

2009

9th Annual ESAO

Health & Safety Conference

BEST PRACTICES POSTER SESSION

A collection of
Best Practices
submitted by our
client school Boards
that address injury reduction
for special education staff.

Facilitated by:

Ed Hager,

ESAO Field Consultant Southwest Ontario

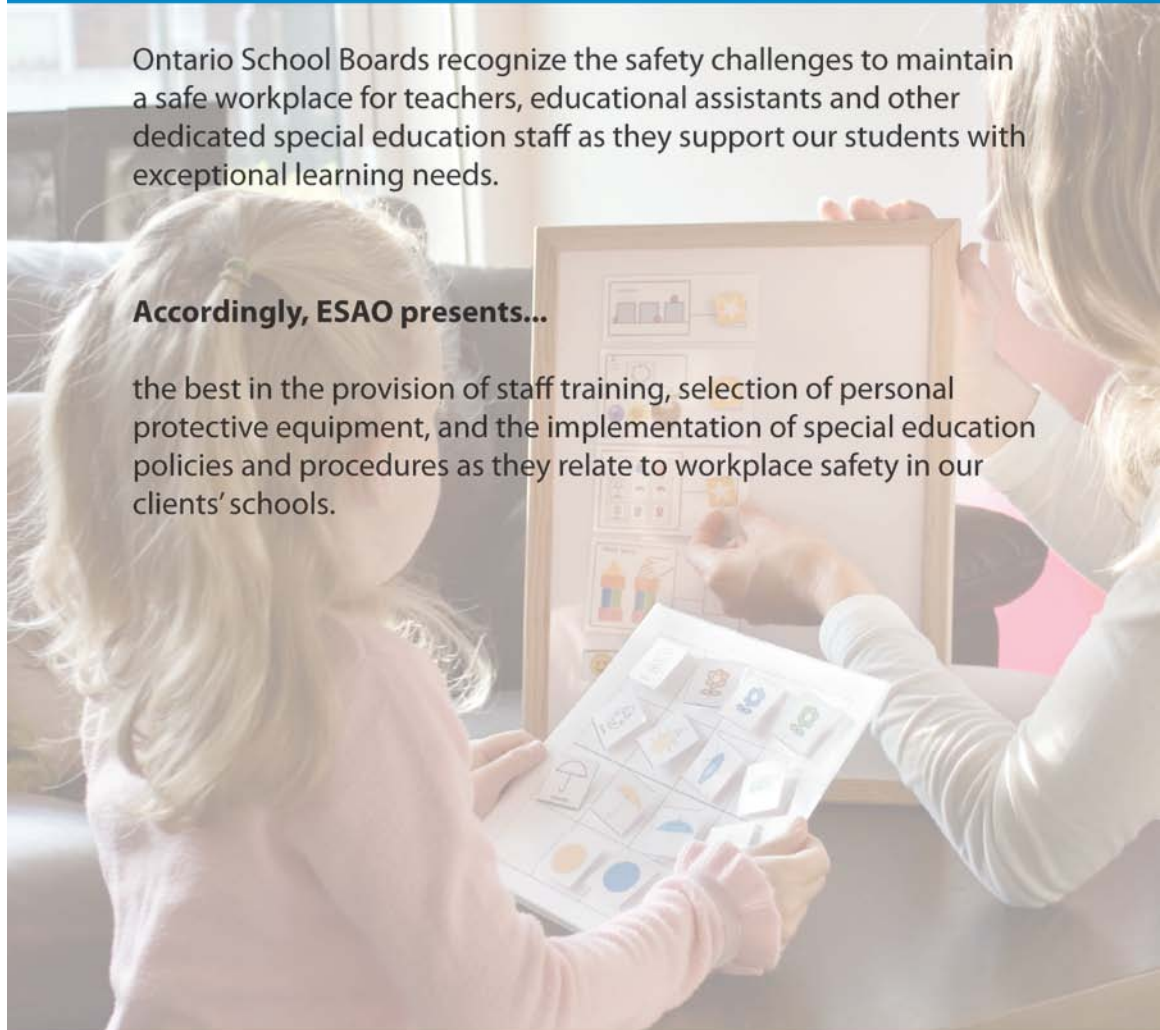
ehager@esao.on.ca

Violence Prevention in the Workplace Best Practices for Safety in Special Education

Ontario School Boards recognize the safety challenges to maintain a safe workplace for teachers, educational assistants and other dedicated special education staff as they support our students with exceptional learning needs.

Accordingly, ESAO presents...

the best in the provision of staff training, selection of personal protective equipment, and the implementation of special education policies and procedures as they relate to workplace safety in our clients' schools.



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BEST PRACTICES Safety Promotion

BP001:
Greater Essex DSB

Safety Promotion specific
for special education staff.

Contact person:

Tim Lauzon, Health & Safety Officer,
GECDSB tim.lauzon@gecdsb.on.ca

ESAO - Special Education Best Practices

Safety Promotion - Preventing Accidents and Injuries in Special Education

Target Group

Facility-wide campaign aimed at special education staff.

Implementation Strategy

Develop posters specific to the special education "Think Campaign" format.

Posters contain four notes: IEP, IBP - Individual Education, Behavioural, Safety Plan
BMST - Behavioural Management Systems Training
Wear PPE - Personal Protective Equipment
Team - Everyone has a role in special education safety

Implementation as of

August 2008

Organization

Greater Essex County District School Board

Contact Person

Tim Lauzon, Health & Safety Officer, GECDSB, tim.lauzon@gecdsb.on.ca



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BEST PRACTICES Staff Training:

BP002:

Greater Essex DSB

Safety Training of temporary support special education staff in August, before school starts.

Contact person:

Tim Lauzon, Health & Safety Officer,
GECD SB tim.lauzon@gecdsb.on.ca

ESAO - Special Education Best Practices

Safety Training - Preventing Accidents and Injuries in Special Education

Temporary and occasional support staff members are hired in September each year and fill in at the last minute for absent staff. Upon assuming their assignment, they may not be initially aware of the individual, behavioural or safety plans of the exceptional student to whom they may be assigned.

Target Group

Temporary support staff (TSS) and special education occasional staff.

Implementation Strategy

All temporary support staff were brought into the training facilities during the week **prior** to the first week of the September semester.

This was a **paid full day** training event.

Each participant received:

- a) The training binder with a copy of all PowerPoints, notes, the GECD SB's *Safety in Special Education Guideline* and a copy of the ESAO resource book *Safety in Special Education*.
- b) Their own fanny pack, which included:
 - a personal pair of Kevlar arm guards
 - two pairs of nitrile gloves
 - Soapopular waterless hand disinfectant
 - BMST card (Behaviour Management Systems - key points)
 - GECD SB emergency codes card
- c) A *Think Campaign* safety in special education poster.

Agenda

- external resource training (OT/PT) on proper lifting and use of portable lifts
- review of GECD SB's *Safety in Special Education Guideline*
- review of high-risk situations and accidents and injuries specific to this employee group
- review of incident and accident reporting
- review of ergonomics and specific physical demand analysis for special education task
- review of IEPs, IBPs, safety plans, and BMST

Implementation as of

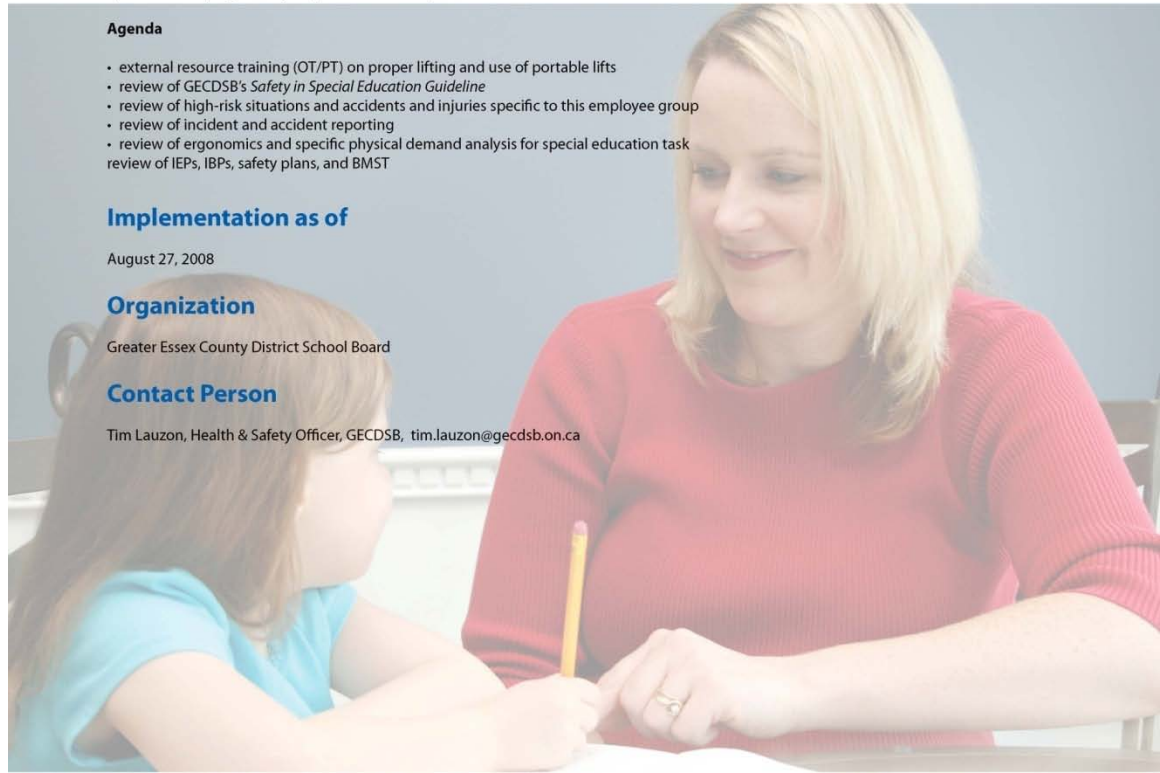
August 27, 2008

Organization

Greater Essex County District School Board

Contact Person

Tim Lauzon, Health & Safety Officer, GECD SB, tim.lauzon@gecdsb.on.ca



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BEST PRACTICES Personal Protective Equipment

BP003:

Greater Essex DSB

A full selection of PPE to be used when ever you find yourself in the personal space of the special needs student.

Contact person:

Tim Lauzon, Health & Safety Officer, GECDSD
tim.lauzon@gecdsb.on.ca

Personal Protection Equipment for Special Education

Workers must utilize and wear personal protective equipment as prescribed by the supervisor(s). Such personal protective equipment must be identified in the Individual Behavioral Plan (IBP). Workers are required to follow usage, launder, care and limitation requirements of such personal protective equipment.

Workers(s) are encouraged to keep up-to-date with their personal medical shots such as tetanus and hepatitis.

Target Group

Special Education Teachers, Educational Assistants, Temporary Support Staff (TSS) and special education occasional staff

Implementation Policy

The following personal protective equipment has been approved for usage in special education by the Board:

- Type:** Dupont Kevlar forearm, wrist & part hand guard / KKWC18TH
Description: Yellow material from knuckle to past the elbow; hole for thumb.
Material: Made of poly (p-phenylenediamine terephthalamide) Kevlar.
Wear / Use: Pull over hand and up over forearm.
Launder: Handwash with lukewarm water and mild detergent. Hang or lay flat, air dry. Wash at least once prior to usage, then as required.
Limitations: These products are physiological aids only.
- Type:** Impacto gloves / 606-00
Description: Royal blue; padding on one side; full fingers.
Material: Made of nylon/lycra, polyester and rachelle fabric.
Wear / Use: Pull over hand with the padded side on the exterior.
Launder: Handwash with lukewarm water and mild detergent. Hang or lay flat, air dry. Wash at least once prior to usage, then as required.
Limitations: These products are physiological aids only. It is important to wear the correct size.
- Type:** Impacto shin guard / AL257-00
Description: Yellow and gray, padding on the grey side, material on the other side.
Material: Made of nylon/lycra, polyester and rachelle fabric.
Wear / Use: Pull over foot. Elastic at the end of one side (to be at the ankle). Goes from ankle to knee.
Launder: Handwash with lukewarm water and mild detergent. Hang or lay flat, air dry. Wash at least once prior to usage, then as required.
Limitations: These products are physiological aids only. It is important to wear the correct size.
- Type:** Impacto vests / 909-80
Description: Blue vests – one size
Material: Made of foam, neoprene, synthetic latex rubber and nylon / polyester.
Wear / Use: Place vest over your chest and abdomen. Wrap webbing strap around your waist and fasten buckle closure.
Launder: Handwash with lukewarm water and mild detergent, then air dry.
Limitations: These products are physiological aids only.
- Type:** Medimart spit guard / 470 - 4161531
Description: Clear plastic with paper mouth protector; elastic behind ear.
Material: Made of plastic and paper.
Wear / Use: Place over mouth and face, setting elastic straps behind ears to hold in place.
Launder: Disposable.
Limitations: These products are physiological aids only.
- Type:** Polysafe nitrile gloves / 5607255
Description: Blue powder-free gloves.
Material: Made from nitrile.
Wear / Use: Place over hands.
Launder: Disposable.
Limitations: These products are physiological aids only.

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BEST PRACTICES

Classroom / School Safety Audit

BP004:

Hamilton Wentworth DSB

A tool for a quick
assessment of each
classroom student
placement.

Contact person:

Corey Boyle, Health and Safety Officer
HWDSB Corey.Boyle@hwdsb.on.ca

Classroom/School Safety Audit in Special Education

This tool provides for a quick assessment of each classroom student placement, especially at the beginning of a new school year or semester.

This tool directs the user to assess the special education functional safety capacity for each student placement and provides a means to highlight potential deficiencies.

Target Group

Principals, special education teachers, and itinerant support staff

Implementation Strategy

The expectation is that a safety audit be performed with the development of each student-specific Safe Intervention Plan. All areas and activities are required to be examined for potential hazards. The health and safety department actively assist principals and staff in the performance of the audit/assessment of hazards.

Implementation as of:

The safety audit was made compulsory in/or around Dec. 2007/Jan. 2008 as a part of a response to a Ministry of Labour order. It had been included as an optional component/step in the Managing Violent and Aggressive Student Behaviour manual since its inception.

Organization

Hamilton Wentworth District School Board

Contact Person

Corey Boyle, Health and Safety Officer
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Corey.Boyle@hwdsb.on.ca



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BEST PRACTICES

Safe Intervention Plan

BP005:

Hamilton Wentworth DSB

The Safe Intervention Plan incorporates both preventative and reactive planning.

Contact person:

Corey Boyle, Health and Safety Officer

HWDSB Corey.Boyle@hwdsb.on.ca

ESAO - Special Education Best Practices

Safety Intervention Plan for Special Education

The Safe Intervention Plan incorporates both preventative and reactive planning. Preventative planning occurs where a student's needs or history of acting-out behaviour requires a Safe Intervention Plan. Reactive planning occurs in those instances where a student exhibits an unforeseen violent outburst and where the school must react to the immediate incident; subsequently, a Safe Intervention Plan must be put in place.

Target Group

The planning team should include people working with the student, such as the principal, teacher(s), educational assistant(s), parent(s), and staff from Student Services.

Implementation Strategy

1. The Safe Intervention Plan must be shared with all school staff-especially those who have direct and/or regular contact with the student, including support services staff. Those adults new to the student (e.g. occasional teachers, supply educational assistants, and student services staff) must be given the Safe Intervention Plan prior to working with the student.
2. When a student has an Individual Education Plan (I.E.P.) the Safe Intervention Plan must be included with the I.E.P.
3. The Safe Intervention Plan must be reviewed each year by schools or a review must be conducted as part of the I.E.P. review, as circumstances change and when accidents/incidents occur.
4. All staff members shall resolve disruptive or out-of-control behaviour by using the least intrusive means possible before proceeding to undertake more intrusive responses such as Non-violent Physical Crisis Intervention (N.V.C.I.).
5. Staff responses to physically injurious student behaviour shall normally adhere to the sequence as outlined in the Non-violent Crisis Intervention protocol.
6. Planned physical intervention procedures require consultation with the parent/guardian.
7. Emergency physical intervention procedures preclude prior consultation with the parent/guardian.

Implementation as of

June 2006

Non-Violent Crisis Intervention

All Educational Assistant are trained. Other staff impacted by Safe Intervention Plans are also offered training. We have 12 certified instructors who teach numerous re-certification and certification courses each year (see the training plans for 2008; training plans are developed on a yearly basis).

A supportive school environment provides for a balance between the opportunity to develop a student's independence and the need for social order and safety for self and others. The Safe Intervention Plan addresses the safety of both staff and students through pre-planning and remediation.

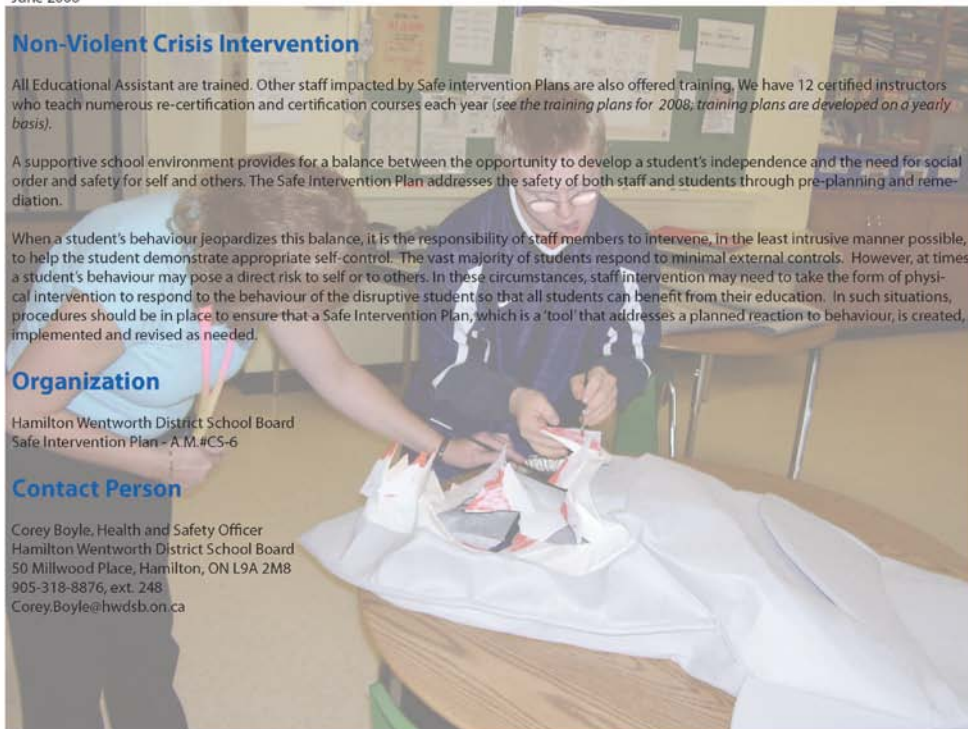
When a student's behaviour jeopardizes this balance, it is the responsibility of staff members to intervene, in the least intrusive manner possible, to help the student demonstrate appropriate self-control. The vast majority of students respond to minimal external controls. However, at times a student's behaviour may pose a direct risk to self or to others. In these circumstances, staff intervention may need to take the form of physical intervention to respond to the behaviour of the disruptive student so that all students can benefit from their education. In such situations, procedures should be in place to ensure that a Safe Intervention Plan, which is a 'tool' that addresses a planned reaction to behaviour, is created, implemented and revised as needed.

Organization

Hamilton Wentworth District School Board
Safe Intervention Plan - A.M.#CS-6

Contact Person

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Corey.Boyle@hwdsb.on.ca



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BEST PRACTICES Student Transition Safety Checklist

BP006:

Greater Essex DSB

To facilitate communication between schools and to help eliminate accidents and injuries form occurring for student transition to new schools.

Contact person:

Tim Lauzon, Health & Safety Officer, GECSDB
tim.lauzon@gecdsb.on.ca

Student Transition Safety Checklist in Special Education

The Student Transition Checklist was developed by the Greater Essex County District School Board's Special Education Department.

The Student Transition Checklist establishes a written protocol where information related to the needs of special education students is shared between the sending and receiving school. It includes a series of steps with assigned duties, responsibilities and timelines. A number of items are identified/marked to ensure they are completed prior to the student's arrival. Information related to Community Agencies involved in the transition process can be included. An explanation of the terminology used is provided as part of the package.

This new protocol was created to facilitate communication between schools, and to help prevent and eliminate accidents and injuries from occurring for student transition to new schools.

Target Group

The Student Transition Checklist provides for the transitional planning of preschool children presenting with high needs and students entering system placements in the GECSDB.

Implementation Strategy

Meeting/Case Conference: A Meeting/Case Conference is scheduled with the receiving school team. Members may include educational coordinators, teachers, support staff, community agencies, parent(s)/guardian(s), and student, where appropriate. Discussion may include program, transition issues, student needs, individual/group responsibilities, and timelines for the implementation of the transition plan.

Implementation as of

September 2008

Organization

The Greater Essex County District School Board, www.gecdsb.on.ca

Contact Person

Emmanuele Novelletto, Supervising Principal: Special Education manny.novelletto@gecdsb.on.ca

Tim Lauzon, Health & Safety Officer, tim.lauzon@gecdsb.on.ca



ESAO - Special Education Best Practices

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BEST PRACTICES S.T.A.R.T. TEAM

BP007:

Thames Valley DSB

Short Term Accommodation Response Team to quickly assist a school with new or changing special education needs.

Contact person:

Jeanette Johnston, Learning Supervisor
TVDSB j.johnston@tvdsb.on.ca

Bill Wallace, Safety Specialist, HR Services
TVDSB b.wallace@tvdsb.on.ca

Start Team - Short Term Accommodation Response Team

To support students' extensive special educational needs, a team of 10 itinerant educational assistants is assigned to a school on a temporary basis (1 to 4 weeks). Having an additional educational assistants may ease the transition and permit onsite training and routines to be put into place that assist both the student and the staff.

Target Group

A student with extensive needs may be new to the Board, may be returning from a treatment placement, may have temporary medical condition requiring extra support, or may have changing behaviour or learning needs that require additional support. The Educational Assistants are used for emergency or crisis situations that change during the year and require more than the previously allocated staff.

Implementation Strategy

Principals complete an application and submit it to the Learning Coordinator. The Coordinator prioritizes the needs across the system and allocates accordingly. There is the ability to respond to emergency situations that may arise.

Each member of START arrives onsite with the following training complement:

- BMS – Behaviour Management Systems-trained
- ABA – Applied Behaviour Analysis strategies
- Effective Support strategies

Implementation as of

2008-2009 academic year

Organization

Thames Valley District School Board, www.tvdsb.on.ca

Contact Person

Jeanette Johnston, Learning Supervisor – Special Education, Program Services
519-452-2000 ext 20415 j.johnston@tvdsb.on.ca

Bill Wallace, Safety Specialist, Human Resources Services
519-452-2000 ext 20266 b.wallace@tvdsb.on.ca



ESAO - Special Education Best Practices

Itinerant Teachers, Based on Exceptionality

To support students with specific exceptionalities special educational needs, a team of Itinerant Teachers are available with expertise in the following areas:

Hearing Impaired
Giftedness
Vision
Pervasive Developmental Disorder
Behavioural

Target Group

Students with a placement in the regular classroom, who have specific exceptionalities and require the extra support to make learning a success. Students' needs determine implementation.

Implementation Strategy

Itinerant Teachers travel on a daily basis to schools to support students and staff. Any school with students who have these exceptionalities may request this support, which may be a one-time visit to assist staff in working with students. The school may also make suggestions for work of routines, or may be on a regularly scheduled basis. This support may be consultative and/or a direct daily service to the classroom.

Implementation as of

2008-2009 academic year

Organization

Thames Valley District School Board, www.tvdsb.on.ca

Contact Person

Jeanette Johnston, Learning Supervisor - Special Education Program Services
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Bill Wallace, Safety Specialist, Human Resources Services
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BEST PRACTICES Itinerant Teachers

BP008:
Thames Valley DSB

Supporting students with very specific exceptionalities and learning requirements, thereby improving injury prevention locally.

Contact person:

Jeanette Johnston, Learning Supervisor
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Bill Wallace, Safety Specialist, HR Services
TVDSB b.wallace@tvdsb.on.ca



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BEST PRACTICES A.B.A. Training

BP009:

Thames Valley DSB

To support students with the exceptionality, Autism Spectrum Disorder, thereby limiting the conditions under which problematic behaviours occur.

Contact person:

Jeanette Johnston, Learning Supervisor , TVDSB

j.johnston@tvdsb.on.ca

Bill Wallace, Safety Specialist, HR Services

TVDSB b.wallace@tvdsb.on.ca

ESAO - Special Education Best Practices

Applied Behaviour Analysis (ABA) Training and ASD School Support Program for Autism Spectrum Disorders

To support students with the specific exceptionality, Autism Spectrum Disorder, and its unique educational needs, over 500 staff have received ABA training on strategies to work with these students in both elementary and secondary schools.

Target Group

ABA can be used with students of every age. It can be applied in a variety of situations, and can be used for very limited and specific purposes, such as the development or reduction of single behaviours. ABA can also be used for broader purposes, such as the development or reduction of sets of behaviour (for example, to improve relaxation skills, to teach more effective social skills, or to enhance community living skills). ABA can be used for students with ASD, and it can be used for students who have varying degrees of intensity of ASD along a learning continuum.

ABA methods can support students with ASD in a number of ways. For example, ABA methods can help a student to:

- develop positive behaviours (e.g., improve the ability to stay on task, improve social interaction);
- learn new skills (e.g., comprehensive skills, including language skills, social skills, motor skills, academic skills);
- transfer a positive behaviour or response from one situation to another (e.g., from completing assignments in a special education class to maintaining the same performance in a regular class).

ABA methods can also be used to limit the conditions under which problematic behaviours occur – for example, to modify the learning environment, so that students are less likely to injure themselves.

Implementation Strategy

In partnership with the Thames Valley Children's Centre and their expert staff, TVDSB staff may request support from the Thames Valley Children's Centre when assigned to students with ASD. This support is not directly with the student, but rather with the school staff, regarding suggestions and strategies that may result in improved practice and increase safety for staff and students.

Implementation as of

2008-2009 academic year

Our school board's Learning Coordinator responsible for PDD services and our PDD itinerant staff work with Thames Valley Children's Centre staff of four to provide training. This training can range from a shorter session of one to two hours to a full day. Updates and more specific training is also provided, as necessary.

Organization

Thames Valley District School Board, www.tvdsb.on.ca

Contact Person

Jeanette Johnston, Learning Supervisor - Special Education Program Services

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jjohnston@tvdsb.on.ca



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BEST PRACTICES Writing Effective Safety & Behaviour Plans

BP010:

Thames Valley DSB

To assist school teams in the writing of a student's Individual Education Plan, Safety Plan, and or Behaviour Plan.

Contact person:

Jeanette Johnston, Learning Supervisor

TVDSB j.johnston@tvdsb.on.ca

Bill Wallace, Safety Specialist, HR Services

TVDSB b.wallace@tvdsb.on.ca

ESAO - Special Education Best Practices

Writing Effective Safety and Behaviour Plans

To support the effective safety and behavioural plans when a student's Individual Educational Plans (IEP) are often revised to reflect the changing student needs and program.

Target Group

Principals, Learning Support Teachers, and Special Education Classroom Teachers

Implementation Strategy

The Special Education Department provides training that focuses on the writing of effective safety and behavioural plans. Led by Itinerant Teachers and the Behavioural Itinerant Teachers, the classroom teachers work with the school team and parents to deliver an effective plan.

Sessions are also provided for Principals, Vice-Principals, and our Steps for Success behavioural staff. These Steps for Success staff are available to work directly with teachers and administrators to develop safety plans for specific students.

Implementation as of

2008-2009 academic year

A Safety Plan template is available on our website for school staff to use.

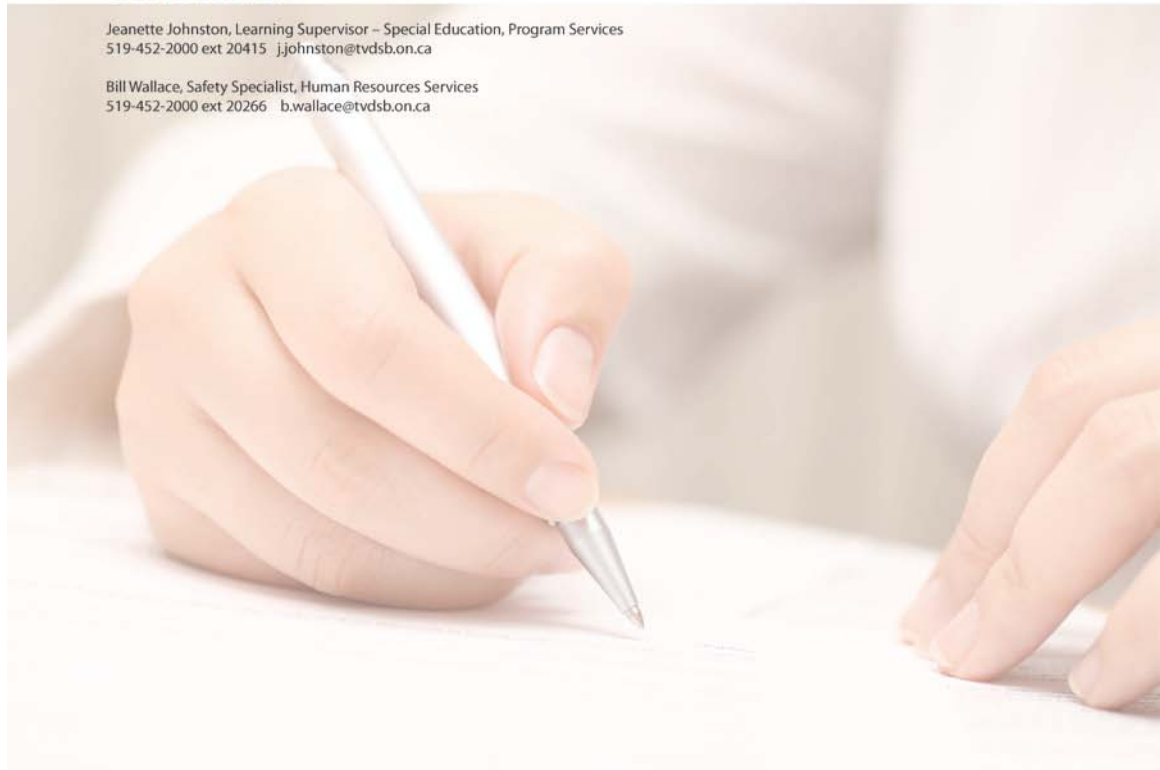
Organization

Thames Valley District School Board, www.tvdsb.on.ca

Contact Person

Jeanette Johnston, Learning Supervisor – Special Education, Program Services
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Bill Wallace, Safety Specialist, Human Resources Services
519-452-2000 ext 20266 b.wallace@tvdsb.on.ca



ESAO - Special Education Best Practices

Safety Plans - Management in Safe and Supportive Ways

Safety plans support students and help them develop self-control and strategies to manage their behaviour. A safety plan is a predetermined plan of action developed by the support team in consultation with parents. Its focus is to provide strategies to prevent anxiety levels of a student from rising and to safely manage verbal and physical behaviours that may arise despite the best efforts of the staff. Its focus is on maintaining safety.

Target Group

Students with special needs who may have specific triggers (i.e., sounds, actions, images, etc.) that disrupt their way of behaving and cause escalated responses that impact on their safety and the safety of other students and assigned staff. We can anticipate that some students will have difficulty maintaining their inner control when in a state of high anxiety and may present a safety risk to themselves and/or others. When adults anticipate triggers and recognize the warning signs, escalation of the student's response can often be avoided.

Implementation Strategy

A Safety Plan is developed as a part of a case conference or team meeting and/or IEP to assist staff in recognizing, managing and de-escalating specifically targeted behaviours. When assigned staff anticipate the triggers and recognize the warning signals, escalation of the student's responses can often be avoided. The safety plan provides a description of:

- Behaviours that are a concern to the safety of the child and /or others;
- Triggers that precipitate the behaviours;
- Strategies to prevent the behaviours; and
- Progressive interventions that are used to respond to the student's behaviour

Use the enclosed template to ensure that all steps are addressed in the plan.

Benefits of a Safety Plan

- Supports wise decision-making and eases staff tension in moments of high stress
- Sets up students and staff for success by providing prevention strategies
- Assists staff in recognizing, managing and de-escalating specific unsafe behaviours
- Delineates intervention ahead of time
- Involves parents through awareness of student behaviours and support for staff actions
- Serves as a supportive transition tool for students entering school with potentially unsafe behaviour
- Shifts the focus on planning and away from the consequences alone
- Supports the Board's Safe School policy, providing a well thought-out plan for students who may be presented with mitigating circumstances.

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BEST PRACTICES Safety Plans

BP012:

Dufferin-Peel Catholic DSB

Safety plans assist staff in recognizing, managing and de-escalating specific unsafe behaviours.

Contact person:

Lynn Schaule, Manager Health & Safety
DPCDSB

lynn.schaule@dpcdsb.org



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BEST PRACTICES ASD Bus Safety

BP014:

Bluewater DSB

To provide students with Autism Spectrum Disorder a safe drive to and from school.

Contact person:

Gloria Morris, Training and Development Supervisor for Educational Assistants, BWDSB
Gloria.Morris@bwdsb.on.ca

ESAO - Special Education Best Practices

Safety Training - Successful Bus Rides for Students with Autism Spectrum Disorder

Target Group

The goal is to provide all bus drivers and those who transport special needs students with information on how to ensure that those students with ASD who ride on their buses have the best opportunity for a successful start to their day and that then everyone on the bus would be assured of a safer drive to and from school.

Implementation Strategy

A committee was formed, made up of the Manager of Transportation, trainers from the bus companies, the DL lead teacher, two specialized educational assistants, and the training and development supervisor for the educational assistants. During planning meetings over the summer of 2008, the program was developed into a workshop and presentations were finalized.

Implementation as of

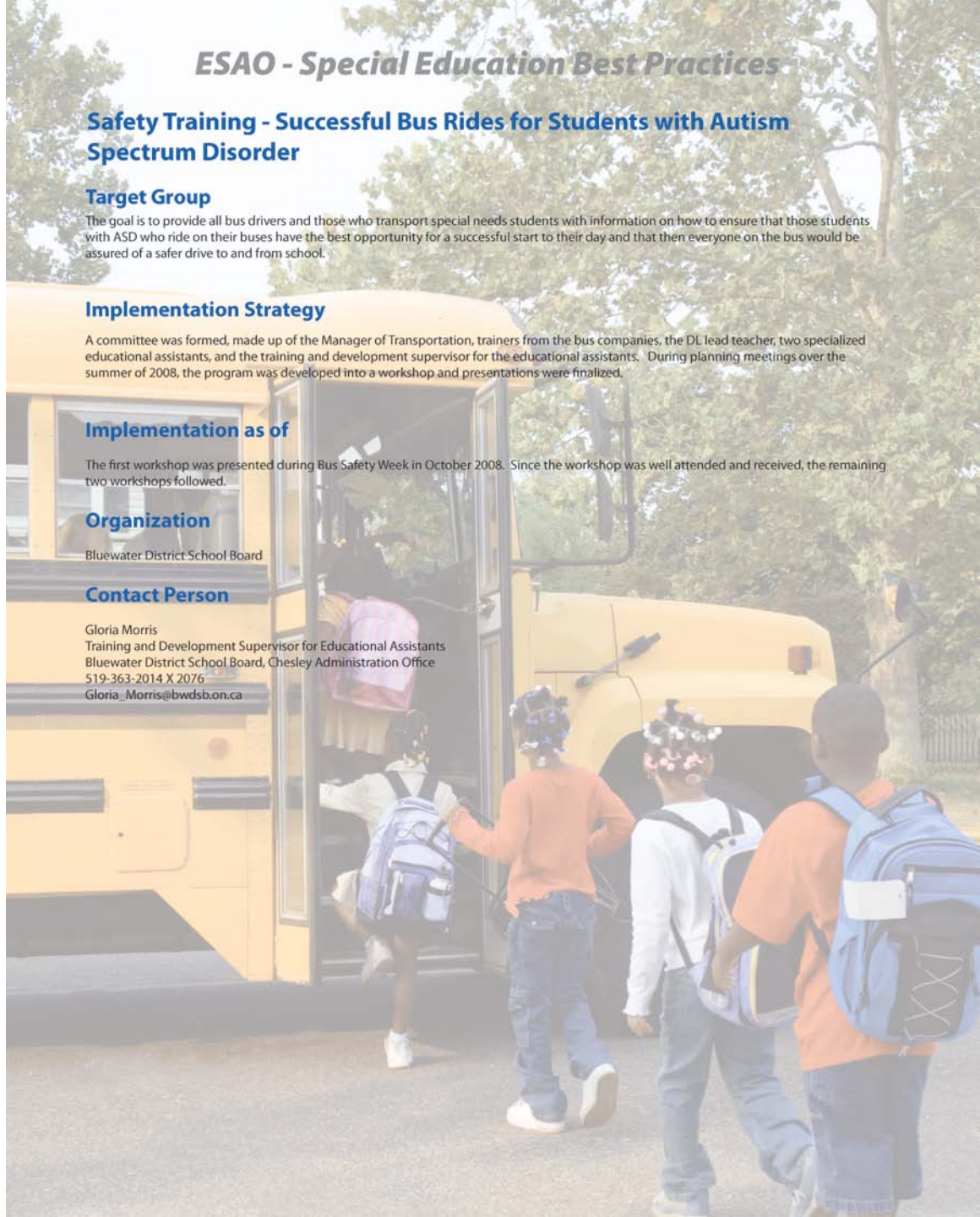
The first workshop was presented during Bus Safety Week in October 2008. Since the workshop was well attended and received, the remaining two workshops followed.

Organization

Bluewater District School Board

Contact Person

Gloria Morris
Training and Development Supervisor for Educational Assistants
Bluewater District School Board, Chesley Administration Office
519-363-2014 X 2076
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ESAO - Special Education Best Practices

Special Education Ergonomic Hazards & Prevention

The Board's Special Education Ergonomic Hazards and Prevention procedure was developed to reduce the risk of potential health and safety accidents/injuries or musculoskeletal disorders (MSD) occurring and to ensure compliance with legislative requirements.

Target Group

This applies to all Special Education Workers assigned to students with exceptional needs

Implementation Strategy

We have identified ergonomic hazards for the following tasks and recommended controls for the prevention for these tasks:

1. Lifting, transferring and positioning of students
2. Unexpected or non-compliant student behaviours
3. Manipulating assistive devices
4. Performing personal care
5. General working postures

Implementation as of

Fall 2008

Organization

The Greater Essex County District School Board, www.gecdsb.on.ca

Contact Person

Tim Lauzon, Health & Safety Officer, tim.lauzon@gecdsb.on.ca

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BEST PRACTICES Special Education Ergonomic Hazards

BP015:

Greater Essex DSB

Identify ergonomic hazards
for special education tasks
and recommended controls.

Contact person:

Tim Lauzon, Health & Safety Officer, GECD SB
tim.lauzon@gecdsb.on.ca



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BEST PRACTICES LIVE SMART WORK SAFE

BP016:

Ministry of Labour, MOL

Health and Safety for
secondary students with
special needs in
cooperative education.

Contact person:

Sue Boychuk, Manager, Young Worker Health & Safety
Strategy Unit, Occupational Health & Safety Branch,
Ontario Ministry of Labour, MOL
sue.boychuk@ontario.ca

Live Safe! Work Smart!!

Resources for teachers of students with special learning needs - 2005
Resources for cooperative education and other forms of experiential learning - 2008

To support the Ontario secondary school teacher to provide students with special learning needs with the skills and knowledge to live and work injury-free.

Teaching health and safety in the classroom, and integrating it with special education techniques ensures that our young workers know and understand their rights when safety is involved.

We go further, taking health and safety for Ontario students with special needs in cooperative education from the classroom to healthy and safe placements.

Target Group

We combine our secondary teachers and students with special needs.

Implementation Strategy

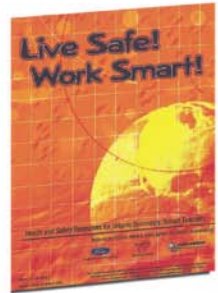
1. Safety rules! What I need to keep myself safe
2. Watch out! Working with machines, electricity, ladders and lift trucks
3. Germs! Handling substances that can make you sick
4. WHMIS! Working with chemicals
5. Avoiding strains and sprains at work
6. Safety gear
7. Stress on the job: banishing the bullies
8. Establishing the Placement
9. Pre-Placement Instruction
10. Placement Preparation
11. Integration

Organization

Ministry of Labour (resource is available for download),
www.livesafeworksmart.net

Contact Person

Ministry of Labour website - young & new workers
www.WorkSmartOntario.gov.on.ca



ESAO - Special Education Best Practices

Notification to Employees - Risk of Injury from Student

The principal will share, in confidence, information from the student's IEP, and/or Behavioural Support Plan related to violent aggressive behaviour. Accordingly, principals will document that all employees who have regular contact with special education students who have a recent history of violent behaviour in school are informed of the risk of injury and related information.

[ESAO note: This existing policy will meet the intent of the proposed 2009 Ministry of Labour amendment to the Occupational Health & Safety Act (Bill 168) – Section 32.0.5.(1)(2)(3)(4) Disclosure of Information].

"Duties of the Employer/Supervisor, to provide information and advise a worker,... including personal information related to a risk of workplace violence from a person with a history of violent behaviour where a worker can be expected to encounter that person in the course of his or her work and the risk of workplace violence is likely to expose the worker to physical injury."

Target Group

All Principals, Vice-Principals, and Superintendents of Special Education

Implementation Strategy

The principal must share, in confidence, information from the student's IEP and/or Behaviour Support Plan related to violent aggressive behaviour. The Safety Plan for the student must also be reviewed with staff. This information will include, but is not limited to, the following:

- specific strategies in place to prevent the occurrence of violent aggressive behaviour;
- the nature and frequency of possible violent aggressive behaviour;
- predisposing and/or precipitating factors;
- expected employee responses and safety procedures to be followed (Safety Plan);
- Violent Incident reporting and Behaviour Log procedures;
- procedures for notifying parents/guardians;
- possible disciplinary consequences for the student;
- reporting procedures in case of injury.

Implementation as of

Form 699A - August 2006

Organization

Toronto District School Board, www.tdsb.on.ca

Contact Person

School Services - Special Education & Support Services
416-393-8960

Chris Broadbent, Manager of Health & Safety chris.broadbent@tdsb.on.ca

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BEST PRACTICES Notification of Risk of Injury from Student

BP017:
Toronto DSB

Duties of the Employer/Supervisor to provide information as advise a worker.

Contact person:

Chris Broadbent, Manager of Health & Safety
TVDSB chris.broadbent@tdsb.on.ca



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BEST PRACTICES New Personal Protective Clothing

BP018:

Kawartha Pine Ridge DSB

We have taken proactive steps to source out a supplier and develop new personal protective clothing for staff that find themselves in the personal space of their assigned student.

Contact person:

Sandy Gougeon, Special Education Support Staff Manager, KPRDSB
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Mary Jane Smith, HR Specialist Occup. Health&Safety, KPRDSB
Maryjane_smith@kprdsb.ca

New 'Unremarkable' Personal Protective Clothing for Working Safely with Students with Special Needs

The Kawartha Pine Ridge DSB has taken proactive steps to source out a supplier and develop new personal protective clothing for staff.

Target Group

We reviewed the safe working conditions for Educational Assistants, Child and Youth Workers and Teachers and specifically those staff who, as a normal course of their duties, find themselves in the personal space of their assigned student.

Implementation Strategy

Typically, we have utilized personal protective equipment from the inline hockey suppliers. These items include protective vests, shirts with padded sleeves, and football arm pads to deter biting. Dyneema brand cut resistant sleeves were found to breathe better than Kevlar and were more protective. We even used shin guards and lacrosse padded pants, along with various other forms of face and hand protection. The newest product is a KPR smock designed to be worn over the gear to blend in with other staff appearance and to make those wearing the protective gear 'less visible' to the general student population.

Implementation as of

Beginning in September 2008, this new PPE, we believe, has significantly decreased the number of incidents to our support staff and the severity of the injuries experienced by staff working with students with special needs.

Organization

Kawartha Pine Ridge District School Board, www.kprschools.ca

Contact Person

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Mary Jane Smith, HR Specialist Occupational Health & Safety
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BEST PRACTICES Resource Guide for Working with Students with Special Needs

BP019:

Kawartha Pine Ridge DSB

The document specifically addresses risk analysis, appropriate response plans, guidelines for the use of Non-Violent Physical Crisis Intervention and debriefing after incidents of escalated behaviour.

Contact person:

Sandy Gougeon, Special Education Support Staff Manager, KPRDSB
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Mary Jane Smith, HR Specialist Occup. Health&Safety, KPRDSB
Maryjane_smith@kprdsb.ca

Resource Guide for Working Safely with Students with Special Needs

This resource guide is the result of the Kawartha Pine Ridge DSB undertaking a review of its internal administrative regulations on Occupational Health & Safety: Working Safely in Special Education. Utilizing a subcommittee of the Joint Health & Safety Committee, including representation from all three unions, the OHS Specialist and the Special Education Department created this new document, Resource Guide for Working with Students with Special Needs.

Target Group

A collaborative effort addressed concerns of staff and the JHSC regarding the safe working conditions for Educational Assistants, Child and Youth Workers and Teachers. The document specially addresses risk analysis, appropriate response plans, guidelines for the use of Non-Violent Physical Crisis Intervention and debriefing after incidents of escalated behaviour.

Implementation Strategy

Beyond the Student Safety Plan, this resource guide created a specific Worker Safety Plan that addresses all aspects and precautions relevant to staff safety. The plan specifically covers:

- knowledge and understanding workers have of the specific student situation
- procedures specific to working with a particular student
- personal protective equipment appropriate to the circumstances
- environmental scan of the physical setting(s)
- relevant de-escalation strategies & appropriate physical intervention when necessary
- contingency plans for staff absences

The resource guide also includes templates approved for the Board, Student Individual Safety Plan, Positive Behaviour Support Plan, Guidelines for the Use of Time Out (calming) Rooms, the use of Non-Violent Crisis Intervention, and a Staff Incident Report.

Implementation as of

This resource guide and the increased complementary resource staff support is having a positive impact on reducing incidents and improving staff morale. The worker safety plan is being piloted in a number of situations at this time, with a view of extending it throughout the Board for September 2009.

Organization

Kawartha Pine Ridge District School Board, www.kprschools.ca

Contact Person

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BEST PRACTICES Operational Procedure Risk of Injury Prevention

BP020:

Toronto DSB

Special Needs Students: Management Process for Risk of Injury Behaviours.

Contact person:

Chris Broadbent, Manager of Health & Safety
TVDSB chris.broadbent@tdsb.on.ca

Definition: Risk of Injury Behaviours

Regarding exceptional students whose behaviour presents a significant risk of injury to self and /or others:

Positive Behaviour Supports (PBS)

Progressive Discipline promotes positive behaviour supports as an approach to working with challenging behaviours. In line with best practice, PBS requires that we:

Definition: Management Process for Risk of Injury Behaviours:

The management process for risk of injury behaviours is first and foremost an ongoing process rather than a single event or meeting.

Functional Behavioural Assessment (FBA)

Based upon the FBA, a behavioural support plan is developed in the IEP to identify alternative behaviours for the student and strategies for reducing or replacing ineffective behaviours.

Behaviour Log

The Behaviour Log is an integral part of the functional behaviour assessment process. It is an important tool in identifying patterns in the student's behaviour, modifying or adjusting intervention strategies, and in evaluating the success of the IEP.

Individual Education Plan (IEP)

In PR699 the IEP is a key document for recording and documenting individual student needs and the appropriate strategies to program for behavioural goals.

Safety Plan

The Safety Plan is an *emergency response* plan implemented when risk of injury to staff and/or students is imminent and must be written for students whose behaviour poses a safety concern.

Physical Restraint protocol:

It is the position of the TDSB that physical intervention must only be used in those situations where a student's behaviour presents a clear and imminent risk of injury to the student and/or others.

The TDSB uses **Behaviour Management Systems** training. The training promotes methods to defuse tension in conflict situations as well as instruction in specific containment strategies that maintain dignity and safety of the individual being restrained.

Notification to Staff of Risk of Injury:

TDSB school principals must ensure that all employees who have regular contact with special education students with a current history of violent aggressive behaviour in school are informed of the risk of injury when interacting with these students

Reporting of Violent Incidents:

When working with special education students who present with previously identified ongoing behaviours that meet the definition of violence, the incidents are tracked on the

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BEST PRACTICES Student Behaviour Logs

BP021:
Toronto DSB

Ongoing tracking to identify patterns in behaviour, modifying intervention strategies, and evaluating success of intervention.

Contact person:

Chris Broadbent, Manager of Health & Safety
TVDSB chris.broadbent@tdsb.on.ca

SPECIAL EDUCATION STUDENT BEHAVIOUR LOGS

A Behaviour Log is an ongoing daily tracking form for keeping a record of a student's behaviour. It is an important tool in identifying patterns in behaviour, modifying or adjusting intervention strategies, and in evaluating the success of intervention. It is also an important tool in communicating with parents/guardians, community agency support services, school administration, and TDSB services.

A Behaviour Log can be used to track any type of behaviour—from mild, inappropriate behaviours such as social skills (e.g., taking turns, asking for help, joining play activities) to more severe inappropriate behaviours such as non-compliance (e.g., refusing to follow instruction, disrupting the class, leaving the area) and to very serious inappropriate behaviours such as physical aggression and assault (risk of injury) that require physical intervention by staff.

Where "Planned Physical Restraint" on an ongoing basis is part of a student's Safety Plan (See B.18.15), the Behaviour Log is used to track and document incidents requiring physical restraint rather than the *Violent Incident Form for Special Education Students*. However, if injury to staff or student occurs, the *Violent Incident Form for Special Education Students* must also be completed along with the *TDSB Employee's Report of Accident/Injury Form*.

ABC Data Recording Chart

Name: _____ Behaviour: _____

Time	Location	People/Pers on Involved	ANTECEDENT Describe the triggers or what happened just before...	BEHAVIOUR Describe what happened...	CONSEQUENCE What positive or negative event occurred immediately following	Possible Function (escape, attention, sensory, tangible)

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BEST PRACTICES Functional Behavioural Assessment

BP022:
Toronto DSB

An approach to addressing behaviour problems by looking at causes and characteristics or symptoms of the behaviour.

Contact person:

Chris Broadbent, Manager of Health & Safety
TVDSB chris.broadbent@tdsb.on.ca

Functional Behavioural Assessment (a brief overview)

What is a Functional Behavioural Assessment?

- It is an approach to addressing behaviour problems that looks at both the likely causes of behaviour and at the characteristics or symptoms of the behaviour.
- It attempts to answer the questions: Why is *this* person engaging in *this* behaviour, in *this* setting, at *this* time, e.g., to escape, avoid, or get something?
- It attempts to identify the biological, social, affective, and environmental factors that initiate, sustain, or end the behaviour in question.
- It focuses on identifying patterns of behaviour, rather than individual occurrences.
- It recognizes that the functions of behaviour are not usually considered inappropriate. Rather, it is the behaviour of the student to satisfy the function that is the problem.
- The goal of intervention, then, is to fulfill the student's need with an appropriate alternative that serves the same function as the inappropriate behaviour.

A Functional Behavioural Assessment is not:

Key outcomes of a Functional Behaviour Assessment:

Who conducts a Functional Behavioural Assessment?

Conducting a Functional Behavioural Assessment

- Antecedent – what was happening before the behaviour occurred?
- Behaviour – what did the student do?
- Consequence – what happened after the behaviour?

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BEST PRACTICES Special Education Student

Violent Incident Form

BP023:

Toronto DSB

Principal to record all cases of special education student violence.

Contact person:

Chris Broadbent, Manager of Health & Safety

TVDSB chris.broadbent@tdsb.on.ca



To be used in place of Ministry of Education Violent Incident Form
for Special Education Students (IPRC'd)

SPECIAL EDUCATION STUDENT VIOLENT INCIDENT FORM

TO BE COMPLETED BY THE SCHOOL PRINCIPAL AND KEPT IN THE OSR (whether or not incident resulted in suspension/expulsion)

Note: If violent incident resulted in staff injury, the TDSB form Employee's Report of Accident/Injury must also be completed.

Name of Student: _____ School: _____

Date of Last IPRC: _____ Exceptionality: _____ Placement: _____

A. DESCRIPTION OF VIOLENT INCIDENT: (include description of any physical restraint required – use additional page(s), if necessary)

B. POLICE CONTACT [No Police Contact]

1. Date of Contact	2. Date of Police Investigation	3. Investigating Officer

C. SCHOOL BOARD RESPONSE

- Suspension: Length of Suspension: _____ days > Re-entry Case Conference Scheduled / Date: _____
- Denial of Access Length : _____ days > Re-entry Case Conference Scheduled / Date: _____
- Expulsion
- Other:

D. PREVENTION/PROTECTION ACTION RECOMMENDATIONS:

Action	By Whom	When
Review IEP, Behaviour Management Plan, & Safety Plan		
Risk Review		
Family/Student Community Agency Support Referral		
Staff Training/In-service		
Protective Wear/Equipment		
Modification to Current Protective Wear/Equipment		
Modification to Classroom/School Environment		
Other		

Date of inclusion in OSR Principal's/designate's signature

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BEST PRACTICES Reporting of Incident from Student

BP024:

Toronto DSB

Employees required to report acts of violence using prescribed form and notify their supervisor.

Contact person:

Chris Broadbent, Manager of Health & Safety
TVDSB chris.broadbent@tdsb.on.ca



Violent Incident Reporting

Act of Violence means threatened, attempted or actual conduct of a person that causes or is likely to cause physical injury.

Threatened or actual Acts of Violence (see definition) to TDSB employees has been increasing over the last number of years. In order to determine trends, the attached form has been developed to allow for the reporting of such incidents. Employees are required to report Acts of Violence using the prescribed form and notify their Supervisor of the situation. Completed forms are to be forwarded to the Health & Safety Office, who will forward it to the Regional Health & Safety Committee representative. All Acts of Violence to an employee, by a student must also be reported to the Safe Schools Department. Refer to the Safe Schools Policy.

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BEST PRACTICES Behaviour Management Systems

BP025:
BMS

Emphasizing prevention and early intervention techniques designed to improve behaviour and academic results.

Contact person:

Brian Shaver, Program Manager, Master Trainer
Behaviour Management Systems

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BEHAVIOUR MANAGEMENT SYSTEMS

NEWSLETTER

BMST and Legislation

At BMS, we understand the importance to all staff of the awareness and understanding of key pieces of legislation in performing their duties in a safe, appropriate, effective and legal fashion.

To that end, we provide training that emphasizes the understanding of responsibilities found in the Education Act, the Child and Family Services Act, the Ontario Health and Safety Act, the Ontario Human Rights Commission and the Criminal Code of Canada.

In addition, we have kept our Trainers informed of changes and/or new legislation, such as the Education Amendment Act (Bill 212). An example of the material provided appears below.

LEGISLATION UPDATE & BMS TRAINING

Current BMS Training includes training for behaviour programming within an educational context. The following outlines information and requirements from recent legislation that is already covered in BMS Training but has been given additional emphasis in response to the new legislation.

PPM 140: Incorporating Methods of Applied Behavioural Analysis (ABA) into Programs for Students with Autism Spectrum Disorders (ASD)

* Includes key principles of BMS training

(information gathering, planning, action, review & debriefing)

* References the draft document Effective Education Practices for Students with Autism Spectrum Disorders (2007)

* Recommends the use of functional behaviour assessment (FBA) and provides details on the use of FBA

BMS Training: Included in current training

Education Amendment Act:

Progressive Discipline and School Safety

* Disciplinary action (nature & duration) is discretionary based on mitigating factors

* Suspended and/or expelled students assigned to board programs

* Removal/limitation of board's power to deny access/exclude

BMS Training: Presented to board staff

(continued on page 2)

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www.behaviourmanagementsystems.com

OESC-CSEO

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