evident in schools where administrators model the value of collective wisdom. Where school staff, focus on developing meaningful relationships within the school and community, partnerships and collaboration naturally emerge. We see the collective benefits for our children, youth and their families by capitalizing on the strengths and experiences of all involved.

Team based involves a group of people, including the family members, who work collaboratively toward the success of the child or youth and their family, through informal or formal supports and services. These supports and services are consistently and effectively implemented, managed and measured by the team.

School-community linked means working collaboratively to promote and strengthen partnerships by eliminating barriers between the school and community. These strategies take place in the most inclusive, most responsive and most accessible settings to enhance the child or youth and family's school, home and community life.

Persistent requires not giving up on, blaming or rejecting children, youth or their families. When faced with challenges or setbacks, everyone commits to meeting the needs of the youth and their family. They continue to work together until the goals are achieved or until formal coordination of the supports and services are no longer necessary.

Family voice and choice ensures child or youth and family perspectives are intentionally elicited, prioritized and acted on as part of a collaborative practice. Planning is grounded in family members' perspectives, and the individuals involved in the process strive to provide options and choices that reflect the family context, values and preferences.

Culturally responsive practices respect and build upon the values, preferences, beliefs, cultural context, and identity of the child or youth, family and community. The team recognizes these unique attributes as sources of great strength.

Natural supports are individuals drawn from family members' network of personal and community relationships. These individuals are intentionally sought out and encouraged to become active participants in supporting the child or youth and their family.

Individualized means a customized set of strategies are developed and the supports and services are put in place, to meet the goals agreed upon by the team, including the child or youth and their family.

Strength based practices build on a child or youth's capabilities, knowledge, skills, and assets, to help them develop the resiliency needed to overcome challenges.

Data informed practices are those strategies and supports that are evidence-based and include tangible indicators of success so that goals and strategies can be monitored and revised to ensure they are making a positive difference for the child or youth and their family.

SUPPORTS AND STRATEGIES

SPECIALIZED

TARGETED

UNIVERSAL (Broad-based Supports)

Collaborative Practices

Government of Alberta

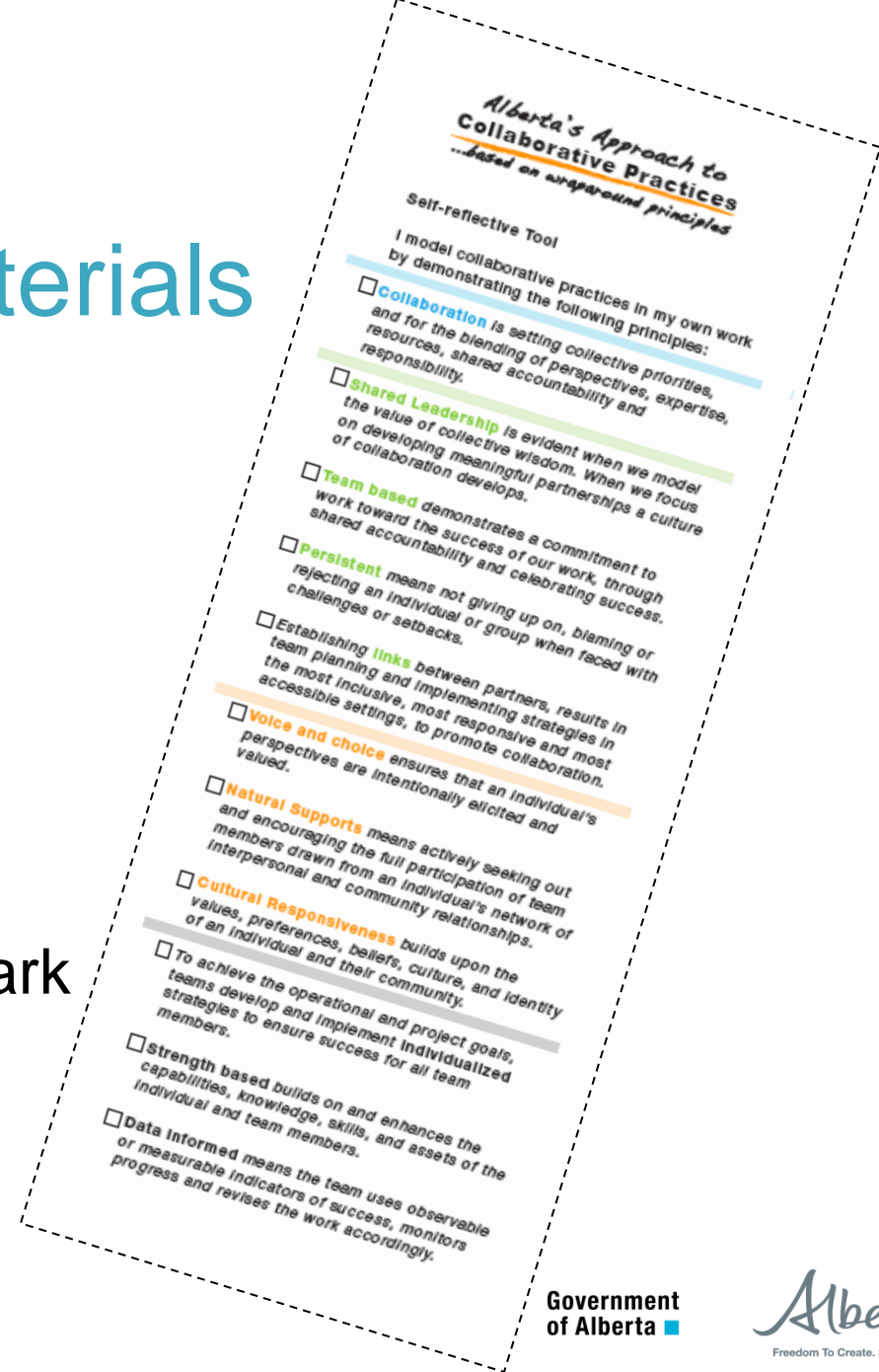
Alberta

Freedom To Create. Spirit To Achieve.

FEBRUARY 2011

Supporting Materials

- Video series - Introductory Video
- Wraparound principles videos (11)
- Collaborative Conversations Guide
- Booklet
- Placemat
- Poster
- Self reflective bookmark



Focus Question

3. How might you use these new materials to do your work at school or authority level in support of children, youth and their families?



Next Steps

Knowledge Mobilization

Knowledge Mobilization - A Phased Implementation

Developing/Vetting Phase – a partnered approach

- Provincial Cross-Ministry Advisory Committee
- Introductory Sessions (in progress)
 - Conferences, meetings, symposiums, teacher conventions
 - CYCN, SH, JACC, CASS...

Ministry/GOA Awareness - Introductory Sessions

- Branch/Sector meetings
- Inclusive Education Cross-Ministry Team
- ACYI ADM/DM Meetings (proposed)
- Briefings with Partnering Ministers (proposed)

Regional Implementation – with PD Provider Support (ARPDC in collaboration with ATA and other stakeholders)

- Teachers and administrators
- Cross-Ministry partners



This information and knowledge
mobilization materials
will be made available at:
education.alberta.ca/collaborativepractices

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