



STUDENT SERVICES DEPARTMENT

PROGRAM AND POLICY MEMORANDUM (PPM) 140 2014-2015

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.

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.
- 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 \$71,944.56 to our board to support the continued implementation of PPM140 for the 2011/2012 School Year.
- The ministry has also provided \$83,372.00 for ABA expertise.

ABA IMPLEMENTATION PLAN: 2014-2015

Term 1 September – December 2014

| Topic | Audience | Total Number of Staff | Timeline |
|---|---|--|--|
| TEACCH principles | New Core Resource Teachers | 42 attendees | October 22, 2014 |
| Social Skills | Teachers in Specialized Core Resource role in Elementary panel and a classroom teacher from the same school | 42 attendees | October 30, November 23 and December 9, 2014 |
| Geneva Centre online advanced ABA course | Offered to core teachers | 37 spots | Registration deadline March 1, 2015 |
| Communicate in print | Educational assistants and interveners | Train the trainer model offered to one staff per school | November 14 |
| Social Skills | Secondary Core teachers | Two teachers from each high school | December 11, 2015 |
| Transition to High School | Focused interview between Elementary and High school teachers regarding grade 8 students | Department Head and Core Resource Teacher (secondary) and Core Resource Teacher (elementary) | December 3, 2014 |

January –June 2014

| Topic | Audience | Total Number of Staff | Timeline |
|---|---|-----------------------|----------------------|
| ABA strategies | New Core Resource Teachers | | January 19, 2015 |
| Specific topic focused monthly meetings | Specialized Core Resource Role teachers | | January - June, 2014 |
| Social Skills | Elementary Core teachers | | February 19, 2015 |
| Cognitive Flexibility and other executive functions, Part II | Core Resource teachers Elementary and Secondary Panel | | April, 2015 |
| ASD and Mental Health | Core Resource teachers Elementary and Secondary Panel | | May 19, 2015 |

| Topic | Audience | Total Number of Staff | Timeline |
|--|---|-----------------------|---|
| Parent Workshop Series <ul style="list-style-type: none"> • The Out of Sync Child, Sensory Issues in ASD • Disclosing of Diagnoses and Self Advocacy • Social Skills • Building independence, Helping my child to (start/complete) his/her homework/routines/getting on the bus/getting ready for school • The power of reinforcement • Getting my child ready for the summer | Monthly workshops offered to parents | | January 27, 2015 February 26, 2015 March 12, 2015 April 7, 2015 May 21, 2015 June 11, 2015 |
| Cafes: <ul style="list-style-type: none"> • Introduction to Behaviour • Using breaks functionally • Self – regulation • Building independence • Reinforcement • Transitions | Monthly workshops offered to school teams | | January 14, 2015 February 18, 2015 March 25, 2015 April 15, 2015 May 6, 2015 June 3, 2015 |

Summer Training 2015

| Topic | Audience | Total Number of Staff | Timeline |
|---|--|------------------------------------|--------------|
| Transition to School Summer Program in partnership with Autism Ontario and Kinark SSP | Primary aged students with parent/guardian | 3 classroom with 7-8 students each | August 2015 |
| TEACCH Autism program training Three day workshop presented by trainers from North Carolina | Teachers from both panels | | August, 2014 |
| Enhancing mental health of students with ASD and other exceptionalities by focusing on their strengths | Student Services Staff | | August, 2015 |

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
- Continue to implement TEACCH and ABA strategies in order to move forward with building of the independence
- Presentations to SEAC

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 2013 - 2014

Review/Revise



July to September

- Prepare 2015-2016 ABA training
- Summer program for students
- Training for Resource staff in the area of ASD

September to December

- Develop plan for 2014-2015
- Training of new core teachers in the area of ABA and TEACCH
- Ongoing training of Specialized Core Resource teachers in the area of Social Skills
- EA/EI in service

April to June

- Ongoing training and support for Specialized Core Resource teachers
- Training for Core teachers in the area of ASD and Mental Health

January to March

- Training of Core Resource teachers in both panels in the area of Social Skills
- Monthly trainings for parents
- Monthly trainings for school teams

