

Criteria for Behaviour Intervention Program (BIP)

The Behaviour Intervention Program is for a student who has marked difficulties handling the behaviour/social requirements of school. The program emphasizes the enhancement of socially appropriate behaviours, executive functioning, self-regulation skills, and the acquisition of academic skills so that the student will have the skills required to return to his/her community school.

Evidence is required that interventions at Tier 1, 2 and 3 have been applied over time based on the learning needs of the student. Based on evidence from these interventions, it is expected that the student will benefit from a specialized program at this time.

Designation:	Primary, Junior, Intermediate, Secondary
Class Size:	Up to eight students
Resources:	One teacher with special education qualifications, and one educational assistant

Referral Criteria:

Cognitive Profile

- evidence of at least Borderline/Low Average or higher intellectual ability.

Academic Profile

- IEP accommodations for behaviour are essential in order to access the curriculum

Social/Behavioural Profile

- demonstrates behavioural difficulties including opposition/defiance and/or physical/verbal aggression;
- demonstrates risk behaviours and significant deficits in executive functioning, emotional regulation, cognitive flexibility and social skills;
- marked difficulty with impulse control and behaviour management; and
- behaviour that compromises the safety of self and/or others; requires constant supervision to maintain a safe learning environment

Required Documentation

- psychological assessment report (verification from a school psychologist or psychological associate that the psychological assessment continues to be valid);
- educational assessment within the last 12 months (WIAT III preferred);
 - clinical report;
 - record form; and
 - student response booklet
- writing samples with and without the use of assistive technology (e.g., classroom-based writing samples);

- social work assessment (current year or updated from previous year);
- current safety plan and/or behaviour management plan (if available); and
- Learning Support Services referral form detailing interventions at the Tier 1, 2 and 3 levels, to address the challenges and rationale as to why student needs may be better met in a specialized program setting

Additional Documentation (if available or appropriate)

- current report card or Communication of Learning;
- current IEP;
- ASD team action plan(s);
- safe plan;
- additional assessment reports (e.g., most recent medical, speech-language/communication, Intensive Behaviour Intervention (IBI), occupational/physiotherapy);
- credit counselling summary;
- Itinerant Educational Assistant (IEA);
- Social/Emotional Learning Teacher (SELT) (elementary only); and
- list of community agencies involved with student (e.g., Crossroads Children's Mental Health Centre; Youth Services Bureau)

The student's progress will be monitored regularly and reviewed through the annual IPRC process to ensure appropriate placement to support student learning needs.