

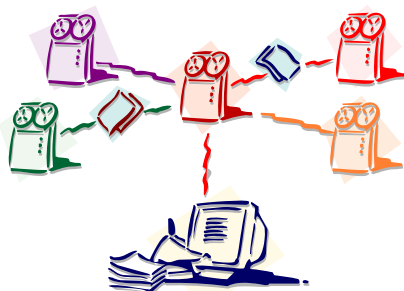


Issues Addressed

- ✓ Frequent suspensions due to persistent opposition to authority, or violence.
- ✓ Persistent disruption by students with a history of:
 - ✦ failing to attempt assigned tasks;
 - ✦ socializing problems;
 - ✦ disruptive classroom or playground behaviour.
- ✓ Students exhibiting frightening, bizarre or threatening behaviour.
- ✓ Students with inconsistent misbehaviour, who refuse to accept responsibility for their actions.
- ✓ Students who routinely behave in a way that jeopardizes the safety of themselves, other students or staff.
- ✓ Students who, in spite of numerous efforts, over an extended amount of time, have failed to demonstrate any discernable improvement in social adjustment.

Information Provided About

- Central Behaviour Team Procedures
- LKDSB Alternative Education Programs
- “High Risks” Procedures (North)
- “KIDS Team” Procedures (South)
- LKDSB Procedures
- Other LKDSB support available
- Outside agency support available



Itinerant Behaviour Team Support



Itinerant Behaviour Teachers

- ❖ Joan Andrew
- ❖ Lee Easterbrook
- ❖ Karlene Shaw

Itinerant Behaviour Educational Assistants

- ❖ Becky Drury (North)
- ❖ Stacey Davis (North)
- ❖ Carla Dunn (North)
- ❖ Stacey Muxlow (North)
- ❖ Tara McEachren (South)
- ❖ Beverly Mooney (South)

Psychometrists

- ❖ Paul Watters (North)
- ❖ Michele Jansseune (South)

Support Available

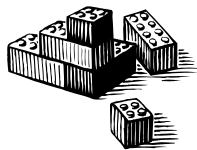


Consultation regarding behaviourally challenged students:

- what works;
- what to avoid;
- next steps.

Teacher support and suggestions for effective management of behaviourally challenged students:

- regularly scheduled school visits to discuss strategies and effective intervention;
- classroom specific recommendations including:
 - whole class and individual behaviour reinforcement plans;
 - suggestions related to seating arrangements, home/school communication.



Templates, plans and demonstrations of strategies effective with severely behaviourally challenged students:

- behaviour tracking sheets;
- reinforcement programs;
- daily communication sheets;
- school safety plans;
- organization templates.



Support multi-disciplinary approach through board services or programs and outside agency resources:

- Psychometrists
- Central Behaviour Placements
- Learning Disabilities Association

also in the North:

- St. Clair Child and Youth Services
- Rebound
- Family Counseling Services and 'STARTING POINT'

also in the South:

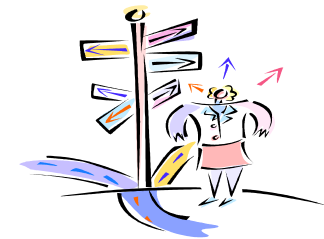
- Chatham-Kent Children's Services
- Community Homes or Rain & Shine behavioural counselling

Collaborative communication with parents, doctors and outside agencies:

- attending meetings;
- assisting with letters and data collection (format, information to be included, etc.)

Whole school workshop presentations:

- effective management of oppositional students;
- strategies to assist students with attention difficulties;
- intervention plans to reduce power struggles and escalation of unacceptable behaviour.



Re-integration of student returning from special placements:

- advance preparation and information for involved staff;
- transfer of strategies and effective interventions.