

**REPORT OF THE**  
**BEHAVIOUR PROGRAMS AND SERVICES**  
**REVIEW COMMITTEE**

**MAY 2002**

The Special Education Advisory Committee (SEAC) of the St. Clair Catholic District School Board directed a review of programs and services for students who exhibit behavioural difficulties. The review took place during the 2001-2002 school year.

**OBJECTIVES:**

The overall objectives of the review were:

- to ensure that the programs and services delivered for students with behavioural difficulties are in accordance with the stated values and beliefs of the St. Clair Catholic District School Board and its Special Education Advisory Committee.
- to assess the strengths and limitations of current programs and services offered in the North and South geographical sections of the Board.
- to identify gaps in programs and services
- to identify resources and programs which should be available to assist staff to meet the needs of students with behavioural difficulties.
- to identify professional in-service needs.
- to distribute the programs and services in an equitable manner throughout the Board.

**COMMITTEE MEMBERSHIP**

Special Education Consultant	Martin Forster (CEC)
Manager, Student Services	Tim Butler (CEC)
Elementary Principal	Pat Hobin (St. Benedict)
Elementary Principal	Ray Power (St. Joseph, Tilbury)
Secondary Vice-Principal	Pam Mundy (St. Christopher)
Secondary Vice-Principal	John Girard (Ursuline College)
Elementary Program Resource Teacher	Cindy Judson (St. Therese)
Elementary Program Resource Teacher	Karen VanKessel (St. Joseph, Chatham)
Secondary Student Services	Sharon Berry-Ross (St. Christopher)
Secondary Student Services	Liz DiCrescenzo (Ursuline College)
Teacher, Behaviour & Academic Resource Program	Margie Grimes (St. Margaret)
Social Worker	Monica Mallon
Child and Youth Worker	Lenora Cavacas
SEAC	Maureen McGrail

## PROCESS

The committee met on the following dates during the 2001 – 2002 school year:  
Oct. 17, Nov. 12, Dec. 10, Jan. 29, Feb. 25, Mar. 19, Apr. 4, and Apr. 24.

TASK	TIMELINE
Established the Steering Committee	June 2001
Appointed the Review Committee	September 2001
Finalized the objectives of the review	October 2001
Identified current programs and services	October 2001
Reviewed current trends	October 2001
Developed and distributed survey	November 2001 to January 2002
Analysed, interpreted and evaluated survey results	February 2002 to March 2002
Developed recommendations	March 2002
Finalized report	April 2002

## I. CURRENT PROGRAMS AND SERVICES

There are a range of programs and supports that are currently available in the schools for students exhibiting behavioural difficulties. Some of the programs and services are unique to a geographical area and/or panel within the Board.

### **Program Resource Teacher, Educational Assistant**

The Program Resource Teacher and Educational Assistants provide specialized programming to address the individual needs of the students. An Individual Education Plan and/or a detailed individual behaviour plan is developed and implemented as necessary. They consult regularly with parents and community service providers. Available in all schools.

### **Chaplain, Campus Minister, Guidance Counsellor**

This service provides individual counselling and support for students experiencing emotional, behavioural, academic or spiritual difficulties. Available in all secondary schools.

### **At-Risk Co-operative Education**

This program provides an alternative educational experience for students at risk of dropping out due to attendance difficulties, lack of commitment to education or behaviours which impede success in school. Available in all secondary schools.

**SALEP, Alternative Placement**

These programs provide an alternative educational setting for Intermediate students in need of life experience due to lack of motivation or an inability to handle the regular classroom environment.

Available to all schools.

**Behaviour and Academic Resource Program (BARP)**

BARP is a system classroom providing specialized programs on a short-term basis for elementary school students with severe acting out behaviours to the extent that support within the home school is not adequate to maintain them. The program also provides liaison with community agencies and support for students reintegrating into their home school. Individual and small group attention is available for academics as well as for assistance in the development of social skills, self-esteem, anger management and other coping skills. This program is located at St. Margaret School.

Available to all North schools.

**Child and Youth Worker Service**

This service responds to the full range of behaviour management needs within a school. The Child and Youth Workers provide consultation, individual or group goal-based counselling focused on the development of social and/or coping skills, classroom interventions, school wide initiatives, crisis intervention, liaison with community agencies and in-services for staff and parents.

Available in all South schools.

**Social Worker Service**

The Social Workers provide assessment and referral for students at-risk, crisis intervention, attendance counselling, classroom presentations, direct service to parents, liaison with community agencies and consultation with school staff.

Available in all North schools.

**Harmony Everywhere Achieved by Respectful Treatment (HEART)**

HEART is a school-wide anti-violence/anti-bullying program which runs throughout the school year. The program is designed to assist students in their development of positive interpersonal relationship skills through mutual respect. The classroom lessons enhance the curriculum in the areas of Family Life and Physical Education.

Available in all South schools.

**Violence Awareness Program**

This program is a partnership between the Board and the Women's Shelters. It provides anti-violence classroom presentations and resources.

Available in all schools.

**Values, Influences and Peers (VIP)**

VIP is directed at educating students regarding the importance of good decision making and accepting responsibility for your actions and decisions. The program is delivered by the local Police Service to grade 6 classrooms. The program also fosters a positive relationship between students and local police officers.

Available in all elementary schools.

**Power of Youth**

The Power of Youth is a classroom program available through the Chatham-Kent Integrated Children's Service. The program focuses on the development of anger management, self-esteem and interpersonal skills.

Available in all South elementary schools.

**Big Brother/Big Sister Mentoring Program**

This program provides support for 8 to 11 year old students who are in need of a positive relationship with an adult. The adult mentor meets with the student on a regular basis at the school during the school year.

Available to all elementary schools.

**Missing Protector Strategy**

The strategy is intended for at-risk students who feel they do not have an adult in their neighbourhood to assist them in times of crisis. The strategy matches a student with an adult in the neighbourhood. The protector maintains regular contact with the student. The student may also contact the protector at any time he/she is facing a crisis.

Available to South elementary schools.

**Families and Schools Together**

This school-based program is designed for families of at-risk Primary-Junior aged children who have been identified by the school as demonstrating behavioural and/or learning difficulties. The program is intended to enhance parenting skills and improve family dynamics.

Available in North elementary schools.

**Family Partnership Program**

This program provides a school-based mental health day treatment program through a partnership between the Board and Chatham-Kent Integrated Children's Service. The program is an alternative to residential placement for students with severe mental health difficulties.

Available to South elementary schools.

**Transitions**

The Transitions program is a specialized program designed to support and assist students who have been absent for extended periods of time or who are experiencing debilitating mental health problems which make school attendance quite difficult. The goals of the Transitions program are to re-integrate the students gradually, at their own pace, and to facilitate working towards obtaining secondary school credits.

Available in North secondary schools.

**Remediation Program**

The Remediation Program provides an alternative program for students not attending school regularly. The student is provided with individualized assistance in a modified program.

Available in the South secondary school.

**Positive Alternative to School Suspension (PASS)**

The PASS program is offered by the Rebound Association. It provides an alternative to home suspension for those students from Grade 7 through 10. The objective of the program is to provide students under suspension with a positive, supervised environment and an opportunity to continue their education and develop appropriate social skills.

Available to all North schools

**Rebound - Anger Management**

Rebound provides a classroom program on anger management for grades 7 and 8. The staff of Rebound delivers the program with the assistance of the classroom teacher. The program also provides a small group intervention program on anger management for students who demonstrate particular problems in behavioural control.

Available in all elementary schools.

## **II. SURVEY**

The committee developed three surveys; a School Staff survey, a Parent survey and a Student survey. The purposes of the surveys were to assess the strengths and limitations of the current programs/services available to students in the Board, identify gaps in programs and services and identify professional in-service needs. The survey instruments can be found in Appendix A.

A copy of each of the surveys was sent to the principal of every school in the Board. The principal was requested to complete the School Staff Survey in consultation with the school staff and was to reflect the sentiments of the staff as a group. The principal was asked to distribute a minimum of one Parent survey for each program/service that was available within the school. The principal was to select representative parents who had sons or daughters involved in the programs/services. The principal was also asked to distribute a minimum of one Student survey for each program/service that was available within the school. The principals were to select representative students who were involved in the programs/services.

A total of 23 schools (9 from the North and 14 from the South) responded to the surveys. The completed surveys were collated by the committee. The findings are summarized below. The raw statistical data are available upon request.

The School Staff, Parent and Student surveys all rated the current programs and services very effective or effective. Programs providing direct service to students were considered very valuable and the need to increase the availability of these types of programs was identified. Respondents expressed concerns over the waiting lists for Board based and community based programs/services.

## **III. RECOMMENDATIONS**

1. A behaviour resource manual should be developed and distributed to each school. This resource would contain detailed information on all programs, services and resources that are available through the Board and the community and identify the contact person(s) for each. Clear criteria for accessing all programs/services need to be developed and included in the manual. The manual should be reviewed and updated annually.
2. In-service opportunities focused on behavioural issues should be provided for all staff. In-service topics suggested were positive approaches to student discipline and classroom management, dealing with students with a dual diagnosis, dealing with reluctant parents and dealing with specific conduct disorders.
3. A training plan should be developed and implemented to provide on-going certified training for appropriate staff in non-violent crisis intervention.

4. Trends in presenting problems should be identified. These trends should be reviewed annually and provide a basis for professional development opportunities and identification of gaps in programs/services.
5. Resource materials on various behavioural disorders should be developed and made available to the schools.
6. Implementing an anti-bullying/anti-violence program with specific linkages to the JK-12 curriculum should be a Board wide initiative.
7. Review the use of post-secondary placement college students involved in a behaviour-related program such as Child and Youth Worker, Developmental Services Worker and Social Work.
8. Work actively with the community agencies to address problems associated with the wait lists for programs/services and, in particular, the accessibility issues facing schools in rural areas.
9. Maintain ongoing linkages and dialogue with community agencies. Seek out opportunities to increase linkages and partnering with the agencies. Identify Board personnel who are active members of committees of the community agencies.
10. The Board should support initiatives directed towards increasing the availability of local child and adolescent psychiatric services.
11. Alternatives to the regular classroom program should be available for at-risk secondary school students.
12. A service co-ordination and intervention planning process should be developed and implemented.
13. Resources should continue to be distributed in an equitable manner throughout the Board while maintaining flexibility in meeting unique needs.
14. A transition planning process should be developed and implemented for students involved in behavioural programs and services and who are changing schools.
15. The behaviour programs/services and the professional development plan should be monitored and revisions made in response to identified needs.
16. A Steering Committee should be formed in order to oversee the implementation of the above recommendations.

# APPENDIX A

# SCHOOL SURVEY

Due to limited resources, changes to programs/services must be done within existing financial and personnel constraints. It is important to establish priorities in order to better respond to needs. Please place a check in the appropriate column for each of the programs/services utilized by your school. Please include any comments.

**SCHOOL:**

<b>PROGRAM / SERVICE</b>	<b>Maintain</b>	<b>Increase</b>	<b>Decrease</b>	<b>Eliminate</b>	<b>COMMENTS</b>
High Risk Co-op (secondary only)					
Supervised Alternative Learning for Excused Pupils (SALEP) or alternative placement					
Behaviour and Academic Resource Program					
Child and Youth Worker Service					
Social Worker Service					
Harmony Everywhere Achieved by Respectful Treatment (HEART) Program					
Violence Awareness Program					
Values, Influences and Peers (VIP)					
Big Brother Mentoring Program					
Missing Protector Strategy					
Families and Schools Together					
Family Partnerships Program					
Transitions Class (secondary only)					
Remediation Program (secondary only)					
Positive Alternative to Suspension (PASS)					
Anger Management - Rebound Program					
Home Instruction					
Linkages to Community Programs					

## SCHOOL SURVEY

For each of the target groups identified, please comment on the existing programs / services available to your school by placing a check in the appropriate column. Please include any comments.

### SCHOOL:

TARGET POPULATION	Adequate	Additional needed	Could be reduced	Non Available	Comments
General Population					
High-risk					
Truant					
Situational Adjustment					
Acting out / Aggressive					
Psychiatric					
Dual-diagnosis					

Identify any needs that are currently not addressed by the programs / services available in your school. Please be as specific as possible and include your rationale.

## SCHOOL SURVEY

Identify any resources and/or inservice needs that should be addressed. Please be as specific as possible and include rationale.

Please include any comments and/or suggestions from your staff or individuals. Please identify individuals by their roles (classroom teacher, PRT, EA, Principal, VP etc).