



STUDENT SERVICES DEPARTMENT

PROGRAM AND POLICY MEMORANDUM (PPM) 140 2008-2009

INCORPORATING METHODS OF APPLIED BEHAVIOUR ANALYSIS (ABA) INTO PROGRAMS
FOR STUDENTS WITH AUTISM SPECTRUM DISORDERS (ASD)

IMPLEMENTATION STRATEGY

BACKGROUND

Program and Policy Memorandum 140 has been informed by recommendations of the report of the Minister's Autism Spectrum Disorders reference group entitled: **Making a Difference from Evidence to Action.**

It is intended to strengthen collaborative working relationships between parents, schools and the community. The direction provided in this memorandum builds on suggestions for successful practice provided in the Ministry of Education documents entitled:

- Special Education: A Guide for Educators, 2001
- Individual Education Plan Standards for Development, Program Planning, and implementation, 2000

PPM 140 CONTEXT

In the spring of 2007, the ministry released Policy and Program Memorandum 140 (PPM140) requiring school boards to implement Applied Behaviour Analysis methods in the classroom. Other requirements are to:

- 1) include ABA methods in the teaching and assessment strategies contained in an Individual Education Plan (IEP), where required.
- 2) include appropriate community agencies involved with the student as part of the input process for IEP development. (parent approval required)
- 3) include a transition plan in the IEP that addresses transitions within a school setting (activities, locations) and to other locations outside the school
- 4) have School Boards develop a plan to implement PPM140 and consult with their Special Education Advisory Committee (SEAC) regarding implementation and monitoring of the plan at least annually.

There is much confusion in the ASD parent community with respect to this initiative. Because the terms ABA and IBI (Intensive Behavioural Intervention Therapy) are often used interchangeably, some parents believe IBI therapy will be delivered in the classroom. To address this misconception, the following summary chart, from the Geneva Centre for Autism, outlines differences and commonalities between IBI and ABA within the school setting.

ABA/IBI DIFFERENCES AND COMMONALITIES

ABA	IBI
<ul style="list-style-type: none"> • an approach to teaching skills based on principles of learning and behaviour • can be used at home, at school and in the community • can be incorporated into regular school routines • can be implemented by classroom teacher and support staff • focus on achieving independence and generalization of skills • provides a framework for on-going skill development 	<ul style="list-style-type: none"> • specific intensive format used by the MCYS Autism Intervention Program • Discrete Trial Training as the primary component • usually delivered at home or in a private space designated by the Autism Intervention Program • primarily provided in a one-to-one or small group setting for a specified number of hours per week • delivered by a trained behaviour therapist • includes “learning to learn” behaviours: imitation, co-operation and attention. • designed to prepare students for school
<p>Commonalities:</p> <ul style="list-style-type: none"> • Guides the acquisition of new skills based on individual profile data, specific reinforcement strategies and regular assessment • Reduces potential behavioural difficulties by providing structure and routine • Provides motivation through the use of the principles of reinforcement • Collects data on an on-going basis 	

YORK CATHOLIC DISTRICT SCHOOL BOARD (YCDSB) RESPONSE TO PPM140

- ABA is a strategy that is evidence based and most effective with students with developmental delays and autism.
- We are encouraging the use of ABA methods with students in the Social Communication Program.
- The ABA implementation plan is designed to include teachers and support staff of students in this program.
- The ministry has provided funds to our board to support the continued implementation of PPM140 for the 2008/2009 School Year.

ABA IMPLEMENTATION PLAN

- The plan involves a one day training session for classroom/subject teachers involved with students with ASD.
 1. There are approximately 300 students in the Social Communication Program.
 2. Approximately 350 teachers (263 elementary teachers, 87 secondary teachers) will participate in the training from virtually all our 96 schools.
- The plan also includes training for support staff and EA/EI's.

ABA IMPLEMENTATION PLAN: 2008-2009

RESOURCE STAFF

- Three training sessions will occur throughout the year including topics such as ABA, and the Ziggurat Model
- Each resource staff department has its own training plan for implementation throughout the year.

SCHOOL TEAMS

- A one day training session has been organized for one team per school to attend. The team is comprised of 2 classroom teachers teaching students with ASD, core resource teachers and an administrator.
- Training will be delivered by the area resource team that supports the schools in partnership with the Board's ASD team and Kinark School Support Program. The elementary and secondary coordinators will support as necessary.

EDUCATIONAL ASSISTANTS/INTERVENORS

- A one day ABA Training Session for Educational Assistants and Intervenors occurred this year on September 26th Professional Development Day.
- Brenda Smith-Myles, member of the Ziggurat Group, an award winning author and researcher in the field of autism, will present "The Cycle of Tantrums, Rage, and Meltdowns" and "The Hidden Curriculum" on January 30th.
- ABA Training will be provided by: the ASD team, Geneva Centre and Kinark School Support Program Consultants.

SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

A SEAC ABA Advisory Group comprised of Board Staff, SEAC members and parents has been organized and will give input to the plan, monitoring tools, and communication plan for the parent community.

ABA MONITORING CYCLE

PURPOSE

PPM 140 requires that school boards monitor the implementation of the memorandum. It is the YCDSB's intention to monitor this implementation by reporting to SEAC throughout the school year and inviting their ongoing feedback into the plan.

The updates will include:

- Outcomes from the school staff training modules
- Review of ABA strategies and assessment outlined in IEPs
- A communication plan to parents and community groups

Tools for data collection to monitor progress will include:

- Administrator, teacher and educational assistant/intervenor feedback sheets
- IEP Collaborative Review in May
- Tracking of community presentations
- Hits to Board website

COMPONENTS OF MONITORING CYCLE 2008 - 2009

