

To Access Services

If your child has been identified with a behaviour disorder, please bring this information to the attention of the school principal. The principal will refer your child to the Special Education Resource Teacher who in turn will contact the Area Special Education Leader and the Special Education/Safe and Supportive Schools Administrator. As a team, these individuals will work with you to ensure that your child is placed appropriately in the school setting and that all needs are being met.

Partners in Education

Firefly Services - 1-800-465-7203
This number will direct you to your local Firefly office.

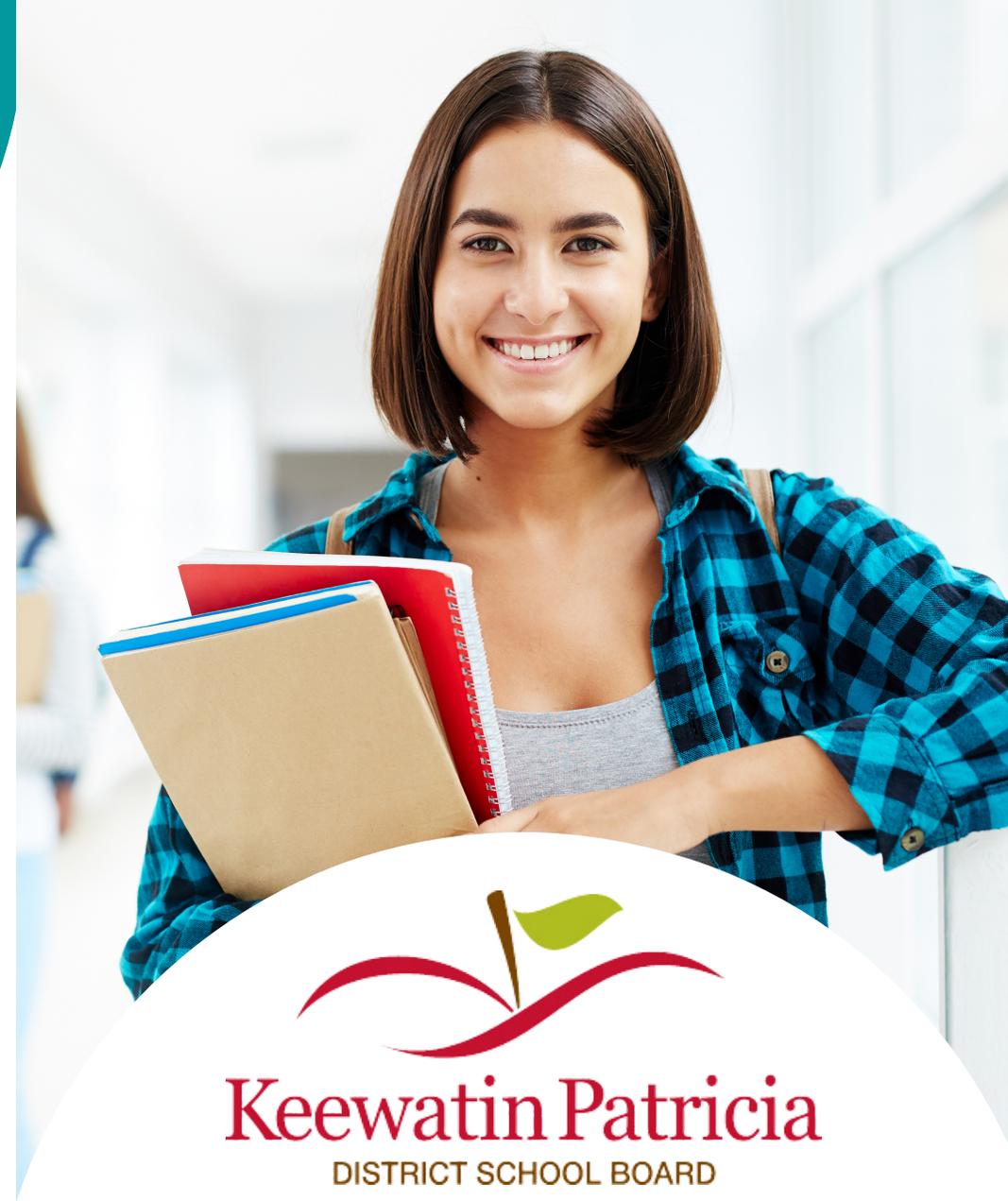
For More Information

For additional community agencies in your area, please contact your child's principal or consult the KPDSB Special Education Plan at www.kpdsb.ca.

Contact Us

Kenora - Head Office
4th Floor - 240 Veterans Drive
Kenora, ON P9N 3Y5
Phone: 807-468-5571
Toll Free: 877-275-7771

www.kpdsb.ca



Keewatin Patricia
DISTRICT SCHOOL BOARD

Special Education Services
Behaviour Identification

This brochure produced in consultation with the KPDSB and the KPDSB's Special Education Advisory Committee.

Ministry Definition

A learning disorder characterized by specific behaviour problems over such a 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:

- an inability to build or to maintain interpersonal relationships;
- excessive fears or anxieties;
- a tendency to compulsive reaction;
- an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof.

A Caregiver's Role in Behavioural Intervention

In order to assist in understanding your child's behaviour, the school may request a Functional Behaviour Assessment (FBA) to be conducted. A FBA helps to answer questions about the function or purpose of your child's behaviour.

To prepare for these discussions, ask yourself the following:

- What triggers your child's behaviour?
- What does the behaviour look like?
- How often does it happen?
- When is it least likely to happen?
- How long does it last? How do you or others react?
- How much is it interfering with your child's learning?

In addition to conducting a Functional Behaviour Assessment, more formal testing may need to be done and other consultants may need to be involved.

Criteria for Identification

An Educational Assessment and an assessment conducted by a psychologist, mental health worker, psychiatrist or another qualified practitioner. The assessment results would indicate an emotional problem which is shown in inappropriate behaviour or in social context behaviours which are inappropriate and are viewed as exceptional on the basis of their deviance from the social norm and on the basis of their disruptive influence for other people (mild, moderate, severe).

KPDSB Programs

The Keewatin-Patricia District School Board employs a Special Education/Safe and Supportive Schools Administrator whose role is to:

- assist administrators, special education resource teachers, and classroom teachers in providing behaviour support to students in schools;
- provide assistance with program planning for exceptional behaviour students, including alternative learning opportunities, professional development, restorative practices, and progressive discipline programs; and
- collaborate and coordinate services with community partners in providing support for students with behavioural needs, families, and schools.

In addition, the board has Teacher Diagnosticians who assess students using standardized measurements. The Teacher Diagnostician and/or Special Education Leader may be asked to observe students in the classroom in order to help determine causes of difficult behaviours. School SERTs may also observe students and will help classroom teachers to develop goals for individual students.

Almost all students remain in the regular classroom although there are a few withdrawal programs available for those students who have very severe behavioural needs. A combination of regular classroom placement and short-term programming in social skills and behaviour management by a Special Education Resource Teacher is used, with increasing time in the regular classroom as student behaviour improves.

Behaviour programs provide alternative programming as well as support in the regular classroom for students, alongside ongoing academic support.