

## To access services

If your child has been diagnosed with a behaviour disorder, please tell the school principal. The principal will refer your child to the Special Education Resource Teacher. They will contact the Area Special Education Leader and the Special Education & Safe and Supportive Schools Administrator. This team will work with you to place your child in a school setting that best meets their needs.

### Partners in education

**FIREFLY Services**  
1-800-465-7203

This number will direct you to your local FIREFLY office.

### Community Supports

Contact your school principal to find out about community agencies in your area.

#### Contact Us

Kenora - Head Office  
4th Floor - 240 Veterans Drive  
Kenora, Ontario P9N 3Y5  
Phone: 807-468-5571  
Toll Free: 877-275-7771

[www.kpdsb.ca](http://www.kpdsb.ca)

**Do you have  
concerns about your  
child's learning?**



SCAN ME



**Keewatin Patricia**

DISTRICT SCHOOL BOARD

Special Education Services

**Behavioural Identification**

This brochure is produced in consultation with the KPDSB and the KPDSB's Special Education Advisory Committee May 2024.

## Ministry Definition

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:

- an inability to build or to maintain interpersonal relationships;
- excessive fears or anxieties;
- a tendency to compulsive reaction;
- an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof.

## Criteria for identification

An educational assessment; and assessments conducted by a psychologist, mental health worker, psychiatrist or other qualified practitioner. The assessment results would indicate:

- student's presenting behaviours that are not otherwise explained by primary impairments in intellectual ability, cognitive profile or physical impairments; and
- externalizing/internalizing behaviours that are impacting the student's ability to cope academically, socially, emotionally, and environmentally.

## How the caregiver can help

To help us understand your child's behaviour, the school may ask to do a Functional Behaviour Assessment. This assessment helps to answer questions about what lies behind the behaviour.

To prepare for the assessment, ask yourself these questions:

- What triggers your child's behaviour?
- What does the behaviour look like?
- How often does it happen?
- When is it least likely to happen?
- How long does it last? How do you or others react?

The school may also ask to do more formal testing and bring in consultants as needed.

## KPDSB Supports

Students with diagnosed behaviour disorders vary with regard to the support they require. The Keewatin-Patricia District School Board provides this support in many ways.

**Special Education Resource Teachers** may:

- observe the student in the school; and
- help classroom teachers to develop goals for individual students.

**Special Education Leaders** may:

- observe the student in the school
- help the school team determine the causes of difficult behaviours.

**Teacher Diagnosticians** may:

- assess the student using standardized measures.

The **Special Education & Safe and Supportive Schools Administrator**:

- provides professional development to staff in progressive discipline and restorative practices
- may help Administrators, Special Education Resource Teachers, and classroom teachers in providing behaviour support to students in schools;
- may help the school team with program planning for exceptional behaviour students
- coordinates services with community partners who provide support for students with behavioural needs, their families, and school.

**Behavioural Programs:** Almost all students remain in the regular classroom. In a few cases, students with very severe behavioural needs might be withdrawn from the classroom for a short-term program. A Special Education Resource Teacher works with the student on social skills and behaviour management. The student continues with the regular curriculum. As behaviour improves, the student spends more and more time back in the regular classroom.