

SPECIALIZED SERVICES

Background

Increasing numbers of students and children require specialized services. If a student's behavioural, intellectual, learning, communication or physical characteristics, or a combination of any of them, impair the student's ability and opportunity to learn, the Division may determine that the student is in need of specialized support and services. To optimize the learning, development and the well-being of our students, the Division works together with families, members of the community, and community agencies to serve the needs of students and children who require specialized services. Collaboration with community agencies ensures the most appropriate services are provided and duplication of services is avoided.

Definitions and Roles

Specialized Services: Any service that exceeds what is typically provided by school personnel and addresses specific service needs related to a student's medical, behavioural, communicative, learning, physical or intellectual disability. The need for these services is individualized and based on documentation supporting the diagnosis of a disability or disorder by a qualified professional.

Specialized Assessment: A specialized assessment means individualized measurement across a variety of domains that will contribute to a diagnosis and assist with the development and implementation of an Instructional Support Plan for children and students. Specialized assessments may include administration of tests of intellectual abilities, speech and language abilities, academic performance, adaptive functioning, emotional and behavioural development, and physical development of a child or student. Specialized assessment typically results in a written, interpretative report. ([Alberta Education, Special Education Coding Criteria](#)).

Instructional Support Plan: An Instructional Support Plan (ISP) is a concise plan of action designed to address a students' unique learning needs. It is based on specialist assessment(s) as well as information gathered from the student, parents and planning team. (see [Administrative Procedure 214 Inclusive Education, Appendix A Individualized Support Plans](#)).

Regulation Support Plan: A Regulation Support Plan (RSP) is a concise plan of action designed to address a student's unique regulation and sensory needs. It is based on specialist assessment(s) and created in collaboration with various professionals such as; a behaviour specialist, division psychologist, occupational therapist, school team and parents. (see [Administrative Procedure 214 Inclusive Education, Appendix B Regulation Support Plans](#)).

Diagnosis: A diagnosis of a delay, disability or disorder is made by a qualified professional. It includes a clear indication of how the disability/disorder impacts the student's participation and learning in an educational environment. Special Education Coding, according to [Alberta Education's Special Education Coding Criteria](#), is assigned by school personnel to assist teachers and administrators in identifying those students who require additional supports in their educational program. Students who qualify for specialized services are usually assigned codes designated for severe disabilities.

Collaborative Response: Collaborative Response is a framework within EICS for addressing the needs of students at all levels of development. This framework consists of ongoing data and evidence collection, establishing and maintaining collaborative structures and processes, as well as developing and utilizing a continuum of supports. Specialized services and members of the EICS Inclusive Learning Support team

utilize a collaborative consultation model to provide support and services to students and school teams within the framework of Collaborative Response.

Collaborative Consultation Model: To meet needs across the district, services are primarily consultative. Consultative services provide education and resources to classroom teams in order to collaboratively develop strategies that will support the student. Studies demonstrate that consultative services can lead to: optimized use of strategies designed by therapists, improved overall development, and generalization of skills. A consultative services model allows for a larger group of students to be seen, and all students in the classroom are able to benefit from consultation. Moreover, a consultation model builds on the capacity of teachers and educational assistants to support students and follow through on recommendations on a daily basis, rather than only addressing needs during an intervention session.

Due to the importance of early intervention, an emphasis for services is placed in younger grades (Pre-Kindergarten through Grade 4). Often children in these grades are new to their diagnosis or are in the process of receiving a diagnosis. Identifying effective strategies for these children is often integral for building success and positive early school experiences.

In grades 5 through twelve, support is prioritized for students with new diagnoses, who are new to the school division, who are new to their school teams, or for those who have experienced a significant change in their function or abilities. Consultation in the higher grades helps classroom teams to refine previously recommended strategies or identify new strategies that will support student success.

No single approach (i.e., pull-out, push-in, consultative, etc.) will provide solutions for every learner. Support is based on the individual strengths and needs of each learner or group of learners, and priority is given when these services can benefit many students with similar needs.

Low Incidence Team: A school-based service for students who are identified as having a "Low Incidence" disability requiring a coordinated plan through a multi-disciplinary approach. The low-incidence team offers personnel and services in the following disciplines:

- **Collaborative Response Coordinator:** Collaborative Response Coordinator (CRC) work under the direction of the principal and, in collaboration with the classroom teacher and other members of the School Learning Team, the Collaborative Response Coordinator ensures that ALL students are provided with an appropriate educational program.
- **Family Wellness Worker (FWW):** An FWW also supports the collaboration between the family and community agencies. To learn more about the role of the Family Wellness Worker, reference the "Family Wellness Worker Program Handbook" for the current school year.
- **Division Psychologists:** Registered Psychologists work in collaboration with the Inclusive Learning Team and School Based teams to help determine appropriate programming and supports for students. Division Psychologists administer Psycho-Educational Assessments and provide guidance on programming based on results.
- **Education or Inclusive Learning Consultants:** Education or Inclusive Learning Consultants work directly with school personnel and other specialized service providers assisting with planning, implementation and delivery of programming and services for students who may have a developmental disability as well as students with mild/moderate learning needs requiring targeted intervention.
- **Behaviour Consultant:** Behaviour Consultant works directly with school personnel and other specialized service providers assisting with the planning, implementation and delivery of services for students who may have a behaviour disorder or behavioural challenges that require targeted

intervention.

- **Speech-Language Pathology:** Speech-language pathologist (SLP) identifies, diagnoses, and treats communication delays and disorders. SLPs are members of educational teams, supporting students with speech, language, and communication challenges. In school settings, SLPs support developing oral and written language skills. SLPs have training in assessing and implementing augmentative and alternative communication (AAC) to support the overall communication and language development for all students.
- **Augmentative and Alternative Communication:** Students with complex communication needs (CCN) may benefit from assistive technology and augmentative and alternative communication (AAC) to support communication and language development.
- **Occupational Therapy:** Within the classroom environment, OT services focus on fine motor skills, school-based self-care tasks, regulation and classroom participation. Students whose delays have a classroom impact may be eligible for Occupational Therapy services. OTs support positioning, access needs and other skills related to assistive technology.
- **Deaf or Hard of Hearing; Blindness/Visual Impairments; Educational Audiology; Physiotherapy:** Consultants contracted to work with students and staff based on need. School teams may refer students for these services who have needs in these areas (i.e., deaf and hard of hearing, blind/vision impairments, physiotherapy, educational audiology). Within each of their special domains consultants identify and treat delays and disorders.

For a detailed list of supports offered by team members and for community options, please see Appendix A - EICS and Community Supports.

Procedures:

1. Division Responsibilities:
 - 1.1. The division shall determine if a school referral is best supported by Specialized Services within the school division.

Speech-Language Pathology
Occupational Therapy
Division Psychologists
Education or Inclusive Learning Consultants
Behaviour Consultant
Low Incidence Team: Deaf or Hard of Hearing; Blindness/Visual Impairments; Educational Audiology; Physiotherapy
 - 1.2. The Superintendent or designate, may initiate, develop and/or participate in partnerships designed to improve services to students and children.
 - 1.3. To provide the best program possible, the Division seeks to work collaboratively with community agencies, organizations and associations; local education authorities, Early Childhood Services (ECS) operators; Alberta Health Services and Child and Family Services Authorities and others.
2. School Responsibilities:

2.1. Administrator's Role

- 2.1.1. Administrators create a welcoming, inclusive learning environment, where all students are welcomed, cared for, respected and kept safe. Administrators develop a shared responsibility for the success of all students and support their teachers in accessing specialized services for students.
- 2.1.2. School-based Administration, with the collaboration of the Collaborative Response Coordinator, classroom teacher(s), and members of the school and Learning Services teams, take an active role to initiate or participate in working together to access specialized services for students where needed, and to work with division staff and other members of the community and community agencies to improve services.

3. Teacher's Responsibilities:

- 3.1. The teacher is responsible for meeting the needs of all learners. The teacher is responsible for using appropriate universal and targeted strategies and supports to address student's strengths, learning challenges and areas for growth ([Teacher Quality Standards, Establishing Inclusive Learning Environments](#)).
 - 3.2. The teacher recognizes and responds to specific learning needs of individual or small groups of students and, when needed, collaborates with other specialists to design and provide targeted and specialized supports to enable achievement of the learning outcomes ([Teacher Quality Standards, Establishing Inclusive Learning Environments](#)).
 - 3.3. Working collaboratively with their school team, the teacher determines if a school referral for specialized services is appropriate (see [Administrative Procedure 214 Inclusive Education, Appendix A Individualized Support Plans](#) and [Administrative Procedure 214 Inclusive Education, Appendix B Regulation Support Plans](#)).
 - 3.4. To facilitate the identification of a need for Specialized Services, the teacher or division may collect information through a variety of means, including but not limited to:
 - registration forms submitted by parents
 - screener surveys completed by parents
 - direct conversations with parents
 - review of student record
 - collaborative response discussions
 - 3.5. Working collaboratively with their school team, the teacher determines if a school referral for specialized services is appropriate (see [Administrative Procedure 214 Inclusive Education, Appendix A Individualized Support Plans](#) and [Administrative Procedure 214 Inclusive Education, Appendix B Regulation Support Plans](#)).
 - 3.6. The teacher completes the referral with the Collaborative Response Coordinator and includes specific questions or requests regarding the programming support required.
4. Procedures in working together with members of the community will be consistent with provincial policies and procedures, including the *Standards for an Inclusive Education System*.

References:

Section 11, 31, 32, 33, 53, 196, 197, 222 Education Act
Alberta Education. (2021). Standards for an Inclusive Education System
Alberta Education. (2021, March). *Alberta Education's Special Education Coding Criteria*. Retrieved from: <https://open.alberta.ca/publications/2368-3627>

Appendix A - EICS and Community Supports

Support Required	Provided by EICS	Provided by Community Partner (services & contact information)
Focus Area: Speech and Language Services		
Expressive Language	Collaborative consultation to school teacher and educational assistants for: <ul style="list-style-type: none"> ● Building vocabulary ● Expanding phrase and sentence length and complexity ● Improving grammar ● Narrative/storytelling 	Corbett Hall Speech-Language Pathology Clinic University of Alberta <ul style="list-style-type: none"> ● Support range of developmental and acquired speech and language disorders in 12 week, 45 minute bi-weekly session led by student clinicians and supervisor ● Phone: 780-492-5314 Private Speech Language-Pathologist <ul style="list-style-type: none"> ● Direct 1:1 therapy for language delays and disorders ● Search providers at: https://asapp.ca/item/
Receptive Language	Collaborative consultation to school teacher and educational assistants for: <ul style="list-style-type: none"> ● Understanding basic concepts ● Understanding questions ● Following instructions ● Identifying categories and associations ● Reading comprehension 	Corbett Hall Speech-Language Pathology Clinic University of Alberta <ul style="list-style-type: none"> ● Support range of developmental and acquired speech and language disorders in 12 week, 45 minute bi-weekly session led by student clinicians and supervisor ● Phone: 780-492-5314 Private Speech Language-Pathologist <ul style="list-style-type: none"> ● Direct 1:1 therapy for language delays and disorders ● Search providers at: https://asapp.ca/item/
Augmentative and Alternative Communication (AAC)	Provide the following support to educational staff: <ul style="list-style-type: none"> ● Identify students who may benefit from AAC ● Collaborate with classroom staff and family to identify tools and strategies for a students (e.g., SETT framework) ● Trial at least 2 communication programs ● Assist with AAC implementation and training 	I CAN Centre for Assistive Technology Child Communication Skills <ul style="list-style-type: none"> ● Students with significant access needs ● Phone: 780-735-6070 Alberta Health Services <ul style="list-style-type: none"> ● New functional needs related to a significant change in status and requiring customized equipment, specialty technology or multidisciplinary health team involvement ● Phone:

		<ul style="list-style-type: none"> ○ 780-735-3489 (Sherwood Park/Fort Saskatchewan) ○ 1-866-937-7476 (Camrose/Vegreville)
Literacy	<p>Collaborative consultation to school teacher and educational assistants for:</p> <ul style="list-style-type: none"> ● Phonological awareness ● Sight words ● Reading fluency ● Story grammar ● Narrative skills 	
Social Communication	<p>Collaborative consultation to schools regarding social skills and communication</p> <p>Social skills may include or may be provided by other members of the multidisciplinary team such as:</p> <ul style="list-style-type: none"> ● Inclusive Learning Consultants ● Occupational Therapists ● Behavior Consultants ● School Psychologists 	<p>Caregiver Series, educational sessions provided by AHS and Mental Health.</p> <p>Strathcona County Community and Families provides a variety of programs and services for parents, children, families and youth. A detailed listing of programs and services is updated regularly on their website.</p>
Speech	<p>Collaborative consultation to school teacher and educational assistants for:</p> <ul style="list-style-type: none"> ● Speech sound treatment ● Classroom strategies to support clear speech ● General cueing strategies for developmental speech sound errors 	<p>Alberta Health Services</p> <ul style="list-style-type: none"> ● Speech sound delays/disorders as a result of motor (e.g., apraxia), neurological (e.g., brain injury), structural (e.g., cleft palate), or sensory perceptual (e.g., hearing) impairments or a significant change in speech clarity ● Phone: <ul style="list-style-type: none"> ○ 780-735-3489 (Sherwood Park/Fort Saskatchewan) ○ 1-866-937-7476 (Camrose/Vegreville) <p>Private Speech Language-Pathologist</p> <ul style="list-style-type: none"> ● Direct 1:1 therapy for speech delays and disorders ● Search providers at: https://asapp.ca/item/ <p>Corbett Hall Speech-Language Pathology Clinic University of Alberta</p> <ul style="list-style-type: none"> ● Support range of developmental and acquired speech and language disorders in 12 week, 45 minute bi-weekly session led by student

		<p>clinicians and supervisor</p> <ul style="list-style-type: none"> • Phone: 780-492-5314 <p>Family Supports for Children with Disabilities (FSCD)</p> <ul style="list-style-type: none"> • Motor speech disorders (i.e., childhood apraxia of speech) • 780-644-1636 (Intake Line)
Fluency	<p>Collaborative consultation to school teacher and educational assistants for:</p> <ul style="list-style-type: none"> • Classroom strategies to support fluent speech 	<p>Alberta Health Services</p> <ul style="list-style-type: none"> • Direct 1:1 therapy for stuttering • Phone: <ul style="list-style-type: none"> ○ 780-735-3489 (Sherwood Park/Fort Saskatchewan) ○ 1-866-937-7476 (Camrose/Vegreville) <p>Institute for Stuttering Treatment and Research (ISTAR) and the Communication Improvement Program</p> <ul style="list-style-type: none"> • Direct 1:1 therapy for stuttering • Phone: 780-492-2619
Voice & resonance	<p>Collaborative consultation to school teacher and educational assistants for:</p> <ul style="list-style-type: none"> • Classroom strategies to support vocal hygiene and compensatory strategies 	<p>Alberta Health Services</p> <ul style="list-style-type: none"> • Direct 1:1 therapy for voice and resonance diagnoses • Phone: <ul style="list-style-type: none"> ○ 780-735-3489 (Sherwood Park/Fort Saskatchewan) ○ 1-866-937-7476 (Camrose/Vegreville) <p>Glenrose Rehabilitation Hospital Voice Clinic</p> <ul style="list-style-type: none"> • Assessment and treatment to pediatric and adult patients with voice problems • Phone: 780-735-6319 <p>Glenrose Rehabilitation Hospital Resonance Clinic</p> <ul style="list-style-type: none"> • Specialized assessment and treatment for both pediatric and adult patients with resonance disorders • Phone: 780-745-7971
Hearing	<p>Referral to and collaboration regarding classroom strategies and accommodations with:</p>	<p>Alberta Health Services Community Audiology Services</p> <ul style="list-style-type: none"> • Standard hearing assessment and follow up for anyone 6 months and

	<ul style="list-style-type: none"> • Low-incidence Deaf and Hard of Hearing (DHOH) consultant with EICS • Low-incidence Audiologist with EICS <p>Conduct hearing screenings</p>	<p>older</p> <ul style="list-style-type: none"> • Phone: 780-735-3489
Eating, Feeding and Swallowing	<p>Consultation and collaboration with:</p> <ul style="list-style-type: none"> • External agencies to carry over strategies to school setting 	<p>Alberta Health Services</p> <ul style="list-style-type: none"> • Support needs related to efficient and safe oral consumption • Phone: <ul style="list-style-type: none"> ○ 780-735-3489 (Sherwood Park/Fort Saskatchewan) ○ 1-866-937-7476 (Camrose/Vegreville) <p>Glenrose Rehabilitation Hospital Pediatric Feeding Swallowing Service</p> <ul style="list-style-type: none"> • Supports children who have feeding or swallowing problems to be able to eat and drink safely • Phone: 780-735-6319
Focus Area: Occupational Therapy		
Fine Motor	<p>Collaborative consultation to school teacher and educational assistants for:</p> <ul style="list-style-type: none"> • Pre-printing development • Printing skills • Scissor skills • Keyboarding skills • Fine motor or visual-motor assessments (if needed for developing intervention strategies) 	<p>Pediatric Physical Medicine Clinic (Ongoing outpatient follow up for children with a physical medicine concern)</p> <ul style="list-style-type: none"> • 780-735-8252 <p>Pediatric Specialized Rehabilitation Outpatient Program</p> <ul style="list-style-type: none"> • 780-735-6276 <p>Private OT's: https://www.saot.ca/search-for-an-ot/</p>
Self-care	<p>School-based Self-care:</p> <p>Toileting</p> <ul style="list-style-type: none"> • Ensuring appropriate toileting equipment in school environment • Providing consultation to teachers and EA's on how to support toileting skills 	<p>Family Supports for Children with disabilities (FSCD) for all self-care needs</p> <ul style="list-style-type: none"> • 780-644-1636 (Intake Line) <p>Children's Home care (for home based equipment needs and incontinence products).</p> <ul style="list-style-type: none"> • 780-496-1300 <p>Home Nutrition Support Program</p>

	<ul style="list-style-type: none"> • Collaboration with home-based teams where relevant <p>Dressing</p> <ul style="list-style-type: none"> • Putting on/taking off shoes, boots, jackets, snow pants and winter wear <p>Feeding</p> <ul style="list-style-type: none"> • Managing executive functioning tasks needed for snack/lunch • Opening containers/lunch kit 	<p>(for individuals with nasogastric or gastrostomy feeding devices)</p> <ul style="list-style-type: none"> • 780-407-1341 <p>Stollery feeding clinic (for children that have feeding and swallowing concerns)</p> <ul style="list-style-type: none"> • 780-407-8859 <p>Glenrose feeding clinic (for children that have feeding and swallowing concerns)</p> <ul style="list-style-type: none"> • 780-735-6319 <p>AHS: Good-bye Mealtimes Struggles Mealtimes Struggles Workshop, Edmonton Zone</p> <p>Sleep - AHS: Good-bye Bedtime Battles Goodbye Bedtime Battles Workshop, Edmonton Zone</p>
<p>Regulation in the classroom and school environment and Classroom Participation</p>	<ul style="list-style-type: none"> • Student specific regulation strategies • Strategies to support participation in the classroom and adult-directed activities 	<p>FSCD (regulation in the home and community)</p> <ul style="list-style-type: none"> • 780-644-1636 (Intake Line) <p>Private OT's: https://www.saot.ca/search-for-an-ot/</p>
<p>Focus Area: Physiotherapy</p>		
<p>Walkers Wheelchairs Transfers</p>	<p>Collaborative consultation to school teacher and educational assistants for:</p> <ul style="list-style-type: none"> • Safety • Accessibility • Strategies for participating in physical literacy 	<p>Children's Home Care supports families with children with complex physical medical needs to help them remain safely in their homes and communities.</p> <p>Glenrose Seating Clinic: Assesses people with a physical disability who have complex seating needs that commercial products don't meet.</p> <ul style="list-style-type: none"> • 780-735-6303, grhseating@ahs.ca
<p>Focus Area: Hearing and Audiology</p>		

<p>Diverse group of students who may have:</p> <ul style="list-style-type: none"> • a diagnosed hearing loss • uses a hearing aid, cochlear implant, and/or personal FM/DM system 	<p>Collaborative consultation to school teacher and educational assistants for:</p> <ul style="list-style-type: none"> • Strategies for self-advocacy and self-determination • Visual and signed language strategies. • Audiological interventions and technologies (i.e., hearing aids, cochlear implants, amplification systems). 	<p>Resources to support the Deaf or Hard of Hearing (DHH) Population, ARPDC</p> <p>Language and Speech Services for the Hearing Impaired (LSSHI) at the Glenrose Hospital. Provides services to help children with hearing loss learn speaking and listening skills.</p> <ul style="list-style-type: none"> • 780-735-7971, requires referral.
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Focus Area: Blind & Low Vision

<p>For students whose visual acuity is not sufficient to participate with ease in everyday activities (blind, legally blind, partially sighted, low vision, or cortically visually impaired).</p>	<p>Collaborative consultation to school teacher and educational assistants for:</p> <ul style="list-style-type: none"> • Recommendations for adaptations in the methods of presenting learning opportunities, the materials used and/or the learning. • Support Orientation & Mobility Instruction (O&M) • Braille and e-text resources 	<p>ARPDC Resources to Support the Blind or Visually Impaired (BVI)</p> <p>Resources for students in Alberta's K to 12 education system who are blind or visually impaired.</p>
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Focus Area: Assessment Services

<p>Educational and Behavioural Needs</p>	<p>Psychoeducational Assessment:</p> <ul style="list-style-type: none"> ● Goal is to gather specific and new information to better understand students current level of functioning ● Investigation of strengths and weaknesses ● Components typically include: cognitive, achievement, social/emotional/behavioral ratings, adaptive functioning, and/or executive functioning ratings ● May include individual assessment at the school, interviews, observations, rating scales, review of historical documentation ● Results and recommendations communicated in a written report and debriefed with parents and school teams <p>Behavioral Assessment:</p> <ul style="list-style-type: none"> ● Social/Emotional/Behavioural Assessment using a variety of assessment tools in order to assess behavioural, regulation, and emotional challenges ● Includes consultation and classroom behavioural observations ● Recommendations provided to school and family as a result of information gathered through the assessment process <p>Collaborative consultation to school teams for:</p> <ul style="list-style-type: none"> ● Academic concerns and need for further standardized assessment ● Behavioural concerns, intervention, and Regulation Support Plan support ● Targeted classroom management supports ● Review and support with the understanding and implementation of results and 	<p>Multi-Disciplinary Team Diagnosis & In Depth Tertiary Level Clinical Services:</p> <ul style="list-style-type: none"> ● Glenrose (see Glenrose Clinic listing), ICan Centre, Learning and Development Clinic, AHS Addictions and Mental Health, CASA, etc.
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	<p>recommendations provided through external assessments</p> <p>Risk Assessment</p> <ul style="list-style-type: none">• Supporting school and community teams through Violent Threat Risk Assessment (VTRA) procedures	
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