



# BRIDGING HOME & SCHOOL

# Supporting Students with Autism

Leanne Forrest

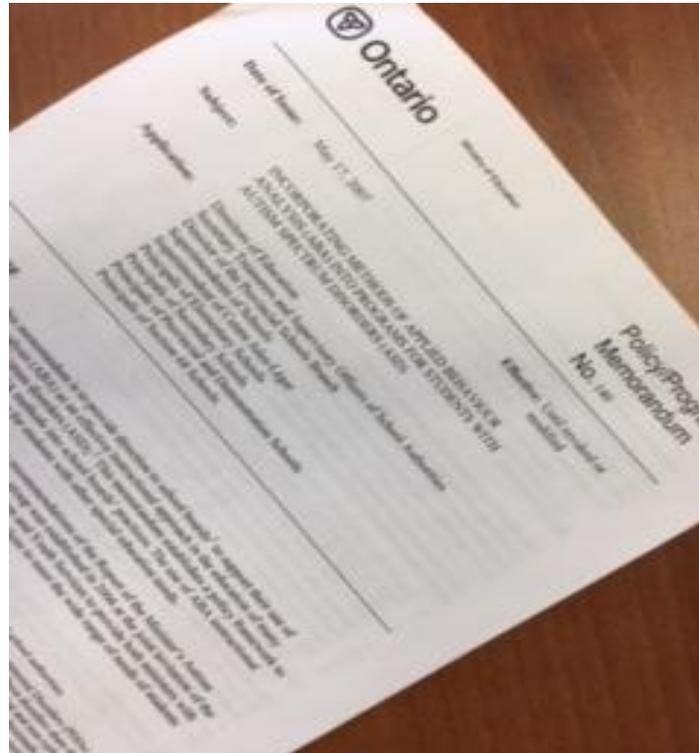
ABA Pilot Project Coordinator

Ottawa-Carleton District School Board

# Agenda

- Policy Program Memorandum 140 (PPM 140)
- Applied Behavioural Analysis (ABA) and Student Achievement
- Social Skills Programs to Support Mental Health and Well-Being
- Autism Initiatives Within the OCDSB

# Policy Program Memorandum 140 (PPM 140)



# PPM 140

## Requirements:

1. School boards must offer students with ASD special education programs and services, including, **where appropriate**, special education programs using ABA methods.
2. School board staff must plan for the transitions between various activities and settings involving students with ASD.

Ministry of Education, 2007

# ABA and Student Achievement

# What is ABA?

- A broad field of intervention utilizing scientific principles of learning and behaviour to change behaviour by increasing desirable skills or decreasing undesirable ones.

# What is it used for?



# ABA vs IBI

***Applied Behaviour Analysis (ABA)*** - the use of evidence based scientific principles of behaviour and learning to improve socially significant behaviours and encourage an independent lifestyle.

***Intensive Behaviour Intervention (IBI)*** - the application of ABA principles in an intensive setting (min. 25 hrs per week).



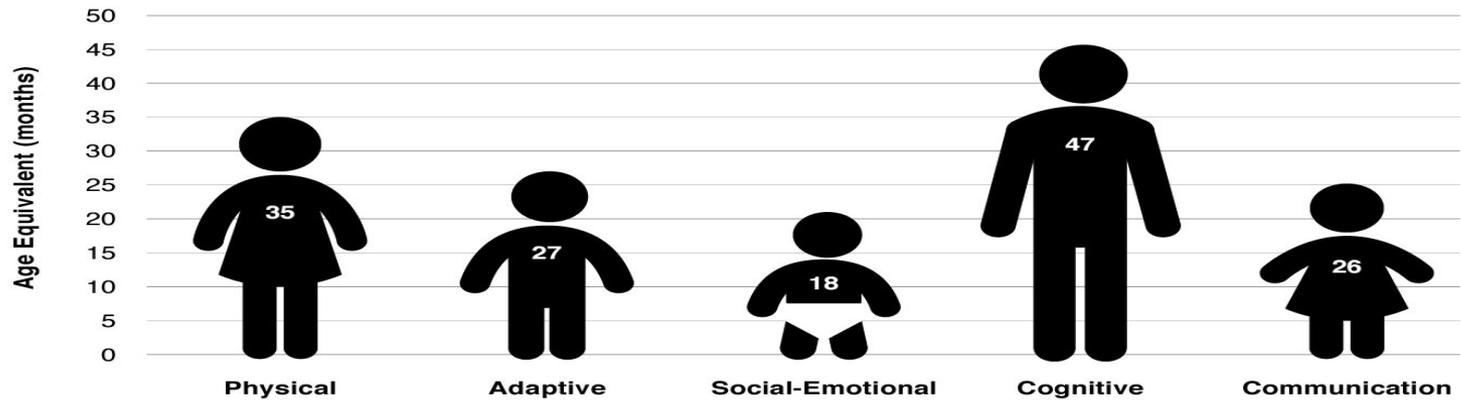
# What is ABA?

Principles of ABA programming include:

- Individualized Programming
- Positive Reinforcement
- Data Collection
- Transfer, Generalization and Maintenance of skills

# Individualized

## Developmental Scale



# Positive Reinforcement



**Social Praise**



**Preferred Items**



**Preferred Activities**



**Verbal Praise**



**Awards**



**Token Reward System**



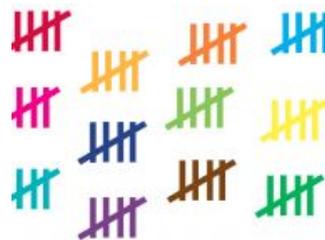
**Edibles**

# Data Collection

- Data is used to determine if a goal is mastered, when to switch or add new targets, and when to fade support to increase independence.
- Data collection allows for the identification of triggers and patterns of behaviours.

ABC Data Sheet-Checklist Example

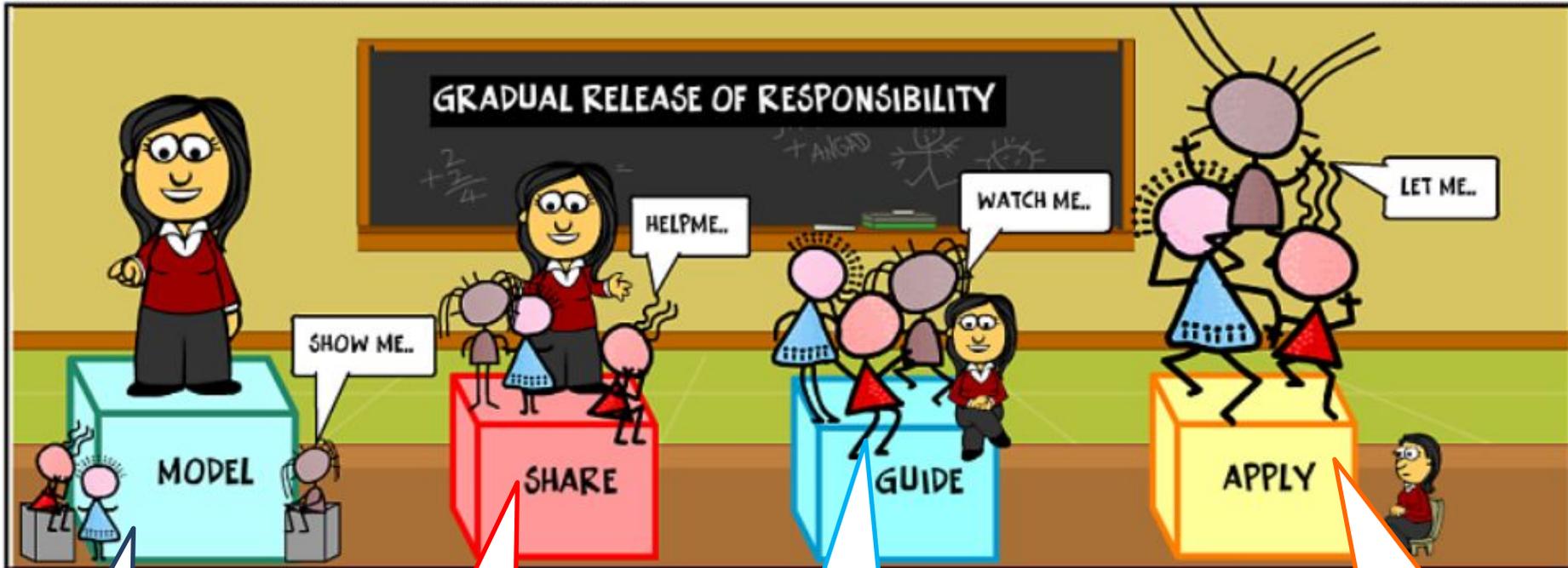
ABC Recording Form			
Observer:		Student:	
Date:		Activity:	
Event Type:		Exit Time:	
Antecedent	Behavior	Consequence	Additional Notes
1. Onset/Duration 2. Task/Event 3. Time of day/Environment 4. Location 5. Visual/auditory/physical 6. Verbal/Nonverbal 7. Other	1. Skill/Learn/Taskset 2. Eye 3. Handwriting 4. Other	1. Prompted/Lead 2. Error 3. Verbal/Nonverbal/Physical 4. Reinforcement/Response 5. Other	
1. Onset/Duration 2. Task/Event 3. Time of day/Environment 4. Location 5. Visual/auditory/physical 6. Verbal/Nonverbal 7. Other	1. Skill/Learn/Taskset 2. Eye 3. Handwriting 4. Other	1. Prompted/Lead 2. Error 3. Verbal/Nonverbal/Physical 4. Reinforcement/Response 5. Other	*Individualized*



# Generalization

RELEASE RESPONSIBILITY - BY WHATEDSAID

WWW.TOONDOO.COM



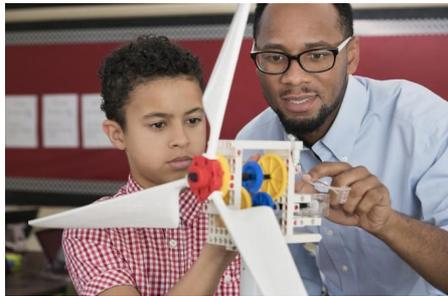
Educator provides support using ABA strategies

Educator decreases support as strategies are learned

Student becomes independent in using the strategies with monitoring

Student has personalized strategies used independently

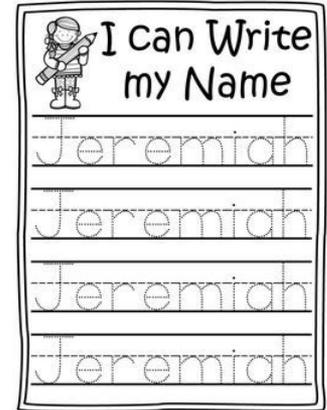
# Teaching Techniques in ABA



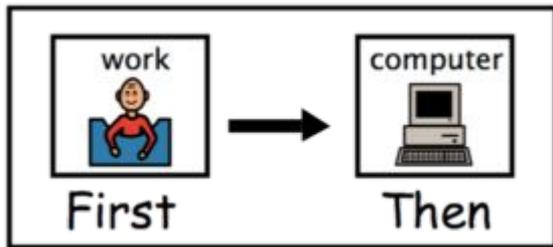
Motivation



Prompting/Fading



Shaping



Reinforcement

Scripting



Task analysis and Chaining

Natural Environment Teaching



Modeling/Video Modeling

# ABA Planning

## Process for Change



# ABA and Student Achievement



**Social & Play Skills**



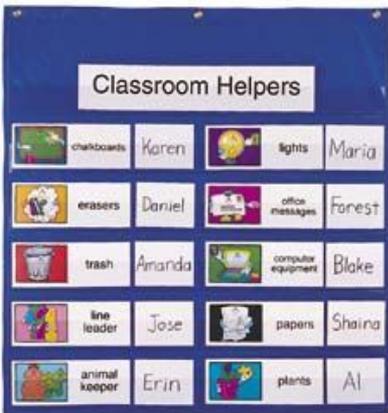
**Self - Regulation**



**Academic**



**Routine & Transitions**



**Vocational Skills**



**Independence**

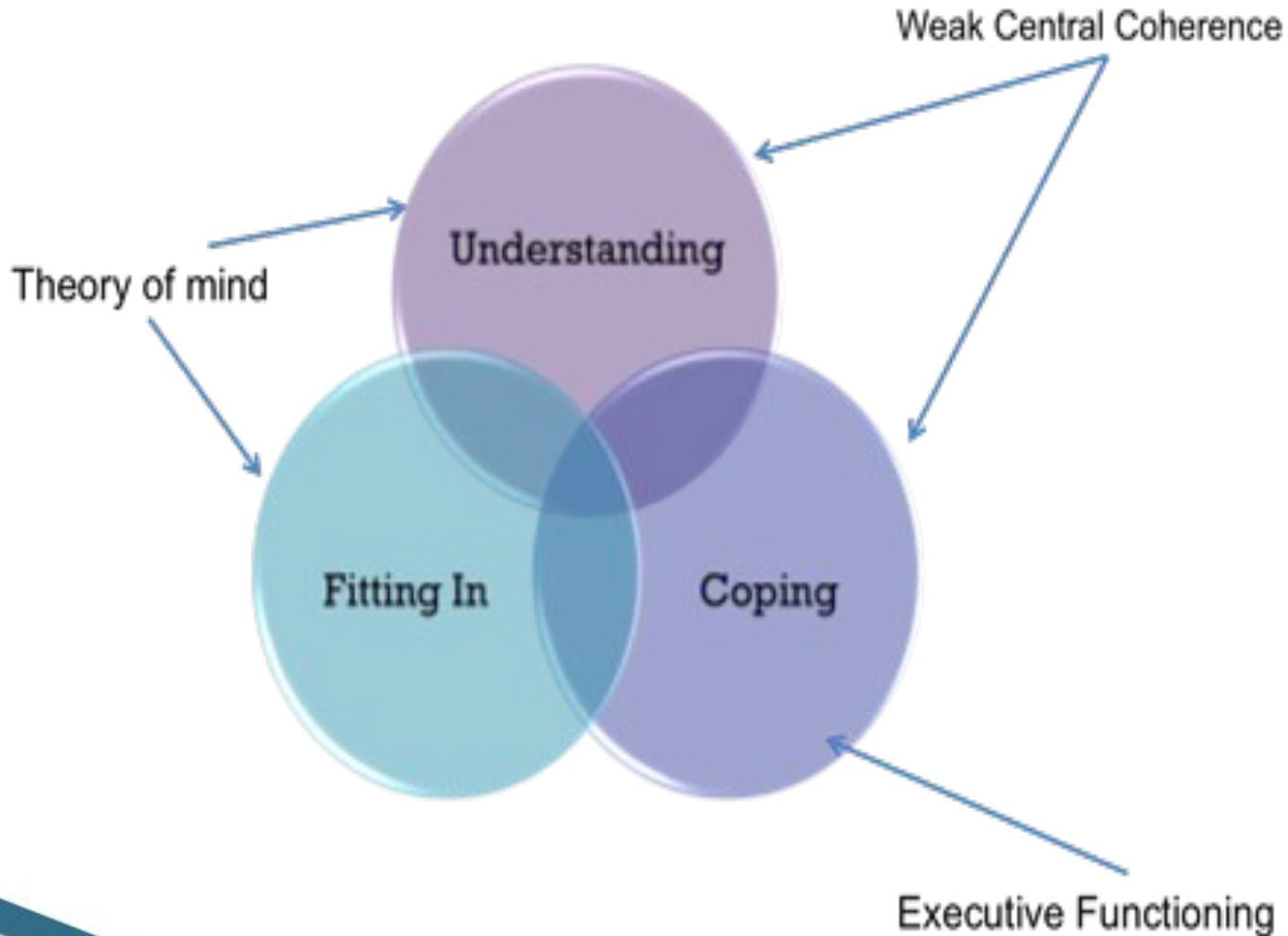


**Communication**



# Social Skills Programs to Promote Mental Health and Well Being

# Central Issues Related to Autism



# Friendships

More than 40 percent of the teens with ASD never saw friends outside of school.

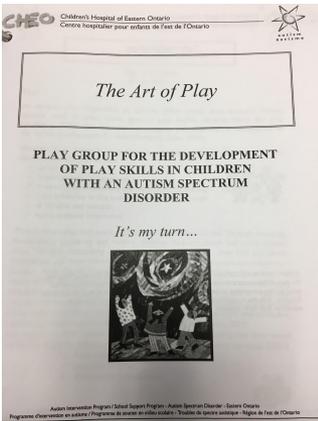
Half were never invited to take part in activities.

For 54 percent, friends never called. (Shattuck, P.T., etal)



# After School Social Skills Pilots

## Art of Play



Kindergarten - Grade 2

# After School Social Skills Pilots

## Art of Play

- Ministry of Education Grant
- After School Skills Development Program
- The 8 week program - 2 sessions per week for 4 weeks
- 6 students (at least two students with autism)
- 6 school sites
- 2 program facilitators

Skills focused on:

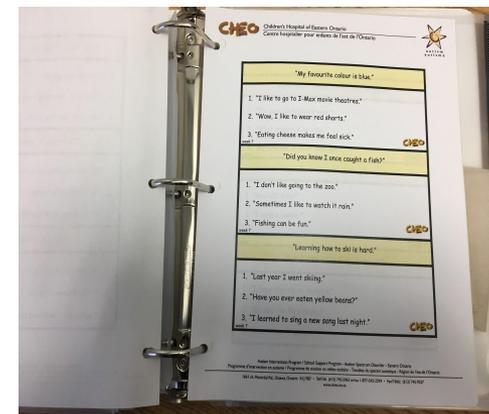
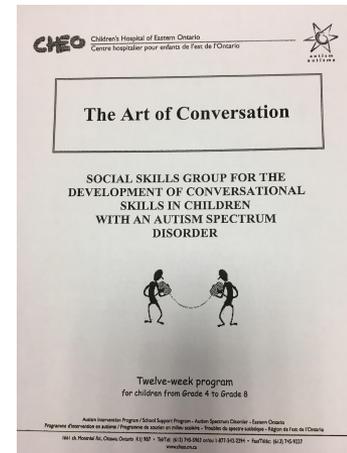
Parallel Play, Imitation, Joint Attention, Exploratory Play, Parallel Play, Imaginary Play, Associative Play, Cooperative Play

# After School Social Skills Pilots

## Art of Conversation



Grade 3-Grade 6



# After School Social Skills Pilots

## Art of Conversation

- Ministry of Education Grant
- After School Skills Development Program
- The 12 week program - 2 sessions per week for 6 weeks
- 6 students (at least two students with autism)
- 10 school sites (3 last spring/7 this fall)
- 2 program facilitators

Skills focused on:

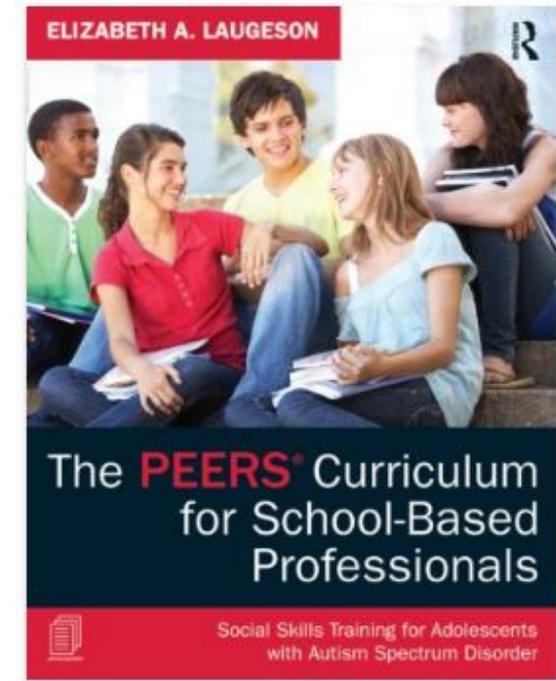
Joint Attention, Physical Proximity and Being a Good Listener, Greetings and Goodbyes, Gaining Attention Before starting a Conversation, Small Talk, Starting and Maintaining a Conversation, Staying on Topic, Topic Transitions, Seeking Information from Others, Learning How to Repair, Understanding the Secret Language, Understanding Figurative Language

# After School Social Skills Pilots

PEERS®



Grade 7-12



# After School Social Skills Pilots

PEERS®

- Ministry of Education Grant
- After School Skills Development Program
- The 12 week program - 2 sessions per week for 6 weeks
- 6 students (at least two students with autism)
- 9 school sites (3 Intermediate/6 Secondary)
- 2 program facilitators

Skills focused on:

Trading Information and Two Way Conversations, Electronic Communication, Choosing Appropriate Friends, Appropriate Use of Humour, Starting, Joining and Exiting Conversations, Good Sportsmanship, Get-Togethers, Handling Arguments, Changing Reputations, Handling Teasing and Embarrassing Feedback, Avoiding Physical Bullying and Cyberbullying, Minimizing Rumours and Gossip

# Social Thinking

## Professional Development and Resources



Staff Workshops

Social Behavior Map							
Behaviors That Are EXPECTED For Learning as Part of a Group in the Classroom				Behaviors That Are UNEXPECTED For Learning as Part of a Group in the Classroom			
Expected Behavior	How They Make Others Feel	Consequences They Experience	How They Feel About Yourself	Unexpected Behavior	How They Make Others Feel	Consequences They Experience	How They Feel About Yourself
<p><b>Share</b></p> <ul style="list-style-type: none"> <li>Be where the group is sitting</li> <li>Keep your eyes on the teacher or what she is doing</li> <li>Watch or look at the teacher when she is talking</li> <li>Ask for help</li> <li>Watch only your own materials</li> <li>Use rights to help keep your group calm</li> <li>Keep your materials and supplies neat and on the floor</li> <li>Have up your work, pencil and paper at the end of class</li> <li>Be quiet when your homework assignments</li> <li>And maintain away at the end of class</li> <li>Minimize your talking time so that all participants in the group have an equal chance to be heard</li> </ul>	<p><b>Others</b></p> <ul style="list-style-type: none"> <li>Like to work</li> <li>People compliment or praise your behavior</li> <li>People may ask you to work with them or join their work</li> <li>People respect your special capabilities or strengths</li> <li>Others want to work with you</li> <li>Others may want to help you with your work</li> <li>Others may want to help you with your work</li> <li>Others may want to help you with your work</li> <li>Others may want to help you with your work</li> <li>Others may want to help you with your work</li> </ul>	<p><b>Consequences</b></p> <ul style="list-style-type: none"> <li>Like to work</li> <li>People compliment or praise your behavior</li> <li>People may ask you to work with them or join their work</li> <li>People respect your special capabilities or strengths</li> <li>Others want to work with you</li> <li>Others may want to help you with your work</li> <li>Others may want to help you with your work</li> <li>Others may want to help you with your work</li> <li>Others may want to help you with your work</li> <li>Others may want to help you with your work</li> </ul>	<p><b>How They Feel About Yourself</b></p> <ul style="list-style-type: none"> <li>Like to work</li> <li>People compliment or praise your behavior</li> <li>People may ask you to work with them or join their work</li> <li>People respect your special capabilities or strengths</li> <li>Others want to work with you</li> <li>Others may want to help you with your work</li> <li>Others may want to help you with your work</li> <li>Others may want to help you with your work</li> <li>Others may want to help you with your work</li> <li>Others may want to help you with your work</li> </ul>	<p><b>Unexpected Behavior</b></p> <ul style="list-style-type: none"> <li>Not ready when the teacher asks you to work with them or join their work</li> <li>Not ready when the teacher asks you to work with them or join their work</li> <li>Not ready when the teacher asks you to work with them or join their work</li> <li>Not ready when the teacher asks you to work with them or join their work</li> <li>Not ready when the teacher asks you to work with them or join their work</li> <li>Not ready when the teacher asks you to work with them or join their work</li> <li>Not ready when the teacher asks you to work with them or join their work</li> <li>Not ready when the teacher asks you to work with them or join their work</li> <li>Not ready when the teacher asks you to work with them or join their work</li> <li>Not ready when the teacher asks you to work with them or join their work</li> </ul>	<p><b>How They Make Others Feel</b></p> <ul style="list-style-type: none"> <li>Others may not want to work with you</li> </ul>	<p><b>Consequences</b></p> <ul style="list-style-type: none"> <li>Others may not want to work with you</li> </ul>	<p><b>How They Feel About Yourself</b></p> <ul style="list-style-type: none"> <li>Others may not want to work with you</li> </ul>

Social Behaviour Mapping



We Thinkers Series

Learning Together in a Group	
Expected (good thoughts)	Unexpected (weird, uncomfortable)
<ul style="list-style-type: none"> <li>raise your hand</li> <li>be kind</li> <li>be polite</li> <li>take turns</li> <li>participate</li> <li>hands &amp; feet to yourself</li> <li>cooperate</li> <li>pay attention</li> <li>stay calm</li> <li>do your work</li> <li>stay on topic</li> <li>compromise</li> <li>positive attitude</li> </ul>	<ul style="list-style-type: none"> <li>interrupting</li> <li>off-topic comments</li> <li>swearing</li> <li>calling out</li> <li>tuning out</li> <li>not working</li> <li>bullying</li> <li>hitting/punching</li> <li>leaving the group</li> <li>bad attitude</li> </ul>
<p><b>Emotions</b></p> <ul style="list-style-type: none"> <li>proud</li> <li>smart</li> <li>happy</li> <li>calm</li> <li>relaxed</li> <li>excited</li> <li>awesome</li> </ul>	<p><b>Emotions</b></p> <ul style="list-style-type: none"> <li>disappointed</li> <li>angry</li> <li>stressed</li> <li>annoyed</li> <li>embarrassed</li> <li>frustrated</li> <li>disgusted</li> </ul>
<p><b>Consequences</b></p> <ul style="list-style-type: none"> <li>people think good things</li> <li>people want to be with you</li> <li>confident</li> <li>class rewards</li> <li>free time</li> <li>learn, good grades</li> </ul>	<p><b>Consequences</b></p> <ul style="list-style-type: none"> <li>you're excluded</li> <li>lonely</li> <li>bad grades</li> <li>call home</li> <li>time out, no rewards</li> </ul>



OTTAWA-CARLETON DISTRICT SCHOOL BOARD

# Autism Initiatives Within the OCDSB

# Autism Awareness

Autism Awareness Day  
2018



Parent Information Night  
with Jennifer Kruminis

  
OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD

## AUTISM

An Information Night for Parents  
Wednesday, April 18, 2018  
6:00 p.m. – 9:30 p.m.  
Sir Robert Borden High School  
131 Greenbank Road



# Pilot Projects

## Dedicated Space For Autism Services



First Avenue P.S.



Gross Motor Station



Group Learning Station



Therapy Station



Imagination Station

# Pilot Projects

## Targeted Educational Assistant Training

- ❖ School Board to hire a Board Certified Behaviour Analyst (BCBA)
- ❖ 25 Educational Assistants (EA) to receive 40 hours of the Registered Behaviour Technician (RBT) online course based on the RBT Task List
- ❖ BCBA to support EA's in implementing the strategies in school setting

# Pilot Projects

Engaging Students Through Technology

## Ozobots



# Thank You!