



**Parent Package: Jarvis Traditional School
Social Learning Program
2011-12**

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Contents

1. Welcome Letter
2. Introduction to the Jarvis Social Learning Program
3. What is a Token Economy?

To Be Completed and Returned

1. Parental Agreement to Pick Up Child
2. Parent IEP Input Form
3. Social Skills Profile

September , 2011

Hello,

We welcome you to be a part of your child's learning experience while part of the Social Learning program at Jarvis Traditional Elementary school. It is exciting for us to think of the great year ahead; the skills your child will gain and the challenges we will overcome.

This intake package has been designed to provide parents/guardians with some basic information about the Jarvis Elementary Social Learning Program. Specifically, this package aims to:

1. provide a brief introduction to the Jarvis Social Learning Program
 - a. "Introduction to the Jarvis Social Learning Program"
 - b. "Introduction to Jarvis Token Economy"
2. provide you with an explanation and consent forms about your responsibility to take your child home when they are not able to cope with classroom or school activities
 - a. "Parent Agreement to Pick Up Child Form"
3. allow you an opportunity to think about and let us know what goals you would like to see in your child's Individual Education Plan. We will schedule a meeting before October 30th.
 - a. Parent IEP Input Form
 - b. Social Skills Questionnaire

Our upcoming classroom parent meeting and the subsequent IEP meeting will allow you to meet myself and the classroom staff, outline the classroom program, ask questions and share with any pertinent information that will help your child have a successful school year

Please read through the package, complete the consent forms and return them as soon as possible.

Thank you,

A handwritten signature in black ink that reads "Jan Palmer". The script is cursive and fluid, with the first letters of "Jan" and "Palmer" being capitalized and prominent.

Jan Palmer
Social Learning Teacher

Introduction to the Jarvis Elementary Social Learning Program

The Delta School District offers an outline of Elementary Social Learning on its website. This letter elaborates upon this outline in view of our program here at Jarvis.

The Social Learning Classroom

Our Students

Students in our program are here because they have a history of engaging in challenging behaviours that have significantly impeded their academic and social success in mainstream classrooms. Each student comes to us through a referral to Special Programs. Our classroom usually has a maximum of 10 students in the Grade 4 -6 range.

Our Educational Team

At its core, 1 teacher and 2 educational assistants work directly in the Social Learning Program.

I have worked for ten years in Special Education at different grade levels including secondary school. As teacher, my qualifications include a Bachelor of Education with a focus in Middle Year and a Masters of Education in Special Education. Additionally I am a Board Certified Behavior Analyst which requires yearly professional development and recertification. I complete functional behaviour assessments and write Positive Behaviour Support Plans as well as safety plans. I am qualified to teach Direct Instruction programs and am experienced in differentiating instruction for student needs.

Our Educational Assistants have years of experience working with students with learning and behaviour challenges. They have received Mandt and CPI training for deescalating and safely controlling aggressive and upset students. We work closely together to determine the best instructional and behavioural approaches for a student in both our classroom and the school at large. They are superb at supporting our students in social settings and arranging for play opportunities.

Our team also extends through the school. Specifically, we work closely with our school administrators; counselors; regular classroom teachers and child and youth care worker. Additionally, we work regularly with our District Special Education staff (psychologist, speech and language pathologist, etc).

Program Focus

Behaviour Management

We are committed to working closely with each student in order to identify the specific skills, strategies and supports that they require in order to experience greater school success. The necessary skills, strategies and supports will be addressed in each student's Individual Education Plan.

Six core behaviour management strategies in place for all of our students are taught and practiced throughout the year.

1. Clear and predictable routines and visual schedule.
2. Classroom expectations that emphasize working cooperatively and speaking appropriately.
3. Consistent and predictable consequences for good choices and bad choices.
4. Reinforcement for positive behaviour through Classroom Cash which earns free time and/or student chosen items
 - a. Classroom Cash and Privileges for good choices (following expected behaviours.
 - b. No Points or Cash and "Off Points" – students who choose to ignore adult requests or disrupt other students must serve a time out away from other students, complete a Think Sheet and apologize before returning to class. Once in class they must complete any missed work on their own time. Students receive a yellow line on their daily behaviour chart resulting in no Earned Free Time or shopping privileges that day. More than one yellow line means losing Fantastic Friday privileges.
5. Daily teaching and rehearsal of strategies to identify and regulate their emotions – relaxation techniques, physical activity, breaks from the classroom, social stories, alternative working locations.
6. Direct instruction teaching methods which break academic skills down into small steps and allow for mastery of skills before moving to avoiding frustration and ensure success.

Social Skills

We will use a number of evidence-based programs which are effective in teaching and promoting positive behaviour and social skills. These programs include "Stop and Think", "Tools for Getting Along" and "Social Thinking". We will use social skills powerpoints, videos and role plays and create our own videos.

Maintenance of regular curriculum goals.

Students can expect to complete work at their grade level if they are capable of it. Any modifications and adaptations that are made will be made in accordance with a student's IEP. Additionally, students will have regular homework assignments to complete as well as assigned work that is not completed during the day. The amount of homework will go up as the amount of time in integrated classes is increased.

Integration

Students will be integrated into Recess and Lunch outside activities immediately and into "regular classrooms" as they master the classroom and academic work expectations of the Social Learning room. All integration begins with EA (educational assistant) support and the support will fade as the students become more independent. When the student is successful with an integration class, an additional class would be added and so on. Usually, the initial integration classes are subjects such as PE, Art, Computer, etc with the more demanding academic classes coming later.

Social/Emotional Development.

Each student will have individual needs in these general domains. We will work with each student to identify the skills and supports they require to achieve growth in these areas. They will be noted in the student's IEP.

Placement Duration

During the third term, each student's placement in the Social Learning Program is reevaluated. We consider a number of factors when making recommendations for the next school year. These factors include a review of the student's work performance over the past year and an assessment of the types of supports the student is likely to require. If applicable, a transition plan for returning a student to their home school or another Social Learning Program will be drafted at this time.

School & Home Responsibilities

Students clearly benefit from knowing that school and home are working closely together. I have listed some key School and Caregiver responsibilities below. Our ability to work together as a team is important to providing your child with the care and structure they require.

School responsibilities:

- ❑ schedule a minimum of three meetings per year to discuss the student's progress and communicate with other team members (IEP meeting and Parent/Teacher conferences)
- ❑ send home information on a daily basis informing them of their child's learning, successes, difficulties and homework (Homework Duotang). Return phone calls or emails daily. questions or concerns.
- ❑ provide an academic program your child is capable of achieving.

- ❑ provide opportunities for successful social interactions with their peers.
- ❑ inform parents by note, phone or email if their child requires a time out or is removed from class.
- ❑ be willing to listen to and act on parental concerns and suggestions.

Home responsibilities:

- ❑ ensure that someone is available to pick up your child at all times should their behaviour require such a call.
- ❑ provide a clean uniform and a nutritious breakfast, lunch and snacks daily. DO NOT send chips or chocolate bars. Let us know if your child is refusing to wear or change clothes, bring appropriate food or if budgets will not cover these. We can help.
- ❑ make sure your child is dressed to spend time outside even if it is raining (eg. boots and rainjacket).
- ❑ review the daily planner and point sheet with your child and initial it.
- ❑ keep the school updated on significant behaviour/emotional patterns that are emerging at home or life changes that may affect your child's behaviour at school.
- ❑ schedule a time for daily homework without interruptions of other children, TV or video. Be consistent in your expectations that homework must be completed before FUN activities can happen. FOLLOW THROUGH!
- ❑ make sure your child takes prescribed medication on schedule.
- ❑ keep your child at home if they are not physically or emotionally capable of completing academic work or interacting with others. It is OK to take a day off school.
- ❑ let us know if you think your child is upset about or trying to avoid coming to school. That means we need to make a change.
- ❑ call the bus company directly if your child is not going to be on the bus.
- ❑ do not allow your child to bring electronic devices on the bus or to school.
- ❑ be open to approaching community resources if your child is not making progress; we want you and your child to experience success here at Jarvis.

Parental Agreement to Pick Up Child

It is a requirement of the Jarvis program that parents have someone available to pickup their child from school at short notice (no more than 1 hour).

It is very important that our positive behaviour plans are supported at home. By Grades 4 - 6, students are beginning to develop the ability to regulate their emotions and behaviour by using the strategies we directly teach, rehearse and reinforce. These strategies include taking a break, taking deep breaths or going for a walk or run (or other personalized supports including calling parents.) We provide encouragement, prompting and direct support.

Some days, despite everyone's best efforts, students are not able to use any strategies to control their behaviour. We sometimes find out afterwards that they are not feeling well, have had a very late night, an issue at home, or forgot their medication. These are called Setting Events. On these days your child is not capable of learning at school anymore than if they were physically ill. This loss of control is very stressful for the child experiencing the behaviour and those around them.

If your child repeatedly escalates to the point of losing control (more than 2 times in a 3 hour period), cannot be calmed down after 40 - 45 minutes, or is repeatedly physically or verbally aggressive (including swearing) you will be asked to come to school immediately and pick them up.

We will not use restraint or seclusion as a calm down technique or strategy.

These are extreme measures which should only be used to stop a child from injuring themselves or others and can lead to physical or emotional injury of the child or supporting adults. After being sent home your child may return to school the next day and we will problem solve with them. It is helpful for you to determine if there were any events that could be changed at home to help prevent further incidents.

We have found that our students like coming to school and do not want to be sent home. Your help in not reinforcing the behaviour which required the student to be sent home is important. **No videos, games, computers, TV or treats should be available at home on these days. We will send home a package of work that they can complete when they are physically and/or emotionally feeling better and before they return to school.**

Please provide us with a contact number for school hours and have a designated person(s) available to pickup your student as soon as possible.

Agreement between Jarvis Traditional School and _____

I/we agree with and support these behaviour management strategies.

Parent

Parent

Date

**Jarvis Traditional School
Social Learning Program
Parent IEP Input Form**

Date: _____

To the Parent(s)/Guardians of _____

It is time to begin the planning process for this year. **Your input is very important** in developing a plan that is right for your child. Using your responses and information from the child, and his/her teachers create a draft of the IEP that will be discussed at the IEP meeting. The IEP is not a formal document and is open for revision and change at any time needed.

Please complete this information sheet and return it to Ms. Palmer by Sept. 16/11. If you need additional space, feel free to attach another sheet of paper. Thank you.

1. What did you see as your child's successes last school year?

2. What were the main challenges?

3. What are his/her academic strengths and other special skills or abilities?

4. What behavioral and social skills issues are concerns? Are you working with any community organizations? What strategies work at home?

5. Consider your child's organizational skills and study skills. Do they seem appropriate for his/her grade level? Does your child have difficulty with homework assignments?

Parent IEP Input Form page 2

6. List any classroom modifications or accommodations that seem helpful to your child.

7. Do you feel that accommodations will be needed if standardized tests (FSA's) are taken during the school year (Grade 4 only)?

8. Is there any type of classroom that might be better for your child's learning style or self-image? (Examples might include the need for a highly structured environment, emphasis on hands-on learning, or preference for group work).

9. What helps your child to learn? (For example: enjoys projects, needs written material read to him/her, needs time limits, likes to use the computer).

10. Does your child wear prescription glasses/contact lenses, hearing aids, or other assistive devices?

11. Does your child currently take disability related medication? If so, please list the name of the prescription, the dosage, and when it is taken.

12. Please use the space below to list any other comments or concerns that you may have. Thank you.

Social Skills Profile

created by Scott Bellini

Child's Name: _____
FIRST MIDDLE LAST

Birthdate: _____ Age: _____ Sex: ☐ Female ☐ Male Today's Date: _____
MO. DAY YEAR MO. DAY YEAR

School: _____ Grade: _____

Your Name: _____
FIRST LAST

Relationship to Child: ☐ Mother ☐ Father ☐ Guardian ☐ School Staff ☐ Other ____

Parents: (mother)_____ (father)_____

Home Address: _____

City: _____ Province:_____ Postal code:_____

Contact Phone Numbers: _____

The following phrases describe skills or behaviors that your child might exhibit during social interactions or in social situations. Please rate **HOW OFTEN** your child exhibits each skill or behavior independently, **without assistance from others** (i.e., without reminders, cueing and/or prompting). You should base your judgment on your child's behavior over the last **3 months**.

Please use the following guidelines to rate your child's behavior:

Circle **N** if your child **never or almost never** exhibits the skill or behavior.

Circle **S** if your child **sometimes or occasionally** exhibits the skill or behavior. Circle

O if your child **often or typically** exhibits the skill or behavior.

Circle **V** if your child **very often or always** exhibits the skill or behavior.

Please do not skip any items. If you are unsure of an item, please provide your best estimate. You may use the "Brief Description" section to provide additional information on the particular skill or behavior. For instance, if your child will exhibit a particular skill or behavior more frequently when cueing or prompting is provided, or when interacting with adults rather than peers, please make note of this in the "Brief Description" section.

In the "Brief Description" section please write from 1st – 2nd – 3rd beside the skills you feel are most important to work on this year.

Social Skills Profile

	Never	Sometimes	Often	Very often	
	N	S	O	V	
Skill Area	How Often				Brief Description
Invites Peers to Join Him/Her in Activities	N	S	O	V	
	1	2	3	4	
Joins in Activities With Peers	N	S	O	V	
	1	2	3	4	
Takes Turns During Games and Activities	N	S	O	V	
	1	2	3	4	
Maintains Personal Hygiene	N	S	O	V	
	1	2	3	4	
Interacts With Peers During Unstructured Activities	N	S	O	V	
	1	2	3	4	
Interacts With Peers During Structured Activities	N	S	O	V	
	1	2	3	4	
Asks Questions to Request Information About a Person	N	S	O	V	
	1	2	3	4	
Asks Questions to Request Information About a Topic	N	S	O	V	
	1	2	3	4	
Engages in One-On-One Social Interactions With Peers	N	S	O	V	
	1	2	3	4	
Interacts With Groups of Peers	N	S	O	V	
	1	2	3	4	
Maintains the "Give-and-Take" of Conversations	N	S	O	V	
	1	2	3	4	
Expresses Sympathy for Others	N	S	O	V	
	1	2	3	4	
Talks About or Acknowledges the Interests of Others	N	S	O	V	
	1	2	3	4	

Social Skills Profile

	Never	Sometimes	Often	Very often	
	N	S	O	V	
Skill Area	How Often				Brief Description
Recognizes the Facial Expressions of Others	N 1	S 2	O 3	V 4	
Recognizes the Nonverbal Cues, or "Body Language" of Others	N 1	S 2	O 3	V 4	
Requests Assistance From Others	N 1	S 2	O 3	V 4	
Understands the Jokes or Humor of Others	N 1	S 2	O 3	V 4	
Maintains Eye Contact During Conversations	N 1	S 2	O 3	V 4	
Maintains an Appropriate Distance When Interacting With Peers	N 1	S 2	O 3	V 4	
Speaks With an Appropriate Volume in Conversations	N 1	S 2	O 3	V 4	
Considers Multiple Viewpoints	N 1	S 2	O 3	V 4	
Offers Assistance to Others	N 1	S 2	O 3	V 4	
Verbally Expresses How He/She Is Feeling	N 1	S 2	O 3	V 4	
Responds to the Greetings of Others	N 1	S 2	O 3	V 4	
Joins a Conversation With Two or More People Without Interrupting	N 1	S 2	O 3	V 4	
Initiates Greetings With Others	N 1	S 2	O 3	V 4	

Social Skills Profile

	Never N	Sometimes S	Often O	Very often V	
Provides Compliments to Others	N	S	O	V	
	1	2	3	4	
Introduces Self to Others	N	S	O	V	
	1	2	3	4	
Politely Asks Others to Move out of His/Her Way	N	S	O	V	
	1	2	3	4	
Acknowledges the Compliments Directed at Him/Her by Others	N	S	O	V	
	1	2	3	4	
Allows Peers to Join Him/Her in Activities	N	S	O	V	
	1	2	3	4	
Responds to the Invitations of Peers to Join Them in Activities	N	S	O	V	
	1	2	3	4	
Allows Others to Assist Him/Her With Tasks	N	S	O	V	
	1	2	3	4	
Responds to Questions Directed at Him/Her by Others	N	S	O	V	
	1	2	3	4	
Experiences Positive Peer Interactions	N	S	O	V	
	1	2	3	4	
Compromises During Disagreements With Others	N	S	O	V	
	1	2	3	4	
Responds Slowly in Conversations	N	S	O	V	
	1	2	3	4	
Changes the Topic of Conversation to Fit Self-interests	N	S	O	V	
	1	2	3	4	
Misinterprets the Intentions of Others	N	S	O	V	
	1	2	3	4	

Social Skills Profile

	Never	Sometimes	Often	Very often	
	N	S	O	V	

Skill Area	How	Often		Brief Description
Makes Inappropriate Comments	N 1	S 2	O 3 4	V 4
Engages in Solitary Interests and Hobbies	N 1	S 2	O 3 4	V 4
Ends Conversations Abruptly	N 1	S 2	O 3 4	V 4
Fails to Read Cues to Terminate Conversations	N 1	S 2	O 3 4	V 4
Exhibits Fear or Anxiety Regarding Social Interactions	N 1	S 2	O 3 4	V 4
Experiences Negative Peer Interactions	N 1	S 2	O 3 4	V 4
Engages in Socially Inappropriate Behaviors	N 1	S 2	O 3 4	V 4
Exhibits Poor Timing With His/Her Social Initiations	N 1	S 2	O 3 4	V 4
Is Manipulated by Peers	N 1	S 2	O 3 4	V 4
Engages in Solitary Activities in the Presence of Peers	N 1	S 2	O 3 4	V 4
Total Score:				

Comments: any additions can be added here or on the back of the page.