

Category -- Behaviour

MINISTRY OF EDUCATION DEFINITION

A learning disorder characterized by specific behaviour problems over such period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance, and that may be accompanied by one or more of the following:

- a) significant difficulty to build or to maintain interpersonal relationships;*
- b) excessive fears or anxieties;*
- c) a tendency to compulsive reaction;*
- d) an inability to learn that cannot be traced to intellectual, sensory, or health factors, or any combination thereof*

Assessment/Diagnostic Information	IPRC Criteria Guidelines and Referral Process
<p>Information from a variety of medical and/or psychological sources including:</p> <ul style="list-style-type: none"> ● assessment of the student's adaptive functioning (conceptual, social, practical). ● presenting problems that are not otherwise explained by primary impairments in intellectual ability, cognitive profile or physical impairments. ● externalizing/Internalizing behaviours that are impacting student's ability to cope academically, socially, emotionally, and environmentally. 	<p>Guidelines:</p> <ul style="list-style-type: none"> ● Focus the discussion on the student's strengths and needs ● Consider assessment information from a variety of sources including specific assessments related to adaptive behaviour, (conceptual, social, practical), cognitive and academic functioning. ● If the student is already Exceptional, review the current IEP ● The IPRC secretary will manage follow-up communication and record keeping. <p>Referral Process:</p> <ul style="list-style-type: none"> ● Relevant information should be entered into the Special Education Module so that the student profile can be used by the IPRC ● Elementary schools make referrals to Field Office IPRC for identification and placement ● Secondary schools refer to their own in-school IPRC for identification and placement ● Parents should be informed of the IPRC process, its purpose and possible outcomes before proceeding with a referral ● The IPRC may defer making identification or placement decisions ● Representatives from the referring school will manage the pre-meeting communication and record keeping.

In any classroom and at any point in time, students may exhibit a variety of challenges related to behaviour. A proactive approach that fosters a safe, nurturing, respectful, equitable and inclusive learning environment is an essential foundation for promoting positive behaviour for all students. When students exhibit behaviour challenges, early intervention and collaborative problem solving are important to effectively address needs. An interdisciplinary team of student support professionals, including parents, board professional support services staff and community mental health partners, work together to provide early support and intervention which is essential in promoting academic growth and social/emotional development.

The Peel District School Board offers a range of services for students with behavioural challenges. In elementary schools, initial supports for the student are provided by school personnel, and may include the following: Classroom teacher, In-school support teacher (ISSP), Behaviour Teaching Assistant (BTA) support, Special Education Resource Teacher (SERT) supports, Contact Program (some middle schools only) and Principal/Vice Principal support. Supports in secondary schools may include: classroom teacher, Special Education Department Head, Special Education Teacher, Behaviour Teaching Assistant, Student Success Teacher, Guidance Counsellor, Contact Program and Principal/Vice Principal support. If more intensive supports are required the professional support services personnel assigned to the student's school (e.g., psychology, social work, and speech and language) are consulted and with parent/guardian consent acts as a case manager to support student. A Positive Behavioural Intervention Plan (PBIP) and/or Safety Plan is developed when there is concern for the safety of students or others. The Safety Plan is shared with family and all relevant staff.

If a student continues to present with a persistent pattern of challenging behaviours despite the aforementioned supports, strategies and interventions, the following options are considered: 1) With case management support from the PSSP assigned to each school, the Board offers an Intensive Support service. This is an itinerant service and includes a teacher and Behaviour Teaching Assistant. Teams are deployed to schools on a short term basis to work with case managers and school teams around challenging student behaviour needs; and 2) Elementary students can be considered for placement in a more intensive support environment such as an Interval Class and/or an Intensive Support class to support student needs. This provides a tiered approach to intervention for student success.

“The tiered approach to prevention and intervention is a systematic approach to providing high quality, evidence-based assessment and instruction and appropriate interventions that respond to students’ individual needs. It is based on frequent monitoring of student progress and the use of assessment data, focusing on learning rate and level, to identify students who are having difficulty and to plan specific assessment and instructional interventions of increasing intensity to address their needs effectively. The tiered approach can be used to address both academic and behavioural needs. The nature, intensity, and duration of interventions may be decided by teachers individually or in collaboration with a school team, always on the basis of evidence derived from monitoring student achievement.”

The three-tiered approach is consistent with guidelines described in the Ministry of Education's document [Learning for All \(2009\)](#).

Alternate Placements:

Section 23

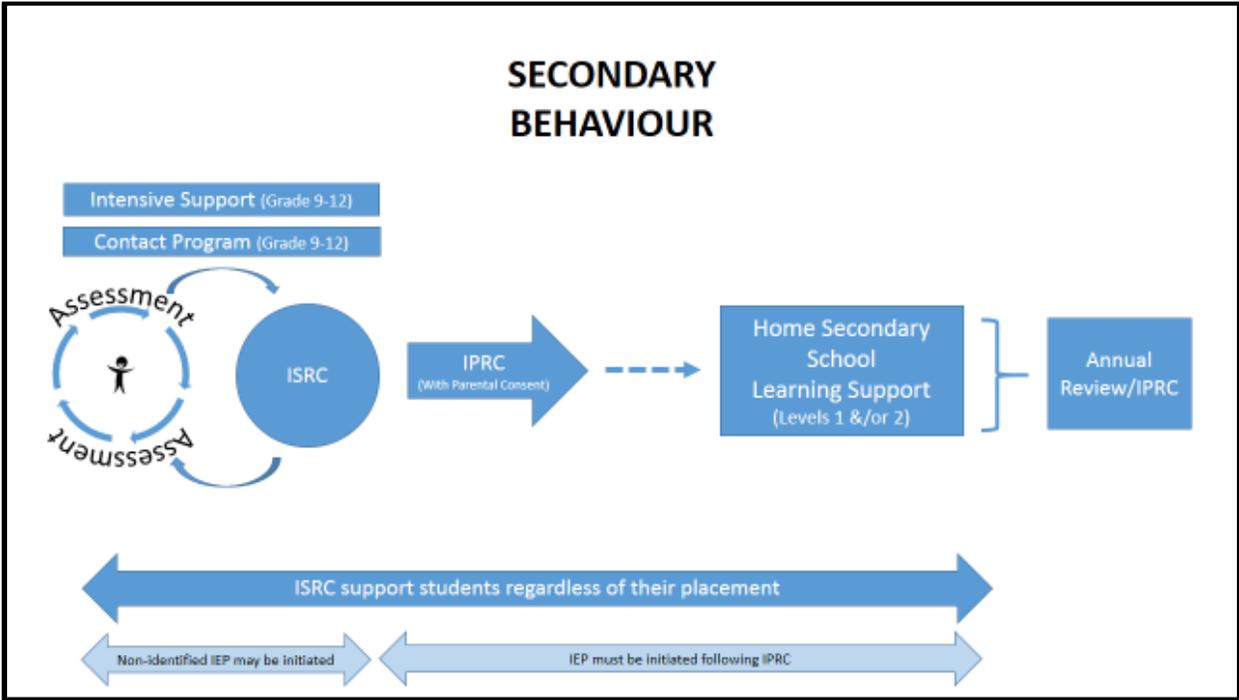
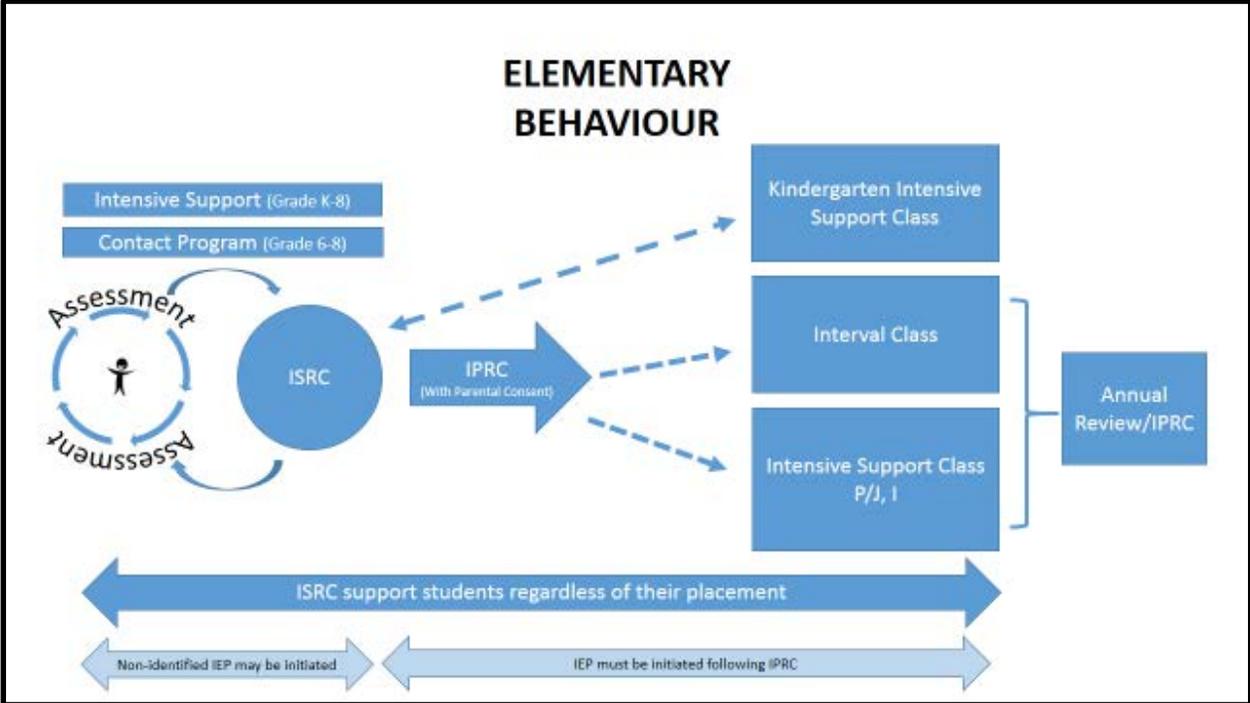
Some students with severe social/emotional/mental health needs may require a fully self-contained model of support through our Section 23 – Care and/or Treatment Custody and Corrections programs that are housed in designated schools. Support is also available in collaboration with our community partner (Peel Children's Centre). This support may take the form of day or residential care and treatment.

Alternative Programs

[Peel Alternative School](#) (PAS) offers a variety of alternative programs designed with the individual needs of students in mind. Programs include:

- Foundations Program
- Fresh Start Suspension and Expulsion Programs
- Senior Elementary, Intermediate and Senior Alternative Programs
- Supervised Alternative Learning (SAL)
- Temporary External Learning Link (TELL)
- Teen Education and Motherhood Program (TEAM)

PLACEMENT OPTIONS FOR STUDENTS IDENTIFIED WITH A BEHAVIOUR EXCEPTIONALITY



SERVICE: Intensive Support

Service Location: No IPRC is required for this service
Regular education class/Home school

Service Grades: Grades K-12

Service Duration: 8 Weeks (Elementary)
1 Semester (Secondary)

Staffing: 1 Special Education Teacher
1 Teaching Assistant

Service Description:

- Students with behavior challenges are supported by the In-school Review Committee (ISRC).
- The professional support services personnel who are members of the ISRC committee problem solve collaboratively with families and staff
- If additional support is required, a referral can be made at an ISRC for Intensive Support Services
- This support is time limited (up to 8 weeks for elementary or up to 1 semester for secondary)
- It provides assigned and concentrated in-school/classroom support for the student and staff
- It builds capacity among students and school team personnel to collaboratively plan support/ strategies to address student needs that are documented in the student's Individual Education Plan. This will include the development of a Positive Behaviour Intervention Plan (PBIP) and possibly, the development of a Safety Plan.
- Parental involvement in and commitment to program decisions are integral elements which promote appropriate social/emotional adjustment.
- With parental consent, regular communication with outside agencies and supports may occur.
- The provision of role models for behaviour through experiences in an inclusive setting is essential in programming for students placed in regular classes.
- To ensure continuity of program, support is provided for students prior to transitioning from school to school or from elementary to secondary and secondary to the student's pathway of choice.

PLACEMENT: **Kindergarten Intensive Support Class**

Class Placement: ***Kindergarten Intensive Support Class***
Special Program Class/Regional Placement

Class Type: **Fully Self Contained**

Program Grades: **Kindergarten, Year 1 & 2**

Class Size: **8 Students**

Staffing: **1 Special Education Teacher**
2 Behaviour Teaching Assistants

Program Description:

- Students enrolled in the program are placed through a central Intensive Support Planning Committee meeting. The appropriate candidates are offered a placement in the *Kindergarten Intensive Support Class*.
- These classes are designed for kindergarten aged students who require specialized social-emotional and self-regulation support in a small class.
- The programs represent intensive supports that address the needs of students who exhibit complex emotional, self-regulation, mental health &/or adjustment difficulties, that escalate over time and across different settings.
- Students work towards increased levels of inclusion and integration within the school community.
- Programs include Ministry curriculum guidelines which have been modified to meet the learner's needs and alternative expectations including Positive Behaviour Intervention Plans (PBIP) which are documented in the Individual Education Plan (IEP).
- Assistive technology is integrated to support the curriculum expectations and accommodations outlined in the IEP when appropriate.
- Parental involvement in and commitment to program decisions are integral elements which promote appropriate social/emotional adjustment.
- With parental consent, regular communication with outside agencies and supports may occur.
- The provision of role models for behaviour through experiences in an inclusive setting is essential in programming for students placed in regular classes.
- Regular communication among all staff involved with students identified with a behaviour exceptionality is essential to ensure consistency, facilitate teamwork and promote understanding of student needs.
- To ensure continuity of program, support is provided for students prior to transitioning from school to school.

PLACEMENT: Interval Program

Class Placement: *Interval Class*
Special Program Class/Regional Placement

Class Type: Fully Self Contained

Program Grades: Grades 1 – 3, Grades 4 – 5/6

Class Size: 8 Students

Staffing: 1 Special Education Teacher
1 Teaching Assistant

Program Description:

- Students enrolled in an Interval Class are placed through a central board office Identification Placement and Review Committee (IPRC) meeting. The meeting identifies the student as exceptional and offers a placement in the *Interval Class*.
- The programs represent intensive supports that address the needs of students who exhibit complex emotional, self-regulation, mental health &/or adjustment difficulties, that escalate over time and across different settings.
- Students work towards increased levels of inclusion and integration within the school community.
- Programs include Ministry curriculum guidelines which have been modified to meet the learner's needs and alternative expectations including Positive Behaviour Intervention Plans (PBIP) which are documented in the Individual Education Plan.
- Interval classes support students in developing the skills that are needed to function effectively in a mainstream classroom such as:
 - self-regulation and coping skills;
 - interpersonal and social relationship skills;
 - enhancement of student self-esteem in learning,
 - development and remediation of academic skills in reading, writing, spelling, and mathematics,
 - development of positive partnerships with parents, and
 - development of collaborative problem solving and planning relationships with community agencies.
- Assistive technology is integrated to support the curriculum expectations and accommodations outlined in the IEP when appropriate;
- Parental involvement in and commitment to program decisions are integral elements which promote appropriate social/emotional adjustment;
- With parental consent, regular communication with outside agencies and supports may occur.
- To ensure continuity of program, support is provided for students prior to transitioning from school to school.

SERVICE: **Contact Program**

Program Location: **Contact Program**
Home school

Program Grades: **Grade 7-8, 9-12**

Staffing: **Special Education Teacher**
Behaviour Teaching Assistant

Program Description:

- Students enrolled in the program are placed through an In-School Review Committee (ISRC) meeting.
- The **Contact Programs** are one part of a continuum of school-wide prevention and intervention that is timely and ongoing.
- A full range of prevention, early and ongoing interventions that correspond to the needs of students is available.
- Supporting prevention initiatives and implementing interventions that promote and reinforce personal, social and academic skills that contribute to student success.
- Working collaboratively with school staff and professional support services personnel to plan prevention, early and ongoing intervention strategies that promote positive student behaviour and address challenging behavioural needs.
- Developing the capacity of school staff through professional development, consultation, and ongoing problem solving to:
 - practice strategies that foster positive student relationships
 - understand student behaviour and underlying needs when challenges occur.
- Working collaboratively with school staff and professional support services personnel to facilitate effective communication practices with parents/guardians and community agencies when involved.
- Parental involvement in and commitment to program decisions are integral elements which promote appropriate social/emotional adjustment;
- Regular communication among all staff involved with students identified with a behaviour exceptionality is essential to ensure consistency, facilitate teamwork and promote understanding of student needs; and
- To ensure continuity of program, support is provided for students prior to transitioning from elementary to secondary and secondary to the student's pathway of choice.