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# REPORT

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## **Program/Curriculum Success**

### ***Applied Behavioural Analysis***



## RAINY RIVER DISTRICT SCHOOL BOARD

### Applied Behavioural Analysis

**Date:** March 1, 2016  
**To:** Rainy River District School Board  
**From:** Jennifer Berti and Alexis Saltmarsh  
Behavioural Therapists

**Recommendation:** It is recommended that the report be received for information only.

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#### STRATEGIC DIRECTION

##### **Purposeful Learning:**

- The strengths and needs of our earliest learners are identified to ensure the foundation for their success.

##### **Engagement of our Students and Parents:**

- Positive outreach to parents as essential partners in their children's education enhances the success of students.
- Parents of our earliest learners are engaged in the learning of their children.

##### **Capacity Building:**

- All staff are supported to meet their development goals.

##### **Well-Being of Students and Staff:**

- The emotional well-being of all students is the foundation for their achievement.
- Our learning and working environments are safe and inclusive.

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#### CONTEXT

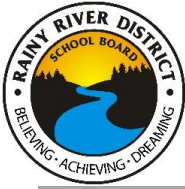
As part of the Ministry of Education's Grants for Special Needs (GSN), the Behaviour Expertise Amount (BEA) allocation provided funding for school boards to hire a board-level Behavioural Therapist. In addition to this, the Rainy River District School Board has also committed funding for a second Behavioural Therapist position.

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#### SUMMARY

The Behavioural Therapists provide services that focus on positive behavioural supports to teachers, education assistants, and students through observation/consultation, social/life/play skills groups, and professional development opportunities. They build school staff capacity through professional development opportunities and support with program planning and the implementation of the Assessment of Basic Learning and Language Skills (ABLLS) goals and the Assessment of Functional Living Skills (AFLS) goals. The 3 tier behavioural model for behavioural referrals focus on ABA strategies, positive teaching strategies, and best practices. Support is provided to schools in the creation of Positive Behaviour Support (PBS) plans and the implementation of Applied Behaviour Analysis (ABA) strategies as well as the development and implementation of transition plans. Collaboration between parents, community partners, and school teams are promoted through case conferences and school meetings. Also, the Behavioural Therapists and Special Education Administrator support schools in the successful

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implementation of the Connections for Students model for students with Autism Spectrum Disorder (ASD), support deeper implementation of PPM 140 – Incorporating Methods of Applied Behaviour Analysis Into Programs for Students with Autism Spectrum Disorder and PPM 156 – Supporting Transitions for Students with Special Education Needs.

In addition to the services above, the Behavioural Therapists are involved in the Learning for All (L4All K-12) Ministry of Education initiative for the 2015-2016 school year. The Learning for All team, comprised of the Mental Health Leader, Behavioural Therapists, Student Work Study Teacher and the Early Years/Primary Coordinator, have been working together to promote consistency across environments to support the social emotional learning of students, which is the RRDSB focus for the L4All project. Resources are readily available for staff on the RRDSB website and Google Classroom. In class support with the implementation of the MindUp Curriculum®, Zones of Regulation®, and yoga is ongoing as requested by staff, and parent engagement nights are currently in the planning stages. Family engagement nights will be designed to provide parents and students with information on social emotional learning and strategies/tools to enhance and support social emotional learning in both the school and home environment. They will also include hands on activities to engage participants in a variety of positive coping strategies and increase social awareness.

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#### **ROUTING**

SPT/Senior Administration	February 12, 2016
Board	March 1, 2016

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