The Consortium
South Office

The Attic Club: A Case Study Approach for Teaching Students with Extensive Support Needs (East)

PRESENTED BY

Dr. Jeffrey MacCormack

SERIES SESSIONS

Date	Time
January 15, 2026	9:00 AM - 12:00 PM
March 12, 2026	9:00 AM - 12:00 PM
April 23, 2026	8:30 AM - 11:30 AM
May 14, 2026	8:30 AM - 11:30 AM

LOCATION

Medicine Hat Public School Division Office - 601 1 Ave SW

FEE

$150.00

QUESTIONS?

Contact Us:
403-381-5580

REGISTER ONLINE

Visit our website to register:
south.aplc.ca

Learning Opportunity

This PD series is unique because it focuses students with extensive support needs. The “Attic Club” gets its name from the top tier of the response-to-intervention (RTI) model. Those of us who support students with extensive support needs tend to use highly individualized approaches that are in the “attic” of the RTI model.

Watch this two minute video to learn more about the "Attic Club"

Teaching students with extensive support needs can be complex and lonely work. Whether those students are educated in inclusive classes (with age-similar peers) or in specialized classes (with ability-similar peers), teachers report feeling isolated in their work and underprepared for the complexities in their classrooms. To address those concerns, this series of workshops is designed for educators that work directly with students with extensive support needs, whether those needs come from difficulties related to intellectual, communicative, or emotional/behavioural differences. In addition to providing evidence-based practices for supporting complex student needs, this series of workshops is designed to create acommunity of practice among teachers in southern Alberta that support students with extensive support needs.

The workshops have three components: initial questionnaire, in-class visits, and professional development workshops.

Once the attendees have been confirmed, they will be asked to complete a **short questionnaire** about their classroom, current teaching practices, and student profiles. In the questionnaire, they will have an opportunity to invite Dr. MacCormack to visit their classroom.

Presenters

Dr. Jeffrey MacCormack

Dr. Jeffrey MacCormack earned a PhD in Cognitive Studies (thesis related to autism) and is currently an Associate Professor of Educational Psychology and Inclusion, at the University of Lethbridge. Prof MacCormack has been teaching inclusion at the post-secondary level since 2012. He teaches courses related to inclusion, disability, and special education at the undergraduate level (such as, “Autism in the Classroom” and “Students with Emotional and Behavioural Disorders”) and at the graduate level (“Perceptions of (Dis)ability and Difference”). He has published on the topic of disability in peer-reviewed chapters (“Response from Canadian scholar in inclusive education: What can comparative views of inclusive practices teach us?”) and peer-reviewed publications (“Whereto From Here? A Discussion Among International Scholars of Inclusive Education”).

Prof MacCormack’s expertise in this field also comes from his teaching experience. Prof MacCormack knows about the education of students with severe disabilities because he has taught them. As a former teacher, MacCormack has experience with students with severe disabilities in a specialized classroom as well as in general education classrooms.

Registration Notes

Learning is more fun with a friend. Consider inviting one of your colleagues to join you.

This series is made possible through funding from Alberta Education.