



Alternative Learning Environments (ALE)

Alternative Learning

Environment Rooms (ALE):

1. Instructional/Educational
2. Sensory
3. Gross Motor
4. De-Escalation
 - a. Voluntary
 - b. Involuntary

Alternative Learning Environments (ALE)

	Learning Spaces			Purpose Built Safe Spaces – Voluntary/Involuntary-de-escalation	
	Instructional	Gross Motor	Sensory	Voluntary Access	Involuntary Access
DESCRIPTION	<ul style="list-style-type: none"> A designated alternative space that provides student(s) a place for individual or small group instruction direct supervision required 	<ul style="list-style-type: none"> A designated alternative space that provides student(s) with movement and gross motor activities direct supervision required 	<ul style="list-style-type: none"> A designated alternative space that provide a soothing and/or stimulating environment direct supervision required 	<ul style="list-style-type: none"> Student or staff directed (no physical contact) Student can leave at any time 	<ul style="list-style-type: none"> Staff directed May involve physical intervention Student cannot leave at any time
DOCUMENTATION	<ul style="list-style-type: none"> Described in the IEP 	IEP documentation <ul style="list-style-type: none"> SEA equipment recorded on page 1 of IEP Specific gross motor goals may be documented on a pages 2 and/or 4 	IEP documentation <ul style="list-style-type: none"> SEA equipment recorded on page 1 of IEP Specific gross motor goals may be documented on a pages 2 and/or 4 	<ul style="list-style-type: none"> An individually accessed, purpose build space, following Ministry regulations and PDSB guidelines 	<ul style="list-style-type: none"> An individually accessed, purpose build space, following Ministry regulations and PDSB guidelines
TRAINING	<ul style="list-style-type: none"> Specific to the instruction provided 	<ul style="list-style-type: none"> PT/OT develops a plan for use of space/equipment PT/OT trains staff on use of equipment 	<ul style="list-style-type: none"> OT develops a plan for use of space/equipment OT trains staff on use of equipment 	<ul style="list-style-type: none"> School Admin reviews ALE Guidelines and ensures appropriate use 	<ul style="list-style-type: none"> SEL Consultant provides student specific training to determine if and how ALE will be accessed
ACCOUNTABILITY	<ul style="list-style-type: none"> Recorded in the IEP page 3 under Environmental Accommodations 	<ul style="list-style-type: none"> Recorded in the IEP page 3 under Environmental Accommodations 	<ul style="list-style-type: none"> Recorded in the IEP page 3 under Environmental Accommodations 	<ul style="list-style-type: none"> Recorded in the IEP page 3 under Environmental Accommodations Recorded in the Safety Plan 	<ul style="list-style-type: none"> Recorded in the IEP page 3 under Environmental Accommodations Recorded in the Safety Plan by SESEL Consultant Every time the ALE is accessed it must be recorded in BeSafe – Use of Physical Intervention/ALE
DEVELOPMENT	<ul style="list-style-type: none"> School based decision 	Sensory & Gross Motor Rooms ALE Development Checklist ↓(download)	Sensory & Gross Motor Rooms ALE Development Checklist ↓(download)	Accessibility & Specialized Projects	



Learning Spaces

Educational/Instructional

Description:	<ul style="list-style-type: none">• Any classroom can be used for this purpose• Providing instruction with direct supervision
Documentation/ Accountability:	<ul style="list-style-type: none">• IEP
Training:	<ul style="list-style-type: none">• Based on the student's need
Development:	<ul style="list-style-type: none">• School based decision

Instructional/Educational ALE



Sensory

Description:	<ul style="list-style-type: none"> • Alternative space, provides a soothing and/or stimulating environment • Requires direct supervision
Documentation/ Accountability:	<ul style="list-style-type: none"> • IEP
Training:	<ul style="list-style-type: none"> • Occupational Therapist involvement
Development:	<ul style="list-style-type: none"> • Occupational Therapist, parent/student voice, school staff

Sensory ALE



Sensory ALE



Gross Motor

Description:	<ul style="list-style-type: none"> • Provides students with large movement activities • Direct supervision is required
Documentation/ Accountability:	<ul style="list-style-type: none"> • IEP
Training:	<ul style="list-style-type: none"> • Physiotherapist and/or Occupational therapist
Development:	<ul style="list-style-type: none"> • Physiotherapist/Occupational Therapist, parent/student voice, school staff

Gross Motor ALE



Gross Motor ALE



Gross Motor ALE





Sensory and Gross Motor ALE



Sensory and Gross Motor ALE





Purpose-Built Safe Spaces

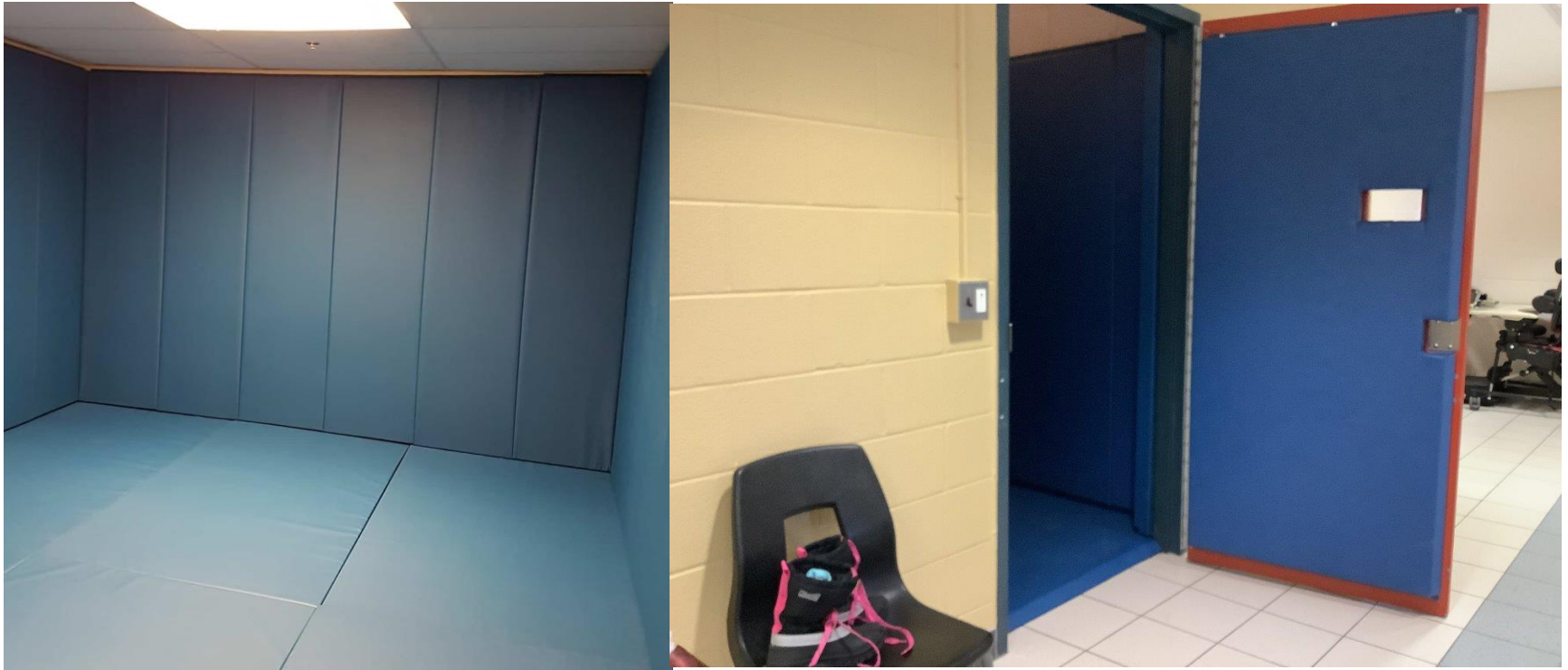
Voluntary De-escalation

Description:	<ul style="list-style-type: none"> • Student or staff directed- No physical contact • Student can exist the ALE room at any time
Documentation/ Accountability:	<ul style="list-style-type: none"> • IEP, Safety Plan, PBIP
Training:	<ul style="list-style-type: none"> • School admin to review ALE guidelines to ensure consistency
Development:	<ul style="list-style-type: none"> • Accessibility project File

Involuntary De-escalation

Description:	<ul style="list-style-type: none"> • Staff directed, may involve physical intervention when there is <u>imminent safety risk of physical injury</u> to self or others, • Staff determine when student can leave • A student will not be placed in another type of room
Documentation/ Accountability:	<ul style="list-style-type: none"> • IEP, Safety plan • Use of “Planned Physical intervention/ALE Report “
Training:	<ul style="list-style-type: none"> • Social Emotional Learning Consultant • Student Specific Safety Training Referral
Development:	<ul style="list-style-type: none"> • Accessibility project File

De-Escalation ALE *(Voluntary/Involuntary)*



Additional Guidelines

- The Peel District School Board follows a “**least intrusive**” guideline.
- Both Voluntary and Involuntary de-escalation room are **never** to be used as punishment for a student, to obtain compliance, to prevent damaging property, or as a means of removing a student indefinitely from the classroom.
- It should only be used as a **last resort** for a student, after exhausting all other proactive and responsive interventions and when there is imminent risk to self or others.

Safety Plan

- “A student safety plan is a plan developed for a student whose behaviour is known to pose an ongoing risk to themselves, other students, workers or other people in general.”
- A safety plan is “a crisis-response plan that outlines the roles and responsibilities of the workers in dealing with specific problem behaviours.”

Practice 1

- The ALE is a response to imminent **danger** to self or others.
- Student must be exhibiting Stage 3 behaviours prior to being involuntarily moved to an ALE.
- Exhibiting Stage 1 & 2 behaviours does not result in being placed in an ALE.

Practice 2

- Staff must have **Student Specific Training** to use physical intervention to place a student involuntarily into an ALE De-escalation room.

Student Specific Safety Training

What is Student Specific Training?

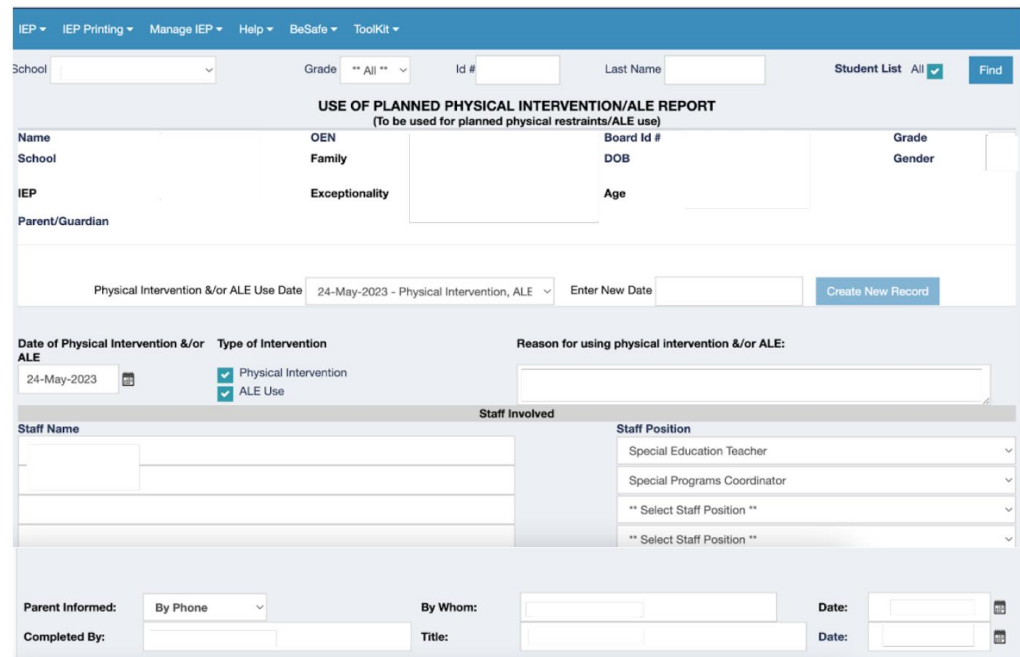
- Student Specific Training is a board level support which provides additional consultation to the school based teams (including school based PSSP) around individual safety concerns. Central staff (Special Education/Behaviour team) may provide holds training if deemed necessary due to safety concerns.
- The school team (administration, classroom team, PSSP personnel) considers this referral after a PBIP and safety plan have been implemented for a period of time with the support from **school based PSSP** and other resource staff.

Practice 3

- Use of a De-escalation intervention plan must be written Safety Plan in the **Be Safe** plan under **Physical Intervention/ALE Use**.

Planned Use of Involuntary De-Escalation Room

- **Planned Physical Intervention/ALE Report**
MUST be completed EACH time the student enters the room.
- To be filled out by the designate selected by Admin (i.e. ISSP Teacher, Head of Special Education, Special Programs Classroom Teacher)



The screenshot shows a web-based form titled "USE OF PLANNED PHYSICAL INTERVENTION/ALE REPORT (To be used for planned physical restraints/ALE use)". The form includes the following sections:

- Navigation Bar:** IEP, IEP Printing, Manage IEP, Help, BeSafe, ToolKit.
- Search/Filter:** School (dropdown), Grade (** All **), Id # (text), Last Name (text), Student List (All checked), Find (button).
- Form Fields:**
 - Name (text), OEN (text), Board Id # (text), Grade (text).
 - School (text), Family (text), DOB (text), Gender (text).
 - IEP (text), Exceptionality (text), Age (text).
 - Parent/Guardian (text).
- Date and Action:** Physical Intervention &/or ALE Use Date (24-May-2023 - Physical Intervention, ALE), Enter New Date (text), Create New Record (button).
- Intervention Details:**
 - Date of Physical Intervention &/or ALE (24-May-2023).
 - Type of Intervention: Physical Intervention (checked), ALE Use (checked).
 - Reason for using physical intervention &/or ALE: (text area).
- Staff Involved:**
 - Staff Name (text area).
 - Staff Position (dropdown menu with options: Special Education Teacher, Special Programs Coordinator, ** Select Staff Position **).
- Parent and Staff Information:**
 - Parent Informed: By Phone (dropdown).
 - By Whom: (text).
 - Date: (text).
 - Completed By: (text).
 - Title: (text).
 - Date: (text).


Unplanned Use of Involuntary De-Escalation Room

- NOT been planned use and NOT part of a student's safety plan, the Unplanned Physical Intervention Form needs to be completed
- To be filled out by staff who was involved

Use of Physical Intervention Form

Teaching and Learning

Special Education Support Services



District School Board

Location Details

Student Name *

Date of Birth *

School *

Select the student's school *

Classroom *

Description of Incident

Incident *

Location

Date and Time of Incident

Exemplar Playlist, interview, hallway

Staff Member(s) involved in the use of Physical Intervention *

Witness(es) if applicable

Precipitating Circumstance *

Description Intervention *

Description of student injuries (if any)

Description of damage to property (if any)

Next Step *

Community personnel notified (e.g. medical, police, etc.) *

Notification

This form will be sent to:

Principal

Superintendent of Special Education

jennifer.zawy@peel.ca; diana.adam@peel.ca

phone use only, to separate the staff address

Superintendent

Before completing this form, by the most immediate means, please advise your Administrator of all relevant details surrounding this incident.

Submit

Close

Use of the Involuntary De-Escalation Room

- **Step 1** - Administration or designate must be called to attend the de-escalation room to review the situation
- **Step 2** - The door may be secured using the hand lever but never locked. Student must be allowed to use the washroom and drink water at any time when it is requested/required
- **Step 3** - Once administration and staff make a joint determination that there is no longer an imminent safety issue, the door should be opened. If the student has been in the room for more than 10 minutes, the family must be notified.

A Collaborative Approach

Collaboration is important to ensure that:

- Staff are aware and involved in the development and review of Safety Plans
- Safety Plans are reviewed at least annually
- Families are consulted and provide input on the safety plan.
- Staff and families are informed and have access to the safety plan
- Administration **MUST** be involved when the ALE is used for de-escalation
- Administration and Superintendent receive appropriate reports after ALE was used for de-escalation

Family/Caregiver Involvement

- Family/caregivers are encouraged to be involved during the development of the safety plan
- Family/caregiver's signature indicates that they are aware and provided input of the provisions contained in the safety plan
- Family/caregivers will be provided a copy of the Physical Intervention/ALE form every time it is used
- Family/caregivers are encouraged to collaborate with school/board staff to provide feedback and suggestions for goals to increase student independence

UNIVERSAL ALTERNATIVE LEARNING ENVIRONMENT (ALE)

Guidelines and Activities for Sensory and Gross Motor ALE

Occupational Therapy Resource



Resources created for schools

- Visuals
- Activities

Paper & Video Format

Resources:

[Workplace Violence in School Boards:](#)

[Caring and Safe Schools in Ontario](#)

[Guide to the Occupational Health and Safety Act](#)

[Student Protocol](#)

[Positive Behaviour Intervention Plans \(pbips\)](#)

[ALE Guidelines](#)

[ALE FAQ](#)