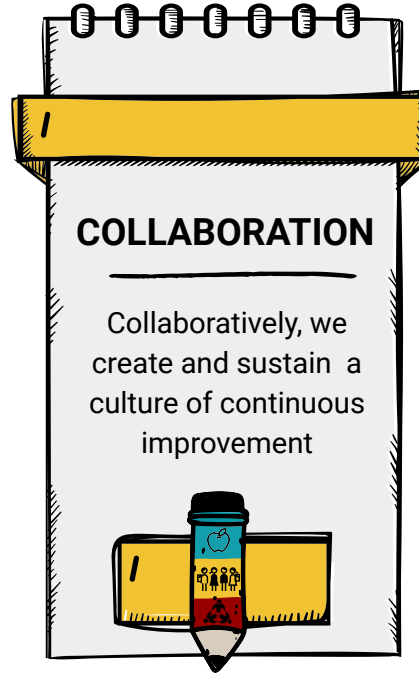
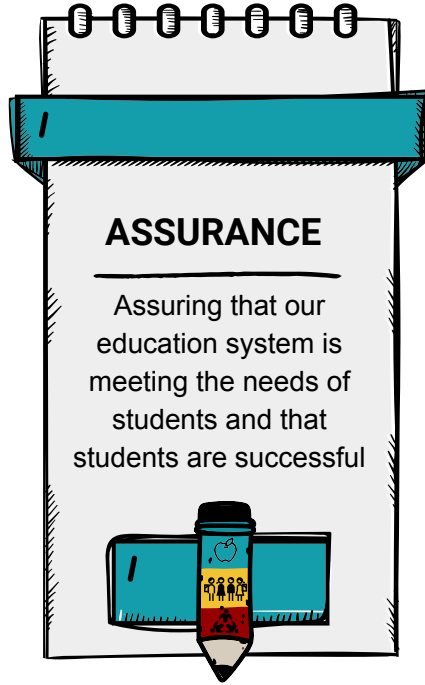


ACE PLAN 2022-2023

**Centennial Centre Patients' School
(Wolf Creek Education Centre)**



Alberta Education ACE Plan





Pointing Out the Facts

Wolf Creek Education Centre

Total of 128 Students for 2021-2022

Approximately 65 students on any given day.

School and Staff Profile

Our Mission

Fostering positive and meaningful life-long learning opportunities.

7 staff (**5.03 fte**) support our year-round school and students

One-on-one and group instruction

School is located in the Centennial Centre for Mental Health and Brain Injury.

Our school is the only Acquired Brain Injury Educational Program offered in an institutional setting in Western Canada for mid- to long-term rehabilitation

Rehabilitation for in-patient clients from ages 16 to 65 with:

- Complex Acquired Brain Injuries
- Mental Health Disorders
- Concurrent Disorders

Collaborative interdisciplinary goal planning takes place with individualized program plans and instruction for each student. Each teacher creates and implements 40-45 program plans per year. Teachers assess and report progress on goals monthly. Families are involved throughout the hospital stay.

Programs range from regular high school credit courses to functional life goals to support executive functioning, literacy and numeracy skills. Returning to school and work planning/preparation is a special focus for many of our clients.

School Enrollment (Length of Stay)

Average Length of Stay by Type of Brain Injury:

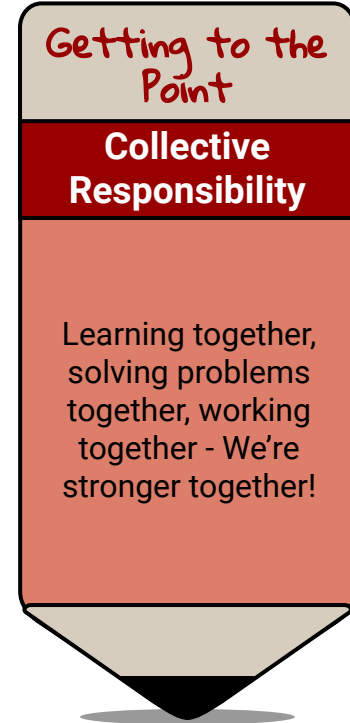
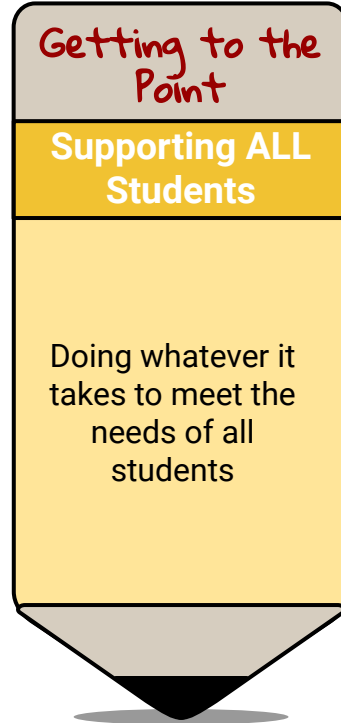
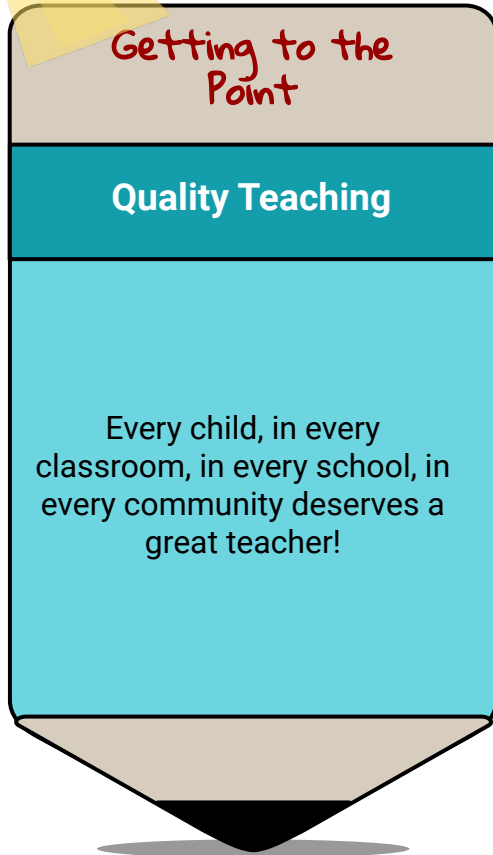
	Stroke	Traumatic	Non-Traumatic
2018-19	6.8 months	8.9 months	5.9 months
2019-20	5.9 months	6.4 months	4.1 months
2020-21	5.2 months	6.6 months	7.4 months
2021-22	5.3 months	6.0 months	5.7 months



Analysis:

- ★ This data represents **BIU patients who entered and discharged during the same fiscal year**. Some clients were in the program prior to the beginning of the fiscal year, and some have not yet discharged at the end of the fiscal year.
- ★ Wait times for placing patients in appropriate facilities at discharge continues to be challenging in some cases. There are a few clients who have been in the program for more than two years now waiting for placement.

Wolf Creek Public Schools Priorities





Flourishing Schools

Dr. Sabre Cherkowski

Quality
Teaching

In Flourishing Schools.....



A sense of **belonging** to a “group with **purpose**” from which we can **derive meaning for our work** and lives;
There is a strong sense of teamship

Relationships
are at the heart of our community;
A climate of fun, laughter, joking and banter supports us

What we do matters;
We feel seen and valued, we contribute to making the group better in some way.

We flourish when our students do.



We work together in ongoing innovation for continued connection, growth, thriving **guided by our shared values and higher purpose**; *Creativity, rising to challenges, innovating in our work*

We are **supported, challenged and encouraged** by our administrators.

LAST YEAR STUDENT ACHIEVEMENT RESULTS

(GAS) Goal Attainment Scale Results 2021-2022

Goal Baseline Scores

27.93

Goal Achieved Scores

50.72

Changed

22.79

Total Patients with GAS Goals: 91

Total Goals Set increased by 46: *from 442 (2020-21) to 488 (2021-22)*

Total Goals Achieved increased by 50: *from 165 (2020-21) to 215 (2021-22)*

Interpretation:

- ★ The team approach, GAS goal format, use of evidence-based strategies and resources are proving successful with a 22.79 point achievement increase from baseline scores.
- ★ When patients started the program, they were assessed to be within the 3rd standard deviation below the mean ($m = 50$, $SD = 10$)
- ★ After treatment they were just about exactly on the mean - an increment of more than 2 standard deviations

2021-2022 School Achievement Results:

Average Percent FIM/FAM Score Increase from Admission to Discharge:

FAM
(Functional Assessment Measure)

Stroke & Trauma **16-19 years**

Reading 15%

Writing 29%

Stroke: **20 - 65 years**

Reading 13%

Writing 13%

Trauma & Non-Trauma:

Reading 11%

Writing 10%

FIM

(Functional Independence Measure)

Reading Communication 13%

Written Communication 27%

Reading Communication 14%

Written Communication 8%

Reading Communication 2%

Written Communication 0%

Source: Brain Injury Database April 1st, 2021 - August 30, 2022

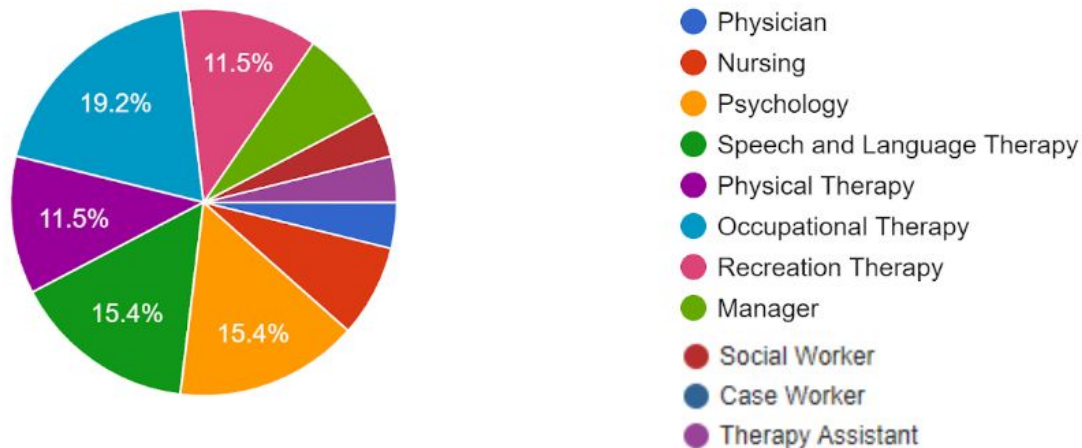
Jan/Feb 2021 CCMHBI Multidisciplinary Survey Responses

The Centennial Centre Patients' School created their own survey which was circulated to about 45 AHS managers, nurses, physicians, psychologists, social workers, and therapists from multiple disciplines in the Centennial Centre for Mental Health and Brain Injury.

This is a sampling of the overwhelmingly positive feedback we have received.

What is your discipline?

26 responses



CC Patients' School Survey Results

"I think the patient school is a wonderful asset to our program. There are so many cases where the Education Center is able to contribute programming towards clients' functional, meaningful goals - from reading and writing, to money management, to return to work/school programming, and so on!"

~Anonymous Survey Respondent

"I appreciate the professional efforts the school teachers provide to engage the patients in educational rehab based on their needs."

~Dr. Girgis, Waterton House Physician

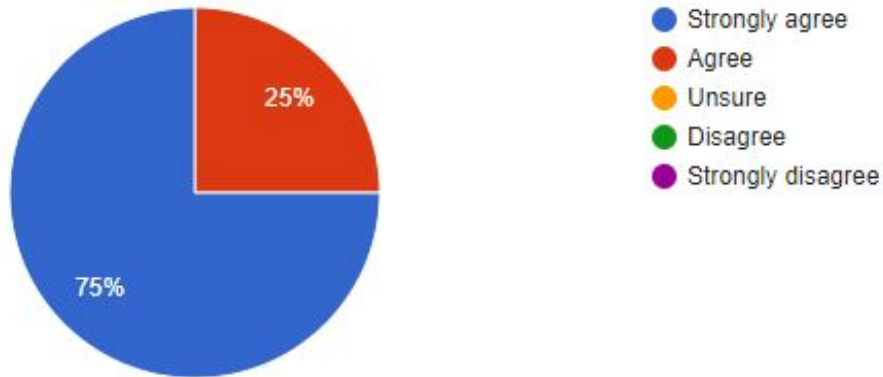
"Thank you for all you do, and for being such awesome, organized and professional team players."

~Dr. Carolyn Fleck-Prediger, Navarre House SLP

CC Patients' School Survey Results

1. The Patients' School staff provide quality patient and family-centred care.

24 responses



"Every employee that is involved with schooling is very accommodating to the patient's needs. There is always consideration of both patients and families goals. Each family always expresses how they are appreciative of this program. Definitely feel that at times, it is very undervalued."

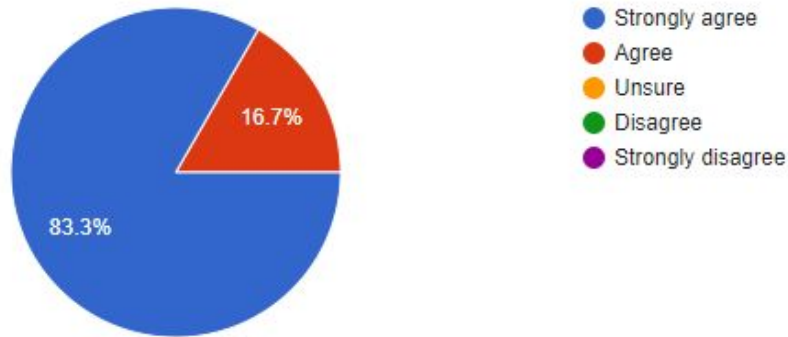
"The Ed Centre does a fantastic job of interacting with families and trying to ensure patient connectedness with families via technology."

"Anytime I see any education staff with clients they are talking and seemingly patient focused. If there has been any interest in school for my clients, the patient school has set up an appt promptly with myself and client."

CC Patients' School Survey Results

2. The Patients' School works collaboratively with the AHS staff and multidisciplinary teams to help patients meet their recovery goals.

24 responses



The Patients' School is always willing to collaborate and support disciplines within the hospital. The synergy created by doing this increases patient outcomes and satisfaction. Always good to have a trusted team member.

"I think the support from Ed Centre is invaluable as you cover so many areas and support various disciplines."

"The Ed Centre staff are extremely collaborative with fellow tx team members. They are always open to suggestions and find ways to support the interdisciplinary goals."

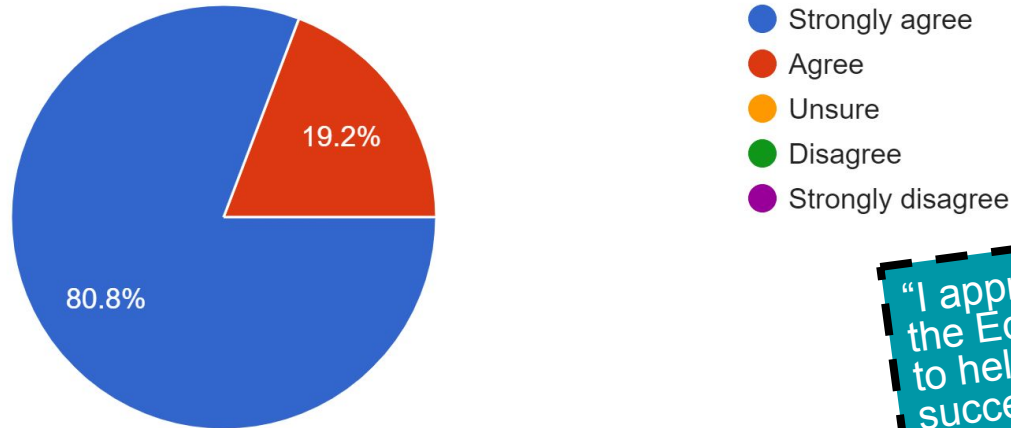
"There are conversations in conference and outside of conference to have specific goals set. They collaboratively work with speech to get tasks and strategies to help patients reach their goals."

"I've had some great opportunities to work collaboratively with the Patients' School!"

CC Patients' School Survey Results

3. I am confident in the professional expertise and quality of educational programming the Patients' School provides.

26 responses



I appreciate that the Patients' School primarily looks after the areas of reading and writing for the clients in the brain injury program so that my focus can be speech and language.

"I appreciate how much the Ed Centre staff want to help the clients succeed and the awareness they have of strategies to assist them with the learning they are doing."

CCMHBI Feedback Suggestion Themes...

From January 2021 Survey

Suggestions:

- ❑ Keep a strong focus on teaching functional technology skills to clients--it is essential!
- ❑ The groups you offer are essential for socialization and skill generalization.
- ❑ Continue the consistency and extra exposure patients receive when Ed Centre helps tackle team goals.
- ❑ Continue with return to school and return to work planning with clients.
- ❑ Increase services as able and requested to AIP and PSR units in CCMHBI
- ❑ Continue providing ESL expertise to the team and programming for the clients



Wolf Creek Education Centre Response:

- ❑ In 2021-22 we have invested significant budget resources to ensuring all our iPads and Computers have the same specialized software for brain injured clients.
- ❑ We offer 10 group sessions per week to build a variety of client skills, with socialization being a strong outcome.
- ❑ We continue to work with multidisciplinary therapists to collaboratively form and work on client goals.
- ❑ Career and future school planning is taking place with regularity for Marion House and BI units.
- ❑ Our BI director (Roxanne) has helped spread the word that we are available for students in AIP and PSR units. We have also shared brochures. We presently have 18 time slots available/being used for AIP & PSR programming.
- ❑ Developing ESL expertise has been a special focus for our staff in previous years. We now collaborate regularly with our team members and offer many opportunities for our ELL clients.

AHS CCMHBI Feedback Themes...

Suggestions From January 2021 Survey

Suggestions:

- ❑ Make sure patient goals are communicated to clients, families and teams in an understandable way.
- ❑ Word your goals so that it is clear what functional purpose they serve for the client.
- ❑ Make it clear what you do with clients so we can collaborate better. i.e. Provide brochures and inservices that communicate the types of services you can offer clients.



Wolf Creek Education Centre Response:

- ❑ We have taken the feedback around the formation and wording of Ed Centre goals seriously and have formed 3 school goals that address this.
- ❑ Teachers always have another teacher review the client goals through the lens of whether the goal is functional and worded in a way to show how it is functional.
- ❑ Teachers have a data bank of client goals that help us refine and improve the quality of our client goals.
- ❑ In family meetings, our teachers share a common template that has been worded to clearly show the role of the Education Centre and the types of goals we might help a client achieve.
- ❑ We are intentionally seeking to collaborate more with our therapist partners in forming and working on shared client goals.

Student Feedback

Q: What was the best thing about your stay at the HJCBI?

A: Learning to speak English better and write a sentence. I thank you for all that you taught me.

Q: What will you take from your experience that you will use as you return back to your life at home?

A: Now I will be able to help my family financially in the Philippines.

My Experience at the Education Centre

“I am so happy for the education that was done at the Education Centre. In the beginning I was unable to talk properly or write effectively. I am so proud of myself elevating my typing and writing skills. This will bring me a little bit more closer to me doing payroll and accounting skills/typing.

Thank you so much for doing these appointments with me :)” CK

CC Patients' School Survey Results

"[The Patients' School have always done a good job of meeting with our clients for career exploration in a timely matter and allowing the client to direct how they want to proceed." *Malmo House, OT*

"I think the Patients' School is a wonderful asset to our program. There are so many cases where the education center is able to contribute programming towards clients' functional, meaningful goals - from reading and writing, to money management, to return to work/school programming, and so on!"

"Every employee that is involved with schooling is very accommodating to the patient's needs. There is always consideration of both patients and families goals. Each family always expresses how they are appreciative of this program. Definitely feel that at times, it is very undervalued."

2021-22 Reflection

Most Proud of:

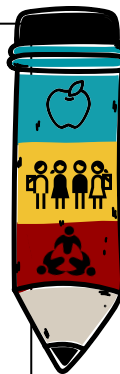
1. Collaborative and supportive culture that is empowering our educators to be innovative and share their best practices
2. Leadership role of Education Centre with FNMI supports for students
3. Resource Collection database that is driving PD Day instructional strategies and conversations about our students and learning.

Outstanding Data & Evidence:

1. [Bi-Annual Survey to CCMHBI stakeholders](#)
2. New and revised assessment documents to support functional goals.
3. Shared collection of functional goal templates.

Professional Development Supports:

Every PD Day focused on school goals for improving assessment, instruction, and programming for diverse population. Every PD Day had a staff wellness activity.



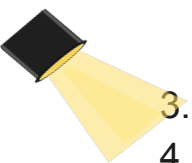
On the Horizon in 2022-2023

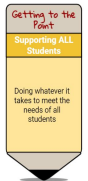
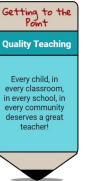
(What key pieces from 2021-2022 directly inform next year's ACE Plan?)

We need to continue our work with:

1. Focusing on staff wellness and being a strong, collaborative, cohesive and supportive team.
2. Revising and creating assessment tools that drive programming to support functional and client-centered goals.
3. Adjust workflow and assessment practices to align with Connect Care implementation (Nov/22)
4. Sharing of best instructional practices for quality teaching and digging into supporting resources.
5. Advocating for our FNMI and other diverse learners (cultural, gender, mental health, etc.), and developing of expertise to support.
6. Expanding our Patients' School role to ensure all school-aged students within CCMHBI are receiving our services.

Education Centre Goals

- 
1. Collaboration between: staff, families and multidisciplinary teams - Started 2021 - Continuing
 2. Client-centered and functional goals for clients - Started 2021 - Continuing
 3. Client-centered assessment and reporting - Started 2021 - Continuing
 4. Effectively utilizing resources for quality teaching - Started 2020 - Continuing
 5. First Nations, Metis & Inuit: advocacy and understanding - Started 2019 - Completed 2022
 6. Educational and Career Pathway Plan (ECCP) - Started 2019 - Completed 2022

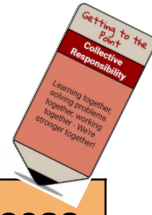
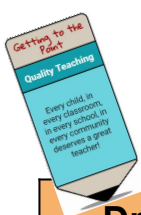


Collaboration Between: Staff, Families and Multidisciplinary Teams



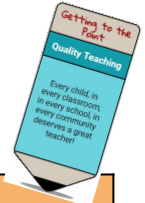
Driving Questions	Action Plan: Target with Specific Strategies	Assurance of Success and Engagement
<p><u>Aspirational Staff Questions:</u> What are key actions and attitudes all staff can engage in that will build a culture of support, collaboration, risk-taking, solving problems, and continuous learning?</p> <p>What additional practices could we employ to ensure we are working collaboratively with other hospital disciplines and with families in serving our clients?</p>	<ul style="list-style-type: none"> □ Staff engage in ongoing team-building activities such as the Culturize Action Guide by Jimmy Casas and Working Genius by Patrick Lencioni. □ Teachers ensure that they are sharing information about clients and our programming at weekly multidisciplinary conferences, monthly clinical functions committee meetings, and at regular family meetings. □ Staff take every opportunity to collaborate with other therapists with joint goals and increased communication--especially psychology, SLP, & OTs. 	<ul style="list-style-type: none"> - Bi-Annual Ed Centre Survey to get feedback from HJCBI staff and AIP managers -On PD Days staff have been participating in the same activities done at AA meetings. -We have TouchChat (assistive communication) expertise on our staff which is increasing our opportunities to collaborate with SLPs on client goals. -AHS Worker to Worker Behavior Continuum reviewed with staff

Client-Centered and Functional Goals



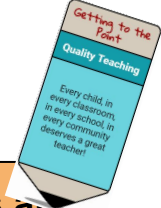
Driving Questions	Action Plan: Target with Specific Strategies	Assurance of Success and Engagement
<p><u>Aspirational Staff Questions:</u></p> <p>How can we effectively collect initial information about our clients (interests, family, experiences, ability, strengths, stretches, etc.) that assist with client goal alignment and engaging learning experiences?</p> <p>Does client data help us set targeted learning goals?</p> <p>Are we giving the students the feedback they need that leads them in the functional direction they want to go?</p> <p>Are we using assessment to continuously assess client progress and inform our instruction?</p> <p>What benefits, roles and changes will result in client data collection and assessment with the implementation of the AHS Connect Care system?</p>	<ul style="list-style-type: none"> ❑ Create a multidisciplinary initial client information sheet (with assistance from family for clients with communication challenges) ❑ Create a temporary program plan sheet that contains checklists of assessments to complete and records strategies that work. <ul style="list-style-type: none"> ➔ Create an exit interview for clients and their families to complete upon discharge ➔ Explore additional ways to measure effectiveness of programming after discharge ➔ Staff to undertake new workflow procedures when AHS Connect Care is implemented Nov 1, 2022. ➔ Create a client goal discussion form to complete with clients (form to contain guiding questions and suggestions). 	<p>-Profile sheet created collaboratively with the AHS multidisciplinary team - Oct 2021</p> <p>-BID Goal show increase in # of goals set and achieved in 2021-22</p> <p>- FIM/FAM score data show increase in 10% to 25% range</p> <p>- Anecdotal data from clients on exit shows high level of satisfaction.</p>

Client-Centered Assessment & Reporting



Area of Issue, Concern, or Focus	Action Plan: Target with Specific Strategies	Assurance of Success and Engagement
<p><u>Focus:</u> Teachers have identified a need to update and revise some of our client assessment instruments to ensure we are collecting data that will help us collaboratively create more effective, meaningful and functional goals with our clients. Some of the assessment instruments we use are very old and do not take into consideration current technological and/or pedagogical realities.</p> <p>NEW: With the digitization of AHS records and the implementation of Connect Care in November 2022, the Education Centre will need to adapt to and reinvent workflow processes and assessment reporting to continue to contribute to the patient data being collected at CCMHBI.</p>	<p>With a clear picture in mind of the role of the Education Centre within the CCMHBI, teachers will review the common assessment instruments we use to ensure they are moving us toward creating learning opportunities for patients that are functional and geared toward the goal(s) of each individual patient.</p> <ul style="list-style-type: none"><input type="checkbox"/> Teachers will revisit and revise the reading and writing CIHI (FIM/FAM) pre- and post-assessment instruments to improve their alignment to our assessment needs<input type="checkbox"/> Teachers will examine and revise the reporting and communication we engage in with patients, their families, and the AHS multidisciplinary team members to ensure our message and patient goals are tightly focused on patient functional needs upon discharge. <p>→ Collaborate with AHS multidisciplinary team to ensure that the Education Centre literacy and numeracy assessment data is incorporated into the new Connect Care workflow and data system.</p>	<ol style="list-style-type: none">1. Patients, families, and hospital team members will have a clear understanding of the functional purpose of Education Centre learning activities and patient goals.2. Teachers and educational rehab therapists will engage patients in learning activities that are practical and functional for patients as they transition to life following rehabilitation.3. Teachers will have a clear understanding of the role and purpose of the Education Centre programming as it relates to the other rehabilitation disciplines' roles with collaborating and communicating taking place on an ongoing basis.4. A new assessment reporting system that aligns with AHS Connect Care and allows for ongoing assessment data analysis will be implemented by the Education Centre.

Utilizing Resources for Quality Teaching



Driving Questions	Action Plan: Target with Specific Strategies	Assurance of Success and Engagement
<p><u>Aspirational Staff Questions:</u></p> <p>Is there more we can do to curate and revise existing curriculum resources to ensure they are suitable to the unique needs of each client of mostly adult age?</p> <p>Do we adequately know about, and can we find, the curriculum resources we have?</p> <p>What do we need to do to ensure we have the best software and hardware with ready access for our patients?</p> <p>How could we be even more intentional in using data and quality teaching practices for continuous learning?</p>	<p>Education Centre staff will build their understanding of best pedagogical practices to meet each client's unique learning needs through regular reviewing, sharing and collecting of resources and strategies into a searchable database.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ed Centre Resource Collection form and database <input type="checkbox"/> Experiencing and sharing resources and pedagogy on PD Days <input type="checkbox"/> Staff PGP plans focused on developing curricular resources and sharing with other staff <input type="checkbox"/> Invest in specialty apps and software on all computers and iPads. - Share and receive resources with HJCBI multidisciplinary therapists - Focus on functional technology applications for our clients 	<ul style="list-style-type: none"> <input type="checkbox"/> Resource Database created. <input type="checkbox"/> Resources entered regularly. <input type="checkbox"/> Resources being searched for and used. <input type="checkbox"/> New resources being shared about at PD Days with commitments to use within next two weeks. <input type="checkbox"/> Specialty software purchased for patients with aphasia for all computers <input type="checkbox"/> Updated all iPads with same specialized apps.



First Nations, Metis & Inuit: Advocacy & Understanding



Area of Issue, Concern, or Focus	Action Plan: Target with Specific Strategies	Assurance of Success and Engagement
<p><u>Focus:</u> Collaboration with First Nations, Metis & Inuit Task Force Cohort to provide ongoing professional development to lead teachers in cultural teachings, impact of history, and instructional strategies.</p> <p><u>Aspirational Staff Questions:</u></p> <p>-What else can we do to advocate for FNMI cultural services for our clients?</p> <p>-Is there more we can do to leverage our FNMI clients experience to build empathy and understanding for other clients who interact and see them everyday?</p>	<p>Teachers will meet the TQS expectations for professional practice to meet the needs of FNMI students and infuse the FNMI perspective into the educational programs delivered in the Education Centre.</p> <ul style="list-style-type: none"><input type="checkbox"/> FNMI lead teacher will liaise with WCPS FNMI cohort leadership throughout the year<input type="checkbox"/> Dedicated PD time for FNMI teachings; FNMI lead assists with PD for teachers<input type="checkbox"/> Access information through https://www.sacredrelationship.ca/ literature, media, WCPS FNMI Student Success Coordinator and elders.<input type="checkbox"/> Attend local smudge @ AHS and facilitate client attendance<input type="checkbox"/> Reflect as a staff on cultural teachings and how that impacts us as educators<input type="checkbox"/> Leverage “just in time” discussion and learning opportunities to build a culture of empathy and understanding between FNMI clients and other unit clients through intentional program planning.<input type="checkbox"/> Participate in, promote and offer special FNMI programming activities with clients and entire HJCBI staff (i.e. Truth and Reconciliation Week Sept. 26-30, 2022.	<ul style="list-style-type: none">• Time is spent regularly on FNMI PD on PD Days• Regular connection with the CCMHBI Indigenous Coordinator• FNMI perspective is infused into our teaching with all clients• Staff are consulting with FNMI lead teacher when working with FNMI clients• A collection of useful FNMI links, history, readings and teaching resources is available and utilized.• WCPS Elders are connected with clients where requested• Unit staff and other disciplines are aware of and utilizing our FNMI expertise.

