Special Education Advisory Committee Meeting

Wednesday, December 15, 2021
11:45 p.m.
Northeastern Catholic District School Board
WebEx

<u>MINUTES</u>

PRESENT: **Joel McCartney, Cochrane Temiskaming Resource Centre / Chair**

Billie Richer, VOICE for Deaf and Hard of Hearing Children
Mackenzie Carrier, Community Living Timmins
Ron MacInnis, NCDSB Trustee
Stan Skalecki, NCDSB Trustee
Daphne Brumwell, Superintendent of Education
Catherine Hoven, Special Assignment Teacher
Katie Mundle, Special Assignment Teacher
Kim McEntee, Supervisor of Mental Health
Lisa Lamarche, Behavior & Autism Specialist
Jean Ethier, Education Services Officer / Recorder

EXCUSED: **Susan St. Denis, Cochrane Temiskaming Children's Treatment Centre**
Heather Demers, The Lord's Kitchen
Stephanie Fisher, Timmins Native Friendship Centre
Ellen Renaud, North Eastern Ontario Family and Children's Services/Vice Chair

1. **<u>Welcome and Prayer</u>**

    Joel welcomed everyone and led the group in prayer.

2. **<u>Approval of Agenda</u>**

    MOVED BY: S. Skalecki

    BY: B. Richer SECONDED

    THAT the agenda be approved as presented. CARRIED.

3. **<u>Approval of Minutes</u>**

    MOVED BY: B. Richer

    BY: S. Skalecki SECONDED

    THAT the minutes of November 17, 2021 be approved as presented. CARRIED.

4. **Behaviour Support Plans(BSP)**
   Presented by Kim McEntee

   Kim presented to the committee an overview of the some of the work that was completed from December 2019 to August 2021. The work was completed following a consultation process with key groups within NCDSB, new forms and accompanying resources were developed to support tiered strategies and the development of behaviour support plans at the school level. In addition, safety planning criteria has been clarified. The intent of this project was to establish consistency and a shared understanding across our school communities related to promoting positive behaviour in schools. All materials are stored in an accessible, central location to provide easy access to school teams.

   Training plan for 2021-22 School Year:
   A training plan is in place to train key staff (principals, child and youth workers, resource teachers) on using the new form and accompanying resources. Following group sessions held with the larger teams, individual school teams have been invited to sign up for one-to-one sessions hosted by the Autism & Behaviour Support team (ABSS). During these sessions, school teams have the opportunity to create plans for their students using the new resources with the guidance of the team.

   Next Steps:
   The ABSS will continue to offer training and support to school teams. This will also allow the team to gather important feedback about the new tools, which can be used for future improvements

   Kim reviewed how the schools would access the referral forms, resources and the BSP Guide and templates. Attached in the minutes are copies of the BSP template and the Student BSP Workbook, which is utilized in writing a BSP. See pages 5-24.

5. **IEP Reviews**
   Presented by Katie Mundle

   Catherine and Katie are meeting with each school Principal and Resource Teacher to walk them through the process of completing an IEP Review. This is a new approach for us. The purpose of engaging Principals and RTs in this process is to provide a greater understanding of Board expectations and increase their confidence in being able to continue this process independently going forward.
   In previous years, Catherine and Katie would complete the IEP Review independently. They would then share the results with the Principal and the RT and offer to meet as a team to further discuss what was noticed - specifically areas of strength, and areas that require greater attention.
   In these recent learning sessions, Catherine and Katie highlight specific "what to look fors" when reviewing IEPs. Together they review a number of IEPs, looking for specific information. All of the data is collected in a Google form, which produces a spreadsheet that can be reviewed later to examine strengths and areas of need and determine next steps as a school.
   The IEP Review also helps to build capacity and competency in developing, implementing and monitoring IEPs. This was Action Item Number 6 in our Board Special Education Plan.

6. **Special Incidence Portion (SIP) Update**
   Presented by Daphne Brumwell

   The Ministry of Education has shared that there will be no SIP claims-based process in 2021-22, in order to provide school boards with greater operational flexibility and reduced administrative requirements due to the ongoing impact of the COVID-19 pandemic. The Ministry of Education intends to make regulatory amendments to Ontario Regulation 616/21- that if passed, would allocate 2021-22 SIP funding through a temporary formula, rather than through the existing SIP claims process. All school boards will be funded at their 2020-21 SIP allocation amounts, plus a 5% increase. Of course, in the event that a board feels they would have new claims to consider, the Ministry is open to receiving this information.

7. **Staffing Update**
Presented by Daphne Brumwell

Daphne presented to the committee a summary of special education staffing by school. This included proposed increase to staffing over last year and additional positions for the 2021-22 school year.

St. Jerome and St. Joseph school continue to have a full time essential skills class. St. Patrick Cobalt and Kapuskasing each have a half time essential skills class.

During the revised budget process, funding was available to add the additional EA positions to support the students. The new positions will be added to Pope Francis, St. Anne, St. Joseph and St. Patrick Kapuskasing.

SUMMARY OF SPECIAL EDCUATION STAFF BY SCHOOL 2021-2022			
SCHOOL	**# Resource Teachers**	**# EAs**	**# CYW Hours**
Aileen Wright	1	2	0
BBS	1	3	11
		1.0 JP	16.5 hours JP
ECCS	2	4	27.5
		1.0 JP	
Holy Family	1	3	15
OICS	2	3	27.5
OHS	2	4	0
			2 Mental Health Workers
Pope Francis	2	6	27.5
		adding 1.0	
Sacred Heart	1.5	3	27.5
St. Anne	1.5	3.5	16.5
		adding 1.0	
St. Jerome	1.5	5	27.5
Essential Skills Classroom	1		
St. Joseph	1	3.5	27.5
		adding 1.0	
Essential Skills Classroom	1		
St. Patrick CO	1	4	27.5
Essential Skills Classroom	0.5		
St. Patrick KAP	1.5	4	27.5
		adding 1.0	
Essential Skills Classroom	0.5		
Remote Learning	0	1	0
BOARD TOTALS	**18.5 RTs**	**53**	**7.57 FTE**
	3.0 Essential Skills	**3.0 JP**	**0.47 FTE JP**
LAST YEAR 2020-2021	**17.5**	**45.5**	**8.15 FTE**
JP= Jordan's Principle	**2.5 Essential Skills**	**3.0 Jordan's Principle**	
		6.5 Remote Learning	

8. **Agency Reports**

   Cochrane Temiskaming Resource Centre
   The Centre held a clinic from November 29-December 3 in the Moosonee area offering intake services and psychological assessments for development disability. The Centre reached out to Kevin Wendling the Principal at Bishop Belleau School in coordinating the assessments for students at the school.

9. **Date of Next Meeting** – January 19, 2022 at 11:45 via WEBEX

10. **Other Business** – N/A

11. **Adjournment**
    MOVED BY: S.Skalecki
    THAT the meeting be adjourned at 12:45 p.m.
    CARRIED

Northeastern Catholic District School Board

Catholic Education Makes the Difference

BEHAVIOUR SUPPORT PLAN
School-Based Strategies
Section I – Face Sheet

Student Information

Student Name:	DOB:	School:	Grade:
Identified IPRC: ☐Yes ☐No	Since:	IEP: ☐Yes ☐No	Since:
Exceptionality: ☐Yes* ☐No		*If yes, see principal for additional information	

Intervention Period/Plan Review

Date of Creation:	☐New Plan	☐Revision	
Intervention Period	From:	To:	Next Review Date:
School Based Members to be Present:			
Other Participants including Parents/Guardians:			

Signatures

Principal:	Teacher:
Resource Teacher:	Support Staff:
Parent(s)/Guardian(s):	Other:

This plan has been developed in response to identified student needs.
It was created in consultation with the School-Based Team.
It is recommended that pans be reviewed a minimum of once per term, or as needed if circumstances require.

Student's Strengths and Positive Contributions

Section II - Rationale

Description of Target Problem Behaviour (Operational Definition of Target Problem Behaviour)

This section reflects upon the behaviour(s) of concern that poses the most disruption to the student's functioning within the classroom and/or school environment

Understanding the Target Problem Behaviour

Antecedents	Consequences/Outcomes
(What happens before the behaviour occurs)	(What does the student get as a result of the behaviour?)

Problem Routines

Times or activities that correlate with a high probability of the student engaging in the target problem behaviour, as identified through observations and discussions with school team members (including the classroom teacher, EA, ECE, CYW, itinerant teachers, and school administration)

Possible Function(s) of Behaviour

Hypothesis is based on the consequence(s)/outcome(s) of the behaviour. One or more functions may be included

☐ Attention (☐ Peers / ☐ Adults)　　　☐ Escape　　　　　　☐ Tangible　　　　　　☐ Sensory

Summary Statement of Problem Behaviour

This brief statement summarizes the information listed above (Section II), by incorporating the antecedents, description of the behaviour and problem routines, consequences/outcomes, and possible function of behaviour, as they relate to the target problem behaviour

Section III – Support Measures
This section aims to select and implement targeted strategies that centre on the elements described within the summary statement listed above

Summary of Desirable Behaviour

Tier 1 & Environmental Intervention(s)
Key actions and/or strategies to support the desired behaviour
Proactive Intervention(s):

Intervention	Steps	Materials Required	Educators Involved
Preferential Seating	*1. Student will sit close to teacher*	*N/A*	*Teacher*
Check-In/Check-Out or monitoring by teacher	*1. Teacher will meet with student* *2. Teacher will review expectations* *3. Student will recite expectations back to teacher* *4. Teacher will clarify/provide feedback as required*	*Check-In/Check-Out Form*	*Teacher*

Tier 2 Intervention(s)
Explicit teaching and/or reinforcement strategies to target the desired behaviour
Skill Development Intervention(s):

Intervention	Steps	Materials Required	Educators Involved

Reinforcement-based Intervention(s):

Intervention	Steps	Materials Required	Educators Involved

Progression of Planned Interventions

*Determine the order of implementation for the pre-selected Tier 1 & Tier 2 strategies from above and determine timelines. Please ensure to collect evidence/data on the target problem behaviour

#	Intervention	Anticipated Timeline	Anticipated Start Date
1.	*Preferential Seating*	*2-3 weeks*	*Jan. 11, 2021*
2.			
3.			
4.			
5.			
6.			

School & Community Referrals to Initiate

*In addition to the interventions selected above, if applicable, consider completing a referral for School-based and/or Community Service(s)

☐ No referrals are required at this time

Referral	Type of Referral	Reason for Referral	Link to Referral
	☐ School ☐ Board ☐ Community		
	☐ School ☐ Board ☐ Community		
	☐ School ☐ Board ☐ Community		
	☐ School ☐ Board ☐ Community		

BSP Progress Monitoring

*Complete this section following BSP Intervention Implementation

First Review			Second Review		
Review Date:			Review Date:		
Participants: ☐ Principal ☐ Support Staff	☐ Educator(s) ☐ Parent/Guardian	☐ RT ☐ Other	Participants: ☐ Principal ☐ Support Staff	☐ Educator(s) ☐ Parent/Guardian	☐ RT ☐ Other
Evidence and/or Data of Behaviour Change			Evidence and/or Data of Behaviour Change		
☐ Desired decrease in problem behaviour	☐ Desired increase in replacement behaviour		☐ Desired decrease in problem behaviour	☐ Desired increase in replacement behaviour	

☐ Undesired increase in problem behaviour	☐ Undesired decrease in replacement behaviour	☐ Undesired increase in problem behaviour	☐ Undesired decrease in replacement behaviour

Action to be Taken				Action to be Taken			
☐ Continue	☐ Modify	☐ Fade	☐ Discontinue	☐ Continue	☐ Modify	☐ Fade	☐ Discontinue

Reason for Action/ Next Steps: Reason for Action/ Next Steps:

Third Review	Fourth Review

Review Date:

Participants: ☐ Principal ☐ Educator(s) ☐ RT ☐ Support Staff ☐ Parent/Guardian ☐ Other

Review Date:

Participants: ☐ Principal ☐ Educator(s) ☐ RT ☐ Support Staff ☐ Parent/Guardian ☐ Other

Evidence and/or Data of Behaviour Change		Evidence and/or Data of Behaviour Change	
☐ Desired decrease in problem behaviour	☐ Desired increase in replacement behaviour	☐ Desired decrease in problem behaviour	☐ Desired increase in replacement behaviour
☐ Undesired increase in problem behaviour	☐ Undesired decrease in replacement behaviour	☐ Undesired increase in problem behaviour	☐ Undesired decrease in replacement behaviour

Action to be Taken				Action to be Taken			
☐ Continue	☐ Modify	☐ Fade	☐ Discontinue	☐ Continue	☐ Modify	☐ Fade	☐ Discontinue

Reason for Action/ Next Steps: Reason for Action/ Next Steps:

Section I – Student Strengths & Positive Contributions

Student Strengths Checklist

- ☐ Attention to detail
- ☐ Uses creativity
- ☐ Demonstrates self-control
- ☐ Critical thinking
- ☐ Shows organizational skills
- ☐ Enjoys new experiences
- ☐ Pleased with own skill achievement
- ☐ Enjoys physical activity
- ☐ Makes good choices in areas of interest
- ☐ Self-starter (takes initiative)
- ☐ Determination and drive to try new things
- ☐ Has hobbies and interests
- ☐ Has artistic talents
- ☐ Involved in community activities
- ☐ Part of the school community
- ☐ Follows rules consistently
- ☐ Self-advocate

- ☐ Comes to class prepared and on time
- ☐ Completes homework
- ☐ Follows directions & works quietly
- ☐ Has a positive attitude
- ☐ Successfully resolves conflict
- ☐ Participates in class
- ☐ Accepts responsibility
- ☐ Shows responsibility
- ☐ Ability to prioritize
- ☐ Stays on track
- ☐ Works well with others
- ☐ Cares about their work and school
- ☐ Tries to solve problems without help
- ☐ Cares about relationships with others
- ☐ Desire to excel
- ☐ Attends school frequently
- ☐ Listens attentively

Positive Contributions/Attributes Checklist

- ☐ Active
- ☐ Adaptable
- ☐ Admirable
- ☐ Adventurous
- ☐ Agreeable
- ☐ Ambitious
- ☐ Amiable
- ☐ Amusing
- ☐ Anticipative
- ☐ Appreciative
- ☐ Articulate
- ☐ Aspiring
- ☐ Assertive
- ☐ Athletic
- ☐ Authentic
- ☐ Balanced
- ☐ Benevolent
- ☐ Bold
- ☐ Brave
- ☐ Bright
- ☐ Brilliant
- ☐ Busy
- ☐ Calm
- ☐ Capable
- ☐ Captivating
- ☐ Caring
- ☐ Certain
- ☐ Charismatic
- ☐ Charming
- ☐ Cheerful

- ☐ Elegant
- ☐ Eloquent
- ☐ Empathetic
- ☐ Encouraging
- ☐ Energetic
- ☐ Enthusiastic
- ☐ Equitable
- ☐ Ethical
- ☐ Exciting
- ☐ Extraordinary
- ☐ Fair
- ☐ Faithful
- ☐ Fearless
- ☐ Firm
- ☐ Flexible
- ☐ Focused
- ☐ Forgiving
- ☐ Freethinking
- ☐ Friendly
- ☐ Fun-loving
- ☐ Funny
- ☐ Generous
- ☐ Gentle
- ☐ Genuine
- ☐ Good-natured
- ☐ Grateful
- ☐ Gracious
- ☐ Happy
- ☐ Hardworking
- ☐ Healthy

- ☐ Observant
- ☐ Optimistic
- ☐ Organized
- ☐ Original
- ☐ Passionate
- ☐ Patient
- ☐ Patriotic
- ☐ Peaceful
- ☐ Perceptive
- ☐ Perfectionist
- ☐ Persevering
- ☐ Persistent
- ☐ Personable
- ☐ Persuasive
- ☐ Playful
- ☐ Pleasant
- ☐ Polite
- ☐ Positive
- ☐ Practical
- ☐ Precise
- ☐ Principled
- ☐ Profound
- ☐ Protective
- ☐ Punctual
- ☐ Rational
- ☐ Realistic
- ☐ Reflective
- ☐ Relaxed
- ☐ Reliable
- ☐ Resilient

Section I – Student Strengths & Positive Contributions					
☐ Able to reciprocate conversations	☐ Able to listen and use peer ideas	☐ Civilized	☐ Helpful	☐ Resourceful	
☐ Has positive interactions with peers	☐ Treat everyone as equals	☐ Clear-headed	☐ Heroic	☐ Respectful	
☐ Likes routines	☐ Does not hold grudges	☐ Clever	☐ Honest	☐ Responsible	
☐ Ability to ask for help	☐ Invites others to join activities	☐ Communicative	☐ Honourable	☐ Responsive	
☐ Respects personal boundaries	☐ Think before you talk and/or act	☐ Companionly	☐ Hopeful	☐ Self-confident	
☐ Recovers from challenges	☐ Ability to laugh at self	☐ Compassionate	☐ Humble	☐ Self-disciplined	
☐ Handles stressful situations and events	☐ Accepts constructive criticism	☐ Competent	☐ Humorous	☐ Self-reliant	
☐ Comforts self	☐ Ability to accept mistakes	☐ Confident	☐ Idealistic	☐ Self-sufficient	
☐ Has a good sense of humour	☐ Shows growth mindset	☐ Conscientious	☐ Imaginative	☐ Selfless	

Section I – Student Strengths & Positive Contributions

- ☐ Able to reciprocate conversations
- ☐ Has positive interactions with peers
- ☐ Likes routines
- ☐ Ability to ask for help
- ☐ Respects personal boundaries
- ☐ Recovers from challenges
- ☐ Handles stressful situations and events
- ☐ Comforts self
- ☐ Has a good sense of humour
- ☐ Joins activities with ease
- ☐ Shares thoughts and feelings
- ☐ Learns readily outside of school
- ☐ Excellent social thinking
- ☐ Shares and cooperates with others
- ☐ Makes friends easily and keeps them

- ☐ Able to listen and use peer ideas
- ☐ Treat everyone as equals
- ☐ Does not hold grudges
- ☐ Invites others to join activities
- ☐ Think before you talk and/or act
- ☐ Ability to laugh at self
- ☐ Accepts constructive criticism
- ☐ Ability to accept mistakes
- ☐ Shows growth mindset
- ☐ Initiates interactions with others
- ☐ Takes pride in work
- ☐ Expresses ideas clearly
- ☐ Seeks clarification
- ☐ Open to learning new concepts
- ☐ Demonstrates emotional control
- ☐ Uses different learning methods/styles

- ☐ Civilized
- ☐ Clear-headed
- ☐ Clever
- ☐ Communicative
- ☐ Companionly
- ☐ Compassionate
- ☐ Competent
- ☐ Confident
- ☐ Conscientious
- ☐ Considerate
- ☐ Consistent
- ☐ Content
- ☐ Cooperative
- ☐ Courageous
- ☐ Courteous
- ☐ Creative
- ☐ Curious
- ☐ Daring
- ☐ Decisive
- ☐ Dedicated
- ☐ Deep
- ☐ Delightful
- ☐ Dependable
- ☐ Devoted
- ☐ Dignified
- ☐ Directed
- ☐ Disciplined
- ☐ Dreamer
- ☐ Dutiful
- ☐ Dynamic
- ☐ Earnest
- ☐ Easygoing
- ☐ Educated
- ☐ Effective
- ☐ Efficient

- ☐ Helpful
- ☐ Heroic
- ☐ Honest
- ☐ Honourable
- ☐ Hopeful
- ☐ Humble
- ☐ Humorous
- ☐ Idealistic
- ☐ Imaginative
- ☐ Independent
- ☐ Individualistic
- ☐ Innovative
- ☐ Insightful
- ☐ Intelligent
- ☐ Intuitive
- ☐ Inventive
- ☐ Joyful
- ☐ Keen
- ☐ Kind
- ☐ Knowledgeable
- ☐ Leader
- ☐ Likeable
- ☐ Lively
- ☐ Logical
- ☐ Loyal
- ☐ Meticulous
- ☐ Mature
- ☐ Methodical
- ☐ Meticulous
- ☐ Modest
- ☐ Neat
- ☐ Non-authoritarian
- ☐ Nice
- ☐ Objective
- ☐ Obliging

- ☐ Resourceful
- ☐ Respectful
- ☐ Responsible
- ☐ Responsive
- ☐ Self-confident
- ☐ Self-disciplined
- ☐ Self-reliant
- ☐ Self-sufficient
- ☐ Selfless
- ☐ Sensitive
- ☐ Sincere
- ☐ Skillful
- ☐ Smart
- ☐ Sociable
- ☐ Sophisticated
- ☐ Spontaneous
- ☐ Sporty
- ☐ Strong
- ☐ Supportive
- ☐ Sympathetic
- ☐ Tactful
- ☐ Thorough
- ☐ Thoughtful
- ☐ Thrilling
- ☐ Tidy
- ☐ Tireless
- ☐ Tolerant
- ☐ Trendy
- ☐ Trustworthy
- ☐ Understanding
- ☐ Unselfish
- ☐ Virtuous
- ☐ Wise
- ☐ Youthful
- ☐ Zealous

	Operational Definitions of Commonly Occurring Behaviours
	*Prioritize and select 1-2 problem behaviours (that pose the most disruption), then copy and paste into BSP document under "Description of Target Behaviour" section
Section II - Description of Target Problem Behaviour *(Operational Definition)*	**Physical Aggression Behaviour(s)**

Physical Aggression Behaviour(s)

Strikes

☐ *Hitting/Slapping*, defined as any occurrence of making contact with any part of another person's body with an open or closed hand from a distance of six inches or more

☐ *Punching*, defined as any occurrence of making forceful contact with any part of another person's body by movement of arm with a closed fist from a distance of six inches or more in the direction of another person

☐ *Pushing/Shoving*, defined as any occurrence of making contact with any part of another person's body using a hand, arm or body core from a distance of six inches or more; or, propelling objects and/or people at least one foot from their original location by movement of hand or arm in the direction of another person

☐ *Kicking*, defined as any occurrence of making contact with any part of another person's body using a foot from a distance of six inches or more; or, propelling objects at least one foot from their original location by movement of foot or leg in the direction of another person

☐ *Stomping on*, defined as any occurrence of making downward, forceful contact with any part of another person's body or object using a foot from a distance of six inches or less

☐ *Head Butting*, defined as using the head or face to hit (make forceful contact) with another person

☐ *Spitting*, defined as any occurrence of projecting matter or objects from the mouth, does not include drooling and/or saliva leaving the mouth during the course of eating and/or talking/yelling

Grabs

☐ *Grabbing* (clothing, body parts, objects, etc.), defined as using any part of the body to grip and pull and/or hold on to another person, object, furniture, etc.

☐ *Scratching*, defined as any occurrence of digging the fingernails into another person's skin and/or moving them across another person's skin or clothing

☐ *Pinching*, defined as any occurrence of making contact with another person's skin with fingers shaped like forceps

☐ *Hair Pulling*, defined as using any part of the body to grip and pull and/or hold on to another person's hair

☐ *Biting*, defined as any occurrence of opening and closing of the jaw with upper and/or lower teeth making contact with any part of the person's body or clothing

Section II - Description of Target Problem Behaviour *(Operational Definition)*	**Object Aggression Behaviour(s)**	☐ **Throwing Objects**, defined as propelling objects, that are not designed to be thrown, at least one foot from their original location by movement of hand or arm with enough force that the object lands within three (3) feet from the student's body and is not intended to be thrown at another person
		☐ **Breaking Objects**, defined as any instance of a student purposely breaking any item around them
		☐ **Knocking Over Furniture**, defined as any instance of a student purposely tipping/knocking over a piece of otherwise stable furniture
		☐ **Property Destruction**, defined as damaging personal or public property (e.g., breaking an object into two or more pieces, using an object to break other objects, ripping objects or parts of objects from walls, floors, or furniture, and denting cars, objects, or walls). Episodes of property destruction are scored as a single response unless at least x (e.g., 30 or 60) seconds has elapsed since the last break, rip, or dent
	Self-Injurious Behaviour(s)	☐ **Head Banging**, defined as any occurrence of a student propelling his/her head forcefully against an object and/or structure (furniture, walls, etc.) hard enough to cause a potential injury
		☐ **Hitting/Slapping/Punching**, defined as any occurrence of a student making forceful contact with their hand and/or arm with a closed or open fist with another part of their own body OR any occurrence of contact with or without force between the hand or arm and another part of the body in a motion that has caused documented harm to him/her in the past
		☐ **Kicking**, as defined as any occurrence if a student making forceful contact between their foot or leg and another part of their own body OR any occurrence of contact with or without force between the foot or leg and another part of their own body in a motion that has caused documented harm to him/her in the past
		☐ **Scratching/Skin Picking**, defined as any occurrence of a student using his/her fingernails and/or toenails to scratch his/her skin hard enough to break through the skin
		☐ **Pinching**, defined as any occurrence of a student pinching their skin between their fingers hard enough to make a visible mark
		☐ **Biting**, defined as any occurrence if a student gripping a part of their body other than their lips or tongue in their teeth or gums OR any occurrence of a student gripping his/her tongue or lips in their teeth or gums with enough force to cause bleeding
		☐ **Mouthing**, defined as any occurrence of a student making contact between the tongue or inside of their mouth and another part of their body if the student has caused previously documented damage to their skin by extended contact with their tongue or inside of their mouth
		☐ **Self-Gagging**, defined as any occurrence of a student using their hand or another object to induce themselves to gag or vomit
		☐ **Pica**, defined as any occurrence of a student picking up a non-food item and attempting to swallow or chew and swallow it OR any occurrence of a student who has a consistent history, more than 2 times per week for 3 consecutive weeks, of trying to ingest non-food items, putting a non-food item past the plane of his/her lips

Section II - Description of Target Problem Behaviour *(Operational Definition)*	**Self-Injurious Behaviour(s)**	☐ *Self-Poisoning*, defined as any occurrence of a student intentionally ingesting any substance (liquid/solid/gas) and/or material that is harmful and/or will cause physical illness or injury due to consumption
		☐ *Dropping*, defined as any occurrence of a student forcefully falling to the floor with no visible cause to fall
		☐ *Body Slamming*, defined as any occurrence of a student making contact between their body and any object with enough force to make a visible mark
		☐ *Body Rubbing*, defined as any occurrence of the student using his/her hand to rub a part of their body hard enough and frequently enough to cause a visible mark, burn, or tissue damage
		☐ *Self-Inflicted Wound(s)*, defined as any occurrence of the student using foreign materials and/or objects to create a wound (superficial or open) of any size and located anywhere on his/her body
	Elopement Behaviour(s)	☐ **Elopement from Area**, defined as being more than 3 feet away from a designated area, without adult permission for any duration of time
		☐ **Elopement from Classroom**, defined as being outside the class without adult permission for any duration of time
		☐ **Elopement from School Grounds**, defined being outside the school gates without adult permission for any duration of time
		☐ **Elopement from Adults**, defined as any period of time being out of direct eyesight from an adult without permission
	Verbal Outbursts and/or Antagonizing Behaviour(s)	☐ **Yelling with use of Profanity**, defined as any vocalization that is at a volume above normal conversational level for given setting and includes using profanity or language that is not appropriate for the setting (e.g., calling a peer the "B" word or "stupid" and so on)
		☐ **Yelling without use of Profanity**, defined as any vocalization above normal conversational level for given setting without permission
		☐ **Verbal Aggression**, defined as any threat or comment directed towards others that indicates any form of physical harm to another person (e.g., "I am going to throw you down the stairs!")
		☐ **Use of Profanity**, defined as any vocalization consisting of or including vulgarities (e.g., racial slurs, sexually overt comments) or expletives (e.g. the F-word, S-word, B-word) or words that are not age- appropriate (e.g., for younger students words such as stupid, idiot, etc.)
		☐ **Arguing with Others**, defined as talking back to adults and/or peers in a confrontational manner disregarding the comment/request of the other person using a raised tone of voice
	Verbal Interrupting Behaviour(s)	☐ **Talking Out Behaviour(s),** defined as any vocalizations that are not initiated by the teacher, are out of turn, and/or are unrelated to academic content (e.g., making sounds or unnecessary vocal noises during instruction, talking to a peer when direction is to work independently, talking/laughing/making noises while the teacher gives instructions, and/or answering questions directed to other students)

Section II - Description of Target Problem Behaviour *(Operational Definition)*	**Disruptive and/or Off-Task Behaviour(s)**	☐ **Disruptive Behaviours**, defined as any occurrence of displacing desks, chairs, objects, or work material from their original location without permission
		☐ **Off-Task Behaviours**, defined as engagement in any tasks other than the assigned task or ongoing activity (e.g., looking around the room, playing with items, talking, head on the desk) for more than 30 seconds
	Uncooperative Behaviour(s)	☐ **Refusal Behaviour(s),** defined as any occurrence of saying "no", "I don't want to", "I won't do it" or "not now" to any academic or non-academic request
		☐ **Uncooperative Behaviour(s),** defined as any response that does not match the delivered instruction within 20-30 seconds from the time the instruction was delivered (e.g., was asked to write and after 10 seconds was speaking with a peer)
	Inappropriate Play Behaviour(s)	☐ **Inappropriate Play**, defined as behaviour that is not within the context of the ongoing activity and/or the misuse of leisure items (e.g., throwing toys not intended for throwing, jumping on furniture, flapping a doll's arms, or breaking toys)
	Repetitive & Stereotypical Behaviour(s)	☐ **Jumping**, defined as 2 or more consecutive occurrences of both feet separating from the floor from an upright position
		☐ **Rocking**, defined as 2 or more consecutive occurrences of back and forth and/or side to side movement of the upper body
		☐ **Hand flapping** (repetitive hand movement), defined as 2 or more consecutive occurrences of up and down and/or side to side motion of hands
		☐ **Spinning**, defined as any occurrence of the body turning 360 degrees
		☐ **Gazing**, defined as eyes focused on one point in space or stimuli (e.g., staring into windows, mirrors, lights, objects or on to certain points in the environment) for 10-30 seconds or more
		☐ **Repetitive watching of video clips or listening to music**, defined as 3 or more consecutive occurrences of rewinding video clip to the same point
		☐ **Repetitive vocalizations**, defined as any vocalization (e.g., sounds, words, phrases, and/or sentences) unrelated to the present situation (e.g., vocalizing without being asked a question) or non-functional speech

Section II -	**Setting Events**			
Understanding the Target Problem Behaviour (A-B-C's, Problem Routines, & Possible Function)	*What events, places, or activities, tend to be associated with the problem behaviour? (Slow Triggers)*			

Setting Events

What events, places, or activities, tend to be associated with the problem behaviour? (Slow Triggers)

		Experiences that may affect behaviour(s):	Other issues before or outside of school: *Please Specify*
☐ Lack of sleep	☐ DSM Diagnosis (Mental Health Diagnosis)	☐ Failure	☐
☐ Physical pain		☐ Rejection	☐
☐ Trouble at home		☐ Injury	☐
☐ Family issues	☐ Fight/conflict with parents	☐ Fear	☐
☐ illness		☐ Trauma	☐
☐ Hunger	☐ Medication issues	☐ Other:	☐
☐ Multiple transitions	☐ Emotional state (e.g.: enter feeling)	*Please Specify*:	☐
☐ Noise/distraction			☐
☐ Substance abuse	*Please specify*:		☐
☐ Living situation			☐

Antecedents/Triggers

What events, places, or activities tend to be associated with the problem behaviour?
(0-3 seconds before the behaviour occurs)

WHEN is the problem behaviour most likely to occur?	**WHERE is the problem behaviour most likely to occur?**	**During what SUBJECT/ACTIVITY is the problem behaviour most likely to occur?**	**Are there OTHER EVENTS/CONDITIONS that immediately precede the problem behaviour?**
☐ Morning – approximate time(s):	☐ classroom	☐ Subject(s): *Please specify:*	☐ A demand, request or directive
	☐ Alternate classroom	☐ Unstructured activities	☐ Redirection
	☐ Hallway	☐ Individual/independent activities	☐ Unexpected changes in schedule/routine (interruption)
☐ Afternoon – approximate time(s):	☐ Gym	☐ Group activities	☐ Consequences imposed for behaviour
	☐ Other	☐ With a partner	☐ Teacher/adult denies request
☐ Before school	*Please specify:*	☐ Seatwork (independent)	☐ Provocation from other student
☐ After school	**PEOPLE present when problem behaviour occurs**	☐ Lesson presentation	☐ Peer encouragement of negative behaviour
☐ Morning recess	☐ Teacher/Educator	☐ Task explanation	
☐ Lunch recess	☐ Support Staff	☐ Pencil-paper tasks	☐ Unwanted attention
☐ Afternoon recess	☐ Itinerant teacher	☐ Requiring physical activity	☐ Other:
☐ Time doesn't matter	☐ Classmates/peers	☐ transitions	*Please specify:*
☐ Other:	☐ Other:	☐ Other:	
Please specify:	*Please specify:*	*Please specify:*	

Section II - **Understanding the Target Problem Behaviour** (A-B-C's, Problem Routines, & Possible Function)	**Target Problem Behaviours**		
	What are the problem behaviours?		
	☐ Talks out of turn/calls out ☐ Uncooperative ☐ Off-task (day dreaming, inattentive) ☐ Off-task (disruptive) ☐ Out of seat / area ☐ Does not complete work ☐ Disorganized ☐ Unable to work independently ☐ Tardy ☐ Truant ☐ Lying / cheating / forgery ☐ Property damage ☐ Disrespecting adults	☐ Provokes other students ☐ Defiant to adults ☐ Verbally aggressive to adults ☐ Verbally aggressive to peers ☐ Harassment / teasing ☐ Abusive / intimation / bullying ☐ Abusive / inappropriate language ☐ Physically aggressive to adults ☐ Physically aggressive to peers ☐ Self-injurious behaviours ☐ Self-stimulating behaviours ☐ Theft ☐ Sexual harassment	☐ Sexual offense ☐ Use/possession of tobacco ☐ Use/possession of alcohol ☐ Use/possession of drugs ☐ Use/possession of weapon(s) ☐ Use/possession of combustible substances ☐ Bomb threat / false alarm ☐ Arson ☐ Other: *Please specify:*

Possible Function(s) of Behaviour

What "payoff" does the student obtain form engaging in the problem behaviour?

The student GAINS:		*The student AVOIDS or ESCAPES:*	
☐ Peer attention ☐ Teacher/adult attention ☐ Tangible ☐ Access to task ☐ Access to other ☐ Sensory feedback	☐ Auditory (humming, singing, etc.) ☐ Movement (tapping, fidgeting, etc.) ☐ Tactile (rubbing, scratching etc.) ☐ Other: *Please specify:*	☐ Teacher demands ☐ Teacher reprimands ☐ Teacher correction ☐ Adults (attention) ☐ Peers (attention) ☐ Peer/social contact ☐ Frustrating situation ☐ Non-preferred activities, task or setting	☐ A difficult task ☐ Temperature (too hot or cold) ☐ Noise (too quiet or loud) ☐ Crowded spaces (too empty or full) ☐ Lighting (too dim or bright) ☐ Movement (too still or busy) ☐ Other *Please specify:*

	Summary Statement of Problem Behaviour			
	According to the Description of the Target Problem Behaviour Section (purple section above) … The problem behaviour occurs most frequently during (time of day/class/activity/routine): **During...(indicate above information known)**			
	Antecedent (What happens before the behaviour)	**Target Problem Behaviour** (Student's Actions)	**Consequence** (What happens after, what does the student get/outcome(s) as the result of the behaviour)	**Function** (What is the result/pay-off for engaging in the behaviour?)
Section II - Summary Statement of Problem Behaviour & Section III - Summary Statement of Desirable Behaviour	**When…** (indicate the antecedent that happens right before the behaviour)	**the student will…** (indicate the problem behaviour/how the student acts)	**because…** (indicate the consequences and/or function that happens)	*check all those that apply
				The function of the target problem behaviour is to…
				GET/OBTAIN / ESCAPE/AVOID:
				Sensory
				Activity/Task/Setting/Person
				Attention
				Tangible
	When the Summary Statement of Problem Behaviour is filled in, transfer to BSP document. The Summary Statement of Desirable Behaviour (section below) is to assist in transitioning from a problem behaviour to a desirable behaviour.			
	Summary Statement of Desirable Behaviour			
	The sequence of behaviour, identified using the A-B-C's. can be used to plan interventions. When planning interventions, consider starting with an observable description of the desirable behaviour, then brainstorm antecedent strategies that will set the student up for success.			
	Manipulate Antecedent (to prevent problem behaviour and promote alternate/expected/desired behaviour)	**Teach Behaviour** (explicitly teach alternate/expected/desired behaviour)	**Consequence** (What happens after, what does the student get/outcome(s) as the result of the behaviour?)	
	In the future… (indicate the antecedent you want to do right before the behaviour)	**The student will…** (indicate desired behaviour)	**Because…** (indicate function)	
	Prevent problem behaviours by:	**Teach alternate behaviours by:**	**Reinforce alternate/expected/desired behaviours by:**	
	Promote alternate/expected/desired behaviour by:	**Teach expected behaviours/skill deficits/academic skills:**	**Respond to problem behaviours/give corrective feedback by:**	

	Proactive Interventions
	*Directions: **Check 1 or 2** appropriate intervention(s). Ensure that the chosen intervention(s) match the function of the problem behaviour.*
Section III – Tier 1 / Environmental Interventions	What environmental adjustments and/or teacher behaviours will be attempted to make the problem behaviour less likely to occur?

What environmental adjustments and/or teacher behaviours will be attempted to make the problem behaviour less likely to occur?

☐ Preferred seating ☐ Choice making
☐ Encourage positive peer connections ☐ Circular adjustments
☐ 5 Questions ☐ Follow-up to ensure student understanding of task/request
☐ Daily/Weekly progress report ☐ Schedule adjustment (e.g., classes, transition times, recess)
☐ Establish teacher-parent communication system ☐ Give student an opportunity to mentor/tutor a peer
☐ Check-in/Check-out or monitoring by teacher ☐ Environmental changes (lighting, furniture, sounds sources, clutter)
☐ Encourage participation in extracurricular activities ☐ Provide access to student in-school support (e.g., CYW, EA, ISW, etc.)
☐ Identify appropriate settings for behaviours ☐ Increase frequency of task related recognition
☐ Visual schedule ☐ Other:
☐ Allow student to use quiet time/space *Please specify:*
☐ Provide guidance prior to independent work ☐ ☐
☐ Establish a personal connection with student ☐ ☐

Once the BSO is created, each intervention is required to be broken down into steps listed in the appropriate table located under the Tier 1 section.

Section III – Tier 2 Interventions	**Skill Development**

Skill Development

*Directions: **Check 1 or 2** appropriate intervention(s). Ensure that the chosen intervention(s) match the function of the problem behaviour.*

What new behaviours/strategies will be taught to replace the problem behaviour?

☐ Teach objectives/criteria prior to activity	☐ Perform task analysis: break down and concertize steps for success
☐ Have student repeat rules/expectations prior to transitions	
☐ Develop monitoring checklist for teacher-student use	☐ Teach alternative behaviours for sensory feedback
☐ Teach and model appropriate communication skills	☐ Teach anger management/problem-solving skills
☐ Provide opportunities to practice communication and social skills	☐ Teach behaviour self-control
	☐ Social stories/comic book conversations
☐ Teach coping skills (e.g., asking for a break, relaxation when frustrated, etc.)	☐ Remediation in specific academic areas
☐ Teaching breathing techniques	☐ Other:
☐ Teach positive self-talk	*Please specify:*
☐ Use student's personal interests to increase motivation (e.g., if a student likes fishing, reading tasks can be related)	☐ ☐ ☐ ☐

Once the BSP is created, each intervention is required to be broken down into steps listed in the appropriate table located under the Tier 2 section.

Reinforcing Interventions

*Directions: **Check 1 or 2** appropriate intervention(s). Ensure that the chosen intervention(s) match the function of the problem behaviour.*

How will the adults respond to ensure the student receives reinforcement for the replacement behaviour(s)?

☐ Use preferred activities as reinforce	☐ Establish logical sequence and inform students in advance
☐ Personally greet the student upon arrival to class	☐ Give encouragement for effort tot display appropriate behaviours
☐ Spend individual time with the student	
☐ Increase frequency of positive reinforcement	☐ Use of positive referrals
☐ Use tangible and/or non-tangible rewards	☐ Use of classroom reinforces for individual student accomplishments
☐ Develop a written behaviour contract	
☐ Assign classroom responsibility that allows student recognition	☐ Call home to share news of student's effort/success
☐ Chart daily successes and review often with student	☐ Use school-wide vehicles for recognition
☐ Recognize small steps approximating the desired behaviour	☐ Other:
☐ Ignore undesirable behaviours	*Please specify:*
☐ Reward competing behaviours	
☐ Student self-monitoring of progress	☐ ☐
☐ Acknowledge use of replacement behaviours	☐ ☐

Once the BSP is created, each intervention is required to be broken down into steps listed in the appropriate table located under the Tier 2 section.

	Progression of Planned interventions		
Section III – **Progression of** **Planned Interventions**	*Take Tier 1 and Tier 2 interventions listed above by copying and pasting them into the chart below. Interventions can be rearranged and placed in the intended order of implementation. Focus on implementing one intervention at a time; however, some interventions may run concurrently based on the level of the intervention (ex: preferential seating [Tier 1 intervention] can be implemented simultaneously with teaching coping skills [Tier 2 intervention])* *Each intervention should be implemented a minimum of ten (10) consecutive days* *Ongoing collection of data/evidence of behaviour change (skill development or behaviour reduction) is required to determine whether the intervention can be advanced to the next step/level*		
	#	**Intervention**	**Anticipated Timeline**	**Anticipated Start Date**
	1			
	2			
	3			
	4			
	5			
	6			

School & Community Referrals		
*In addition to the interventions selected above, if applicable, consider completing a referral for School-Based and/or Community Service(s)		
School-Based Referrals	*Reason for Referral*	*Link to Referral*
☐ Resource Teacher *(LLI, Empower, and/or Math Intervention)*		
☐ EA Support		
☐ CYW Support		CYW Support Referral
☐ Other *Please specify:*		
School Board Referrals	*Reason for Referral*	*Link to Referral*
☐ Indigenous Support Worker (ISW)		Indigenous Support Worker
☐ Student Services Referral o SAT (Case Conference required; recommend Psych-Educational Assessment and/or Speech & Language Assessment) o Autism & Behaviour Support Services (ABSS) team		Student Services Referral
☐ Re-Engagement Councillor (Attendance)		Re-Engagement Counsellor Referral
☐ Mental Health Worker (MHW)		Mental Health Referral Form
☐ Mental Health & Addictions Nurse (MHAN)		LHIN Mental Health Nurse Referral
☐ Other *Please specify:*		
Community Referrals	*Reason for Referral*	*Contact Information Link*
☐ North Eastern Ontario Family & Children's Services (NEOFACS) *Please specify:*		North Eastern Ontario Family & Children's Services
☐ Cochrane Temiskaming Resource Centre (CTRC) *Please specify:*		Cochrane Temiskaming Resource Centre
☐ Cochrane Temiskaming Children's Treatment Centre (CTCTC) *Please specify:*		Children's Treatment Centre
☐ HANDS *Please specify:*		HANDS TheFamilyHelpNetwork.ca
☐ One Kids Place (OKP) *Please specify:*		One Kids Place
☐ Psychological and/or Mental Health Services *Please specify:*		
☐ Other *Please specify:*		

Section III – School & Community Referrals to Initiate

BSP Progress Monitoring					
	Initial Review				
	Complete this section following BSP intervention implementation				
	Review Date:		**Evidence and/or Data of Behaviour Change**	**Action to be Taken**	**Reason for Action/Next Steps**
	Participants:				
	Principal	*Resource Teacher*	☐ Desired decrease in problem behaviour	☐ Continue	
	Support Staff	*Educator(s)*	☐ Desired increase in replacement behaviour	☐ Modify	
			☐ Undesired increase in problem behaviour	☐ Fade	
	Parent/Guardian	*Other*			
			☐ Undesired decrease in replacement behaviour	☐ Discontinue	
	Second Review				
	Complete this section following Initial Review meeting				
	Review Date:		**Evidence and/or Data of Behaviour Change**	**Action to be Taken**	**Reason for Action/Next Steps**
	Participants:				
	Principal	*Resource Teacher*	☐ Desired decrease in problem behaviour	☐ Continue	
	Support Staff	*Educator(s)*	☐ Desired increase in replacement behaviour	☐ Modify	
			☐ Undesired increase in problem behaviour	☐ Fade	
	Parent/Guardian	*Other*			
			☐ Undesired decrease in replacement behaviour	☐ Discontinue	
	Third Review				
	Complete this section following Second Review meeting				
	Review Date:		**Evidence and/or Data of Behaviour Change**	**Action to be Taken**	**Reason for Action/Next Steps**
	Participants:				
	Principal	*Resource Teacher*	☐ Desired decrease in problem behaviour	☐ Continue	
	Support Staff	*Educator(s)*	☐ Desired increase in replacement behaviour	☐ Modify	
			☐ Undesired increase in problem behaviour	☐ Fade	
	Parent/Guardian	*Other*			
			☐ Undesired decrease in replacement behaviour	☐ Discontinue	

BSP Progress Monitoring	Fourth Review				
	Complete this section following Third Review meeting				
	Review Date:		**Evidence and/or Data of Behaviour Change**	**Action to be Taken**	**Reason for Action/Next Steps**
	Participants:				
	Principal	*Resource Teacher*	☐ Desired decrease in problem behaviour	☐ Continue	
	Support Staff	*Educator(s)*	☐ Desired increase in replacement behaviour	☐ Modify	
			☐ Undesired increase in problem behaviour	☐ Fade	
	Parent/Guardian	*Other*			
			☐ Undesired decrease in replacement behaviour	☐ Discontinue	