



The Children's Aid Society of Ottawa

Practicum 2020-2021:

Professional Development Notes Booklet (Sept. 2020 – Jan. 2021)

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This notes booklet is dedicated to the wonderful team of hardworking individuals of the Children’s Aid Society of Ottawa (CASO) and the POD Model for Learning! As uOttawa teacher-candidates, this booklet serves as evidence of what we’ve learned while being a part of this team from September 2020 to the end of January 2021. Thank you!



- | | | | |
|------------------------|-----------------------|---------------------------------|---------------------------|
| • Melissa Lumley-Pheil | • Genevieve Kalentzis | • Alec MacNeil | • Hajani Nithiyantharajah |
| • Erin Kennedy | • Greg Hopkins | • Ashweena Kisson-Rumajogee | • Julia Zenowski |
| • Jill Bennett | • Karen Carkner | • Bonny Butt-Stone | • Maggie Trant |
| • Linda Yan | • Melissa Liteplo | • Christina Elizabeth Cassolato | • Seema Sukhdeo |
| • Mia Kakebeeke | • Sylvie Heroux | • Danielle Kristine Perry | • Sydney Vandewint |
| • Stephen Ferguson | | • Gian Nicholas Parian | |

Info Session: Roles & Responsibilities

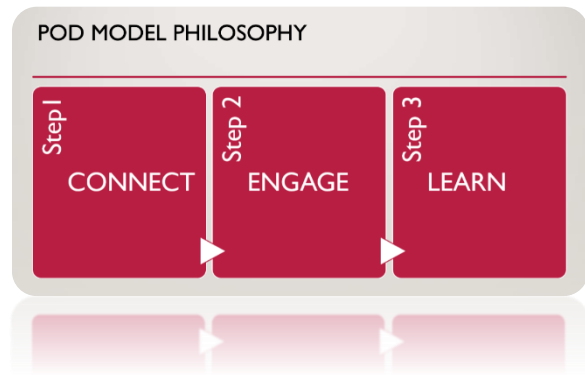
September 2, 2020
2:30-3:30pm

Jill Bennett
(Education Liaison, Children's Aid Society of Ottawa)

Learning: Key Points

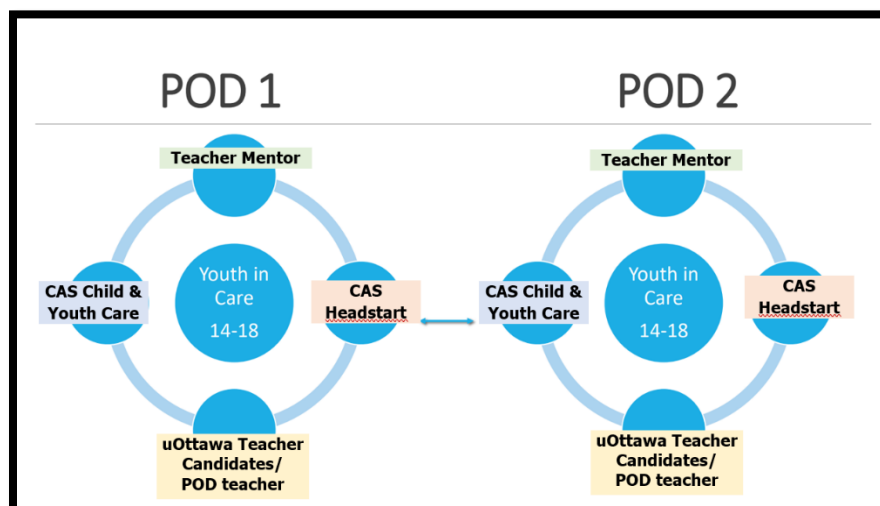
Overview of program

- created to "engage, provide a sense of belonging and ensure our youth in care remained on track to achieve credits at risk and/ or graduate high school during school closures of the Covid-19 Pandemic"
- "As a wraparound system of care, POD Leaders provide a motivating, virtually supervised safe environment where youth are supported to complete the assignments and learning tasks provided by their home-school teachers."
- POD Leaders "work to engage students who are showing evidence of disengaging or are already disengaged from the school system."
- 189 students, between the ages of 14-18+
- Fall 2020 is the 3rd iteration of POD model



Those involved:

- Home School Teachers
- CAS Primary Workers
- CAS Supervisor
- CAS Staff: ex. CPW's, CYC's
- Students/ Youth in Care
- POD Teacher
- Education Liaison
- **uOttawa Teacher-Candidates/** POD teacher
 - "work with POD Leader Teachers to support in the identification of student needs and facilitate learning using accommodations when required"
 - "become familiar with trauma informed teaching strategies and apply to the work of the POD Leaders with students"
 - "meet with the POD Leaders and/ or students at least 3x30 mins per week during practicum"
 - "monitor and track assigned students over the year with continuous record keeping"
 - "ongoing communication with the POD Leaders and Education Liaison regarding academic and student well-being needs"
 - "work with primary workers to ensure updating of education data in CPIN"



Signs of Safety (Lite)

September 11, 2020
10:00am-12:00pm

Denise Barth
(Supervisor Child Protection Services, Children's Aid Society of Ottawa)

Learning: Key Points

3 Core Components of Signs of Safety

- a. **Developing working relationships**
- b. **Thinking critically**, fostering a stance of inquiry
- c. **Landing grand aspirations in everyday practice**
 - notes:
 - don't make premature judgments, ask more questions to get a bigger picture
 - seek to understand, before being understood
 - listen to the parent/ guardian and what's reasonable for them (success for them, might not be success for us/ me)

12 Principles of Signs of Safety

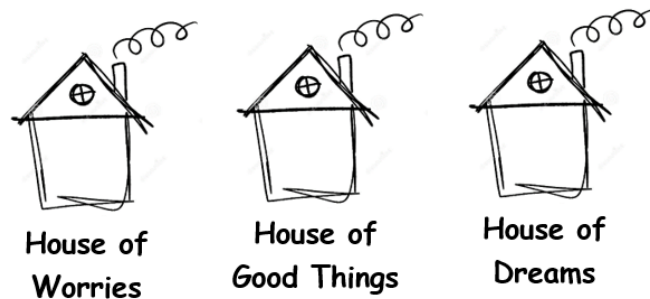
1. Respect service users as people worth doing business with
2. Cooperate with the person, not the abuse
3. Recognize that cooperation is possible, even where coercion is required
4. Recognize that all families have signs of safety
5. Maintain a focus on safety
6. Learn what the service user wants
7. Always search for detail
8. Focus on creating small change
9. Don't confuse case details with judgments
10. Offer choices

- 11. Treat the interview as a forum for change
- 12. Treat the practice principles as aspirations rather than assumptions

Processes and Tools

- **Three Column Tool/ Three Houses**

- What are you worried about? What's working well? What needs to happen?
- House of Worries | House of Good Things | House of Dreams



- modified: who can stay inside the house?



- **Words and Pictures Story**

Words and Pictures Story in an Injured Infant Case

Who's Worried?



What Are They Worried About?



Sharon was sick and very badly hurt and had to go to hospital. Sharon had very big hurts all over her body. The doctors were very worried, they said Sharon had been hurt while Mummy and Daddy were looking after her. Mummy and Daddy said they didn't hurt Sharon but the doctors and the social worker were still worried and said they had to make sure Sharon would be safe before she could come home.

What Happened Then?



After this the social worker said Sharon couldn't live with Mummy and Daddy. Nan and Pop wanted to help so Sharon went to live with them after she got out of hospital. Sharon has lived with Nan and Pop for more than two years since then.

What Are We Doing?



Mummy and Daddy are working very hard with Andrew and Karen (the social worker) to show everyone that Sharon will be safe when she comes home.

Artwork by Dan Glamorgan

- **Appreciative Inquiry**

- look for the positive through open-ended questions

- **Perspective Questions**

- ex. "What do you think its like for... (insert: someone in their family)?"
- get parent to reflect

- **Scaling questions (1-10)**

- gear questions towards building strengths

Child Welfare 101

September 16, 2020
9:30am-11:15pm

Raina Swansburg
(Supervisor Child Protection Services, Children's Aid Society of Ottawa)

Learning: Key Points

Introduction to the Society

- **mission:**
 - CASO is "committed to protecting the children and youth of our community from abuse and neglect. We work in collaboration with community partners to ensure their well-being and to strengthen the capacity of families and the communities in which they live"
- **vision:**
 - "[t]he well-being of all children, youth and families is essential to the quality of life in our community"
- **mandate:**
 - "[t]he Society is mandated under the legislation of the Child and Family Services Act to protect children from abuse and neglect"

Approach to the Work: **finding the middle ground**

- **"evidence-informed, collaborative, best practice approach"**

Families and Children With Whom we Work

- stats:
 - 90% - children who we support within their families
 - 10% children who are in foster care
 - 1% - children who are placed for adoption
- children/ youth require our services if they are at risk of abuse or neglect due to parenting challenges such as: inadequate resources and support, addictions, mental illness that is not well-managed, medical illness that impedes parenting, domestic violence

Duty to Report: any person who has *reasonable grounds* to suspect a child is in need of protection must report these concerns to the CAS

- **direct reporting:** received info from child, responsibility to report directly
- **ongoing duty to report:** any new info, responsible to report it

Barriers to Reporting: ex. fear, legitimacy, time

Our Services: "It Takes a Village to Raise a Child"

- involve collaboration with the family
- identifying supports, engaging enduring ones
- seeking creative solutions
- report a concern: **613-747-7800**

Children's Aid Society Workers: Roles & Responsibilities

November 30, 2020
12:00am-1:00pm

Chrissy Tremblay
(Child Youth Counsellor, Children's Aid Society of Ottawa)

Jennifer Deavy
(Child Protection Worker, Children's Aid Society of Ottawa)

Karen Milne
(Child Youth Counsellor, Family Visitation Program, Children's Aid Society of Ottawa)

Rita Perry
(Telephone Intake Worker, Children's Aid Society of Ottawa)

Learning: Key Points

through line:

- **there is a lot of overlap between these roles**, depending~
- **"meet the youth where they're at"**
- no age limit (0-21)

Telephone Intake Worker

- receive reports from the community
- determines whether its a case to take in or not
- then, sent out for investigation
- explain how law works

Child Protection Worker (CPW)

- investigators to determine whether it should be short-term or long-term (some stay in the extended care in the society/ a "corporate parent" to guide their life until 21-years-old)
- focuses on: life skills development, setting up for post-secondary, to help stabilize their life (food, where to sleep), so youth can focus on school, keep youth engaged/ "feed their dreams"

Child Youth Counsellor (CYC)

- works hands on with youth
 - basic skill development: budgeting, social networking, healthy relationships, health care, assists in downloading & filling out government forms, grocery shopping, "troubleshooting society"
 - build goals & supports
 - provides 1-on-1 support for youth 18 and above
- works with: foster home, kin folk support, crisis support
 - communicates with foster parents & youth in care
 - mediator between youth and caregiver
 - helps transitions to other housing arrangements

Family Visitation Program

- objective: maintain family connection when youth comes into care (full integration, or guide the family towards anything that is successful for them)
- helps to educate/ develop skills of adults of the family to better support the youth

Children's Aid Society Placement Office

November 30, 2020
12:00am-1:00pm

Chrissy Tremblay
(Child Youth Counsellor, Children's Aid Society of Ottawa)

Learning: Key Points

CAS Placement Office

- where all referrals and decisions about placement are made
 - worker will come in and tell the office about the child/ youth and their situation, they look at the options and discuss about best fit
- **objective: support families and keep them together** (outside placement is the last resort)
 - siblings are often kept together or nearby

Legislation: Part X

- speaks to consent
- in most scenarios, children/ youth come into care on partial agreement and so CAS does not become legal guardian and thus, cannot give consent
 - be mindful of who you share info with, for what purpose and should you get the youth's consent?

Temporary Care Agreement (TCA)

- if children/ youth are brought into care, TCA, least intrusive
- reached with the parent(s)
- intended to be short-term

- Court has certain expectations, all options should be exhausted before changing this agreement into long-term
 - children/ youth can't be without a permanent plan for more than 2 years

Key worker

- every child/ youth has a key worker
- tries to replicate the day-to-day for youth
- meets the youth's needs
- communicates to CAS worker to meet youth's needs

Family-based care

- first priority

Parent-Model home

- foster parents with added support staff

Group home

- strictly staffed (with baseline number of staff that can be adjusted according to needs), rotation on shift cycle
- usually last resort; might be done to keep youth safe, depending on profile and needs
- for youth, difficult to leave family, engage in group home, while developmentally seeking to be independent
 - teens more likely to demonstrate their trauma that will impact/ affect their environment
- home care license is required and granted by ministry

Individual Education Plans (IEP's)

December 3, 2020
12:00am-1:00pm

Linda Yan
(POD 1 Leader/ Teacher Mentor, Children's Aid Society of Ottawa)

Learning: Key Points

Where do I start?

- immediate help for a teacher: other teachers, guidance counsellor, resource teacher, administration (principal, vice principal)
- [Special Education in Ontario, K-12 \(2017\)](#)



Why does a student need an IEP?

- **first base of assessment: teacher observation**
- then, the teacher should have a conversation with the staff/ team (tip: have another teacher come and observe the student)
- its not necessary that a student have psychological assessment to have an IEP
- non-negotiable/ automatic when the Identification, Placement and Review Committee (IPRC) has decided a student to have an IEP (49% of 330,000 students were formally identified)

What do I have to know?

- you know something in a particular point in time, so reach out to find other answers
- be open in your attitude and approach
- development of the IEP is cyclical

Who fills in the IEP?

- **its a team approach:** guidance counsellor, resource teachers, even CAS workers
- ultimately, the **principal's responsibility as they sign off on it**

Appendix E-2: A Sample IEP Template (p.E64-E72)

- check the "Accommodations" section of the IEP

Reporting Format

- Provincial Report Card
 Alternative Report

Reporting Dates: _____

ACCOMMODATIONS

(Accommodations are assumed to be the same for all subjects/program areas unless otherwise indicated.)

| Instructional Accommodations | Environmental Accommodations | Assessment Accommodations |
|------------------------------|------------------------------|---------------------------|
| | | |

Individualized Equipment Yes (*list below*) No

PROVINCIAL ASSESSMENTS

Provincial Assessment Year: Yes (*provide name of the assessment below*) No

Apprehension Discussion: *ReMoved*

December 7, 2020
12:00am-1:00pm

Greg Hopkins
(Child Youth Counsellor, Children's Aid Society of Ottawa)

Karen Carkner
(Child Youth Counsellor, Children's Aid Society of Ottawa)

Melissa Liteplo
(Teacher, Children's Aid Society of Ottawa)

Sylvie Heroux
(Teacher, Children's Aid Society of Ottawa)

Learning: Key Points

Videos:

- [*ReMoved*](#)
- [*ReMoved: Part 2, Remember My Story*](#)
- [*Removed: 3, Love is Never Wasted*](#)

Apprehension is the last resort

- CAS objective: "leave the smallest footprint as possible, the least intrusive"

When a youth is removed from their home, consider the following:

- their state of mind: vulnerable, fearful, confused, resilient/ can adapt to their situations; each one is different
- **their behavior may be misinterpreted in school**
 - especially for younger youth, might not know how to express their feelings
 - the **attachment piece** – that’s why transition plans are key
 - they may push those around them (to see who will stay and still be there for them)
 - OR may have no barriers (ex. hug a stranger)
- as adults in their lives, specifically teachers
 - **give them time to adjust**, stability & comfort, patience & understanding
 - If you suspect something’s up:
 - address it 1-on-1, privately
 - know that it won’t happen right away
 - connecting and being consistent is important
- questions: What supports do they have in their life? How long have they been in care?

Eligibility spectrum in Ontario

- every child welfare worker is given a mandate, which breaks down how a situation works; from this chart, the worker can pursue outcomes

Reading Credit Summary Reports

December 8, 2020
12:00am-1:00pm

Jill Bennett
(Education Liaison, Children's Aid Society of Ottawa)

Linda Yan
(POD 1 Leader/ Teacher Mentor, Children's Aid Society of Ottawa)

Learning: Key Points

Ontario Student Record (OSR)

- is a white file folder
- contains all that is considered essential/ important for a student's education
- there's a guide for what goes into the OSR
- if there are any items within the OSR that pique your interest, ask your colleagues/ team
- ultimately, the principal is responsible for the OSR; however, the student's teacher signs off on it
- the OSR holds the **Credit Summary Report**

Credit Summary Report, pay attention to:

- **mentor section**
 - try to contact this person to reach youth/ build relationship to better understand youth's personal situation
- **credit totals** at the bottom
- anomalies (ex. did they struggle in a particular year? in a certain subject?)
- **"16x16"** (if by 16 years old, the student has 16 credits, they are likely to graduate)

- failing 1 credit in grade 9 (likelihood that the student graduates on time decreases)
- course load: students usually take 8 courses a year, however, 9 is doable (note: a student can complete a credit without having to do so in the typical fashion, in class)

Principal Power

- the principal has the power to alter courses such as granting a credit without having a student actually take a course
- there are creative ways for a student to get a credit
- **Prior Learning Assessment and Recognition (PLARs)**

Thinking Outside the Box: Creativity in Program Planning for Student Success

December 10, 2020
12:00am-1:00pm

Andrea van-den-Hoeven
(Resource Teacher, St. Peter's High School)

Cecile Kuntz
(Student Success Teacher, OCSB)

Charles Tourigny
(Vice Principal, Gloucester High School)

Jess Houghton
(Guidance Counsellor, Ottawa Technical Secondary School)

Learning: Key Points

Creativity

- Jess: had a rigid idea of what teaching was prior to entering the profession
 - "we can get stuck thinking that a student needs to do these 10 things to get the credit..." but get to know your student and "tailor it according to them"
 - consider: what does it take for my student to learn?
- **all students want to succeed, no student wants to fail**
 - **as educators, our job is to find a way for students to be successful**
- Charles: you cannot expect to give a student the same education that you know has continually resulted in their failure because you will get the same results – failure
 - consider the form, approach, and be creative

Get support from your colleagues/ team

- Linda: "to think outside of the box, think outside of yourself"
- you are not alone in what you're doing
- "if you're experiencing something, there's someone on your staff who's probably experienced it"

Caring & Understanding

- curriculum is important, but the caring and understanding is needed to teach that curriculum
- be flexible in your professional judgment
- the effect of poverty and trauma may be more than you perceive/ expect
- Jill: "**connect, engage, learn... inspire!**"

Working with Indigenous Youth in Care

December 14, 2020
12:00am-1:00pm

Chantel Verner
(Instructional Coach, First Nations, Metis, and Inuit Education, OCDSB)
phone: (613) 596-8211
email: chantel.verner@ocdsb.ca

Inini McHugh
(Student Support Services, Silatuniq - Youth Engagement at the Inuuqatigiit Centre for Inuit Children, Youth and Families; The Ottawa Inuit Children's Centre (OICC); OCDSB)

Kris Meawasige
(Indigenous Student Support and Re-engagement Coordinator, OCDSB)
phone: (613) 608-9764
email: kris.meawasige@ocdsb.ca

Learning: Key Points

Overarching question:

- **What's the best way to support our Indigenous Youth?**

Inini McHugh:

- to support youth 14-24 years of age in all aspects of their life, to get youth engaged with education at the OCDSB, helping build a relationship with the teacher and school

Kris Meawasige:

- to forge strong relationships between OCDSB schools and staff, and Indigenous communities in Ottawa; promote Indigenous perspectives as part of daily school life, across the curriculum; support programming for learning and leadership, K-12; create inclusive and responsive school spaces

Chantel Verner:

- to help bring Indigenous education into the classroom and schools (ex. arrange guest speakers, lesson plans, etc.)

Consider the following:

- **teach your class, at all times, like you have Indigenous students in your class**
 - whenever you do something Indigenous (ex. lesson, school activity), this should be communicated to students and their families beforehand (ex. sending out a letter, email)
- infuse Indigenous culture into education/ learning; **don't be afraid to reach out to Indigenous supports within the board**
 - understanding what resources are available for teachers
 - working together and communicating - a breakdown in communication can compound issues for youth
 - ex. Kris: staff are quick to make a referral with the only basis for the referral being that the student is Indigenous and the rest being vague
- but also, do research before reaching out; **communicate with the student and their families, with your colleagues/ team**
- voluntary self-identification as Indigenous/ don't assume a student is Indigenous
 - the student or their family must verbally and directly inform the teacher that they are Indigenous - because the government's/ school's identification of Indigenous peoples may not align/ is confidential
 - be culturally aware - students learn differently and have different perspectives

- don't use an Indigenous student as an expert/ speak on behalf of
 - due to residential schools and systematic elimination of Indigenous culture, youth might not be fully aware/ knowledgeable of their own culture (ex. it might trigger a child as they might not know)
- have your youth involved in the process/ make decisions (as its usually the adults in their lives doing so)
- using **appropriate terminology**; it depends on context
 - ex. don't classify a youth as "FNMI," because they are not an acronym; try to be as specific as possible
- **culture should not be a debate**
 - ex. Louis Riel - was he a good or bad person?
- we are all on different journeys in what we know, this goes both ways, as teachers and the OCDSB First Nations, Metis, and Inuit Education team, however, we can work together and find answers

First Year Teachers Panel: Spring 2020 POD Model for Learning

December 15, 2020
4:00-5:00pm

Ethan Scott Dauncey
(Teacher, Grade 5/6, Assumption Catholic School)

Jaymie Kendall
(Teacher, Grade 7, Upper Canada Board)

Luisa
(Teacher, IB French, St. Pat's High School, OCSB)

Mia Kakebeeke
(POD 2 Leader/ Teacher Mentor, Children's Aid Society of Ottawa;
Learning Resource Teacher)

Learning: Key Points

What have you learned since you started teaching that you wish you had known? (considering the current context)

- as a teacher
 - positivity really goes a long way
 - stay calm/ be aware of your own emotions, your students' emotions
 - support the parents (its tough for them)
 - be flexible/ have lots of extra materials/ go with the flow/ don't be afraid to go with what the kids want
 - be ready to work on your own and be resourceful
- your students
 - may have difficulty expressing themselves (especially due to the constraints imposed by the pandemic)

What did the POD Model for Learning teach you and how did you apply that to your teaching?

- the insight you gain into your students' lives outside of school shows you that what you do in the class is incredibly important
- your connection/ relationship with your students is the basis for learning (connect-engage-learn... inspire!)

What strategies have you used to support struggling students in your class?

- having uncomfortable conversations with parents/ students
- chunking, differentiation, inquiry-based learning (particularly for math)
- use your Resource Teacher as a resource
- have a colleague(s) that you can trust/ rely on

Tips

- Jill: **if you're searching for balance, you're not going to find it. Just try to find harmony!**

Virtual Engagement: Strategies that Work

December 17, 2020
12:00-1:00pm

Jill Bennett
(Education Liaison, Children's Aid Society of Ottawa)

Learning: Key Points

List the engagement strategies you have used since September to engage with youth virtually:



- **Background themes**
 - decided week of, next week to have that theme
 - a discussion point for the week of
- **co-researching**
 - doing research alongside students, talking about what ideas match up or not
 - relays authenticity/ genuineness to student

- **flexibility**
 - there's so much rigidity in school
- **PACE: playful, accepting, curious, empathetic**
 - motto, part of attachment training
- **[Peardeck](#)**
 - interactive slideshow, youth can do stuff on their end
- **Reminder text messages**
- **[Splashlearn](#)**
 - math learning, grades K-5, interactive

Crisis Prevention Institute (CPI): Nonviolent Crisis Intervention (NVCII) Training

January 5-6, 2021
1:00-4:00pm

Jennifer Deavy
(Child Protection Worker, Children's Aid Society of Ottawa)

Learning: Key Points

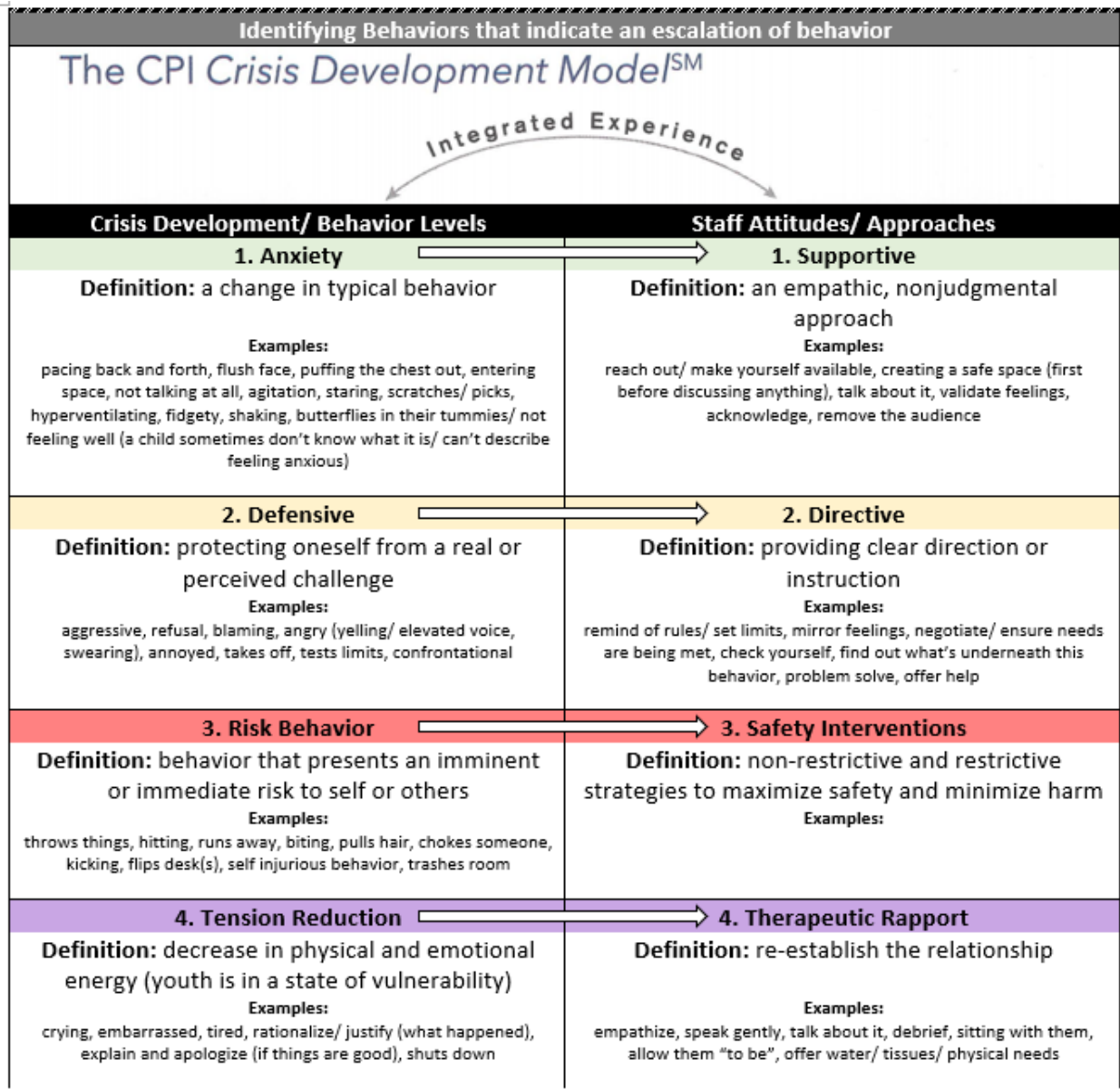
All behavior is a form of communication

This course is built on the **four pillars** of:

- **Care (respect, dignity, empathy, person-centered)**
- **Welfare (maintaining independence, choice and well-being)**
- **Safety (protecting rights and minimizing harm)**
- **Security (safe, effective, harmonious and collaborative relationships)**

Module 1: The CPI Crisis Development Model

- the model represents a series of recognizable behavior levels that an individual may experience during a crisis moment and the related staff attitudes/ approaches used to de-escalate distress behaviors.



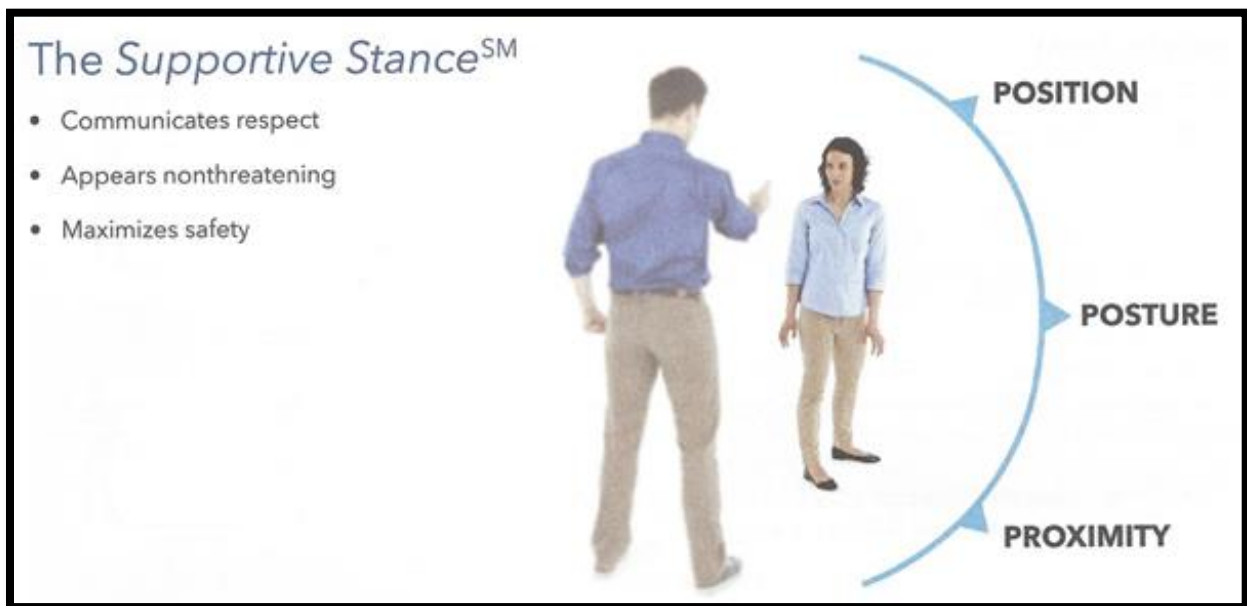
Module 2: Integrated Experience

- **behavior influences behavior** (by being aware of your own attitudes and perceptions and remaining in control of your own behavior, you increase the likelihood of a successful intervention.)
 - the perfect student looks like the perfect teacher
- **precipitating factors** (factors influencing a person's behavior; these factors are for both the person in distress and the staff member(s))
 - consider these factors to help you adjust your approach

- **rational detachment** (prevention, intervention, post-vention; tips: take a deep breath, choose your words carefully, ask for help)

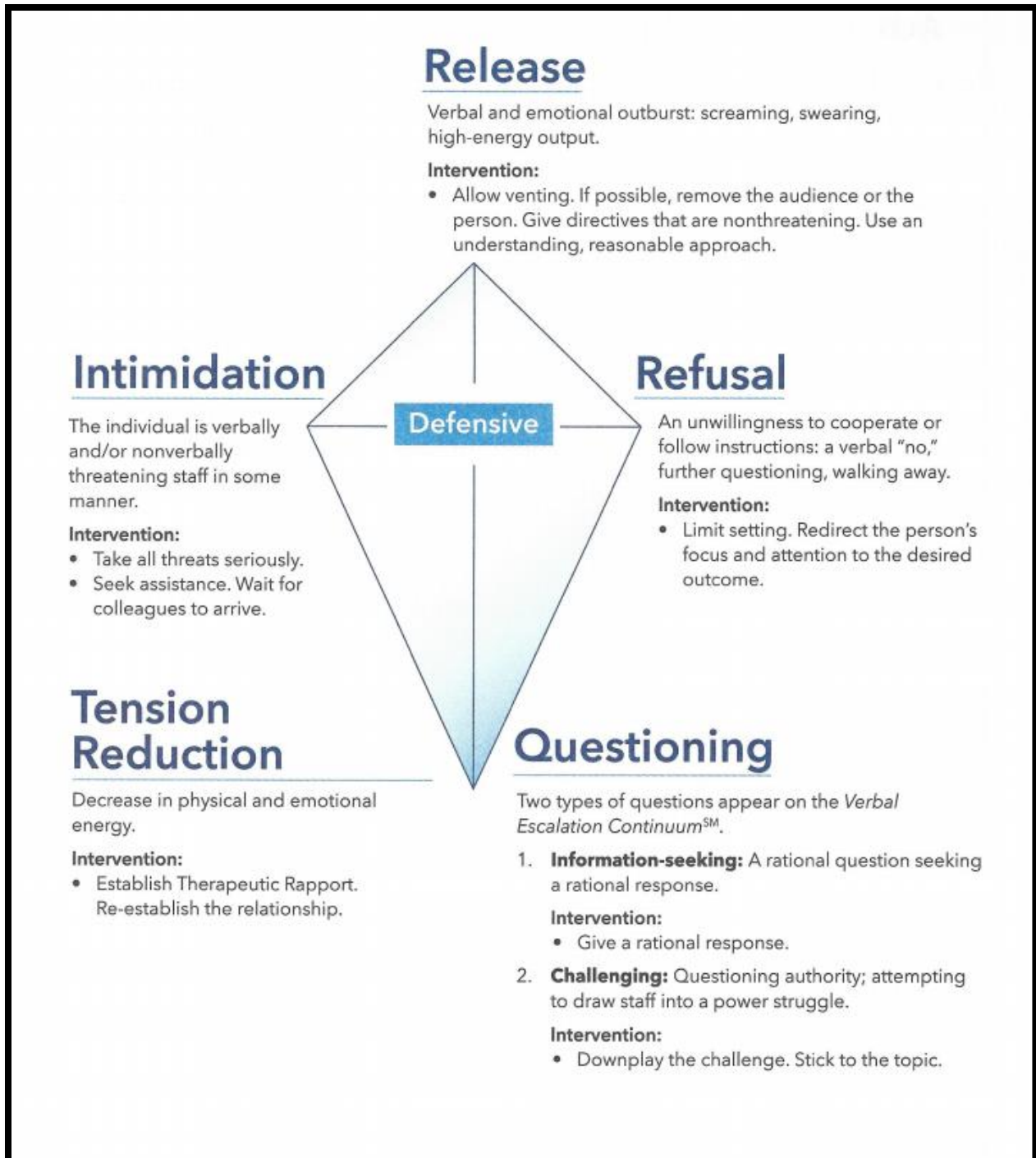
Module 3: Communication Skills

- Forms of Communication:
 - **Verbal**
 - **Paraverbal** (**Total Voice Control**: managing our own tone, volume, rhythm of speech)
 - **Nonverbal** (personal space, body language, communication through touch, listening with empathy); the **Supportive Stance**




Module 4: Responding to Defensive Behaviors

- **Verbal Escalation Continuum**



limit setting

- tips:



The infographic is titled "LIMIT Setting" in a large, blue, sans-serif font. To the right of the title is a line-art illustration of a person standing next to a traffic light. Below the title, there are three tips, each with a corresponding icon and a brief description:

- Respectful** (thumbs up icon): Phrase limits in a positive way using effective nonverbal, verbal, and paraverbal skills.
- Simple** (speech bubbles icon): Limit the number of words you use.
- Reasonable** (circular arrows icon): Connect the expectation to the person's circumstances and level of ability.

- examples of limit setting:
 - **Interrupt and Redirect**
 - [Interrupt] "Juan, you're shouting. [Redirect] Please speak quietly. Thank you."
 - **When/ Then Pattern**
 - "Juan, when you lower your voice, then I'll be able to address your concerns."
 - **If/ Then Pattern**
 - "Juan, if you lower your voice, then I'll be able to address your concerns."
 - **Fail Safe Choice**
 - "Juan, would you like to talk about this now or later in private."

Framework for Planning a Difficult Conversation



PLANNING

- Think about how you'll remain rationally detached.
- Consider where and when to conduct the conversation.



SCRIPTING

- Develop a written or mental roadmap of what you will say.
- Keep it factual.



DELIVERING

- Respect the dignity of the person.
- Rationally detach.
- Deliver the facts.
- Offer something.
- Listen and respond with empathy.
- Bring closure.



DOCUMENTING

- Summarize the conversation.
- Note observations.
- Objectively assess your performance.

Module 7: Decision Making

- There are no right or wrong answers as you practice using the **Decision-Making Matrix**. The matrix aids your judgment and decision-making.

Decision-Making MatrixSM



Decision-Making MatrixSM



Likelihood: The chance that an event or behavior may occur.

Module 8: Post-Crisis

- **The COPING Model** is a process; it is done in two parts:

- for the student in crisis
- for the team that responded

The COPING ModeSM – Individual



C **O** **P** **I** **N** **G**

▶ **Control** – ensure that emotional and physical control is regained.

Example:
"I'd like to talk about what happened earlier. Do you have a few minutes?"

▶ **Orient** yourself to the basic facts.

- What happened?
- When did it happen?
- Who else has been affected?
- Why did it happen?
- Where did it happen?

▶ **Patterns** – Look for patterns for the behavior.

Is this the first time the individual reacted that way or has it become a recurring event?

Investigate alternatives to the behavior.

Examples may include:

- What could you do differently next time?
- What should we do to put things right?
- What were you thinking about at the time of the incident?

▶ **Negotiate** future approaches, expectations and behavior.

Suggestions may include:

- *"What can we do to help you when you feel distressed?"*
- *"Is there anything you don't want us to do during these moments?"*

Give back responsibility; provide support and encouragement.

Example:
"I appreciate you talking with me. Do you agree with the plan that we just discussed?"

The COPING ModeSM – Staff



C **O** **P** **I** **N** **G**

▶ **Control** – ensure that emotional and physical control is regained by the staff person.

Start the conversation by acknowledging their feelings and then asking permission to discuss.

▶ **Orient** yourself to the basic facts.

Staff may have arrived at different points and observed different things. Acknowledge what you observed and prompt for more details if needed.

- What happened?
- When did it happen?
- Who else has been affected?
- Why did it happen?
- Where did it happen?

▶ **Patterns** – Look for patterns in staff responses to the behavior.

Review the staff response history. Are there patterns in how the team or specific staff members responded?

Investigate ways to strengthen staff responses.

With team members, propose and discuss potential solutions.

What were you thinking about at the time of the incident?

What changes should be considered to help prevent future crisis events or to improve a future response?

▶ **Negotiate** changes that will improve future interventions. Reinforce what's working well.

Example:
 "Is there anything you would have done differently?"

Discuss and gain commitment from all staff to ensure that any improvements will be implemented.

▶ **Give** support and encouragement.

Express trust and confidence in their ability to respond during the next crisis.

Equity & Diversity Training for Caregivers

January 12, 2021
9:30-1:00pm

Andre Fontaine
(Project Coordinator, Children's Aid Society of Ottawa)

Janice Service
(Child Protection Worker, Children's Aid Society of Ottawa)

Learning: Key Points

This training is typically intended foster parents, caregivers, the resource team/ those who work in a place of safety.

- For us, a chance to gain an insight into their perspective/ journey
- point of training: understand that **the feelings of the youth in care are real**

Agenda: Modules

1. Foundational Equity Understanding
2. Power, Privilege, and Dominance
 - **power:** the capacity or ability to direct or influence the behavior of others or the course of events
 - **privilege:** a special right, advantage, or immunity granted or available only to a particular person or group
 - **dominance:** power and influence over others
 - **white fragility reinforces racism** - [Robin DiAngelo](#)

- **social determinants of health** (school, racism, culture, etc.); if not dealt with, the triple aim of patient experience, improving outcomes for populations, and lowering per capita costs of care cannot be achieved

3. Exploring External and Internal Oppression

- **external oppression:** occurs when an individual, group, or force with privilege and/ or power harms an individual or group without those privileges
 - **microaggressions:** small comments, seemingly inconspicuous - intentional or unintentional - that reinforce oppressive biases
 - **microassaults:** often takes the form of outright name-calling and other disruptive behaviors such as shouting, groping, and imitating
 - **microinsult:** saying something questionable that makes the target feel uneasy; usually subtle; the person who delivered the microinsult may not even be aware of the comment's questionable nature
 - **microinvalidation:** attempts to render the target voiceless; refers to the blatant or inadvertent exclusion, devaluation, or nullification of experiences and reality of the target; targets are pressured to ignore how they feel so they can fit in or avoid being perceived as too sensitive
- **internal oppression:** when oppressed in an ongoing manner for a long period of time, they come to believe the stereotypes and myths about their own group that are communicated by the dominant group. They accept and instill the negative image of themselves and absorb their subordinate status as being deserved, normal and inevitable

4. Creating Safer Homes

- be anti-racist, provide a culturally safe space, ensure that the child/ youth has a voice

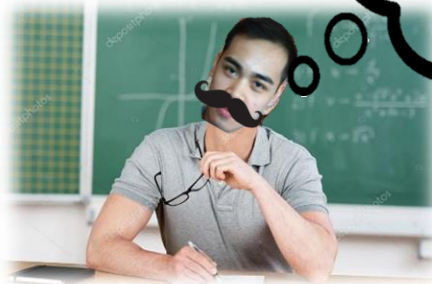
Trauma-Informed Teaching Strategies

January 19, 2021
12:00-1:00pm

Victoria Roberts
(School Social Worker, OCSB)

The trauma-informed approach is...

We don't always know what our students are dealing with in their lives. We need to see their difficulties through a different lens.

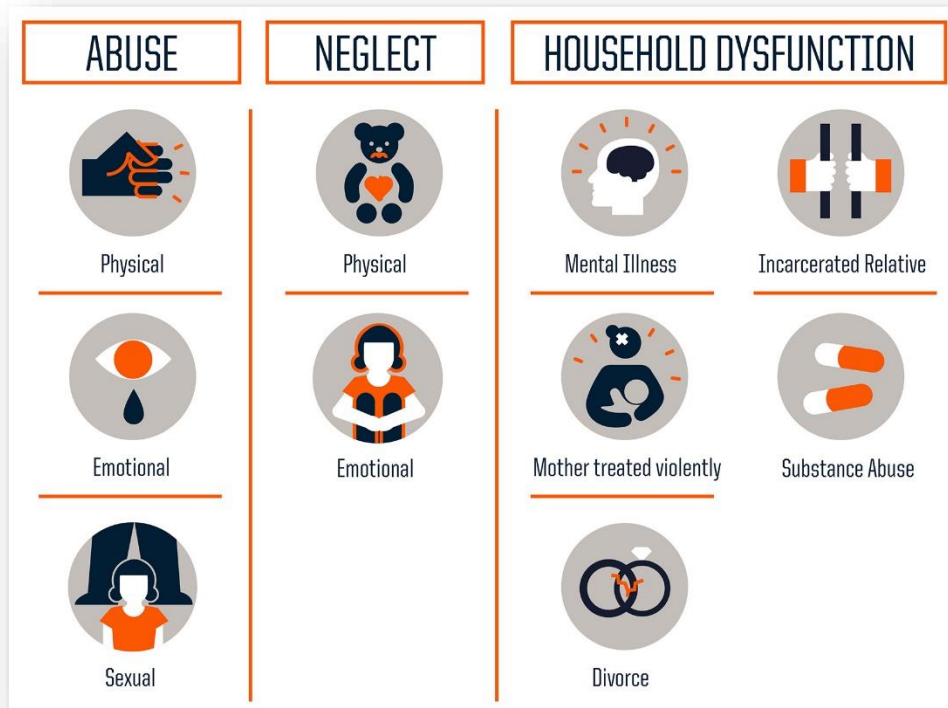


Think: What's in their backpack?



Adverse Childhood Experiences (A.C.E.'s)

- Types of ACE's:

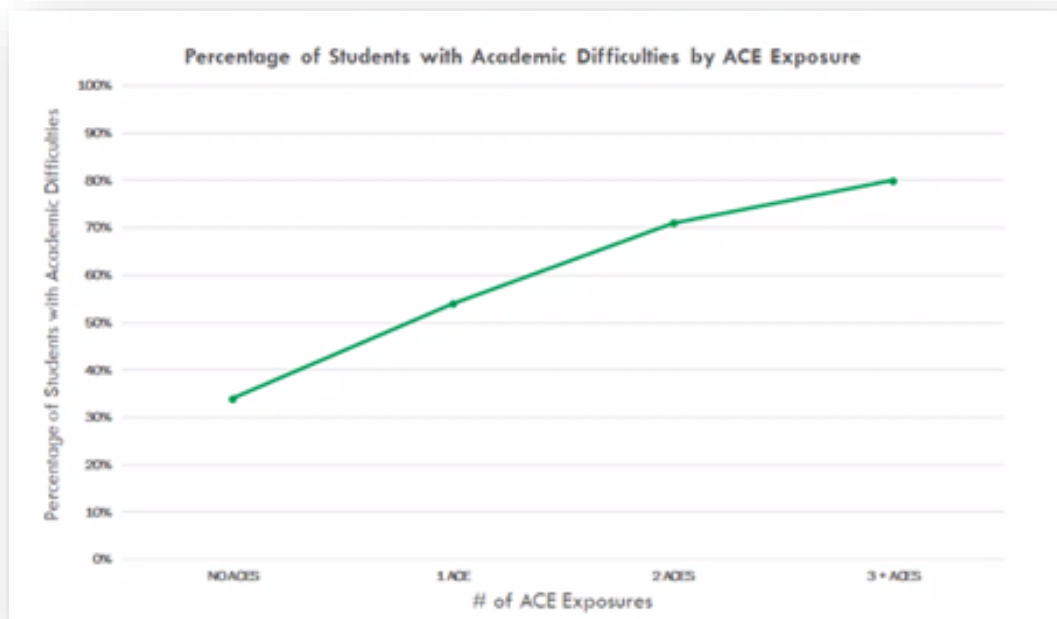


- Impact of ACE's:



- Impact of Adverse Childhood Experiences:

Percentage of Students with Academic Difficulties by ACE Exposure



- the more ACE exposures a student has, the more difficulties that student will have

Learning Brain vs. Trauma Brain

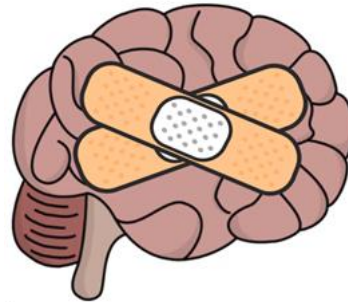


- **Learning Brain:**

- Open to new information
- Comfortable with ambiguity
- Able to make connections
- Calm, playful, curious
- Willing to take risks
- Confident in their abilities

- **Trauma Brain:**

- Hyper-focused on threat
- Black and white thinking
- Panicked, inattentive
- Obsessive about small details
- Afraid of making mistakes
- Doubtful of self



Traumatic stress behaviors are **normal responses** to **abnormal situations**

- **What are potential perceived threats?**

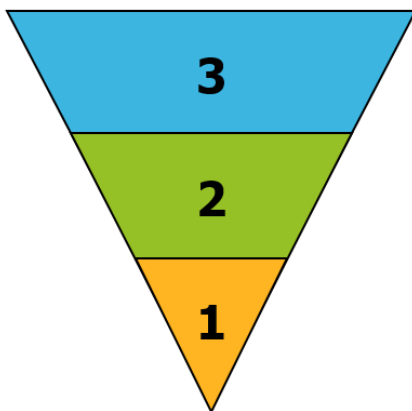
- unstructured time
- ambiguous body language
- correction or redirection
- authority and feeling a lack of control
- transitions or change
- sensory stimulation (i.e. bells, physical contact, raised voices, slamming doors, sirens, alarms)

| | |
|----------------|-------------------------|
| FLIGHT / FIGHT | Impulsive behavior |
| FREEZE | Poor concentration |
| FIGHT | Aggression |
| FIGHT | Emotional dysregulation |
| FREEZE | Withdrawal |
| FREEZE / FIGHT | Over- or under-reaction |
| FLIGHT / FIGHT | Hypersensitivity |
| FLIGHT | Elopement |

- Reframe Trauma Brain Behaviors; a **trauma-informed approach** includes:
 - emphasizes resilience
 - is strength-based
 - seeks to understand trauma behaviors

Trauma and the Developing Brain

- The brain develops from the bottom-up
- **(3) Thinking Brain (Prefrontal Cortex):** thinking, learning, language, planning
 - the thinking brain = the learning brain
- **(2) Feeling Brain (Limbic System):** survival, emotional development and attachment
 - the feeling brain = where the trauma brain lives; focusing on survival (ex. students are scanning for threats)
 - the learning brain is offline when the limbic system is on
- **(1) Brainstem:** primitive brain responsible for basic sensory/ motor functioning



The 3 R's: Reaching the Learning Brain

- **(3) Reason:** support the child to reflect, learn, remember, articulate
- **(2) Relate:** relate and connect with the child through an attuned relationship
- **(1) Regulate:** help the child regulate and calm their fight/ flight/ freeze response
(empathetic mode, validate their feelings, let the student know that we are working on the same goals, "us" against the problem; students learn from what we do, so don't judge – our relationship won't change if they run away)

Trauma-Informed School: Strategies

- offer universal programs that ensure all students' basic needs are met; ex. breakfast program
- show curiosity about students' non-academic interests and strengths
- provide structure and consistency in daily routines
- implement school-wide programs that promote community; ex. [Caught You Caring! board](#) (Cooperation, Accountability, Respect, Integrity, Never give up! Good choices)
- practice school-wide social-emotional exercises (particularly useful when students are coming back from recess/ from an unstructured period of the day); ex. [Mindful Minute](#)
- manage conflict through a restorative model that promotes relationship and collaboration (ex. as opposed to consequences)
- avoid discipline that creates shame or punishes a trauma response
- support staff wellness, remember that educators "set the weather" in a school (ex. students with trauma will notice when a teacher is off from their verbal/ non-verbal cues)
- communicate mindfully, being careful that verbal and nonverbal messages are congruent (ex. how you use your eyes, hands, posture, legs are in line with what you want to communicate to your students)
- have proactive check-ins with a safe, caring adult (ex. adjust expectations to what you've picked up from your student check-ins)
- create a safe space in the classroom or school for a student to access when they are in distress

- have classroom discussions about self-regulation to promote development of an emotional vocabulary (ex. students don't just go from green to red, they will pass through the yellow zone – if you don't notice it as a teacher, have students try to notice it themselves/ meta-cognition)



- give students roles and responsibilities that help them feel valued and confident; ex. [Classroom Jobs/ Helper/ Systems](#)
- support transitions and give warning when changing the physical environment (narrating what you are doing – to give students the heads up and reduce the chance of triggering them; ex. I'm going to close the door because its too noisy in the hall)
- offer controlled choice
- be sensitive to potential re-traumatization
- offer groups and programs that provide opportunities for additional support and connection
- reframe attention-seeking as "connection-" or "attachment-seeking" behavior (take it as a compliment; the student may be seeking to compensate for something that they don't have)
- provide opportunities for mentorship and meaningful connection
- have an individualized safety plan for students who demonstrate trauma responses
- have a designated safe adult who has made a connection with students who may be at-risk
- adjust work expectations knowing that students who have experienced trauma spend less time in their "learning brain"

Happy Feet Quiz

December 18, 2021
2:00-3:00pm

Match the team member with the picture of their lower half

| | | | | | |
|--|----------------------------|--|-------------------------|--|-----------------|
| | Alec MacNeil | | Greg Hopkins | | Linda Yan |
| | Ashweena Kissoon-Rumajogee | | Hajani Nithiyantharajah | | Maggie Trant |
| | Bonny Butt-Stone | | Jill Bennett | | Melissa Letiplo |
| | Christina Cassolato | | Julia Zenowski | | Mia Kakebeeke |
| | Danielle Perry | | Karen Carkner | | Seema Sukhdeo |
| | Gian Nicholas Parian | | | | Sylvie Heroux |

| | | | |
|--|--|---|--|
| <p>2</p>  | <p>3</p>  | <p>4</p>  | <p>5</p>  |
| <p>6</p>  | <p>7</p>  | <p>8</p>  | <p>9</p>  |
| <p>10</p>  | <p>11</p>  | <p>12</p>  | <p>13</p>  |

14



15



16



17



18



Bonus: name our three members in the photo for 3 extra points.



| | | |
|--|--|--|
| | | |
|--|--|--|

Happy Feet Quiz: Answer Key

| | | | | | |
|----|----------------------------|----|-------------------------|----|-----------------|
| 11 | Alec MacNeil | 5 | Greg Hopkins | 18 | Linda Yan |
| 16 | Ashweena Kissoon-Rumajogee | 7 | Hajani Nithiyantharajah | 12 | Maggie Trant |
| 2 | Bonny Butt-Stone | 14 | Jill Bennett | 8 | Melissa Letiplo |
| 4 | Christina Cassolato | 9 | Julia Zenowski | 6 | Mia Kakebeeke |
| 17 | Danielle Perry | 13 | Karen Carkner | 15 | Seema Sukhdeo |
| 10 | Gian Nicholas Parian | | | 3 | Sylvie Heroux |

| |
|--------------|
| Bonus |
| Christina |
| Julia |
| Seema |

Practicum Calendar: November – December 2020

uOttawa Teacher Candidate Schedule

All meetings are scheduled from 12-1 pm unless otherwise specified

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------|--|--|---|---|---|----------|
| 29 | 30 | 1 | 2 | 3 | 4 | 5 |
| | Evan George: Evaluation Overview Lunch & Learn CAS Workers Roles & Responsibilities - Confirmed Karen | 1-1 Jill/Linda Lunch and Learn Megan Kelly – CAS Placements Confirmed 1-1 Jill and Mia | 1-2 POD Meetings -Student Reviews POD Session (Linda & Julia) | Lunch and Learn IEPs - Linda 1-1 Jill and Mia | 1-1 Jill/Linda Removed Videos to watch sometime before Monday | |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| | Lunch and Learn Removed Video Discussion | Lunch and Learn Reading Credit Summary Activity - Jill | 1-2 POD Meetings Student Reviews POD Sessions (Hajani & Ashweena) | Thinking Outside the Box panel Andrea, Cecile, Charles and Jessica Confirmed Student Focus Group #1 - Evan | Teacher Survey To complete sometime today 11:30- 1 Teacher Focus Group with QA | |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| | Lunch and Learn Working with Indigenous Youth Inini McHugh, Kris Meawasige and Chantel Verner Confirmed Student Focus Group #2 - Evan | Mid-point Quad 2 First Year Teacher Panel 4:00 Confirmed | 1-2 POD Meetings Student Reviews POD Sessions (Sydney & Gian) | Lunch and Learn Sept – Dec Student Summaries POD Model Culminating Activity | Celebrations | |

50% Student Support25% Planning 25% PD

Practicum Calendar: January 2021



uOttawa Teacher Candidate Schedule

All meetings are scheduled from 12-1 pm unless otherwise specified

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------|--------------------------------------|---|---|--|---|----------|
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| | ALL POD Setting the Stage 9 am | ALL POD 8:30 Check in NVC Certification Training Part 1 1-4 Confirmed | ALL POD 8:30 Check in NVC Certification Training Part 2 1-4 Confirmed | Student Review POD 1 – Noon POD 2 – 1 pm POD Meetings (Danielle & Sydney) | | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| | | Equity and Diversity Training 9:30 – 1:00 Confirmed | POD Meetings POD 1 – Noon POD 2 – 1 pm | | 12-1 Professional Judgement – Teaching- Assessment Tentative | |
| 17 | 18 | 19 | 20 | 21 | 22 | 19 |
| | | HOLD Trauma Informed Teaching Strategies 12-1 Victoria Roberts OCSB | POD Meetings POD 1 – Noon POD 2 – 1 pm | | Celebration | |

50% Student Support25% Planning 25% PD

Support Matrix (ver.1)

|  Level of Support | Occasional support | Frequent support | More than 2x per week support |
|--|---|---|--------------------------------------|
| | FC/ G/ T | Checking in, Place of Safety, Registered | NA/ NR/ NR |
| |  Frequency of Support | | |
| Color | Meaning | | |
| NA/ NR/ NR | Not attending, Not responding, Not registered | | |
| Tier 4 | More than 2x per week support of some kind | | |
| Tier 3 | Frequent support (2x per week) | | |
| Tier 2 | Occasional support (1x per week) | | |
| Tier 1 | Registered, Place of Safety, Checking in | | |
| FC/ G/ T | File Closed, Graduated, Transitioned to another region | | |