



STUDENT SERVICES DEPARTMENT

PROGRAM AND POLICY MEMORANDUM (PPM) 140

2011-2012

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 CONTEXTS

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 \$93,177.00 to our board to support the continued implementation of PPM140 for the 2011/2012 School Year.
- The ministry has also provided funds for ABA expertise.

ABA IMPLEMENTATION PLAN: 2011-2012

Term 1 September – December 2011

Topic	Audience	Total Number of Staff	Timeline
ABA Introduction	New Core Resource Teachers (elementary)	30	October 31, 2011
School Team Training –	resource staff	100	October 18, 2011
Data Gathering (elementary)	Five Elementary Classroom per consultant and Special Education teachers new to the role since 2009 -2010 school year	100	November 9 & Nov. 10
Planning for Inclusion for Students with ASD	Secondary staff Special Education Department Heads and subject teachers	50	November 8, 2011
Data: Frequency Charts and Data Collection in the Classroom Presented by: SSP Consultants	EA / EI	open to 100 participants	November 25, 2011
ASD Certificate Program: level 2 presented after school in six sessions by School Support Program (SSP) - Kinark Consultants	Secondary Special Education Resource and Department Heads	<i>Open to 30 participants</i>	<i>October to November 2011</i>
ASD Certificate Program: level 2 presented after school in six sessions by SSP Kinark Consultants	Elementary School Teams	Open to 30 participants	October to November 2011
Transition to Grade 9	Department Heads one Core Resource Teacher (secondary) one Core Resource Teacher (elementary)	60 teachers	Dec. 6, 2011

January 2012 –June 2012

Topic	Audience	Total Number of Staff	Timeline
TEACCH training after school	Focus group: schools on ASD Team caseload Open to school teams	20	TBD
Transitions Presented by SSP Consultants	New to Core Resource Elementary Panel	40	February 6,2012
Recess Plan Presented by SSP Consultants	New to Core Resource Elementary Panel	40	March 7, 2012
Hidden Curriculum Presented by SSP Consultants	New to Core Resource Elementary Panel	40	April 11, 2012
Parent Workshop Series as a follow up to 2011 series	Parents	TBD	May 11, 14, 18, & 25.

Summer Training 2012

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 CYW students 14 students and accompanying parent	August 2012
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

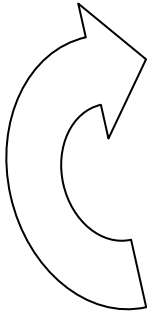
COMPONENTS OF MONITORING CYCLE 2011 - 2012

Review/Revise



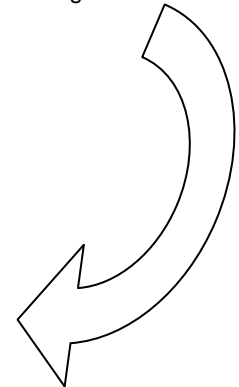
June to September

- Prepare 2012-2013 ABA training



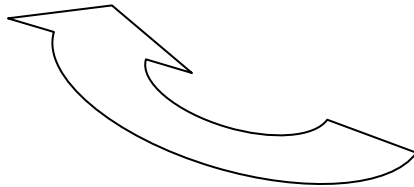
September to November

- Share outcomes of last year's training, PPM140 survey,
- Develop plan for 2011-2012
- Gather input from SEAC ABA Advisory Committee
- Implement training



February/May

- PPM140 Survey
- Gather data regarding Training
- ABA training ongoing



December/ January

- Continue with Training
- Update SEAC ABA Advisory Committee and SEAC
- Determine students for Connections For Students Initiative