

the ONTABA ANALYST



Ontaba

The Ontario Association for  
Behaviour Analysis

An Affiliate Chapter of  
The Association for  
Behavior Analysis  
International

www.ONTABA.org

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## Re-establishing Positive Interactions between Parents and Their Adolescent Son with Autism Following Removal from the Family Home Due to Aggressive Behaviours

By *Patty Petersen and Greg Fagan,*  
*Child and Parent Resource Institute (CPRI)*

(A Brief summary of a session presentation given on November 10, 2006 at the  
ONTABA Annual Conference)

For individuals with intellectual disabilities, a high quality of life is indicated by involvement in an educational or occupational activity, absence of marked behaviour problems, community access including leisure activities, independence with opportunities to make own decisions and practical/emotional support from others (Centre for Health Promotion, University of Toronto, 1997).

The pre-admission profile summary of this case study client: 14 years old, 185 pounds, 5 feet 8 inches tall with autism, a severe intellectual disability and no established expressive communication system. Of particular concern was the problem behaviour of physical aggression, directed at both adults and children, in the forms of hitting, grabbing (including throat), eye poking, knee to groin, pushing, pulling, kicking, pinching, biting and punching; he could really hurt. Also, an intrusive touching behaviour was occurring in the form of touching the soft skin (inside arms, behind knee, front of torso) and hair of others, especially females. As demands and expectations had so often led to aggression, few requests were being made or, once made, were not followed through; his day consisted mainly of four preferred activities: watching DVD's, going for van rides, swinging on a platform swing and eating. This client had been expelled from school 3 months prior to the admission to CPRI due to problem behaviour. He had no community access other than to take van rides. While waiting for admission, he was receiving 2:1 staffing for 12 hours daily in the home due to aggression directed towards his younger siblings. As a result of few expectations, little independence was being fostered; he had a severely restricted repertoire of activities and interests and, as such, choices and choice making were also limited. All of his

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  - 4. Template Letter of Appreciation (See President's Desk)**
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## From the President's Desk

**James C.K. Porter**  
**ONTABA President**



As I write this message from the President's Desk I would like to welcome those members back home that were able to attend the Association for Behavior Analysis International (ABA International) Conference in San Diego. I hope you had a most successful and enjoyable time and hope that you have brought back with you new skills and knowledge in Behaviour Analysis. The value and importance of participation in ABA International by the Ontario Association for Behaviour Analysis (ONTABA) members in light of recent government announcements and an ABA positive climate in the province couldn't be greater.

I am writing this message on the heels of an announcement made on May 17<sup>th</sup> from the Ontario government that endorses the use of Applied Behaviour Analysis "into school board practices." The announcement indicates the support of "applied behaviour analysis as an effective instructional approach in the education of many students with autism spectrum disorder" (<http://www.edu.gov.on.ca/extra/eng/ppm/140.html>). More significantly, the announcement goes on to indicate that the government believes that "ABA instructional approaches may also be effective for students with other special education needs." This goes beyond the relationship between IBI and ASD that has been the focus of government interests in ABA in the past 7 years. To say the least this is a most encouraging development and is full of potential in recognizing the scope of ABA as well as offering a new foothold for Behaviour Analysts in the education system. The government recognition and endorsement of the value of ABA is perhaps one of if not the strongest yet made by a government in Ontario. According to the announcement "Principals are *required* [italics added] to ensure that ABA methods are incorporated into IEPs of students with ASD, where appropriate." Further, "The [education] program selected [for a student] must be based on relevant assessment information that identifies the student's skills and needs, instructional level, and learning style/modalities, and *must* [italics added] incorporate relevant ABA methods, where appropriate" (<http://www.edu.gov.on.ca/extra/eng/ppm/140.html>).

The government recommendations for the use of ABA don't stop with those students already in the education system but also recognize the need to have ABA services involved in the transition process. As stipulated in the government memorandum "relevant ABA methods must be used to support transition, [into school] where appropriate" (<http://www.edu.gov.on.ca/extra/eng/ppm/140.html>).

I began my career in practicing ABA over 15 years ago. I have seen much change in the province over those years and there have been times when ABA thrived – even if only in a small pocket in an agency that was hesitant at best to support ABA – and times when ABA was barely holding on in the province. I have seen shifts in government support for services that resulted in shifts in ABA practice from Developmental Disabilities in the late 1980s to early 1990s to Acquired Brain Injury in the mid-1990s to ASD in 2000. These shifts had the benefit of increasing the exposure of ABA to different clinical populations and increasing through that exposure the dissemination of the effectiveness of ABA. My own professional endorsement of ABA was great enough that I relocated to the U.S. and returned to school to complete graduate studies in Behaviour Analysis (BA).

## ONTABA

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 James Porter

**Past Presidents:**  
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 Gerald Bernicky  
 Bill Kirby  
 Joel Hundert  
 Maurice Feldman  
 Wanda Smith

**Founder and  
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 Larry Williams

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**Student  
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 Lisa DiMarco  
 (undergrad)  
 Julie Koudys  
 (graduate)

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*The President's Desk..(Cont. from pg. 2)*

Returning to Canada with two graduate degrees in Behaviour Analysis in 2001 I couldn't have hoped for a better climate for ABA than the one I returned to. In the past six years things have only gotten better for Behaviour Analysts. However, what my past has taught me is that in these "heady", "rosy" days we need to turn our attentions to another voice. We need to turn to a voice that echoes beyond the positive developments, and attend to the voice of responsibilities.

With this recent endorsement of ABA by the Ontario government there comes an even greater importance, value and urgency in the certification and eventual regulation of Behaviour Analysts in Ontario. Standards of practice and treatment integrity become all the more necessary as the attention and appeal of ABA also attract the "bandwagon agencies" and individuals who present themselves as practicing ABA but in reality fail to adhere to the true principles and practice and indeed through misrepresentation do disservice for those that practice ABA in good faith. We need to be vigilant about those agencies that would hire Behaviour Analysts for the profile it creates and then hampers their practice of ABA. We need to be cognizant of individuals likewise practicing the same form of opportunism. Such agencies and individuals will need to be held accountable and this can only be done through certification, eventual regulation and government support and assistance in endorsing the certification (regulation) process and the members of certifying (regulating) bodies.

The Honourable Mary Anne Chambers, Minister of Children & Youth Services (MCYS), and her representation through Ministry agents has developed a strong partnership with ONTABA and has proven to be a strong supporter of certification and the eventual development of a regulatory body for Behaviour Analysts in Ontario. The Minister clearly sees the value in certification and regulation from the consumer's perspective and is dedicated to protecting parents and individuals who use ABA/IBI services through her support of certification (regulation). The Minister is to be applauded and should have the thanks of all members of ONTABA. With the Minister's dedication to parents and individuals that use ABA services, she also works to ensure the integrity of the practice of ABA in Ontario.

With the recent government announcement supporting the use of ABA in classroom settings, the Honourable Kathleen Wynne, Minister of Education has the opportunity to join her colleague, the Honourable Mary Anne Chambers, to safeguard the interests of the public and school boards by establishing a partnership and support for ONTABA's efforts that mirrors that of MCYS. ONTABA will, through its President and board of directors begin the process of developing just such a partnership in the coming weeks and hopes to find the same positive experience with the Minister of Education that we have enjoyed with the Minister of Children & Youth Services.

We will be keeping ONTABA members updated through the Newsletter and website on an ongoing basis of our progress with respect to certification and our work with the Ministries. ONTABA members are also reminded of the opportunity that exists for certification for those members with the required qualifications through both typical BACB® pathways and the Ontario alternate pathways developed in partnership with BACB®. Information sessions regarding the alternate pathways (see the FAQs posting on the website and in the Newsletter) will soon be announced and posted on the ONTABA website.

In closing, with the coming summer months I wish everyone a most pleasant summer and remind you that our work continues through the summer months and to please keep your eyes open for continued communications from myself and the rest of the ONTABA Board of Directors.

Warm regards,  
James C. K. Porter, Ph.D., C. Psych. (Supervised Practice)  
ONTABA President

**NOTE: ONTABA members are strongly encouraged to send the template letter of appreciation (INSERT) to the Minister of Children & Youth Services. Send to : Honourable Mary Anne Chambers  
Minister of Children & Youth Services  
14th Floor, 56 Wellesley St. West  
Toronto, Ontario, M5S 2S3**

## ONTABA Committee Updates

### Conference Committee:

Chair/ Liaison: Shiri Bartman

As the chair and liaison of the conference committee I am responsible for planning and organizing ONTABA's annual conference. From lining up speakers both locally and abroad to finding a suitable venue and working on the menu for the event. The 2007 ONTABA Conference will be held November 15th and 16th with an additional third workshop day on November 17th! It will be located at the Holiday Inn in Markham, Ont.

See the Call for Papers INSERT in this issue!

### Satellite Conferences

Chair / Liaison: James Hughes

### Elections Committee:

Co-Chairs: Shiri Bartman and Marta Roncon

See the Elections 2007 Nomination Ballot INSERT .

### Membership Committee:

Chair: Amy Barker

Liaison: Lisa Dimarco

### 2007 Membership Breakdown to May 28, 2007:

Total Members = 280

Renewing Members = 189

New Members = 70

Returning Members = 21

Full Members = 202

Sustaining Members = 33

Student Members

Affiliate Members = 13

Member Emeritus = 1

We recently completed the third renewal mailing for 2006 members. The Membership Committee will be completing a draw within the next two months for a free 2008 ONTABA membership and free conference registration for ONTABA's annual conference. Please contact Amy Barker if there is a change in your contact information (i.e., mailing address, email address).

### Recruitment Committee

Chair/ Liaison: Lisa

We have established a new budget and are in the process of encouraging new members by exhibiting ONTABA membership information to professionals from various fields such as Applied Behaviour Analysis, Brain Injury, Mental Health, and Education. The Recruitment Committee was pleased to exhibit at

(cont.)

the Acquired Brain Injury Conference in Hamilton this May. This summer and fall, the committee will be concentrating on building student relationships by presenting membership benefits to new students in related fields.

### Transitional Certification Committee

Chair: Andrew McNamara

Liaison: Peter Wyngaarden

(See page 5 for update)

### Newsletter Committee:

Editor: Caroll Drummond

Liaison: James Hughes

Thanks to all the contributors to this ANALYST!

We are currently looking at ways to encourage submissions from YOU, including e-mail requests prior to a publication! Tell us what you think!

Please fill out our Member Survey! (INSERT)

### Webpage Task Force

Chair/ Liaison: Carobeth Zorzos

Webmaster: Paul Idle

We've recently made changes to the website to make it more user friendly and to update content, including pictures from the 2006 ONTABA conference, updated committee information, how to post employment ads on the website, and BACB Alternative Qualification FAQ. More updates to follow this summer.

Please visit [www.ontaba.org](http://www.ontaba.org) and give us your comments!

### Public Policy Task Force

Chair/ Liaison: James Porter and Peter Wyngaarden

The Public Policy committee of ONTABA strives to identify issues of policy development related to ABA and to assist the board with policy research and position development, as well as to communicate with Policy Makers on behalf of ONTABA as requested by the ONTABA Board. We are continuing to work on developing a list of experts in several areas relating ABA who would be willing to periodically comment on policy issues we are researching. If you have any interest in assisting us with issues pertaining to Public Policy, please contact us.

### Awards and Recognition Task Force

Chair/ Liaison: James Porter

See the Awards 2007 Nomination Ballot INSERT in this issue!

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## **Working Towards Certification in Ontario**

### **A note from the Transitional Certification Committee**

The work to establish a system of certification for behaviour analysts in Ontario continues. Certification is intended to enhance protection to the consumer, to provide professional identity to practitioners and to provide assurance to potential employers.

Currently, as the result of negotiation and collaboration between the Board of ONTABA and the Behavior Analysis Certification Board, a temporary alternative pathway to BACB® certification exists (see our website). This alternative pathway addresses challenges for practitioners of applied behaviour analysis in Ontario in meeting more traditional criteria for BACB® certification. Of course, the pathway is temporary and must be complemented by the development of a more permanent process of Ontario certification.

At the 2006 Annual General Meeting (AGM), the ONTABA membership passed a motion to allow the TCC to begin negotiations with BACB to explore the establishment a more permanent, integrated certification process for the "post window" period. Since that time, the TCC has sought and received board approval for permission to begin negotiations directly with BACB and has strategized what possible models would serve the unique Ontario needs (e.g., the need for an "Ontario jurisprudence" component).

A second motion passed at the 2006 Annual meeting asked the TCC to investigate a certification process for "hands on" practitioners of Applied Behaviour Analysis who do not meet the BACB criteria for certification. This would be a third level certification aimed at persons working at the "front line" and might include developmental services workers, child and youth workers, IBI therapists, rehabilitation workers, etc. who meet the certification requirements.

Since that time, the TCC has worked to articulate a process to evaluate and certify "3<sup>rd</sup> level" candidates, drafted a proposal soliciting government funding for the process, and met with ministry representatives to explore the concept and possible funding of this endeavor. In addition, the TCC has engaged with legal representation to explore the issues involved in establishing a legal entity, to explore legal considerations in creating an Ontario certification system, and to review the draft Bylaws previously reviewed by ONTABA membership.

ONTABA and the Transitional Certification Committee (TCC) continue moving forward through contact with BACB®, acquiring legal advice, and discussion with the government regarding implementation of certification of practitioners of applied behaviour analysis in Ontario.

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## **ONTABA Treasury Update**

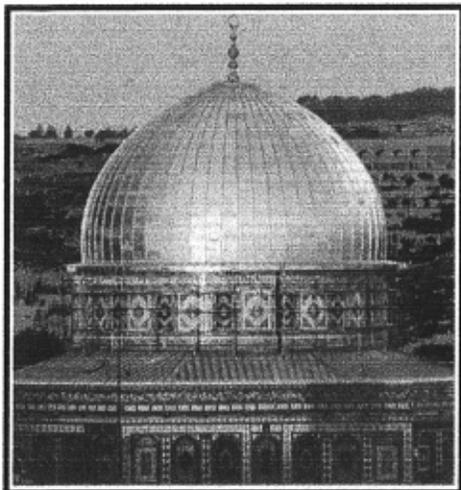
In an effort to better serve the membership of ONTABA and make conference registration easier and more convenient, one of the objectives set for treasury as a result of our annual general meeting was to pursue e-commerce to allow for electronic registration via the ONTABA website.

In pursuing the possibility of establishing e-commerce capability, it was identified that a number of steps had to be completed prior to set up. In the past 3 months we have been working on completing these steps to allow us to proceed with an implementation plan for e-commerce. At the next ONTABA board meeting we should be able to complete these initial steps and get necessary approvals which will then allow us to follow up with our contact regarding the set up and installation of e-commerce on our website.

Our objective remains to make electronic registration for the 2007 ONTABA conference available to the membership well in advance of the conference date.

Treasurer: Darryl Nurse

## Experiences with Autism from the Middle East



### Bridgette Gauthier

Anyone who works with exceptional children knows that there are many different challenges that are involved in creating and maintaining a successful program for individuals who have been diagnosed with ASD. Things like funding, qualified staffing, supplies of appropriate materials and sometimes just personal energy can be difficult to find and keep up, even in an area with abundant resources. So I challenge you to imagine what it is like to do the same job in a place where even basic supplies are limited. Where paper and wood products are all imported at tremendous cost, where BCBA supervision and research databases are only available via internet (which is not always accessible), where novel toys and reinforcers are difficult to find and very difficult to order due to postal delays.

Six months ago I left Ontario to travel abroad and see some of the different programmes which have been created for children with special needs in the Eastern regions of the world. I have traveled to Kuwait, Egypt and India; and, had the honour of meeting different professionals from Bangladesh, The Philippines, China, Africa, Lebanon, Qatar, Iran, and Jordan. I have seen incredible people doing amazing things to help children with autism to the best of their ability with little or no resources other than a kind heart and a drive to make a difference.

I have been able to visit a variety of schools operating with a range of approaches. Some are more focused on dietary restrictions and others are beginning to incorporate more behavioral theory. All have different challenges which they are working to overcome and different strengths which have grown out of them. Some In one school I visited in India the older students were utilized as role models and assistants for younger students. In this place they were not equipped to use video modeling; which they are aware can be a very effective way to introduce skills. Instead the older students are encouraged to role play different skills for the other students. The younger students seemed to find the performances of the older students very engaging and the older students were then reinforced by the positive attention of their peers. One of the very interesting challenges I have faced in Kuwait has been in the area of reinforcement. Being a nation with a very wealthy population the students often have all the best toys and foods. They also have maids who care for them closely and remove the need for training in self help skills. This makes it very difficult for teachers to bring forward something novel and exciting to catch the child's attention and establish motivation. One of the programs which has had a lot of success in Kuwait is the ASDAN program which was introduced from the UK. It is a program which encourages expanded experience for students which they document with evidence in file which is assessed upon completion and they are rewarded with certificates for their learning achievements.

Many people are working hard to bring ABA services to the Middle Eastern Region. There is currently a chapter of ABA here based in Bahrain. In the year 2000 the Kuwait centre for Autism hosted the first conference for Autism in the Middle East. More recently delegates came to visit the Middle East for a conference for Applied Behavioural Analysis in October of 2003 in Bahrain. Despite the large number of Autistic students in Kuwait (an estimated 4,515), ABA services are very limited. There are a few outside consultants who provide service to some families but there are currently no Board Certified Behavior Analysts listed as residing in Kuwait. Most of the families have to fly to the US and the UK during the summer months to access services. There are 5 schools in Kuwait dedicated to exceptional students. The main goals of these programs echo a simplistic and yet critical idea; that students with special needs must be given access to the same opportunities and resources as students in mainstream education. This includes educational material as well as participation in community events. It is an excellent reminder of the importance of basic inclusion and acceptance of differently able individuals is a vital part of any culture to benefit both individuals directly afflicted as well as those around them.

*Continued on pg. 11*

## Ontario BACB Certification FAQ

Due to the large number of requests we have received over the past few months, the ONTABA Board of Directors has developed a Frequently Asked Questions (FAQ) document for the BACB® Ontario Alternative Qualification. The purpose of this FAQ is to clarify the BACB® application process, in addition to addressing questions we get on a regular basis from ONTABA members. This FAQ is by no means comprehensive, but provides general information regarding the BACB © Alternative Qualification.

Should you have any additional questions, please feel free to contact us via email ([contact@ontaba.org](mailto:contact@ontaba.org)). We also plan to hold information sessions throughout the province in the near future. We will send an email out to all members when more details are available.

To access the BACB® Ontario Alternative Qualification forms visit:[http://ontaba.org/certification\\_apps.htm](http://ontaba.org/certification_apps.htm)

Carobeth Zorzos, M.A., BCBA  
Member at large  
Board of Directors, ONTABA

### FAQ

#### General

**Q: What is the difference between Ontario certification and BACB certification?**

Ontario Certification is currently being developed by the Transitional Certification Committee (TCC), with input and governance from the ONTABA board of directors and the membership. When developed, Ontario certification will differ from BACB certification by including jurisprudence requirements for Ontario (being aware of laws regarding delivery of services in Ontario), and potentially including a third level of certification for front line workers implementing applied behaviour analysis.

The BACB Alternative Qualification was developed to address educational differences in Ontario while recognizing the distinctiveness of Ontario based practice. Therefore, the educational and supervision standards differ from the current BACB standards. Please see the BACB Alternative Qualification application for detailed information regarding the differences in supervision and educational requirements.

Please note that the BACB Alternative Qualification is a limited time window. The time window closes July 1, 2008 or July 1, 2009 depending on which application option you chose. After this time period, all applicants must go through the regular BACB application process as outlined on [www.bacb.com](http://www.bacb.com)

**Q: What is the difference between BCBA and BCABA certification?**

Please visit [www.bacb.com](http://www.bacb.com) for more information regarding this distinction.

#### Education

**Q: I have a diploma in Autism and Behaviour Science, does this qualify for the BCABA?**

As outlined on the Ontario BACB Alternative Qualification application for BCABA, the degrees accepted are a 3 or 4 year Bachelor's degree or college diploma in behaviour analysis or a related field. Acceptable college diplomas include Behavioural Science Technology (3 years or advanced), Early Childhood Education, Child & Youth Worker,

*Continued on pg. 8*

FAQ...(Cont. from pg. 7)

and Developmental Service Worker (formerly MR Counselor diploma).

While Autism and Behaviour Science (ABS) diploma includes some behaviour analytic content, it does not provide the breadth of behaviour analytic theory and practice that other programs possess, therefore it does not qualify for the BCABA certification. However, the Transitional Certification Committee (TCC) is exploring the possibility of a level of certification in Ontario that would include graduates of the ABS program.

**Q: What are the ONTABA standards for an acceptable degree or diploma?**

ONTABA does not set the educational standards; the BACB sets the standards and ONTABA determines which educational programs in Ontario are equivalent to those standards.

BACB has already outlined several acceptable Bachelor's degrees and college diplomas for the BCABA level (BACB Alternative Qualification application for BCABA).

ONTABA's recommendation regarding programs that are equivalent to BACB standards include the following: the program must include foundational coursework in the theory and practice of behaviour analysis, in addition to providing a supervised placement in an environment implementing applied behaviour analysis.

**Q: I have a degree in a field unrelated to behaviour analysis, but have several years of supervised work experience, can I still qualify to apply?**

The degree/diploma for both levels of certification must meet the standards of BACB and recommendations from ONTABA, as listed above.

**Case Studies**

**Q: I want to submit a case study from a client I worked with at another agency, but I do not have access to any of the data. What would be sufficient documentation for the case study?**

BACB outlines the necessary documentation for case studies in the BACB Alternative Qualification application for both levels of certification. Please note there is no set format for preparation of the document.

**Q: I have a case study to submit, but it is from several years ago. Would it still be accepted?**

As long as the criteria outlined in BACB Alternative Qualification application is met, it is acceptable.

**Supervision**

**Q: What are the ONTABA requirements for a registered psychologist to have demonstrated training, supervision, and experience in the application of applied behaviour analysis?**

ONTABA's requirements for a registered psychologist are the following: coursework in behaviour analysis, minimum 5 years experience in a clinical setting utilizing the principles of behaviour analysis, declared competency with the College of Psychologists of Ontario in the following areas: clinical, rehabilitation, or education.

ONTABA may review CV's of an applicant's supervisor/mentor to determine whether they meet criteria. Please contact us at [contact@ontaba.org](mailto:contact@ontaba.org) for more information.

**Q: Does ONTABA offer a listing of approved supervisors/mentors or education programs?**

ONTABA does not offer a listing of acceptable educational programs or supervisors/ mentors. However the BACB website ([www.bacb.com](http://www.bacb.com)) provides a listing of BACB pre-approved educational programs, in addition to a registry of professionals who are BCBA certified.

Please contact us at [contact@ontaba.org](mailto:contact@ontaba.org) if you have any further questions.

*Re-Establishing Positive Interactions...(Cont. from pg.1)*

relationships were hampered due to the aggression. Like many clients prior to their admission to CPRI, he was scoring low on quality of life indicators.

The family profile prior to the admission: this client lived with his father and two younger siblings, both of whom also have developmental disabilities. This family was in crisis mode with the father feeling he needed constantly to be vigilant due to safety concerns, especially in regard to the aggressions directed at his other children. This father identified himself as being exhausted, under a high amount of stress and feeling incompetent to parent his child. To minimize aggression, all family members accommodated to the wants of this client; this father acknowledged that the needs of his other two children were overridden by the needs of the client. This client's parents were divorced and his mother had had almost no contact with the client for about 8 months as he would not let her into the house. This may have been due to her previous intermittent, unpredictable involvement with her son as a result of her own physical health issues. Overall, this client's aggression was impacting so many aspects of this family's functioning that it was not surprising that these parents had come to the decision that they could no longer safely care for him in either of their homes. As a result, they had requested a long-term placement for him following treatment at CPRI.

Of all those who interact with individuals who have autism, parents are often the most invested in their child long-term, they provide a unique nurturing/caring relationship, they know their child best and they can be effective advocates for service. Our clinical experience has been that such families do want to have an ongoing positive relationship with their child but they do not know how to change an unhealthy pattern of interacting. Unless direct effort is put into working on this relationship, unhealthy/aggressive interactions tend to continue and/or family members disengage from having a relationship with their child. To address this specific concern, the following program was included as part of the treatment provided during this client's admission to CPRI.

**Goal:** Client will participate in interactive activities with his parent, in the absence of problem behaviour, for 60 minutes.

**Preplanning:**

- parents' specific concerns were identified and discussed
- a functional behaviour assessment of the presenting behavioural concerns was completed
- behaviour program strategies were developed and implemented
- social work involvement was initiated to address specific family functioning concerns and to facilitate their coping with the transition of the client to a long-term placement
- interactive activities in which parents could engage with their son were identified
- reinforcement was selected by each parent
- session procedure was reviewed with each parent and included a written contract

**Session—Parent's Role**

- Provide cueing:
  - Verbal: "First (activity) then (reinforcement)"
  - Visual: activity item or picture communication symbol (PCS) representation and tangible reinforcement
- Participate in planned activity for pre-determined duration
- Intervene with behaviour as per program guidelines
- Receive input from staff as needed
- Provide reinforcement at the session end
- Upon session completion, leave the client's environment

**Session—Support Staff's Role**

- Cue parents to address intrusive and aggressive behaviour, as needed and as per the program
- When parent hesitates or is unsuccessful in attempt to address behaviour, to intervene
- Model strategies, as required

*Continued on pg.10*

Re-Establishing Positive Interactions...(Cont. from pg.9)

### Debriefing

- Occurs between parent and support staff immediately following each session, away from client's immediate environment
- Parent identifies any concerns
- Support staff offers positive feedback, identifies concerns and assists parents to problem-solve for future sessions

### Outcome Measures

- Duration of interaction
- Frequency of physical aggression
- Frequency of intrusive touching

### Progress:

- Father – initial interaction duration of 5 minutes, increasing in increments of 5 minutes; goal of interacting for 60 minutes without problem behaviour was achieved by session 32.
- Mother – initial interaction duration of 15 minutes, increasing in increments of 5-15 minutes; goal of interacting for 60 minutes without problem behaviour was achieved by session 17. Note: as mother had no immediate history of interacting with this client and was able to attend sessions less often, a more rapid increase in duration was attempted and was successful.
- No aggression occurred during sessions.
- Intrusive touching behaviour was shaped into a mutually enjoyed 'cuddle time' between the client and his parent on the couch prior to each session beginning.

Sessions have been successfully faded. Interactions with parents now occur naturally as part of this client's regular routine. Debriefing with support staff continues following each visit. Parents have an increased repertoire of activities to do with their son and are actively engaged in the program development and community planning for his transition to a community group home. Additionally, this client has made other progress towards improving his quality of life: he attends school for full days, engaged in work tasks; his problem behaviour is occurring at a manageable level for skilled support staff; he has access to many places on campus; visuals were introduced to support him during specific activities and during specific times of the day; increased task demands/expectations/activities have resulted in increased independence and choice opportunities; the 2:1 support staffing now has a focus on supportive learning rather than only safety; and he has participated in a multi-disciplinary assessment with necessary supports being identified.

When relationships between parents and their child with autism deteriorate to the extent identified here, our clinical experience is that opportunities to re-engage parents to interact positively with their child need to be created systematically. The procedure described is simple and adaptable to many settings. It provides the routine, structure, predictability and function known to benefit individuals with autism. It began within two weeks of the admission to CPRI, on the first visit the parents had with their child in this setting; it actively engaged them in their son's treatment. With support staff available to assist as necessary, new positive habits for interacting started right away.

*"Finely aware and richly responsible"*

*-Martha Nussbaum*

It is our skill, knowledge and experience with behaviour principles that allows us to be finely aware. When we examine quality of life through the lenses of humanity and compassion we become richly responsible. Those we serve challenge us to do both.

The author can be contacted at [patty.petersen@ontario.ca](mailto:patty.petersen@ontario.ca). For information about CPRI see [www.cpri.ca](http://www.cpri.ca).



*Experiences..(Cont. from pg.6)*

For those working in the urban centers of North America it is easy to keep focused on developing solutions that utilize all the modern conveniences available to us and reflect the needs in the lives of the many children in our corner of the world who are desperately waiting for services and trying to overcome the challenges that Autism brings to their lives.

For more information visit the following sites:

<http://www.abainternational.org>

[http://www.autism-india.org/india\\_research.html](http://www.autism-india.org/india_research.html)

<http://www.nas.org.uk/nas/jsp/polopoly.jsp?d=459>

<http://www.q8autism.com/en/courses.shtml>

<http://www.safat.com/>

Anyone interested in finding out about job opportunities in the behavioral field abroad can look on the ABA International website where you can search for potential employers or post your own resume or you can contact me at [littleb.bridgette@gmail.com](mailto:littleb.bridgette@gmail.com) . There are many people from around the world who are interested in creating a network of ABA professionals who can reach out a start bringing services to the more remote places in the world and many hard working people who are eager to learn.

Brigette Gauthier

### ***ONTABA Analyst Submissions***

**Your newsletter is only as good as your contributions.**

The *ONTABA Analyst* is a forum for us to stay connected in many ways. All members are encouraged to submit articles on topics related to behaviour analysis; theoretical, practical or topical issues, perspectives from different regions of the province, jobs or schools, research accounts, news, announcements, your biography, reviews, student practicum, etc.

#### **Article submissions:**

We reserve the right to edit without changing the intent of an article, request further editing by the author, publish articles relative to the content of the current Analyst, publish them at a later date with due respect to the timeliness of a given article, or refuse an article. You will be informed of acceptance, rewrite or refusal of an article. Announcements will be published at the discretion of the editor. *ONTABA* will not be held responsible for the views and opinions of *ONTABA Analyst* contributors.

**Advertising** in the *ONTABA Analyst* is available for a fee payable to *ONTABA* ( \$100.00 1/4 pg., \$200.00 1/2 pg., \$300.00 full pg.). Job ads will be posted on the *ONTABA* website for up to 30 days for free with an *ONTABA Analyst Ad* for 1 month. Website ads only are \$50.00 for the first month and \$30.00 thereafter (subject to change).

**Submissions for the next *ONTABA ANALYST, Issue 13.2* must arrive to Carol Drummond at [carolid@sympatico.ca](mailto:carolid@sympatico.ca) or [caroll.drummond@surreyplace.on.ca](mailto:caroll.drummond@surreyplace.on.ca) by August 1st for the August 15th mail out.**

#### ***Upcoming Conferences/Workshops***

**August 12-14, 2007** :4th International Conference, Hilton Sydney, Australia. Go to [www.abainternational.org/](http://www.abainternational.org/) international conference web site for more information

**August 20, 2007**: 23rd Annual Autism Summer Training Institute ( Geneva Centre) with Leslie Cohen, Ph.D, Villa Colombo, Toronto. [www2.autism.net/training](http://www2.autism.net/training)

**September 24-27, 2007**: Responding to Child and Youth Victims of Sexual Exploitation on the Internet ( multi-disciplinary professional conference). Blue Mountain Resort, Collingwood, Ont. Register on line at [www.tcac.on.ca](http://www.tcac.on.ca) by Aug 24th for discounts. Subsidies available for non-profit agencies.

**November 15th and 16th, and additional Workshop Day, November 17th, 2007**- 2007 *ONTABA* Conference, Holiday Inn, Markham, Ontario. For more information e-mail [sbartman@shiningthrough.ca](mailto:sbartman@shiningthrough.ca)