

ADMINISTRATIVE GUIDELINE

Title: Behaviour Management Crisis Intervention

Effective Date: February 1, 2004
November 11, 2013
February 22, 2016

Responsibility: Superintendent of Program and Schools

1.0 Rationale

The Near North District School Board is committed to educating learners to their fullest potential. Providing a safe and inviting learning environment is a key element in the fulfillment of this commitment.

Behaviour management supports this commitment and is an ongoing process that requires different levels of intervention, when different levels of at-risk behaviour are demonstrated. The most critical of these levels occurs when an individual, becomes physically aggressive in a manner that would predictably threaten his/her personal safety or the personal safety of others. At that level a staff member(s) needs to determine appropriate strategies to deal with the situation successfully.

The approach to solving problems is the approach endorsed by the NNDSB and will assist staff to be proactive in dealing with challenging behaviours.

The majority of behaviour management strategies are developed and delivered at the local school

Behaviour Management Crisis Intervention

3.2.2 Physical containment/restraint is not to be considered a “therapeutic holding”.

3.2.3 Whenever possible, a response team member should not act alone but have another staff member present. It is advisable to have the principal and/or vice principal present as well. If the other staff member does not have BMS training, they are



Appendix B

Student:	Grade:	Date of Birth:
School:	Teacher:	Identification:

Check the appropriate strategies:

<ul style="list-style-type: none"> ! C.P.S.-Collaborative and Proactive Solutions ! Remove distracting materials ! Provide quiet separate seating area ! Close proximity to teacher ! Use visual supports: visual schedule ! Provide choices related to task i.e.: order of completion/number of tasks etc. ! Minimize/alternate transition times ! Communication between home and school 	<ul style="list-style-type: none"> ! Alternate entry routine ! Provide clear verbal directives ! Self initiated/staff directed break time ! Utilize planned ignoring and redirection to task ! Positive reinforcement program ! Provide verbal scripts and rehearse/role play ! Teach social skills, self regulation skills etc ! Modification/accommodation of academic tasks (I.E.P) ! Use of assistive technology
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Problem behaviour is most likely to occur in the following situations:

