



# BRIDGING HOME & SCHOOL

# Supporting Students with Autism

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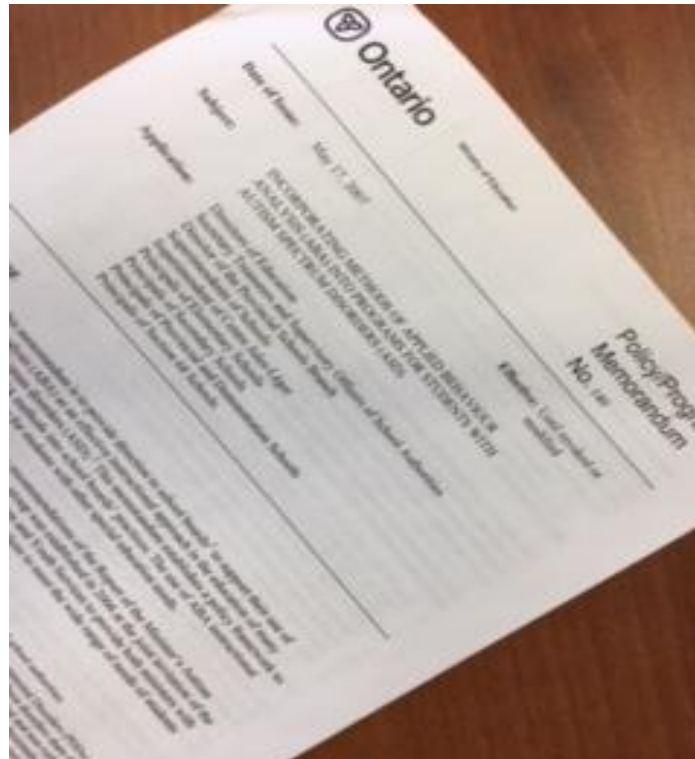
# Agenda

- 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?

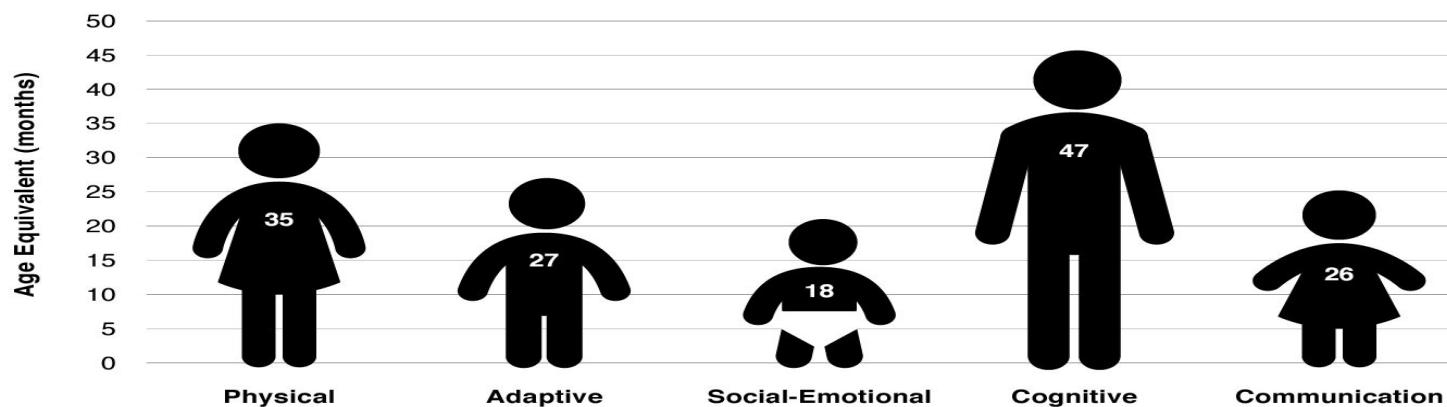
Principles of ABA programming include:

- 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**



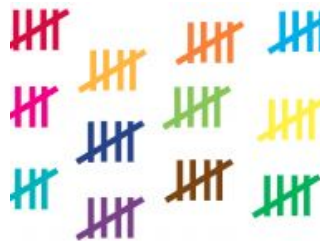
# Data Collection

- 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:	
Start Time:		End Time:	
Antecedent	Behavior	Consequence	Additional Notes
1. Ones direction	2. Blank/Leave/Threaten	3. Prompted/Leads	*Individualized*
4. Ones direction	5. Blank/Leave/Threaten	6. Prompted/Leads	
7. Ones direction	8. Blank/Leave/Threaten	9. Prompted/Leads	
10. Ones direction	11. Blank/Leave/Threaten	12. Prompted/Leads	
13. Ones direction	14. Blank/Leave/Threaten	15. Prompted/Leads	
16. Ones direction	17. Blank/Leave/Threaten	18. Prompted/Leads	
19. Ones direction	20. Blank/Leave/Threaten	21. Prompted/Leads	
22. Ones direction	23. Blank/Leave/Threaten	24. Prompted/Leads	
25. Ones direction	26. Blank/Leave/Threaten	27. Prompted/Leads	
28. Ones direction	29. Blank/Leave/Threaten	30. Prompted/Leads	

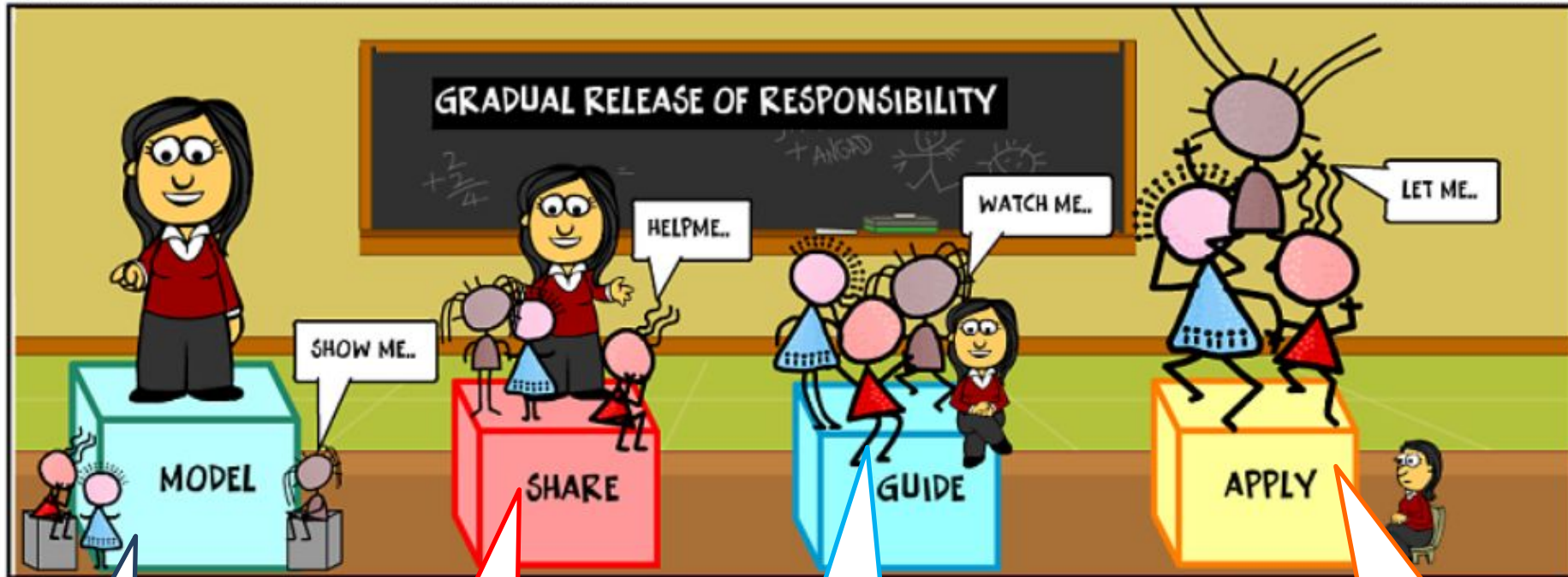
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# Generalization

RELEASE RESPONSIBILITY - BY WHATEDSAID

WWW.TOONDOO.COM



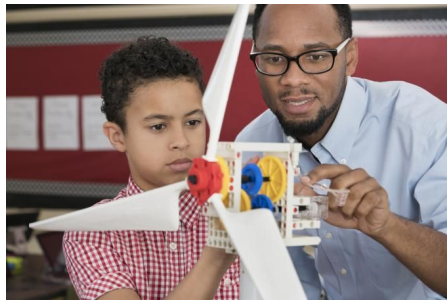
Educator provides support using ABA strategies

Educator decreases support as strategies are learned

Student becomes independent in using the strategies with monitoring

Student has personalized strategies used independently

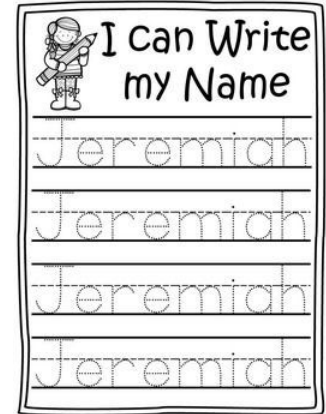
# Teaching Techniques in ABA



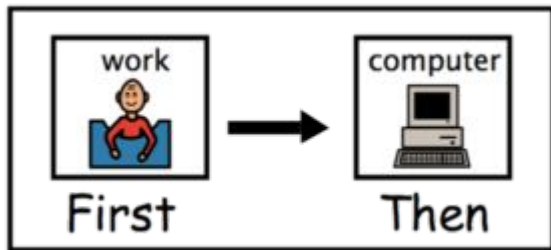
Motivation



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**



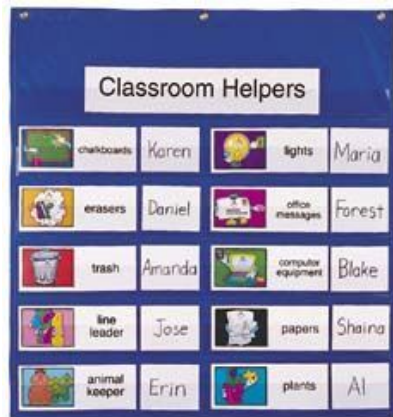
**Self - Regulation**



**Academic**



**Routine & Transitions**



**Vocational Skills**

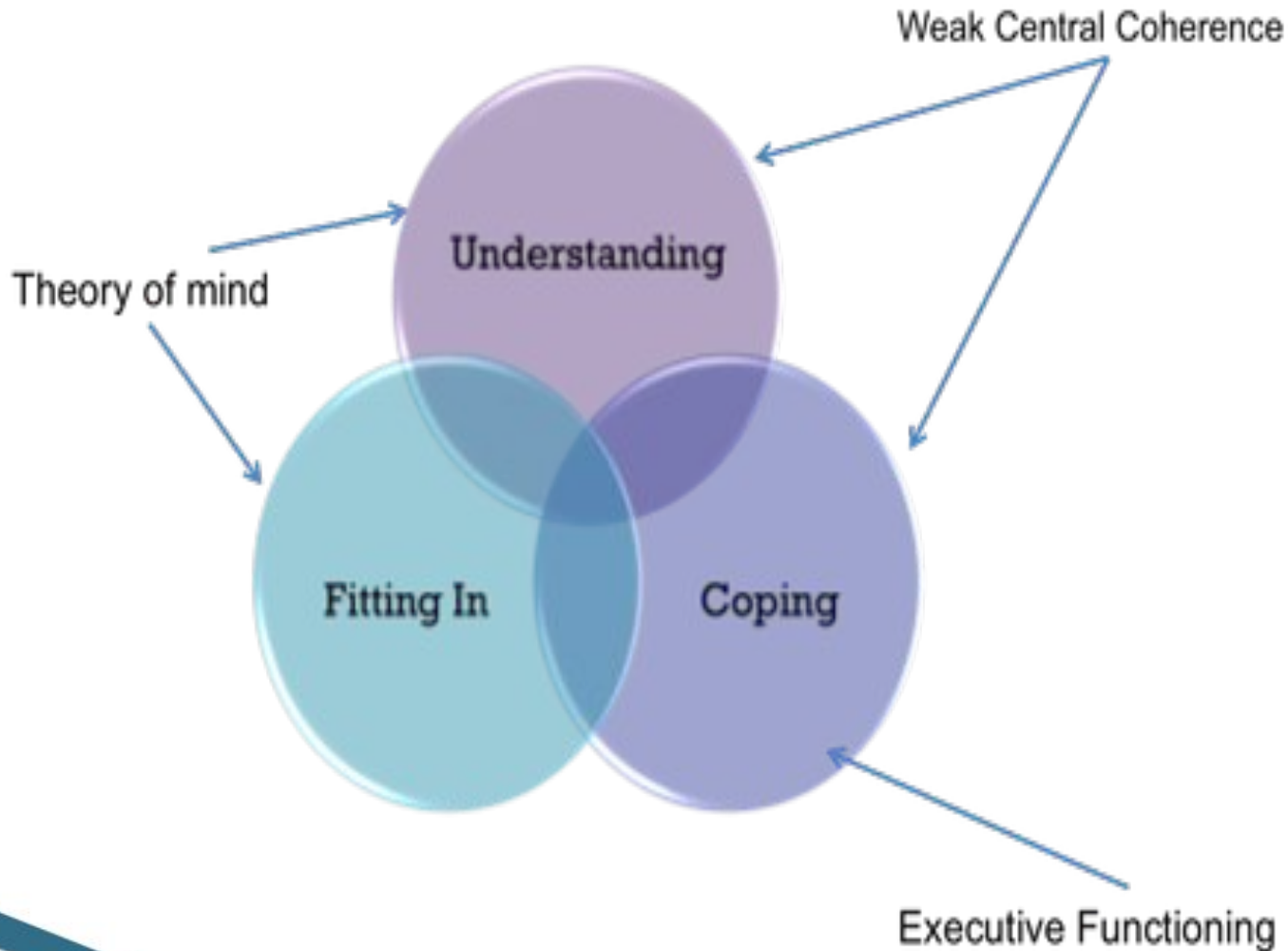


**Communication**



# 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.

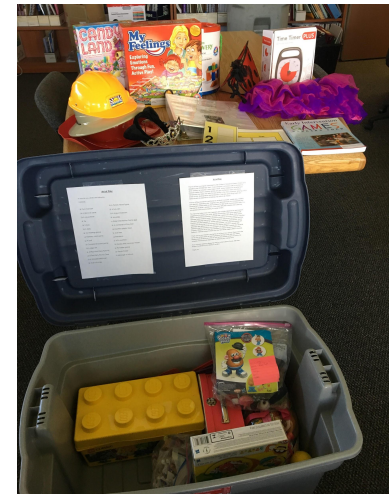
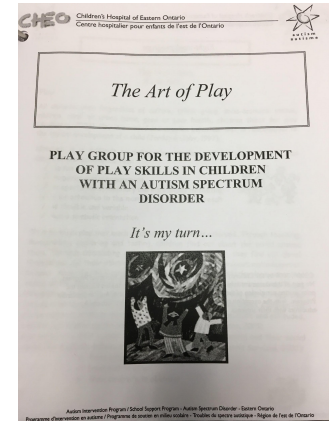
For 54 percent, friends never called. (Shattuck, P.T., etal)





# 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

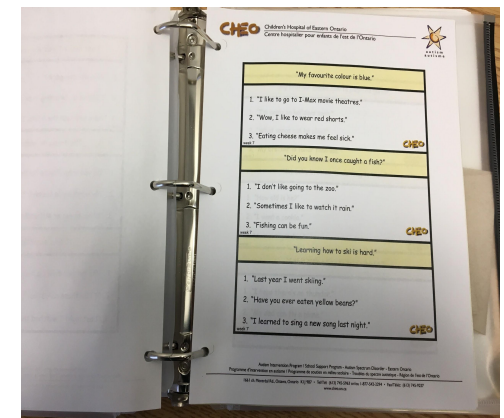
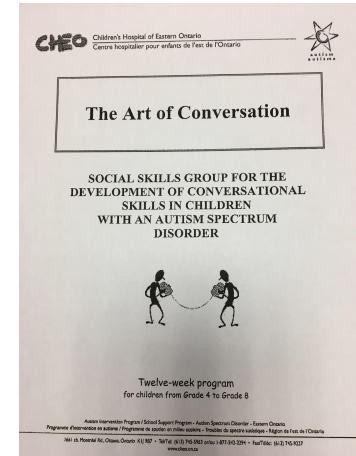


# After School Social Skills Pilots

## 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

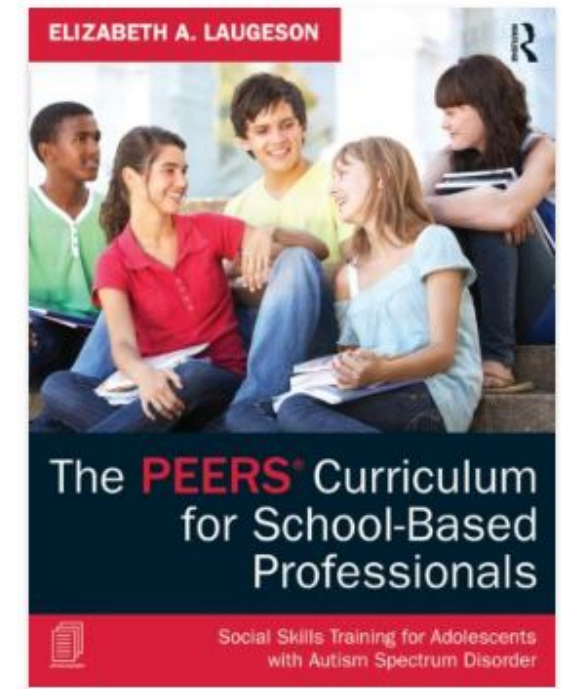


# After School Social Skills Pilots

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 Behaviors	How They Make Others Feel	Consequences You Experience	How You Feel About Yourself	Unexpected Behaviors	How They Make Others Feel	Consequences You Experience	How You Feel About Yourself
<ul style="list-style-type: none"> <li>Listen when the group is talking</li> <li>Keep your eyes on the teacher or what she is doing</li> <li>Work on tasks the teacher assigns during work time</li> <li>Ask for help</li> <li>Share only your own materials</li> <li>Use helps to help keep your things calm</li> <li>Keep your materials and supplies neat and in the right spots</li> <li>Keep your pencils, pens, and paper at the desk or table</li> <li>Make down your homework assignments</li> <li>Use materials away at the end of class</li> <li>Monitor your talking time so that you participate as a member of the group (not too much and not too little)</li> </ul>	<ul style="list-style-type: none"> <li>Happy</li> <li> Proud</li> <li> Calm</li> <li> Proud</li> <li> Satisfied</li> </ul>	<ul style="list-style-type: none"> <li>Calm voices</li> <li>People look at people's faces</li> <li>People cooperate or give your feedback</li> <li>People may ask for your help or what you can do</li> <li>People respect your opinion</li> <li>People want to work with you</li> <li>Materials may want to work with you</li> <li>Materials may want to work with you</li> <li>Materials may want to work with you</li> <li>Materials may want to work with you</li> </ul>	<ul style="list-style-type: none"> <li>Good</li> <li> Calm</li> <li> Happy</li> <li> Satisfied</li> <li> Included</li> </ul>	<ul style="list-style-type: none"> <li>Disruptive</li> <li>People are not listening or not doing any work</li> <li>People are not listening or not doing any work</li> <li>People are not listening or not doing any work</li> <li>People are not listening or not doing any work</li> <li>People are not listening or not doing any work</li> <li>People are not listening or not doing any work</li> <li>People are not listening or not doing any work</li> <li>People are not listening or not doing any work</li> <li>People are not listening or not doing any work</li> </ul>	<ul style="list-style-type: none"> <li>Angry</li> <li> Frustrated</li> <li> Annoyed</li> <li> Irritated</li> <li> Worried</li> <li> Scared</li> </ul>	<ul style="list-style-type: none"> <li>People are not listening or not doing any work</li> <li>People are not listening or not doing any work</li> <li>People are not listening or not doing any work</li> <li>People are not listening or not doing any work</li> <li>People are not listening or not doing any work</li> <li>People are not listening or not doing any work</li> <li>People are not listening or not doing any work</li> <li>People are not listening or not doing any work</li> <li>People are not listening or not doing any work</li> </ul>	<ul style="list-style-type: none"> <li>Bad</li> <li> Angry</li> <li> Worried</li> <li> Scared</li> <li> Excluded</li> <li> Lonely</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>body &amp; brain in the group</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>
<b>Emotions</b> <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>	<b>Emotions</b> <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>
<b>Consequences</b> <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>	<b>Consequences</b> <ul style="list-style-type: none"> <li>you're excluded</li> <li>lonely</li> <li>bad grades</li> <li>call/hate/home</li> <li>time out, no rewards</li> </ul>

# Autism Initiatives Within the OCDSB

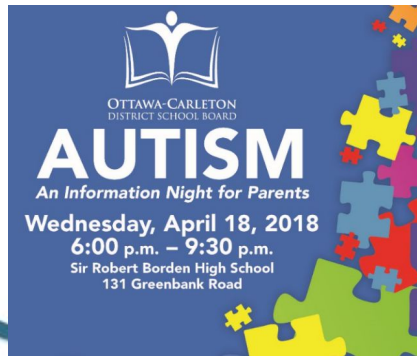
# Autism Awareness

Autism Awareness Day  
2018



Parent Information Night  
with Jennifer Krumins

BRIDGING  
HOME &  
SCHOOL





# 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!