


The principals' associations of Ontario are pleased to welcome you to the second of three webinars in 2020 pertaining to ASD.

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- Welcome to the all participants, from ADFO, CPCO and OPC, to this second of three Webinars on supporting Students with Autism Spectrum Disorder (ASD)
- Remind people they cannot click on links but will receive PDF version afterwards
- When the term Principal is used, this is inclusive of Principals and Vice-Principals



# Implementing Inclusive Leadership: exploring PPM 140 and applied behaviour analysis (ABA)

In webinar 1 we discussed what is Autism Spectrum Disorder, the prevalence, level of severity and leadership approaches.

In this webinar we are going to give you an overview of PPM 140 Incorporating methods of applied behaviour analysis (ABA) into programs for students with autism spectrum disorders (ASD) and how administrators can support school staff in its implementation through a collaborative team building approach that will bring school staff, and families together in order to improve communication and emphasize collaboration.

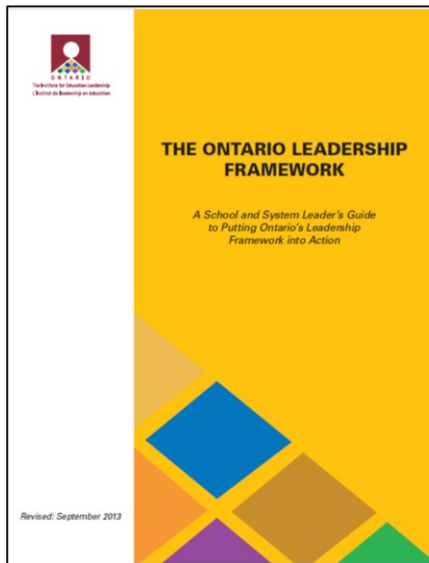
Autistic people versus people with autism

- Current trend in research is to use Autistic people
- Need to recognize and respect how parents/child present the child
- Within education setting and considering inclusive language we refer to “students with autism”

## Land acknowledgement

ADFO, CPCO and OPC would like to acknowledge the enduring presence of Indigenous peoples on the lands on which we gather today across Ontario and we thank the past, present and future caretakers of this land.

These lands are gathering points where age old ceremonies of celebration, initiation and renewal took place. The principals' associations are grateful to have the opportunity to work and learn on these lands in a community of sharing.



This webinar supports the development of the Leadership Practices, particularly those included under the *Building Relationships and Developing People* column. It also supports the application of the PLRs, particularly *Problem-solving expertise* and *Knowledge of effective school and classroom practices that directly affect student learning*.



Help us get to know who  
the audience is by  
participating in a few  
polling questions.





# Learning Goals



Review PPM 140



Develop an understanding of ABA



Explore collaborative service delivery models

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The goal of today's webinar is to briefly explain PPM 140, guide you through the main idea of ABA, and give you the confidence to lead your team to ensure that your students with ASD is getting the right programming. You already have these skills and tools, we want to guide you in ensuring greater collaboration with school staff, parents, and outside organisations to best program for your students with ASD.

## Policy/Program Memorandum 140 (PPM 140)

PPM 140 states that:

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

PPM 140 was first introduced in May 2007, by the Ministry of Education. The purpose of this memorandum is to provide direction to school boards to support their use of Applied Behaviour Analysis (ABA) as an effective instructional approach in the education of many students with Autism Spectrum Disorders (ASD).

This PPM has been very helpful in supporting students with ASD. It also provides leadership from professionals with regards to best practices for students with autism. It allows for consistent communication between families, professionals and school boards.



Policy/Program  
Memorandum  
140 (PPM 140)

The principles of ABA programming include:

- The program **must** be individualized;
- Positive reinforcement **must** be utilized;
- Data **must** be collected and analyzed;
- Transfer, or generalization, of skills should be emphasized.

The principles which underlie ABA programming should be provided to students with ASD, where appropriate.

Adhering to these principles requires the acquisition, consolidation, maintenance, and generalization of skills that teachers, EAs, BS, and other school board professionals must demonstrate

The Evidence suggests several key competency areas are necessary for school staff to meet the needs of students with ASD

Evidence-based model training practices are suggested for meeting these competency areas

## What is Applied Behaviour Analysis (ABA)?

Applied behaviour analysis (ABA) uses **methods based on scientific principles** of learning and behaviour to build useful repertoires of behaviour and reduce problematic ones. In this approach, the behaviour(s) to be changed are clearly defined and recorded. The antecedents of the undesirable behaviour(s) are analysed, as are the reinforcers that might be maintaining the undesirable behaviour(s) or that might be used to help develop adaptive behaviours. (PPM 140)

It entails establishment of behavioural objectives; selection and application of valid and reliable measures; regular recording; consistent application of selected procedures based upon principles of behaviour

ABA methods can help a student to:

- Develop positive behaviours
- Learn new skills
- Transfer a positive behaviour or response from one situation to another

# Applied Behaviour Analysis (ABA)

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## What do we know?

- Regardless of genetics we know that KIDS can LEARN
- What is most important for teaching is the present environment, what is surrounding the student right now. That is what we can influence and that is where behavior change can occur. The more we know the more we can maximize learning.
- The use of ABA principles and procedures in general has many advantages

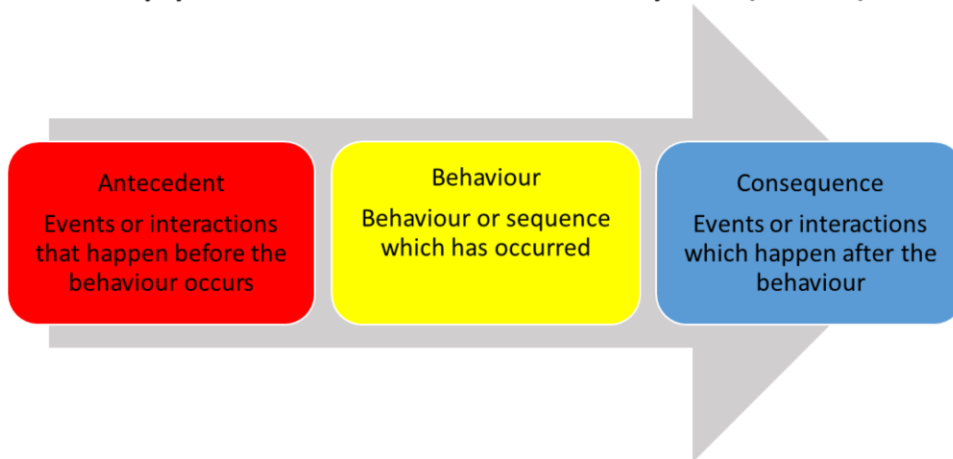
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- ABA can be used with just about any kind of problem (Understanding Applied behavior analysis , Kearney , P.)
- ABA based interventions can be more personal than other approaches. They can be tailor made to fit the individual student (Kearney p. 195)
- By setting objective, measurable and observable behavior goals, progress is easily measured, and teams can easily target best practices and progress.
- Since everybody is modifying behavior all the time, behavioral interventions can easily be applied to all students. (Kearney p. 195)

# Applied Behaviour Analysis (ABA)



In order to collect appropriate data, an effective data-collection method such as an ABC (Antecedent – Behaviour – Consequence) chart must be used to determine patterns of behaviors and identify factors that might be used to predict behaviours of concerns

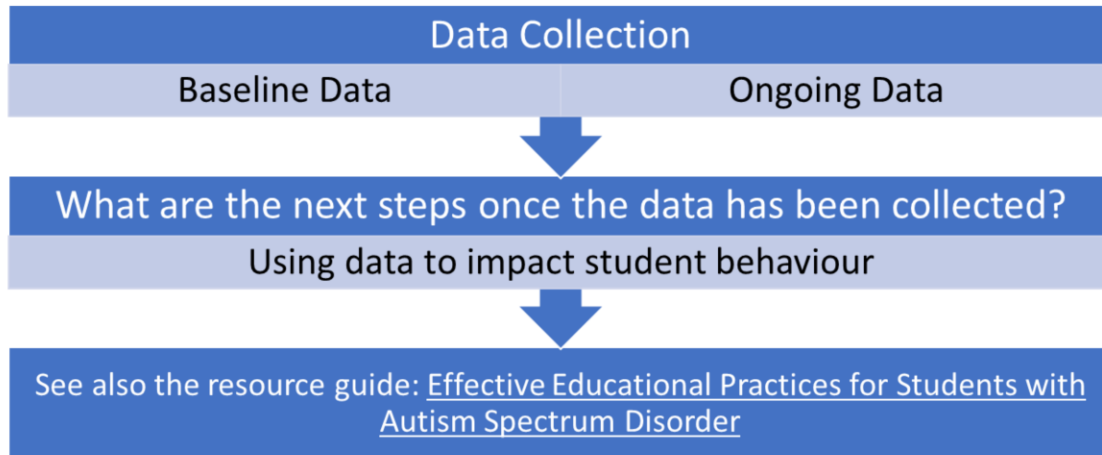
- Antecedent: what happens before the behaviour occurs
- Behaviour: what the student does
- Consequence: what happens immediately after or as a result of the behaviour

ABC tracking helps in thinking about what is happening and looking at the behaviour in the context of the whole event, not just the specific action.

It's important to understand that the ABC analysis views behaviour (B) as a function of its consequences (C) and its antecedents (A).

Behavioural assessment : The attempt to 1) define the target behaviour; 2) identify functional relations between the target behaviour and its antecedents and consequences; and 3) identify an effective intervention for changing the target behaviour

# Applied Behaviour Analysis (ABA)



- Baseline is a key component when we do observations and collect data.
- Baseline is the same thing as operant level, starting level, or pretreatment level
- Types of data for baseline and ongoing - i.e. intensity, duration, frequency
- Examine the antecedents and consequences to determine how/when/why student behaviors occur (both learning, and problem)
- By changing what we do before and after the student's behavior is how we can change the student's behavior = learning
- This interaction is where the magic happens! This is essential for changing behavior.
- Functional analysis is the process of testing hypotheses about the functional relations among antecedents, target behaviour, and consequences.

# Applied Behaviour Analysis (ABA)

Questions to help school principals when supporting a student:

- What is the behaviour?
- What is the function of the behaviour?
- Is the behaviour atypical for this student and for the peer group?



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As the principal you are at the helm, and must guide the team. Here are some guiding questions to ask your team when supporting a student with ASD.

What is the behaviour?

- A behaviour is an act or action that the student or resident exhibits. It can be seen; it is tangible. It is not a feeling, emotion, or attitude; it is not a mindset or disposition. It is an observable behaviour.


What are the functions of the behaviour?

- A target behaviour should be the actions of a student which are viewed as interfering, disruptive, or problematic.
- There are four common functions of behaviour: escape or avoidance of demands and activities, access to tangible items or preferred activities, attention, and sensory (seeking or avoiding sensory input)

Is the behaviour atypical?

- For instance, would this behaviour be noticed, draw attention from others, or be considered unusual, weird, and/or disturbing in a community environment or general education setting?


# Sample ABA instructional Approaches

 Classroom Setup

 Reinforcement

 Task Analysis

 Prompting/Prompt Fading

 Modeling

 Priming

Reinforcement and Prompting will be discussed in the next few slides.

For example Reinforcement

Reinforcement is the process whereby the delivery of something following a behaviour (in other words, a consequence) maintains or increases the likelihood that the behaviour will occur in the future (Cooper, Heron, Heward 2007)

\* When we reinforce a behaviour it increases, whether it be positive or negative \*

# Reasons to Use Reinforcement



TO INCREASE DESIRABLE BEHAVIOURS THAT SUPPORT LEARNING (AT THE SAME TIME AS DECREASING CHALLENGING BEHAVIOURS)



TO TEACH NEW SKILLS



TO MOTIVATE AND ENGAGE STUDENTS



TO REINFORCE ALTERNATIVE BEHAVIOURS

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## Reinforcement effectiveness

1. Immediate
2. Contingent
3. Frequent
4. Varied
5. Paired with praise

*Take a moment to reflect on the following: How do you support school staff to incorporate ABA?*

*How do you know that that ABA has been implemented into your school environment?*



# Prompting and Prompt Fading

## Prompts:

Are cues or assistance to encourage the student to provide the desired response

## Prompt Fading:

Prompt is gradually reduce to the natural response

Prompts can be classified from the most intrusive to the least intrusive



Adapted from Cooper et. Al, 2007

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We need to be mindful of prompt dependency and how to avoid it?

- Occurs when too many prompts are in place or are not being faded quickly enough
- Verbal prompts are one of the most difficult prompts to fade

# Applied Behaviour Analysis (ABA)



**BEHAVIOUR ANALYSIS IS A  
TECHNOLOGY BASED ON THE SCIENCE  
OF BEHAVIOUR**



**WHAT DOES THIS MEAN?**

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In many school districts, there is the capacity to conduct Applied Behaviour Analysis.

Behaviour analysis is the science of behaviour

Behaviour analysis deal almost entirely with learned behaviours and work hard to ensure improvements in behaviour will generalize to all of the important settings in the student's life

- The “analysis” part of behaviour analysis refers to our search for maintaining variables that prompt a behaviour and for those that keep it going
- “Distinctive”? –you have to observe closely and determine how and when the behaviours are reinforced by people around him
- Breaking down complex behaviour into its functional parts. A successful analysis should be able to produce the complex behaviour by combining its parts in a behaviour synthesis

# What's the Best Approach When Supporting Students with ASD?

Single Disciplinary	Multi-disciplinary	Interdisciplinary	Transdisciplinary
Highly specialized in one disciplinary.	People from different disciplines working together, each drawing on their disciplinary knowledge.	Integrating methods and knowledge from different disciplines, using a real synthesis of approaches.	Creating a unity of intellectual frameworks beyond the disciplinary frameworks.
No cooperation with other disciplines.	Not focused on problem solving but requires expert opinions.	Focused on problem framing and solving from disciplinary perspectives.	Solving problems by going beyond disciplinary perspective to involving practitioners, beneficiaries and non-academia.
Development of a new detailed discipline.	Members cooperate in their contributions but do not integrate their perspectives.	Perspectives are integrated with stronger levels of cooperation.	New knowledge is generated through the use of multi and interdisciplinary concepts.
	Disciplinary theory development.	There is a common understanding on methodological approaches, epistemological and ontological perspectives.	Considered as the highest form of integration of all actors in a participatory.

Source: Mumuni et al. (2015)

What's the best leadership approach when supporting students with ASD? Reflection - where are you right now?

- Single disciplinary would be one professional is asked to assess the situation either through observations or reviewing the student's portfolio
- Multidisciplinary refers to a team without real collaboration because it's base on the expert model which means one person provides everyone with recommendations
- Interdisciplinary is more of a collaborative approach where parents and student are part of the team. Before even determining the needs the team meets to establish a plan. Who does what and when? Who's going to coordinate the process?
- Transdisciplinary would be a combination of everything but also involves professionals not involved in the school system. A good example would be telepsychiatry where you have the medical, social, educational and family involved in a full assessment of the needs. You could have advocate group participate to be a voice for the parents
- If you can collaborate with a parent who has a child with Autism - you'll be able to engage and collaborate with any parent
- Continuum : It's important for everyone to understand that the concept continuum refers to the neurodevelopmental profile of the autistic child and not just the level of severity. For example, we've seen autistic children plateaued for a period of time before showing exceptional progress. We've also seen autistic children showing rapid progress then regress because of epileptic seizure
- Principals are encouraged to think about these models as they have their school support team meetings

# Collaborative Services

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Supporting Seamless Transitions from the Autism Intervention Program to School-based programming ([Ontario Outcomes and Guiding Principles](#))

- Improve outcomes for students with autism spectrum disorders (ASD)
- Achieve seamless transitions from the Autism Intervention Program to School
- Improve support for students with ASD who are transitioning from Intensive Behavior Intervention (IBI) to Applied Behaviour Analysis (ABA) instructional methods in school

(Ministry of Children and Youth Services, February 17, 2009)



- Collaboration between the Ministry of Education and the Ministry of Children and Youth Services with regards to the transition from the Autism Intervention Program to School led to the connection initiative. Connection is a **service** that supports cooperative work among clinical professionals and educators by providing supports to autistic children and their families through idea sharing and thinking to accomplish a common goal.
- PPM 140 clearly states that Principals are required to ensure that ABA methods are incorporated into the Individual Education Plans (IEPs) of students with ASD, and where appropriate the IEP should focus on the individual student's needs and strengths
- Principals must also ensure that relevant school board personnel and community personnel who have
  - previously worked and/or are currently working with a student with ASD are invited to provide input and participate in the IEP process
- The program selected must be based on relevant continuous assessment information



“They say it takes a village to raise a child. I think it takes a child with autism or other special needs to raise the consciousness of a village.”

Elaine Hall

Photo by [Jude Beck](#) on [Unsplash](#)

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## Phase 1 (Collaborative Service Delivery Models for Students with ASD)

- Collaboration with community agencies

### Outcome:

- Build effective practices related to transitioning children and youth with ASD into the school system
- Build capacity for more coordinated and seamless transitions for students who are ready to make the transition from AIP to school

# Collaborative Services

School boards must offer students with ASD special education programs and services, including and where appropriate, special education programs using ABA approaches.

Take a moment to think about who are the board contacts/community partners are who could provide support for ASD and ABA. - links well to webinar 3 on partnerships we will explore this further in Webinar 3. It is a good to begin thinking about who should and could be at the table when programming for a student with ASD.

## Phase 2 (Collaborative Service Delivery Models for Students with ASD)

- Collaboration between school boards and the ABA /Autism Intervention Programs (AIP) regional providers

### Outcome

- Implement a collaborative model for students transition teams for all students transitioning from IBI services to ABA instructional methods in school since September 2009 and thereafter

# Collaborative Services

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School board staff must plan for the transition between activities and settings involving students with ASD. This requires collaborative leadership by school principals to organize and implement an interdisciplinary team to facilitate the transition.

### Collaboration student-centred leadership model:

- Student-specific
- Moving from a Multidisciplinary to an Interdisciplinary and eventually to a Transdisciplinary team approach
- Communicate with parents to gather and share information as it pertains to the education plan
- School-based transition team (principal or designated team lead, parent/guardian, school staff(s), School Support Program, and school board person with ABA expertise as required)

## Collaborative Services

Principals are the ones that set direction for supporting students with ASD in several ways by working with stakeholders to identify the school and system goals related to supporting *all* learners, including students with special education needs. They must ensure learning goals are clearly communicated, encourage staff to evaluate the progress of each student as they work toward the shared learning goal(s) they are to have a clear vision when making decisions about programs for students with ASD. They also need to be a part of the transition plan which should include:

- Entry to school
- Transition between activities / settings / classroom
- Transition between grades Moving from school to school / or from an outside agency
- Transition from elementary school to secondary school
- Transition from secondary school to post secondary destinations and / or workplace



# The Interdisciplinary Team Approach Procedure

## Goals:

- Create awareness of the student's situation
- Find the right people to help the student
- Define a common vision of the problem

## Steps:

- Provide an overview of the situation
- Define the problem

## Procedure:

- Inform the principal of the situation
- Arrange a meeting of school staff, parents, practitioners and outside professionals

In order to obtain quality services, it is important that all members of the interdisciplinary team – administrators, school staff, practitioners and parents work together to develop a common vision, in order to offer services based on everyone's cooperation and expertise. In fact, this cooperation will have a direct impact student learning, continuity of service delivery and active participation by various professionals as well as on the quality of life of students with ASD and their families. In order to obtain quality services, it is important that all members of the interdisciplinary team – administrators, school staff, practitioners and parents work together to develop a common vision, in order to offer services based on everyone's cooperation and expertise. In fact, this cooperation will have a direct impact student learning, continuity of service delivery and active participation by various professionals as well as on the quality of life of students with ASD and their families. It is important to keep in mind that parents play an essential role in their children's education and research confirms that student achievement and well are enhanced when families are engaged in learning both at home and at school Important to maintain good communication with families. Do not be afraid to ask them for help or ideas. In some cases, parents may have outside help or could be on the waiting list for help. It is important to know where the parent is and how you can support.



## The Interdisciplinary Team Approach Procedure

### Present student profile

- Student profile is made up of multiple data points including qualitative and quantitative sources
- The co-creation a student profile helps get a clear picture with everyone at that table.
- The process includes a variety of **data voices** to support
  - Inter-observer reliability
  - Interobserver agreement

**It's important for school principals to assess the reliability of observation.**



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- In order to obtain quality services, it is important that all members of the interdisciplinary team – administrators, school staff, practitioners and parents, students – work together to develop a common vision, in order to offer services based on everyone's cooperation and expertise.
- Inter-observer reliability (parents, clinician, educators and school principals).
- Interobserver agreement (procedure for enhancing the believability of data that involves comparing independent observations from two or more observers)
- It's important for school principals to assess the reliability of observation (amount of agreement among observers who independently record the same behaviour)

# The Interdisciplinary Team Approach Procedure

Choose objectives that meet the following conditions:

- Define concrete and specific objectives
- Establish change indicators to measure attainment of the chosen objectives
- Pertinence (match the needs of the student, school staff and parents)
- Feasibility (attainable by the student, school staff, parents, and if needed, other people outside of the school setting)
- Available resources (the necessary resources are available inside or outside of the school setting)



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- In fact, this cooperation has a direct impact on learning, continuity of service delivery and active participation by various professionals as well as on the quality of life of children and their families.

# The Interdisciplinary Team Approach Procedure

Common vision (acceptable to the student, parents and school staff)

Develop intervention strategies and choose the means to implement them:

- Invite parents, students, teachers, support staff and community partners to be part of the process
- Plan meetings
- Communication
- Conflict resolution strategies



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- Importance of conflict resolution strategies - talking things through - managing expectations - planning for meetings - ongoing communication

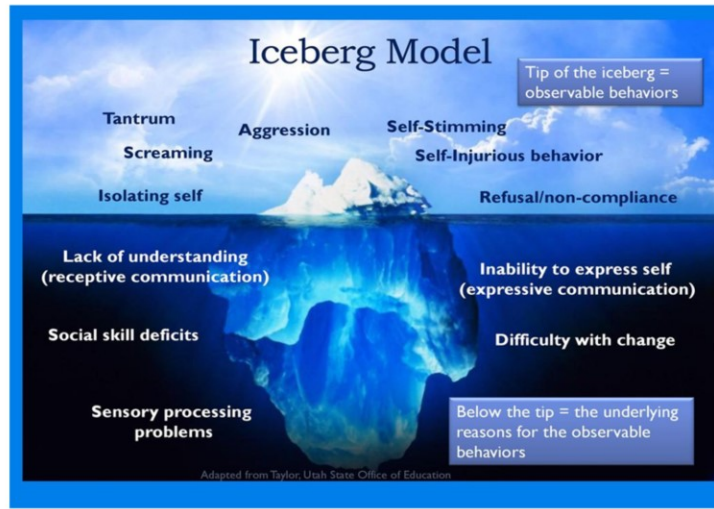


# Best Practices

## Why use the interdisciplinary team approach?

- Because there is lack of inter-rater reliability among parents and school staff;
- Because each observer brings his/her unique contribution, which is often non-accessible to other observers;
- Because certain behaviours can occur in certain environments but not in others, which also explains the differences between the two groups;
- Because it is quite possible that certain behaviours will only be observable in specific contexts.

# Things to Remember



Source: <https://slideplayer.com/slide/12232059/>

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- Referring back to the first webinar, we can now begin to see the significance of the interdisciplinary team approach to meet the needs of the students, and that a collaborative approach can have the most impact on student learning and behavior.
- The stage at which functional impairment becomes evident will vary according to characteristics of each child with ASD and also depends on their environment.
- Bring awareness of the pervasiveness of living with someone with autism - affects every aspect of life.

Thinking about this when implementing ABA in the student's curriculum.

## Conclusion

- PPM 140 – A Ministry policy which guides district supports and procedures.
- ABA – Using the ABC model all students can learn and unlearn behaviors.
- Interdisciplinary teams can considerably reduce communication breakdown and can clearly improve the planning, development and coordination of child services.

We hope that this webinar has helped you deepen your understanding of PPM 140 and the importance of ABA and the transition process. We know that this changing practice is not easy yet it is our hope that you can find where you are now and look at going to the next step in your planning, programming for students with ASD. Although these strategies have been presented in the context of working students with ASD, they can also be used for all students with special needs as these are universal strategies that have shown to be highly effective.

ABA - are strategies that work for all students and have been proven to change behaviors, for not only students with ASD, but for many students who present challenging behaviors.

Using the Interdisciplinary team approach defines the role and responsibility of all, and avoid miscommunication. It ensures that all are working toward the same goal and that the student remains at the centre of the decision making.

## Conclusion (Continued)

The principal of the school sets the tone and leads the way for all to work together here are some tips:

- Coach, listen and advocate
- Think outside the box
- Allow staff and families to voice concerns
- Participate and provide professional development that mirrors staff and student needs
- Listen to, respond to, and validate student educator and home realities

As the principal you set the tone and being there to coach, listen and advocate for staff and students is essential in creating a collaborative environment. Staff, students and families need to be heard. As the lead you can ensure that needs are being met and that staff have access to training and supports in order to provide the best programming for students. Parents are a very valuable assets and to include them in discussions can bring essential information and build trust.



Join us on  
June 10



Join us for the next webinar Working with Parents/Guardians to Support Students with ASD.



We will explore various ways to expand your current school team to include other various perspectives in support of the students with ASD in your school.



On behalf of OPC,CPCO, and ADFO thank you for taking the time to be with us today. We hope you enjoyed today's webinar and we invite you to join the 3rd webinar. This third and final webinar of the series explores how P/VPs can enhance collaborative team support for improved program planning and outcomes for ASD students by elevating student voice and parent/guardian engagement.



# Final Words

- Quick polls – Please respond to the following questions
- Survey – Please complete the survey at the end of this webinar. You will also receive it by email .
- Glossary, references will be made available in a PDF format and emailed to you tomorrow.
- A recording of this webinar will be available on association websites in the next couple of weeks.



Thank you



## CONTACT US

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## Glossary

### **Applied Behaviour Analysis (ABA)**

The use of behaviour principles and methods to solve practical problems. In other words, it's the attempt to solve behaviour by providing antecedents and/or consequences that change behaviour

### **Applied Behaviour Analysis Program**

A systematic approach to analyzing and changing behaviour. It entails establishment of behavioural objectives; selection and application of valid and reliable measures; regular recording; consistent application of selected procedures based upon principles of behaviour; plus an experimental evaluation of results.

### **Comorbid disorders**

Two or more disorders diagnosed simultaneously in an individual

### **DSM V**

Referred to as the Diagnostic and Statistical Manual of Mental Disorders (DSM–5). Contains disorder criteria that capture the experiences and symptoms of children. Rather than isolating childhood conditions, DSM-5's organization underscores how they can continue to manifest at different stages of life and may be impacted by the developmental continuum that influences many disorders.

### **Interdisciplinary**

A coordinated group of experts from several different fields who work together toward a common business goal. A business might use an interdisciplinary team of professionals to work on a complex project that requires multiple skills sets or areas of expertise in order to succeed

### **Prevalence Rate**

The total number of cases of a disease existing in a population divided by the total population

### **Transdisciplinary**

A coordinated group of experts from several different fields members of the team come together from the beginning to jointly communicate, exchange ideas and work together to come up with solutions to problems.

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What's the best approach when supporting students with ASD?

<b>Single Disciplinary</b>	<b>Multi-disciplinary</b>	<b>Interdisciplinary</b>	<b>Transdisciplinary</b>
Highly specialized in one disciplinary.	People from different disciplines working together, each drawing on their disciplinary knowledge.	Integrating methods and knowledge from different disciplines, using a real synthesis of approaches.	Creating a unity of intellectual frameworks beyond the disciplinary frameworks.
No cooperation with other disciplines.	Not focused on problem solving but requires expert opinions.	Focused on problem framing and solving from disciplinary perspectives.	Solving problems by going beyond disciplinary perspective to involving practitioners, beneficiaries and non-academia.
Development of a new detailed discipline.	Members cooperate in their contributions but do not integrate their perspectives.	Perspectives are integrated with stronger levels of cooperation.	New knowledge is generated through the use of multi and interdisciplinary concepts.
	Disciplinary theory development.	There is a common understanding on methodological approaches, epistemological and ontological perspectives.	Considered as the highest form of integration of all actors in a participatory.

Source: Mumuni et al. (2015)