

REPORT BACK from 2018 - 2019

BEHAVIOUR (BEH)			ES=136	SS=30	All n=166
			ISP (ES only)		
GOALS	TARGETS IN 2018-2019	EVIDENCE 2018 - 2019			
<p>Increase the capacity of classroom teachers and educational assistants to support the integration of students registered in a Behavioural ISP and/or support the Self-regulation of students registered in a non-Special Education classroom setting.</p>	<p>Increase opportunities for classroom teachers and support staff to obtain evidence-based knowledge and strategies that support the Self-regulation of students.</p>	<ul style="list-style-type: none"> • In 30 TCDSB classrooms the Student Support Response Teams (SSRT) supported at least one student experiencing Self-regulation difficulties. The interventions modelled evidence-based strategies for the classroom teacher/CYW. • A new CPI training format increased the yearly number of TCDSB employees who are certified in Crisis Prevention Intervention(CPI): n=235. • The format for Behavioural Support Plans, used in conjunction with Individual Education Plans, has been revised to include monitoring of Self-regulation strategies. • The ISP Behaviour teacher and CYW provided information to school staff on the principles and language of the Stop Now and Plan (SNAP) programme and Zones of Regulation. • ISP Behaviour teachers and CYWs shared the students' individual measurable goals and specific strategies with each of the integration teachers. • The ISP Behaviour teachers and CYWs worked collaboratively with integration teachers to evaluate student progress on a weekly basis to revise/create new goals and strategies together for each student. • Working collaboratively, ISP Behaviour Teachers, CYWs and the integration teachers developed a strategy of tracking and revising individual measurable goals and strategies. 			
<p>Goal status and explanation if goal not met:</p>		<div style="background-color: #FFD700; border-radius: 10px; padding: 2px 10px; display: inline-block;">Monitor</div>	<ul style="list-style-type: none"> • The collaboration process among Behaviour ISP teachers, Child and Youth Workers, and non-Special Education classroom teachers is a time-honoured, intentional process that requires the ongoing commitment of all staff involved in supporting students' Self-regulation goals. 		
<p>NEXT STEPS or STRATEGIES TO SUPPORT GOALS:</p> <ul style="list-style-type: none"> • Behavior Support Plans and Safety Plans continue to be revised and are before the Forms Committee and Corporate Services for review and consideration. 					