

# Making Connections & Learning Together

## MCaLT



An embedded program to promote positive, supportive social environments in the inclusive classroom

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MCaLT Manual and materials located in Embedded Programs tab on the Every Moment Counts website at [www.everymomentcounts.org](http://www.everymomentcounts.org)

# MCaLT Program

- ▶ Embedded OT –led group interventions
- ▶ All students participate
  - Challenges in social participation or self–regulation
  - Students without challenges become skilled role models and coaches
  - Interventions take place in natural school setting
- ▶ Collaborative team effort
  - OT lead lessons
  - Visual supports, children’s literature
  - Easy to integrate skills and strategies into daily routines and group learning activities



# Why MCaLT?

- ▶ Key component in teaching– learning
  - Broad SEL programs effective promote healthy social emotional development in all children
- ▶ Inclusive classes present unique challenges
  - Social participation and/or self regulation challenges are core aspects of some disabilities
- ▶ Evidence shows PMI– effective in improving:
  - SEL for students with ASD
  - Generalization and maintenance of skills
  - Trained peers support continued social competence
  - Trained peers enjoy participation



# MCaLT Goals

- ▶ Increase acceptance and understanding of differences
  - Disabilities, learning or behavioral challenges
- ▶ Improve social competence in cooperative and peer partner learning activities
- ▶ Independent use of self-regulation and problem solving during daily routines and activities
- ▶ Improved overall social environment for all students



# MCaLT Process

- ▶ Focused whole group interventions led by OT
  - 4 Modules different aspects of SEL
  - Interventions
    - visual supports with guided instruction
    - role-playing
    - modeling, coaching

Use of children's literature (Bibliotherapy)

- Short story books

Visual supports for carry over by teacher and students

- Posters, binder, hand outs, student produced work
- Supports recall, practice




# Collaborative team

- ▶ Occupational Therapist
  - Co-educator, facilitator, participant
  - Introduce concepts, skills through literature, peer partner and group activities
  - Collaborative consultant to teacher
    - Problem-solve
    - Environmental modifications
- ▶ Classroom teacher
  - Co-educator, facilitator, participant
  - Reinforce and practice newly learned skills using visual supports, concepts during daily routines, group activities



# Why Occupational Therapy

- ▶ Role –health and participation through engagement in occupations
  - ▶ In school: activities of daily, social participation and functional activities related to the role of student and educational process
  - ▶ Social participation, performance is key occupation in schools
  - ▶ Unique training – child, environment factors, activity demands to promote occupational competence
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# Interventions

- ▶ Module I – Attitudes and Values
- ▶ Module II – Getting Ready
  - Learning to work cooperatively
  - Recognizing feelings and alertness levels
  - Expected and Unexpected behaviors
- ▶ Module III – Tools for MCaLT
  - Introduction, practice of calming, sensory and thinking tools for self-regulation
- ▶ Module IV – Applying Skills
  - Talking to peers, perspective taking, assertiveness training and bullying.

MCaLT Manual and toolkit materials free and downloadable in Embedded Programs tab at [www.everymomentcounts.org](http://www.everymomentcounts.org)

