



STUDENT SERVICES DEPARTMENT
PROGRAM AND POLICY MEMORANDUM (PPM) 140
2009-2010

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

SUSTAINABILITY 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

- A Special Education Advisory Committee (SEAC) ABA Advisory Group comprised of Board Staff, SEAC members and parents has been organized and have given input to the plan, monitoring tools, and communication strategies for the parent community.
- 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 \$109,007 to our board to support the continued implementation of PPM140 for the 2009/2010 School Year.
- The ministry has also provided funds for ABA expertise.

ABA IMPLEMENTATION PLAN: 2009-2010

Term 1: September – December 2009

Topic	Audience	Total Number of Staff	Timeline
<p>School Team Training – Data Gathering</p> <p>ABA Design team to develop Powerpoint and presentation during Oct. and Nov. 2009</p> <p>Presented to schools by members of the Area Teams</p>	<p>Resource staff</p> <p>Secondary staff (Special Education teachers and Special Education Department Heads)</p> <p>Elementary Classroom and Special Education teachers</p>	<p>100</p> <p>50</p> <p>Approx. 450</p>	<p>November 17,2009</p> <p>November 30 & December 7</p> <p>December 7 to 16</p>
<p>ABA Workshop presented by members of ASD team</p>	<p>Educational Assistant / Educational Intervenor</p>	<p>Open to 100 participants</p>	<p>December 4, 2009 P A Day</p>
<p>TEACCH Workshop by invitation to those working in focus schools – presented by members of ASD team</p>	<p>Educational Assistant / Educational Intervenor</p>	<p>Open to 50 participants</p>	<p>December 4, 2009 P A Day</p>
<p>ASD Certificate Program: level 1 presented after school in six sessions by SSP Kinark Consultants</p>	<p>Secondary Special Education Resource Teacher and Department Heads</p>	<p>Open to 30 participants</p>	<p>November to December 2009</p>
<p>ASD Certificate Program: level 1 presented after school in six sessions by SSP Kinark Consultants</p>	<p>Elementary School Teams</p>	<p>Open to 30 participants</p>	<p>November to December 2009</p>
<p>TEACCH – Focus Schools follow up visits by ASD consultant/teacher</p>	<p>Elementary Classroom and Special Education Resource teachers with TEACCH training</p>	<p>13 teachers (classroom and special education)</p>	<p>November 2009</p>

Term 2 January 2010 – March 2010

Topic	Audience	Total Number of Staff	Timeline
Certificate Program level 2 in partnership with SSP Kinark Consultants plan level 2 inservice to be offered in early spring 2010	Secondary and elementary teachers or department heads who have already received level 1 certification	Open to 30 participants in both elementary and secondary school panel	Planning: January to February 2009 Presentations to take place Spring 2010
Parent Workshop Series as a follow up to request from parents in 2009 Transition to School Summer Program training to be planned with and delivered by SSP Kinark Consultants	Parents	TBD	Spring 2010
Autism Pro Initiative pilot Autism Pro in focus schools	Staff working with students diagnosed with ASD	1 ASD classroom 2 elementary and 1 secondary school	February 2010
Using Data to Inform Programming	Behaviour Resource Staff	40	February 2010

Summer Training 2010

Topic	Audience	Total Number of Staff	Timeline
Transition to School Summer Program in partnership with Autism Ontario and Kinark SSP	Primary aged students and one parent /guardian	2 Teachers 4 Child Youth Worker students 14 students and accompanying parent	August 2010
TEACCH	Classroom and Core Resource Teachers	4 participants	August 2010
Geneva Centre Summer Institute	TBD	TBD	TBD
York Catholic District School Board Summer Institute in partnership with Kinark SSP	School teams in both panels	Open to 30 participants	TBD

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 2009 - 2010

Review/Revise



June to September

- Prepare IEP Report
- Prepare 2010-2011 ABA training

September to November

- Share outcomes of last year's training, PPM140 survey, and IEP Review
- Develop plan for 2009-2010
- Gather input from SEAC ABA Advisory Committee

February/May

- IEP Review
- PPM140 Survey
- Gather data regarding Training

December/January

- Implement Training
- Update SEAC ABA Advisory Committee and SEAC