DATE:	May 27, 2025
TO:	Board of Trustees
FROM:	Darrel Robertson, Superintendent of Schools
SUBJECT:	Seclusion and Physical Restraint Update
ORIGINATOR:	Kathy Muhlethaler, Assistant Superintendent
RESOURCE STAFF:	Dave Bennell, Terri Gosine, Leanne Spelman
REFERENCE	Standards for Seclusion and Physical Restraint in Alberta Schools HAH.AR Division Seclusion Rooms and Use of Physical Restraint

ISSUE

On May 25, 2021, the Board passed the following motion:

> That data on the use of seclusion and restraint are reported to the Board annually, along with work on systemic changes so that these practices are no longer needed or used.

BACKGROUND

The Standards for Seclusion and Physical Restraints in Alberta Schools are the basis for our Division's Administrative Regulation HAH.AR Seclusion Rooms and Use of Physical Restraint. The Division has established practices and standards that prioritize the safety and well-being of students and staff within a welcoming, inclusive, safe and healthy learning environment providing clear standards and expectations with respect to the use of seclusion rooms and physical restraint in the Division. Seclusion rooms and physical restraint are only to be used by staff who have met the training standards. Training provides staff with the skills to safely recognize and respond to crisis situations, focusing upon proactive approaches and de-escalation techniques.

CURRENT SITUATION

The Division continues to support systemic change through the development of staff capacity to ensure a positive, proactive approach to supporting students with complex behavioral needs. This is approached through prevention with a focus on de-escalation, defusing challenging behaviours and building positive relationships.

Additionally, a crisis or safety management plan is required in exceptional situations where a student's behaviour has the potential to put their safety or the safety of others at serious and imminent risk of physical harm and when de-escalation, preventative strategies or alternative interventions are ineffective. The use of seclusion and/or physical restraint is a last resort, as in a crisis or emergency situation.

Key Initiatives

Over the past year, the Division has worked to reduce the number of seclusion rooms across the Division while supporting specific student learning needs. The number of seclusion rooms across Division schools

has been reduced from 167 (May 14, 2024) to 105 (May 1, 2025), resulting in a total reduction of 62 seclusion rooms.

In June 2024, the Division consulted with schools to determine anticipated student programming needs for the fall. The Division provided a package of sensory materials to support the decommissioning of the seclusion room and the shifting of the space to a sensory/self regulation space where student programming needs warranted. This resulted in a total reduction of 24 seclusion rooms from June 2024 to August 31, 2024. The Division continued to consult with schools throughout the 2024-2025 school year to determine student programming needs. This resulted in a further 38 seclusion rooms being decommissioned and shifted to sensory/self regulation spaces from September 1, 2024 to May 1, 2025.

Many schools have been shifting their seclusion room spaces to sensory/self regulation spaces; however, because the seclusion room had not been formally decommissioned, it continued to be counted as an operational seclusion room. The Division worked with schools to provide materials and formally decommission seclusion rooms where schools had either already shifted the use of these spaces or were planning to shift the use of the seclusion room in response to student programming needs.

The sensory/regulation space is a fluid part of the classroom learning environment and students are able to access the space as needed. These spaces are meant to meet the unique sensory needs of students and are equipped with features and activities such as specialized equipment, lighting, and sounds that help students manage sensory processing needs, improve fine and gross motor skills, and regulate their emotions. Sensory spaces provide a dedicated space specifically designed to provide a calming and supportive environment to help students regulate.

Division Professional Learning
The Division strives to continually refine and update professional learning aligned to research and evidence-based strategies to support students with complex behaviour needs. Some examples of the professional learning and resources available to schools include:
● Educational Assistant learning modules (available to all staff on Connect)
● Staff Professional Learning Sessions for 2024–2025
● Student Mental Health Capacity Building Sessions
● Behaviour and Social Emotional Supports resources and toolkits available on Connect. This resource hub contains a wide range of supports and resources to assist with programming for students with complex behaviour needs. The sites also provide information and strategies to differentiate levels of support, to address behaviour and social emotional needs, and tools to help implement classroom strategies.
● SLS School linked team consultations and specialized assessments

Division Training Standards
Additionally, the Division provides professional learning to meet Division training standards through Non-violent Crisis Intervention (NCI) and three complex behavior modules.
● Update to Nonviolent Crisis Intervention
    Beginning in the 2024–2025 school year, the Division expanded the training provided through Non-violent Crisis Intervention to include additional training to understand the unique needs of autistic students. The features of this new NCI content include:
    ○ Understanding the strengths, needs and characteristics of children diagnosed with autism
    ○ Understanding the differences and potential challenges in expressive and receptive nonverbal communication
    ○ Prevention focussed and designed to teach socially appropriate behaviours.

- Complex Behaviour Modules
  The complex behaviour professional learning modules A, B and C provide positive behaviour interventions and strategies through all tiers of the pyramid of intervention:
  - Module A: provides a foundational look at positive behaviour supports and universal strategies that can support and promote mental health in the classroom.
  - Module B: builds on the foundations of Module A and provides information about how complex behaviours develop, and some of the precipitating factors that can impact a student in the classroom such as executive functioning, regulation and trauma.
  - Module C: provides in-depth instruction regarding Individual Behaviour Support Plan (IBSP) creation and building a supportive collaboration between family and school to support students with complex behavioural needs, including data tracking, and developing specific strategies for supporting students.

Historically, there has been strong participation in the Complex Behaviour Modules A, B and C as they are part of Division training standards for staff involved in the use of seclusion and/or physical restraint. When there is potential for the use of a seclusion room and/or physical restraint, schools are required to have a minimum of two staff who meet training standards. Modules B and C as well as Non-violent Crisis Intervention (NCI) are required for staff in schools with operational seclusion rooms. Module A is strongly recommended. All modules are available to any Division staff member interested in taking them.

As most Division staff working in schools with operational seclusion rooms have completed this training, the current Module C participation numbers likely reflect either staff who are new to supporting students with complex behaviour learning needs or other interested staff.

Module	A: Universal	B: Targeted	C: Specialized	Pre-DLM
September 2024–April 2025 Number of Staff Participants	35	33	68	25

Attendance in these modules is as follows:
- As of April 22, 2025, 161 Division staff attended one or more of the complex behavior modules this school year.
- Since data collection commenced in 2019, a total of 5,086 staff have participated in Complex Behaviour Module professional learning sessions up to and including April 22, 2025:
  - 1,704 staff who have attended Complex Behaviour Module A
  - 1,728 Division staff who have attended Complex Behaviour Module B
  - 1,551 Division staff who have attended Complex Behaviour Module C
  - 87 Division Staff who have attended Complex Behaviour Modules B and C Combined (the combined session is no longer offered)
  - 51 Division Staff who have attended Complex Behaviour Module C Condensed (Pre-DLM session for administrators)

Non-violent Crisis Intervention (NCI) training includes conflict de-escalation training and techniques through online theory modules and in-person physical competency sessions.

Non-violent Crisis Intervention (NCI) September 2024–April 2025 Number of Staff Participants	1,226

Non-violent Crisis Intervention (NCI) requires recertification every two years. The participation numbers above include staff seeking re-certification as well as staff taking the training for the first time. There are currently 3,234 Division staff who are certified in NCI.

Alberta Education requires school Divisions to track and provide data each month on the use of operational seclusion rooms for each school with an operational seclusion room in their building. The following data is provided:

- For the 2021–2022 school year, there were 78 schools with one or more operational seclusion rooms, for a total of 151 operational seclusion rooms.
- For the 2022–2023 school year, there were 83 schools that had one or more operational seclusion rooms, for a total of 174 operational seclusion rooms.
- For the 2023–2024 school year, there were 80 schools that had one or more operational seclusion rooms, for a total of 167 operational seclusion rooms.
- For the 2024–2025 school year, there are 56 schools that have one or more operational seclusion rooms, for a total of 105 operational seclusion rooms.

With respect to the tables below, please note the following:

- Unique Students refers to the number of different students using the seclusion room that month (the same student may have used a seclusion room more than once).
- The 2020–2021 data reflects in-person learners with approximately 30 per cent of Division students learning online.
- The 2021–2022 data reflects in-person learners with approximately five per cent of Division students learning online.
- For 2024–2025 data reflects support staff labour action from January 13 to March 20 where some students with complex behaviour needs participated in rotational at home learning.

Seclusion Room Data

Student self-selected use refers to when students access the space for sensory or self regulation purposes or as a quiet space to complete their work. With self-selected use, the door remains open, students choose to enter and leave the space as a supportive strategy and the space operates as an extension of the classroom learning environment. The use of the room in this way is not seclusion. As this data is not seclusion data, the 2024–2025 school year will be the final year this data is collected and reported.

	RECORD OF USE SELF-SELECTED									
	2020–2021		**2021–2022**		**2022–2023**		**2023–2024**		**2024–2025**	
	Monthly Self-selected - use of seclusion room	Monthly Self-selected Unique Students	Monthly Self-selected use of seclusion room	Monthly Self-selected Unique Students	Monthly Self-selected use of seclusion room	Monthly Self-selected Unique Students	Monthly Self-selected use of seclusion room	Monthly Self-selected Unique Students	Monthly Self-selected use of seclusion room	Monthly Self-selected Unique Students
September	113	57	246	65	190	62	205	70	318	95
October	104	39	142	62	239	80	206	73	169	58
November	81	36	143	63	207	60	177	67	88	33
December	64	33	61	38	136	51	184	53	66	33
January	91	44	104	41	160	65	186	53	51	20

	RECORD OF USE SELF-SELECTED									
	2020–2021		2021–2022		2022–2023		2023–2024		2024–2025	
	Monthly Self-selected - use of seclusion room	Monthly Self-selected Unique Students	Monthly Self-selected use of seclusion room	Monthly Self-selected Unique Students	Monthly Self-selected use of seclusion room	Monthly Self-selected Unique Students	Monthly Self-selected use of seclusion room	Monthly Self-selected Unique Students	Monthly Self-selected use of seclusion room	Monthly Self-selected Unique Students
February	80	36	158	68	156	62	162	55	23	10
March	78	39	104	53	104	49	133	49	35	19
April	100	43	106	42	122	44	224	60	45	23
May	41	24	97	40	151	47	149	60	n/a	n/a
June	92	40	60	27	84	27	147	40	n/a	n/a
TOTAL	**844**	**391**	**1,221**	**499**	**1,549**	**547**	**1,773**	**580**	**795**	**291**

	RECORD OF USE NON-SELF-SELECTED									
	2020–2021		2021–2022		2022–2023		2023–2024		2024–2025	
	Monthly Seclusion Room usage (non-self-selected)	Monthly Seclusion Room Unique Students	Monthly Seclusion Room usage (non-self-selected)	Monthly Seclusion Room Unique Students	Monthly Seclusion Room usage (non-self-selected)	Monthly Seclusion Room Unique Students	Monthly Seclusion Room usage (non-self-selected)	Monthly Seclusion Room Unique Students	Monthly Seclusion Room usage (non-self-selected)	Monthly Seclusion Room Unique Students
September	73	31	115	46	114	54	111	48	112	59
October	92	37	108	62	142	55	235	93	83	46
November	90	36	141	57	172	61	196	69	53	35
December	61	31	109	53	141	66	166	66	67	49
January	61	32	110	47	103	49	185	71	22	17
February	60	30	208	62	88	47	164	65	18	13
March	99	41	215	71	70	40	106	50	24	17
April	46	36	187	55	97	54	181	80	66	38
May	48	24	168	52	105	56	149	60	n/a	n/a
June	76	36	108	44	64	40	88	38	n/a	n/a
TOTAL	**706**	**334**	**1,469**	**549**	**1,096**	**522**	**1,581**	**640**	**445**	**274**

The seclusion room data from September 2024 to April 2025 indicates there were 1,240 uses of these spaces across the Division:
- 795 (or 64.11 per cent) of uses were self-selected
- 445 (or 35.89 per cent) of uses were non-self-selected

During the 2020–2021 school year, the Division created a process to collect physical restraint data and provided staff with training relative to the collection of this data. For that school year, some data was collected but it is not considered comprehensive and, as a result, has not been included in this report.

With respect to the Physical Restraint table below, the data is separate from the self-selected and non-self-selected seclusion room use data.

	Physical Restraint							
	2021–2022		2022–2023		2023–2024		2024–2025	
Month	Total Incidents	Unique Students	Total Incidents	Unique Students	Total Incidents	Unique Students	Total Incidents	Unique Students
September	50	36	75	39	61	40	79	47
October	81	45	67	45	90	55	76	51
November	76	44	78	33	66	38	71	48
December	41	25	51	35	59	34	39	31
January	44	21	51	40	53	29	23	18
February	81	35	37	25	64	35	26	19
March	68	34	59	41	47	29	35	24
April	75	43	63	40	51	34	74	36
May	60	35	75	52	65	40	n/a	n/a
June	36	25	54	30	50	32	n/a	n/a
TOTAL	**612**	**343**	**610**	**380**	**606**	**366**	**423**	**274**

	Seclusion and Physical Restraint							
	2021–2022		2022–2023		2023–2024		2024-2025	
Month	Total Incidents	Unique Students	Total Incidents	Unique Students	Total Incidents	Unique Students	Total Incidents	Unique Students
September	30	25	50	35	45	27	58	31
October	31	27	54	34	103	49	46	22
November	54	43	34	25	64	43	43	21
December	32	24	36	23	40	29	35	24
January	11	11	47	31	52	33	21	15
February	39	29	32	23	37	23	12	8
March	45	31	34	23	40	28	13	10
April	51	36	42	33	50	37	36	20
May	44	24	44	27	41	30	n/a	n/a

Month	Seclusion and Physical Restraint							
	2021–2022		2022–2023		2023–2024		2024-2025	
	Total Incidents	Unique Students	Total Incidents	Unique Students	Total Incidents	Unique Students	Total Incidents	Unique Students
June	55	29	31	18	21	17	n/a	n/a
TOTAL	**392**	**279**	**404**	**272**	**493**	**316**	**264**	**151**

NEXT STEPS

Beginning in the 2025-2026 school year, reporting on seclusion rooms will be incorporated into the Annual Education Results Review Review (AERR).

The Division will:
- continue to support professional learning and building staff capacity relative to supporting students with complex behavioural needs. A range of professional learning opportunities to support proactive and preventative strategies will continue to be provided.
- continue to provide professional learning based on emerging research and best practice to support student success.
- work with schools to decommission seclusion rooms and shift the space to sensory/self-regulation spaces as student programming needs warrant.
- work with schools to explore decommissioning seclusion rooms where the space is not required as part of a crisis management plan.

APPENDICES

APPENDIX I   Staff Professional Learning Sessions 2024-2025
APPENDIX II   Student Mental Health Capacity Building Sessions

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Staff Professional Learning Sessions 2024-2025

An Introduction to Progress Reports for Students Receiving Adapted or Modified Programing	This session will look at the purpose of progress reports for students in an interactions classroom. Topics will include, adapted vs. modified programing, how progress reports are structured, and initial data sources you can use to determine a student's GLP.
Augmentative and Alternative Communication (AAC) in Action: SHOW your students Language using Language Acquisition through Motor Planning (LAMP) Words for Life	This session will focus on how to SHOW (or model) language for students using LAMP Words for Life. We'll keep your hands busy practicing messages that SHOW your students how to connect socially, make small talk, share opinions, describe, and advocate.
Augmentative and Alternative Communication (AAC) in Action: SHOW your students Language using TouchChat WordPower 60 Basic	This session will focus on how to SHOW (or model) language for students using TouchChat WordPower 60 Basic. We'll keep your hands busy practicing messages that SHOW your students how to connect socially, make small talk, share opinions, describe, and advocate.
Autism 101: Developing Eyes for Autism	If you've heard the saying "If you've seen one student with ASD, you've seen one student with ASD", then you know that you may often wonder to yourself "What is ASD and how do I support my students?" This session will provide a brief overview of what ASD is and isn't, challenges students with ASD might have in the classroom, and what ASD might look like. This interactive session will allow for open conversation and Q&A to discuss those students that stay with you at the end of the day.
Co-Regulation: The Dance of Shared Emotions	This session explores the concept of co-regulation; a powerful tool for supporting the regulation and learning of our Autistic learners. Participants will gain a deeper understanding of co-regulation, the impact of their "own state" on the state of the student, and learn practical strategies for supporting students in times of distress.
Complex Module Training - Module A	This workshop focuses on Positive Behaviour Support as seen through the Pyramid of Intervention. We need an integrated system including school-wide, classroom management and individual student support. This provides school staff with effective strategies to facilitate academic achievement and healthy social development of students in a safe, supportive learning environment. Suggestions and strategies presented are based on current research and best practices.
Complex Behaviour Training - Module B - Trauma and Regulation Impact on Behaviours	This workshop will focus on trauma-informed practices and the importance of regulation. Participants will develop a greater understanding of the purpose and context of specific behaviours with different populations of students. The use of alternative spaces as targeted intervention strategies including calming spaces and sensory motor rooms will also be presented. Recommended for staff working with students who have experienced trauma and have difficulties regulating. Best taken as a series A, B, and then C.

Staff Professional Learning Sessions 2024-2025

Complex Behaviour Training - Module C - Specialized Behaviour Supports	Data collection, de-escalation and the continuum of time-out procedures will be presented. Writing effective Individual Behaviour Support Plans will also be covered. Recommended for staff working with students who present with challenging behaviour.
Executive Function and Autistic Learners: Strategies for Success	Explore the concept of executive function and its impact on autistic learners. Gain a deeper understanding of the challenges and strengths associated with executive function in autism, and learn practical strategies to support these learners in academic and social settings.
Gestalt Language Processing: Understanding and Supporting Echolalia	In this session, we will explore the connection between autistic communication and echolalia, focusing on the concept of Gestalt Language Processing (GLP) as a natural way of learning language. This session will also provide practical strategies for supporting Gestalt Language Processors through play, augmentative and alternative communication (AAC), and literacy instruction.
Getting in the Groove with Routines and Visuals	This session will discuss the importance of using routines and visuals to facilitate learning and regulation for students with significant disabilities and complex communication needs. Come learn the "what, why and how" of implementing these strategies for student success.
How We Design and Organize Spaces Matters: Setting Up the School Environment for Success	The session will discuss the importance of predictable, sequential and sensory sensitive environments to optimize the participation, learning and safety of Autistic students.
Individual Program Plans (IPP's) in an Interactions Classroom	This session will look at all sections of an IPP with a focus on goals, instructional strategies, baseline data, and reviews.
Make and Take Session: Creating art for self-expression and regulation	Let's explore ways to design opportunities for our students to experience art as a tool for self-expression and regulation. We'll consider materials that are available in and out of the classroom and ways to set up the environment to promote access to art materials. Make and Take stations will include digital art, big movement art, process/sensory art, and use of loose parts to light the imagination.
Make and Take Session: Let's Practice Language Acquisition and Motor Planning (LAMP) & TouchChat	Bring your device. This interactive session will provide participants with PrAACtical strategies for effectively communicating with children who use Augmentative and Alternative Communication (AAC) devices. We will explore the TouchChat and LAMP apps. Learn techniques and take home cheat sheets, to support your students to engage in fun, interactive play and classroom activities that foster communication and social-emotional growth. Did we mention? Bring your device!
Make and Take Session: Mastering Multi Grade Lesson Planning for the Complex Classroom	Collaborate with an Academic Programming Consultant and an Education & Behavior Consultant to create multi-grade lesson plans. Bring your technology and get ready for an interactive, hands-on experience!

Staff Professional Learning Sessions 2024-2025

Make and Take Session: Sensory Ways to Play and Learn	Join us for a hands-on workshop creating sensory activities—from tidy to delightfully messy! Discover how to use sensory tools to introduce or adapt academic learning. We'll also explore a variety of readily available classroom sensory resources.
Make and Take Session: Unplug & Reconnect, A Mindfulness Workshop for Educators	This workshop provides a gentle introduction to mindfulness practices. Through breathing exercises and calming techniques, guided imagery and mindful movement; participants will learn to cultivate present moment awareness and reduce stress. No prior experience is necessary. Leave feeling more relaxed, centered, and equipped with tools to incorporate mindfulness into daily life. Come dressed in comfortable clothes.
Make and Take Session: Visuals for all!	Bring your scissors and get ready to create! All visuals (TouchChat and LAMP) will be provided for you to cut, assemble, and take home—perfect for lanyards, coreboards, or flipbooks. Hands-on, practical, and ready to use in your classroom!
Moving Toward Conventional Literacy Instruction for Students with Complex Needs	Students with significant disabilities and complex communication needs who have had adequate emergent literacy learning opportunities will likely benefit from a shift toward conventional literacy instruction. This session will highlight the components of Comprehensive Conventional Literacy instruction, including practical examples and teaching tips, and discuss how to program for both emergent and conventional literacy instruction.
Multimodal and Engaging Teaching Practices - Setting up the environment to promote interaction and enhance learning	We will explore ways to meet diverse learning and developmental needs, by designing classrooms that offer multiple ways for all students to access information. We will discuss Universal Design for Learning (UDL), and the value of using multiple modes of representation to engage students and give them ways to express their learning. We will touch on curricular outcomes and there will be an opportunity to put ideas into practice by creating a plan that can be implemented in your classroom immediately.
Neurodiversity & Shifting Practice: Regulation	The concept of neurodiversity helps us to understand how people experience the world in different ways. Participants will learn about: (a) neurodiversity-affirming care and the importance of shifting practice toward this model in support of diverse classrooms; (b) ableism and its impact in our educational environments.
Non-Violent Crisis Intervention (NCI) conversations applied to Interactions	This session is an opportunity for NCI certified staff to engage in collaborative conversation and real time practice to refine their de-escalation, disengagement, and holding skills when supporting autistic students.

Staff Professional Learning Sessions 2024-2025

Nurturing Autonomy: Alternatives to Physical Prompting	This presentation will delve into the importance of developing self-advocacy skills in autistic children. We will discuss the negative impact of physical prompting techniques and explore alternative strategies that promote autonomy and independence. By focusing on communication, choice-making, and regulation, we can empower autistic children to become effective self-advocates.
Relationship Building and Including Student's Interests in Programming	This session will discuss the importance of building trusting relationships with students to promote engagement in the classroom. Discover ways to increase classroom participation by including student's interests across different curriculum areas.
Roots of Regulation in Autistic Learners	Roots of regulation addresses the physical stressors of autistic learners in the classroom including sleep, feeding, toileting, and sensory processing. Various stressor types and strategies to support regulation in the classroom will be explored.
Sensory Exploration	In this session we will review the senses and discuss what we can do to help our students who are over or understimulated in each sense. We will then make some different, child-friendly sensory activities you can bring back to your students and make with them in your classroom. **Please note session is NOT scent free.
Social Narratives for Learning Environments - Learning Through Stories	This session will discuss the importance of social narratives to bring awareness to positive neuroaffirming practices in sharing stories to help students identify a situation, teach a skill or help students to interact with their school setting and people.
Supporting Inclusion for Students from an Interactions Class	This session is designed to discuss the benefits of inclusion for Autistic students as well as provide participants with helpful tips and tools to support inclusion.
Supporting students with ADHD in the classroom	We will provide information related to the presentation of ADHD, particularly within the school setting. As well, we will discuss strategies for school staff to support students with ADHD in the classrooms. What is ADHD? What are the comorbidities of ADHD? What is executive function? How to support students with ADHD in the classroom.
Supporting Students with Complex Needs: IPPs - Planning and Communicating Student Growth	We have to write them, but how can we make them useful tools? This session will cover the IPP process and how to use IPPs to effectively communicate to parents about how students are doing and use them as a working document within your teams!
Supporting Writers with Significant Disabilities and Complex Communication Needs	This session is designed to develop teacher and educational assistants knowledge and skills in writing instruction with a focus on emergent learners with significant disabilities and complex communication needs. This writing session is focused on instructional processes and preparing students with complex communication needs for writing.

Staff Professional Learning Sessions 2024-2025

The Development of Executive Functioning - How to Support Children as their Brains Keep Changing	Executive function (EF) are a set of cognitive skills that develop up to early adulthood, and include a person's ability to self-regulate, plan, focus attention, remember instructions, and juggle multiple tasks successfully. Participants will learn about the development of executive functioning from childhood to adulthood, how EF can influence students' behavior and learning, and possible supports to help students' changing brains.
Understanding and supporting students with selective mutism	Discuss the features of selective mutism and other common characteristics of children with the disorder. Explore how selective mutism differs from other factors that might impact a child's ability to speak comfortably in the school setting. Provide suggestions for supporting students with selective mutism in the school setting.

Student Mental Health Capacity Building Sessions

ONLINE SESSIONS

MHCB Classroom Series Div 1 Grades K–3
- Understanding & Expressing Feelings
- Understanding The Brain
- Communication Clues! Talking, Listening And Understanding

MHCB Classroom Series Div 2 Grades 4, 5, & 6
- Superflex And The Unthinkables - Space Invader
- Superflex And The Unthinkables - Mean Jean
- Superflex And The Unthinkables - Glassman
- Superflex And The Unthinkables - Rock Brain

CLASSROOM SESSIONS

MHCB Classroom Series Div 1 Grades K–1
- Journey to Wellness: Emotional Literacy
- Journey to Wellness: Healthy Friendships/Belonging
- Journey to Wellness: Big Feelings
- Journey to Wellness: Empathy
- Journey to Wellness: Conflict Resolution
- Journey to Wellness: Communication
- Journey to Wellness: Boundaries

MHCB Classroom Series Div 2 Grades 4, 5, & 6
- Is it rude, is it mean or is it bullying?

CAREGIVER SESSIONS
Offered online Division-wide and in schools.
- Understanding Mental Health and the Brain
- Emotional Literacy: Helping Your Child Understand and Express Feelings
- Understanding Anxiety
- Understanding ADHD
- Circle of Security