

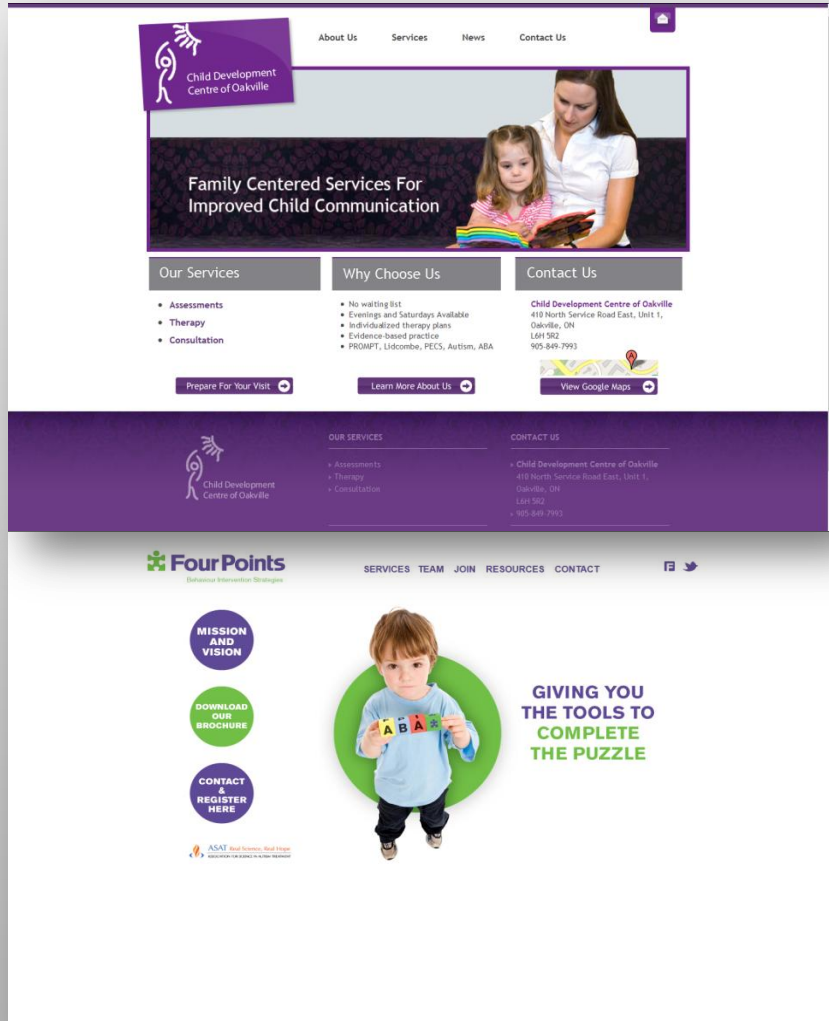
# **APPLIED BEHAVIOUR ANALYSIS (ABA) IN SCHOOLS**

***ONTABA - PARENT  
CONFERENCE***

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- Speech-Language Pathologist
- Masters of Education
- Board Certified Behavior Analyst (BCBA)
- Working in the field of ASD for the past 20+ yrs
- Trained/Certified in:
  - ▣ Assistive Devices Program
  - ▣ Applied Behaviour Analysis
  - ▣ Verbal Behavioral Methods
  - ▣ The Picture Exchange Communication System

# What is ABA vs. IBI?

- Definition of ABA
- Definition of IBI

# What is ABA?

- Applied Behaviour Analysis (ABA) - the application of the science of behaviour analysis
- Behaviour Analysis:
  - a scientific approach using validated principles
    - Prompting and prompt fading
    - Reinforcement and punishment
    - Extinction
    - Generalization and maintenance

# What is ABA?

- a clear and systematic way to
  - **describe**
  - **observe**, and
  - **measure** behaviour
- research and evidence-based
- data-driven assessment and intervention

# What is ABA?

- individualized approach
- data collection for all targeted goals
- changes socially significant behaviours
  - ▣ increases new skills
  - ▣ decreases socially significant problem behaviours

# What is ABA?

- focuses on:
  - ▣ increasing acquisition of new skills
  - ▣ decreasing problem behaviours
  - ▣ generalization/transfer of skills/maintenance
  - ▣ independence
- is effective across a number of disorders and fields in addition to Autism Spectrum Disorders (ASD)

# What is **NOT** ABA?

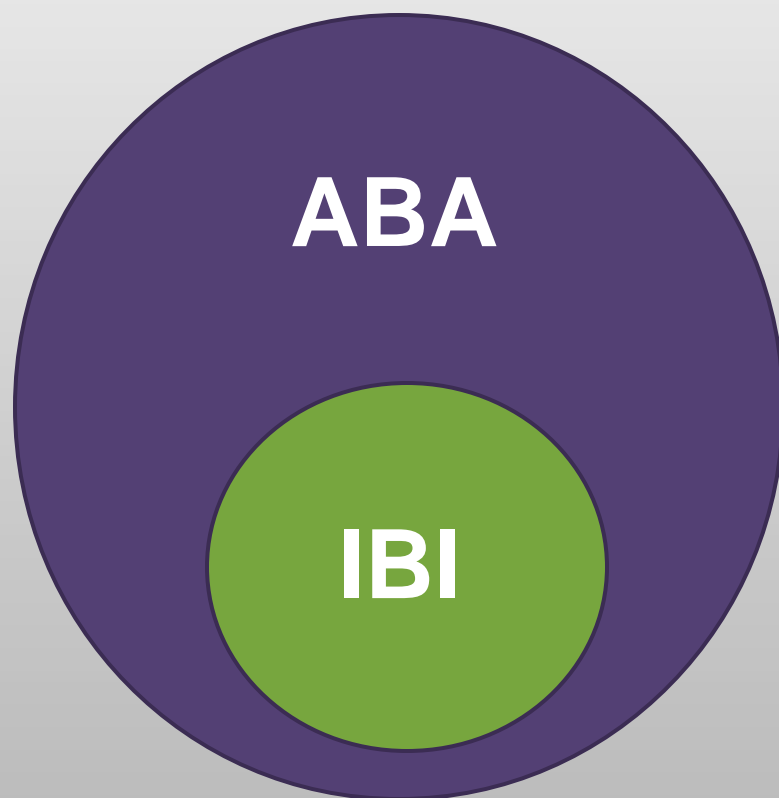
- ABA is not a material or tool (e.g., visual schedule, token board, etc.)
- ABA is not the use of ineffective strategies or methods
- ABA is not just conducted 1:1 at a table
- ABA is not only for children and youth with ASD



# Caveat

- When implementing any behaviour methods or technologies the **principles** of behaviour analysis must be embedded within the ‘teaching’
- What makes a method ‘ABA’ (e.g., a task analysis), is the use of the **principles of behaviour analysis** in the implementation of the method.

# What is IBI?



- IBI / EIBI is a subset of ABA
- Must be 'intensively delivered' → >20 hours per week
- Covers a number of learning domains (e.g., cognitive, language, visual skills, motor skills, etc.)

# What is PPM-140?

Policy/Program Memorandum 140  
- “ABA” in the Schools

# What is PPM-140?

- Policy/Program Memorandum No. 140
- INCORPORATING METHODS OF APPLIED BEHAVIOUR ANALYSIS (ABA) INTO PROGRAMS FOR STUDENTS WITH AUTISM SPECTRUM DISORDERS (ASD)
- developed by the Ontario Ministry of Education
- released on May 17, 2007

# PPM-140

- policy memorandums provide ‘**direction**’ to school districts/boards
- was intended to strengthen a collaboration between:
  - parents
  - schools
  - community

# PPM-140

- defines ABA in the same way as the field of behaviour analysis
- 2 'requirements' are set-out in PPM-140

# PPM-140 – Requirement

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 transition between various activities and settings involving students with ASD.

# PPM-140

What should we see with PPM-140?

- collaboration with parents on IEP development
- collaboration with outside professionals on IEP development
- goals must be based on assessments (including skills assessments, academic assessments and behaviour assessment such as Functional Behaviour Assessments – FBA)



# PPM-140

## Five components of this Policy:

1. individualized program
  - a) curriculum
  - b) teaching methods
2. use of positive reinforcement
3. data collection and analysis
4. transfer or generalization of skills
5. transition planning

# Ia. Curriculum Components

- Areas identified on the IEP as accommodations, modified, or alternative
- Can include:
  - ▣ language and communication skills
  - ▣ behaviour
  - ▣ social skills
  - ▣ life skills / adaptive skills
  - ▣ motor skills

## I b. Teaching Methods

Evidence-based, effective ABA teaching procedures include:

- activity schedules
- behaviour chaining (backward, forward, or total task chains)
- discrete trial instruction/direct teaching
- errorless teaching (prompting/fading)

## I b. Teaching Methods

- functional analysis /assessments
- functional communication training (FCT)
- ‘live’ modeling, video modeling, and speech models
- reinforcement systems
- script/script fading procedures
- self-management techniques
- shaping procedures

## 2. Positive Reinforcement

- the child determines their potential reinforcers
  - ▣ Tangible
  - ▣ Social
- needs to be delivered for specific behaviours
- follows a predetermined schedule
- must be monitored

## 3. Data Collection & Analysis

***If there is no data then there is no ABA!***

- data is used to measure:
  - ▣ prompt levels in use
  - ▣ accuracy of the response (+/- or ✓/x)
  - ▣ frequency/rate (the number) of the target behaviour(s)
  - ▣ duration (how long) of the target behaviour

## 3. Data Collection & Analysis

- data is used to measure:
  - ▣ increase in desired skills
  - ▣ reduction of problem behaviour
  - ▣ pace/rate of behaviour change

## 3. Data Collection & Analysis

Data must be analysed to determine what it tells us.

- Data analysis process encompasses:
  - ▣ baseline data – before teaching occurs
  - ▣ intervention data – during teaching
  - ▣ maintenance data – after teaching is finished



## 4. Generalization of Skills

- Generalization means that the skill or target behaviour can be demonstrated:
  - ▣ with different materials
  - ▣ with different people
  - ▣ in different settings

## 5. Transition Planning

- Transitions may include:
  - ▣ entry to school
  - ▣ moving from an outside agency to a school
  - ▣ transition between activities and settings or classrooms
  - ▣ transitions between grades

## 5. Transition Planning

- Transitions may include:
  - ▣ moving from school to school
  - ▣ transition from elementary to secondary school
  - ▣ transition from secondary school to postsecondary destinations and/or the workplace.

## 5. Transition Planning

- Transition from Intensive Behaviour Intervention (IBI) services to school
  - should include the community or private agency professional
  - Connections for Students (CFS) program to assist the transferring of goals to the IEP (in a measurable format)

# PPM-140 and the IEP

What should we see on the IEP?

- identification of the child's skills and needs (taken from baseline assessments)
- the instructional level
- strategies / methods of teaching
- must incorporate relevant ABA methods

# Implementing PPM 140

What is required to implement PPM 140 in Schools?

- ❑ **Professionals**
- ❑ **Training**
- ❑ **Resources / Materials**

# ABA in Schools

What is needed to meet the regulations of PPM 140?

- trained professionals
  - an understanding of ABA
    - the principles
    - the process
    - the application
- resources

# ABA in Schools

## Trained Professionals

- hiring qualified staff in specific roles
- training school staff
- adequate and ongoing supervision



# ABA in Schools

**Resources** are available to assist the classroom teacher and school personnel.

- Training events:
  - ▣ approved online ABA webinars and short courses
  - ▣ approved online ABA academic courses
  - ▣ public and private agencies with certified behaviour analysts

# ABA in Schools

## □ Books:

- Applied Behavior Analysis for Teachers (9th Edition), Paul A. Alberto and Ann C. Troutman, 2012
- Bringing ABA into Your Inclusive Classroom: A Guide to Improving Outcomes for Students with Autism Spectrum Disorders. Debra Leach, 2010

# ABA in Schools

## □ Books

- It's Time for School! Building Quality ABA Educational Programs for Students with Autism Spectrum Disorders, Edited by Ron Leaf, Mitchell Taubman, & John McEachin, 2008

# Resources for ABA in Schools

## □ Books

- One Step at a Time: ABA and Autism in the Classroom — Practical Strategies for Implementing Applied Behavior Analysis for Students with Autism. Jennifer Krumins, 2008
- [http://parentbooks.ca/ASD\\_Classroom\\_ABA\\_for\\_Educators.html](http://parentbooks.ca/ASD_Classroom_ABA_for_Educators.html)

# Resources for ABA in Schools

## □ Websites

- What Works Clearinghouse – evidence for what works in education <http://ies.ed.gov/ncee/wwc/>
- Association for Science in Autism Treatment (ASAT) <http://www.asatonline.org/>
- Evidence Based Practice and Autism in the Schools: A Guide to Providing Appropriate Interventions to Students with Autism Spectrum Disorders.  
[www.nationalautismcenter.org/pdf/NAC%20Ed%20Manual\\_FINAL.pdf](http://www.nationalautismcenter.org/pdf/NAC%20Ed%20Manual_FINAL.pdf)

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(ASD)*
  
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