

Required Documentation

Educational, psychological and social work assessments are required before a student may be considered for placement in a Behaviour Intervention Program. Other relevant documentation will be considered if necessary. Assessment reports from hospitals, private practitioners and other educational jurisdictions may also be considered.

Typically, assessments will indicate that the student exhibits many or all of the following: verbal aggression, physical aggression, profound inability to build or maintain interpersonal relationships, excessive anger, severe non-compliance, extreme lack of impulse control, extremely low self-esteem, extreme defiant behaviour, extreme difficulty coping in the community school and an inability to learn that cannot be traced to intellectual, sensory or other health factors.

Application Procedures

Entry into this program is based on both the student's specific needs and the availability of space within the program.

Step 1 Application:

An application is submitted by the principal of the student's community school. This application is completed in collaboration with the in-school team and in consultation with the multi-disciplinary team (school psychologist, speech-language pathologist, social worker and learning support consultant). The application must be supported by the student's *parent (s).

Secondary BIP classes are located at the adaptive school locations. Students who are applying for the Behaviour Intervention Program must also meet the criteria for the Adaptive Program. In addition to a specialized program application an application for the Adaptive Program must also be submitted to either Ottawa Technical Secondary School or Sir Guy Carleton Secondary School. Typically, the adaptive applications are due in early February.

Step 2 Central Recommendation Committee:

This committee a) reviews the student's learning profile in relation to the program's entry criteria, b) determines whether or not there is space available in the program, and c) decides on the location of placement based upon the age/grade of the student in relation to the ages/grades of current students within the program, the learner's profile, and the distance between specific locations and the students' home addresses. When placement is a possibility, the sending principal is informed of the recommendation. Within 48

hours, parents confirm acceptance of this placement and their intention to proceed with an IPRC meeting. The student and parents are informed of implications of the program placement, and they may have an opportunity to visit the class location recommended by the central recommendation committee.

Step 3 Identification Placement and Review Committee

(IPRC): The IPRC will a) formally identify the area (s) of the student's exceptionality (ies) according to the categories and definitions provided by the ministry of education, and b) formally place the student into the specialized program class.

The Student

Academic Profile

Students may demonstrate the following:

- Severe compulsive and/or impulsive behaviour that negatively affects learning
- Accommodations for learning are essential in order to access the curriculum
- Inability to learn that is not traceable to intellect, sensory or other health factors

Social Profile

Students may demonstrate the following:

- Require constant supervision in order to maintain a safe learning environment
- Profound inability to build or maintain interpersonal relationships
- Excessive anger
- Severe non-compliance
- Extreme lack of impulse control
- Verbal threats and aggression and/or physically aggressive behaviour
- Extremely low self-esteem
- Extremely defiant behaviour
- Extreme difficulty coping in the community school

*Parent (s) denotes custodial parent (s) or guardian (s)

Behaviour Intervention Program

Ministry Definition of Behaviour Exceptionality:

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:

- a) an inability 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 other health factors, or any combination thereof.

The Program

The Behaviour Intervention Program is for exceptional students with intensive behavioural needs at the primary, junior, intermediate and secondary (adaptive program only) levels.

The focus of the Behaviour Intervention Program is to provide a structured learning environment and an opportunity to develop appropriate pro-social behaviours. The program allows for integration into regular classrooms and/or school activities.

Programming is based on the learning expectations outlined in the Individual Education Plan (IEP). The IEP is developed and coordinated by the special education teacher in consultation with parent (s), Learning Support Services personnel, and subject-area teachers. The IEP is designed for each student according to individual learning needs and strengths. The plan focuses on behaviour, and is developed, revised and updated based on the results of ongoing assessment and evaluation. The plan is shared with parents on an on-going basis.

The Classes and Resources

The Behaviour Intervention Program classes are limited in size as outlined in the OCDSB's Special Education Report. There are 8-10 students in each Behaviour Intervention Program class. Classes are equipped with special education resources including educational assistants. It is expected that students will integrate into regular classrooms and/or school activities to the greatest extent possible. The Behaviour Intervention Program is located in designated schools across the OCDSB.

The Teachers

The Behaviour Intervention Program is taught by teachers with special education qualifications (Parts I and II). Learning Support Services personnel provide assessment and consultative services to the special education program teacher.

Evaluation and Review

Assessment is ongoing and evaluation occurs throughout the year. Student progress is formally reported as per the reporting structure of the OCDSB on the provincial report card and alternative report cards. The progress of a student, who has been identified exceptional and has a placement through an IPRC, is formally reviewed on an annual basis during an IPRC meeting.

Change in Placement

Students may be demitted from the General Learning Program based on the following criteria:

The student:

- Behavioural functioning is no longer the most significant determining influence on the student's academic success or social adjustment in school
- Has social and/or academic needs that could be met more successfully within a different specialized program class
- Has been integrated and demonstrated the ability to succeed in a regular class with/without support from the Learning Support Teacher (LST) or Learning Resource Teacher (LRT)
- No longer benefits from the Behaviour Intervention Program placement
- Evidence of on-going successful integration

Alternative Placements

The in-school special education team will meet with parents to discuss alternative placements if necessary. Placements may include the following:

- Care and treatment programs—Section 23,
- Regular classroom with monitoring from the LST or LRT
- Regular classroom with support from the LST or LRT
- Other special education placement options, if appropriate

For Further Information

Please consult the OCDSB Learning Support Services' *Special Education Parent Guide* and *The Identification, Placement and Review Committee: Parent Guide*.

As well, you may contact the school principal or the OCDSB Learning Support Services personnel serving the school.

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