



# Social Responsibility Support Program: Guidelines and Expectations for Schools and Families

# Frequently Asked Questions



## What?

### 1. What is SRSP?

The Social Responsibility Support Program is a short-term Level 4 intervention. Its purpose is to teach the student appropriate social and behavioural skills (self-regulation), which will allow them to return to their regular classroom with the tools to reach their academic and social potential. Equally as important, it provides support and professional development for teachers and other staff who are dealing with challenging student behaviour in a regular classroom environment.

### 2. What does the program provide? What does a typical day look like?

Students remain enrolled in their regular school while at SRSP. They attend SRSP four half days, Monday through Thursday and attend their school the other half days and all day Friday. Students in the SRSP program are provided with a social skills program and academic support. A typical half day may include a journal activity, an individual and group check in, math and language activities, choice of preferred activities, group social skills instruction and role play, cooperative games and a check out.

### 3. What is expected of parents before, during and after SRSP completion?

Parents are an important part of the SRSP program. Before a student is even considered for the program, parents may be asked to begin the intake process for their child to receive community counselling and clinical supports. If the student is an appropriate SRSP candidate, they will also participate in an intake with the SRSP team. Once in SRSP, parents are responsible for supporting the behaviour initiatives and ensuring that their child/family is engaging with community supports on a regular basis. They will also be expected to communicate regularly with the SRSP teacher and their Case Manager. Students should arrive at the program well rested and with plenty of water and healthy snacks.

### 4. What are the expectations of the school, before, during and after SRSP completion?

SRSP is an extension of, and a support to, the regular school program. It is expected that the school will have exhausted all other means of support before an SRSP referral. The case manager, classroom teacher, and EAs will be invited to visit the SRSP classroom. They will be expected to incorporate SRSP behaviour techniques back in the regular classroom. Weekly communication between SRSP staff and school staff is essential.

SRSP staff may make specific recommendations on seating arrangements, the use of choices, the way to de-escalate problematic behaviors and the type of language that effectively encourages students to self-regulate. It is important that students who are attending SRSP are still included in important activities and events in their regular school. Field trips, special assemblies, picture day, and special holiday celebrations make all students feel a sense of belonging. SRSP students need to feel this important connection to their regular school.

### 5. What makes a student successful in SRSP?

The SRSP program is most effective when all the parties work together and provide consistent and caring wrap around supports. The regular school, SRSP, the family and the community partners need to communicate frequently and openly to ensure that the support is ongoing, even when the student leaves SRSP.

## 6. What happens to SRSP students who are missing work from their regular school during their SRSP time? Do they need to “make up” this work?

The SRSP program is most effective when all the parties work together and provide consistent and caring wrap around supports. The regular school, SRSP, the family and the community partners need to communicate frequently and openly to ensure that the support is ongoing, even when the student leaves SRSP.



## Who?

### 1. Who is an appropriate SRSP candidate?

Students who are recommended for the SRSP program are experiencing difficulty regulating their own behavior and interacting appropriately with adults, peers and family members.

Challenging behaviour can be both internal and external. Internalizing behaviour refers to mental health issues such as anxiety, depression and other mood disorders. Externalizing behaviour is more overt, such as non-compliance, ADHD, and inappropriate physical interactions. Despite extensive interventions at the classroom and school level, this behaviour may be interfering with the student's academic progress and their ability to maintain positive peer relationships.

SRSP students typically have a Ministry behaviour designation (R or H) but all other Ministry categories will be considered, depending on the presenting issues. SRSP students may also have an academic or medical diagnosis (learning disability, ADHD, anxiety, depression, chronic health or neurodevelopmental conditions). Each student is unique, and these unique needs will be addressed in the program. The SRSP program services students in Grades 1-7.

SRSP is a Level 4 Intervention and as such the regular school will have exhausted all classroom and school based supports before making a referral. A SRSP candidate will have received the following interventions before being referred:

- parent meetings with school based staff
- classroom adaptations and behaviour support
- discussed at the School Based Resource Team and the Extended School Based Resource team
- for recommendations for further supports
- an Individual Education Plan (IEP) and Ministry Special Education designation
- a positive behaviour support plan and/or individual safe work instructions
- the involvement of the Family of Schools Behaviour Support Worker
- a Functional Behaviour Assessment
- referral to outside agencies (Vancouver Coastal Health, Ministry of Child and Family Development, family doctor, pediatrician, psychiatrist, family services) for community supports has been initiated

### 2. SRSP staff: Who will be involved? Roles? Responsibilities

The SRSP program uses a “wrap around” approach and utilizes many skilled staff members who support students to learn and practice appropriate social skills. These staff members work in close collaboration with parents and community partners.

### SRSP District Administrator:

- screens referral documents and supports the intake and transition processes
- liaisons between SRSP staff, school staff, administrators and community agencies
- oversees program staff including Teacher, School District BSWs and Counsellor.
- attends bi-weekly SRSP team meetings

### SRSP Counsellor:

The SRSP counsellor is a trained clinical counsellor employed by the School District.

- supports and attends the intake process for students into SRSP
- meets with families and students to support social emotional issues
- liaisons with the school counsellor/case manager and community counsellors
- recommends further counseling supports as needed
- assists with IEP goals, behaviour plans and transitions to and from regular school
- provides clinical consultation for the program as needed
- attends biweekly SRSP team meetings

### SRSP Teacher:

The SRSP teacher is the program leader.

- with the SRSP team, determines the level of support needed by a student: classroom support, BSW outreach for student, attendance at SRSP: the level of support is progressive and is tailored to individual student needs
- provides academic supports
- teaches specific social skills: these include teaching students to understand why they behave a certain way, what triggers this behaviour, and how to be regulate this behaviour by making good choices, using calming techniques, seeking adult support etc.
- liaises with classroom teachers and provides professional development to support them in using SRSP techniques in the regular classroom
- oversees and schedules SRSP BSWs for outreach and class training
- leads the intake process
- meets with families and students and is the primary contact for families
- assists with IEP goals, behaviour plans and transitions to and from the regular school
- provides a transition report and assists in updating the IEP when the student returns to their school
- provides ongoing support/outreach as needed even after transition back to the school has occurred chairs bi-weekly SRSP team meetings

### Classroom Teacher:

The role of the classroom teacher is to work in partnership with the SRSP team to incorporate social skills techniques that will allow for student success in the regular classroom. These techniques may include the physical arrangement of classroom work areas to facilitate positive behaviour, whole class social skills activities (e.g. TRIBES, Superflex, class meetings, Zones of Regulation, MindUp), space/time for appropriate sensory breaks, and other classroom management techniques. They are also responsible for the student's academic program and for reporting to parents each term.

## Behaviour Support Workers:

The two BSWs in the program provide both “in-reach” (in the SRSP classroom) and “outreach” in the student’s regular school.

- support the behaviour plan and goals for the student
- help classroom teachers and Education Assistants to use specific behaviour techniques and language to encourage and strengthen the skills learned in SRSP
- support and model classroom sessions and activities to teach all students in the class appropriate group behaviours
- observes SRSP candidates/enrolled students and through the SRSP team, recommends classroom adaptations to the classroom teachers and Education Assistants
- provides training for Education Assistants in appropriate behaviour techniques for specific students as determined by the SRSP team
- works with the SRSP students at SRSP: behaviour support, academic support, modeling of skills and appropriate behaviours
- assists with data collection to support ongoing SRSP goals
- works in partnership with classroom Education Assistants and teachers
- assists with the transition to and from SRSP
- provides ongoing support/strategies as determined by the SRSP team when the student returns to their regular school at the completion of the SRSP program
- attends bi-weekly SRSP team meetings

## Community Partners:

Community partners play a key role in SRSP. Many families with children who have mental health or social emotional/behavioural challenges need support with “family systems issues” to assist them to deal with problematic behaviour at home.

SRSP works closely with Child and Youth Mental Health Clinicians who are assigned to support students and families. SRSP staff may consult about ongoing challenges at school in order to have the clinician help the student and family unpack the behaviours in a non-judgemental way to support the student’s self-management and self-regulation development.

### 3. Who will liaise between SRSP and the regular school?

Community partners play a key role in SRSP. Many families with children who have mental health or social emotional/behavioural challenges need support with “family systems issues” to assist them to deal with problematic behaviour at home.

Community Behaviour Support Workers, provided by a partnership with Vancouver Coastal Health, work in the SRSP program. They lead social skills groups for students, liaison with clinical counsellors who work with the student and their families, and attend biweekly SRSP team meetings.



## How?

### 1. How do I refer to the program?

Students are referred to the program by their school, through their ESBRT. This team would determine that despite the many interventions used at the school, the student and family need more intensive supports. The Case Manager from the regular school would complete the SRSP referral package and submit it to their Family of Schools Director for screening. The FOS Director will bring the referral forward to the SRSP team through the SRSP Administrator. At an SRSP team meeting the Teacher, Counsellor, and BSWs will determine the level of support required and will develop a plan for observation, outreach and eventual start date in the program. The referral package is available on the portal under Forms Central: Learning Services.

## 2. How will outreach/intake occur?

After the SRSP staff determines the initial level of support, the BSWs and/or SRSP Teacher will visit the student in their classroom on several occasions. They will observe and gather data around the student's behaviour, what triggers this behaviour and suggest further supports/interventions that the school could incorporate. They may also provide whole class activities/workshops to develop class routines and expectations to support positive behaviour for all students. For some students, this outreach component may be enough support to significantly impact the student's behaviour and attendance at SRSP may not be necessary. If further SRSP support is needed, parents and their child would then be invited to participate in an intake meeting. Actual attendance at SRSP may begin as an initial visit and then an entry plan will be developed, specific to each student's needs.

## 3. How long will a student be in the program?

SRSP students are typically in the program from 16 to 20 weeks, depending on their needs and their progress. Student progress is updated bi-weekly at the SRSP team meeting and is communicated back to the regular school administrator and case manager.

## 4. How will students transition back fully to their school?

The SRSP team will determine when the student is ready to transition back fully to their school and what that transition plan will look like. A final report on the student's progress will be given to the school via an "exit meeting" which involves the SRSP team and the school team. This document will be used to assist the school in updating the IEP to include behavior goals and measures specific for the student. Once the student is back at their school, the Behaviour Support Workers from SRSP will continue to visit their classroom for support and intervention as required. The SRSP team is available for additional conversations, suggestions and programing changes to assist the school.

## 5. How do students/families access community counselling and/or clinical supports?

As part of the SRSP process, families are asked to complete a referral/intake for Child and Youth Mental Health, operated by the Ministry of Child and Family Development. It is recommended that the elementary counsellor working with the student or the SRSP counsellor attend this intake with the family. This will ensure that the team at CYMH will get a clear picture of behaviour issues at both home and school. Families will meet with a clinician and complete a behaviour screener for their child. If the results of the screener indicate a mental health concern, the child will be assigned a Child and Youth Mental Health clinician. This CYMH clinician will support the child/family and also connect with the SRSP team on a regular basis. If the child's screener does not indicate mental health concerns, the SRSP team will refer the family to other community supports to assist with family systems and parenting needs.

*All students who are recommended for SRSP must complete the referral/intake process through CYMH, but whether or not they are a candidate for mental health counselling does not effect their placement in SRSP.*

Intake/referral to Child and Youth Mental Health: Suite 301, 224 West Esplanade  
604-903-4300  
Referrals must be done in person  
Youth Clinic open for referrals:  
Tuesday and Wednesday, 9:00am-3:30pm  
Intakes take approximately 1 hour and are on a first come first serve basis; families may have to wait if the clinic is busy.



## Where?

### 1. Where do students go for the program?

The SRSP host school is Eastview Elementary, 1801 Mountain Highway in North Vancouver. The host school administration is responsible for issues regarding site and student safety. SRSP students participate in outdoor play during regularly scheduled host school recess breaks, but are supervised by SRSP staff. The host school is not responsible for case management or academic programming. SRSP students remain enrolled in their regular school throughout their time at SRSP.

### 2. How will students get to and from SRSP?

Transportation to and from SRSP is the responsibility of the parent. If, for extenuating circumstances, the parent is unable to provide transport, the school will determine the best way to get the student to the program (this may include support staff drivers or the use of taxis).



## When?

### 1. How long will it take to get a student into SRSP?

Intake timelines depend on the number of students currently in the program and their expected transition back to their school. Since the program is continuous entry and length of time is based on student needs (usually 16-20 weeks), students are coming and going at different times. If the program is full (up to 8 students in the morning and up to 8 students in the afternoon), students may need to wait for intake. While waiting, the student can still be supported via outreach and through consultation between the Case Manager and the SRSP teacher and Counsellor.

### 2. When does a student attend?

Intermediate students (grades 4-7) attend from 8:45-11:30am. They return to their regular school for lunch and their afternoon classes. Primary students attend from 12:30-3:00pm. They spend the morning in their regular classroom. Some students may eat lunch at their school before coming to SRSP and others may eat when they arrive at SRSP.



## Why?

### 1. Why is SRSP only a half-day program, Monday to Thursday?

SRSP is a short-term intervention. It is meant to provide both the regular school and the students themselves with appropriate strategies to support the self-regulation of behaviour. Students continue to be connected to their regular academic program and learn to practice their SRSP skills with their peer group at their school. SRSP staff comes to the student's school several times a week to observe. They will also support and model whole-class social skills instruction and provide advice and suggestions to school teams.

# SRSP Referral Process

