

BEHAVIOUR

2015/16 & 2016/17 Goal to support students in the Behaviour program:

Focus on social/emotional prerequisite skills for learning Reading, Writing and Mathematics through the development of social skills, self-esteem, self-advocacy and self-regulations skills.

Outcomes, Observations & Learnings of students in the Behaviour Program

All Behaviour Program staff (i.e. Teachers and Child & Youth Workers) completed training in the evidence based self-regulation program *Stop Now and Plan (SNAP)*. In addition to the initial training, The Child Development Institute (CDI) provided consultation to discuss the implementation of the program and discuss any related issues. Each week, the Behaviour Program Class staff introduces a new self-regulation skill. Concepts are then reinforced through daily discussion and skills are supported within the classroom and during other school activities. Ideally, every student developed an individual goal based upon SNAP concepts with support from the Behaviour Program staff. We continue to build consistency across all ISP Behaviour Programs and this is an area for further growth.

2015/16 & 2016/17 Goal to support students in the Behaviour program:

In the previous school year, a two year goal was established and therefore remains the same.

1. Focus on social/emotional prerequisite skills for learning Reading, Writing and Mathematics through the development of social skills, self-esteem, self-advocacy and self-regulations skills.

Strategies To Be Implemented:

- Continue to deliver *Stop Now And Plan (SNAP)* which is an evidence based behavioural model that provides a framework for teaching children struggling with behaviour issues effective emotional regulation, self-control and problem-solving skills in each Behavioural ISP.
- Continue to provide designated in-services to both ISP Behaviour Teachers and Child & Youth Workers which focus on training, monitoring and evaluation of the *Stop Now And Plan (SNAP)* program.

- Also provide learning opportunities regarding classroom management, self-regulation, building positive rapport and increasing collaborative activities during unstructured times such as recess.
- Involve the Child Development Institute in the monitoring of the *Stop Now And Plan (SNAP)* program by observing Behaviour ISP Classrooms and providing feedback to Behaviour ISP staff.
- Devise individual measurable goals, develop specific strategies, evaluate progress on a weekly basis and revise or create new goals together with each student registered in a Behaviour ISP. These goals should be based upon concepts with the SNAP program.
- Provide support to assist in the development and consistency of tracking and revision of those individual measurable goals.
- Articulate the progress of the individual measurable goals to parents/guardians of students in the Behaviour ISP.
- Upon request, provide the *Friends* program in Behaviour ISP Classes and/or classes in which students with behavioural identifications attend.
- Continue to foster a Professional Learning Network through ongoing e-mail communications amongst Behaviour ISP Teachers, CYWS and the Behaviour ISP Assessment and Program Teacher.
- Continue support for the Behaviour ISP programs with the ISP Assessment and Program Teacher.
- Develop a list of recommended classroom resources to support the development of social skills, self-esteem, self-advocacy and self-regulations skills.
- Use JUMP Math
- Use Lexia Reading Programme
- Use Assistive technology (i.e. Smart Board, Premier, Co-writer, Draft Builder, Kurzweil and Dragon Naturally Speaking).
- Continue to provide early intervention support through the Student Support Resource Team (SSRT). In January 2016, the SSRT was established to support elementary school staff who are working with children having difficulty regulating their behaviour and emotions. Each team consists of an experienced teacher and a CYW who work together with school staff to build their knowledge and capacity in improving challenging behaviours that interfere with optimal learning. Although requests focus on a particular child, the Student Resource Team can support additional school staff and

classrooms by providing a plethora of strategies including coaching, assisting in the development of behaviour support plans, providing small group or classroom based programs and even helping to initiate school wide interventions. A priority of the Student Support Resource Team is to assist school staff in continuing to provide an educational program for students in the regular classroom. Requests are prioritized based on:

- the suitability of the student's presenting challenges,
 - involvement of parents in planning and therapeutic interventions if applicable,
 - classroom composition,
 - evidence of previous strategies and school readiness to participate in capacity building strategies.
- During the period of January 2015 to March 2017, the Student Support Resource Team was involved with 42 schools throughout the TCDSB for 2.5 days/week up to an eight week period. The Student Support Resource Team will be involved with an additional 12 schools during the spring of 2017.
- Additionally, to assist schools in developing early intervention strategies, a Student Support Resource Teacher was made available to provide one day consultations. This service also helps to determine the suitability of full support from the Student Support Resource Team at a later date. This SSRT Teacher will provide more than 100 one day consultations throughout the 2016/17 academic year.