



REPORT

Program/Curriculum Success

Applied Behaviour Analysis Supports

Inaugural Board Meeting:
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Rainy River District School Board

Applied Behaviour Analysis Supports

Ministry of Education

As part of the Ministry of Education's Grants for Special Needs (GSN), the Behaviour Expertise Amount (BEA) allocation provides funding for school boards to hire additional board-level Applied Behaviour Analysis (ABA) expertise to:

- Support principals, teachers, and multi-disciplinary transition teams;
- Increase capacity within the school system on the use of ABA methods;
- Provide and coordinate training on Applied Behaviour Analysis instructional methods and resources at the school board and school level;
- Play an important role in the successful implementation of the Connections for Students model for students with Autism Spectrum Disorder, and supporting deeper implementation of PPM 140 – Incorporating Methods of Applied Behaviour Analysis Into Programs for Students with Autism Spectrum Disorder and PPM 156 – Supporting Transitions for Students with Special Education Needs.

Applied Behaviour Analysis

Applied Behaviour Analysis (ABA) is an effective approach to understanding and changing behaviour, and teaching new skills. It identifies the underlying “why” of the behaviour and utilizes a preventative approach setting students up for success. Interventions can address multiple developmental domains including communication, social, cognitive/academic, self-regulation, motor, self-help/daily living, and play. The Applied Behaviour Analysis approach and supporting services of the Behavioural Therapist are applicable to all students and have been found to be specifically effective in working with students with Autism Spectrum Disorder (ASD).

Behaviour Therapist Services

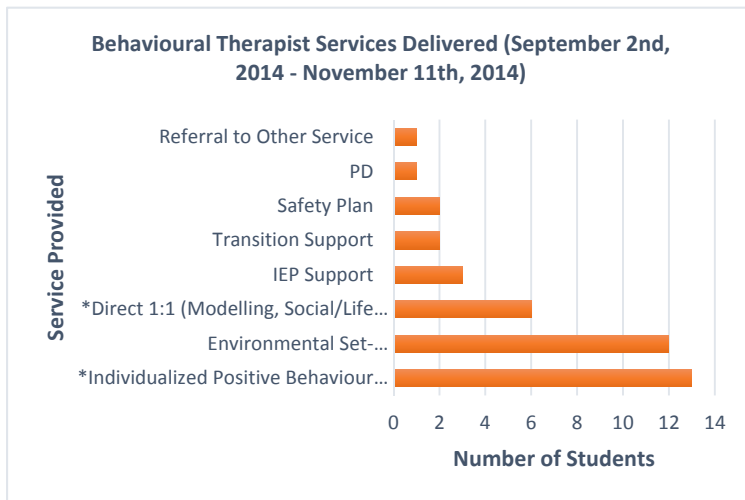
As a member of the Rainy River District School Board's School Support Services, the Behavioural Therapist:

- Provides positive behavioural supports to teachers, Educational Assistants, and students through observation/consultation, social/life skills groups, and Professional Development opportunities;
- Builds school staff capacity through PD opportunities;

- Implements 3 tier behavioural model for behavioural referrals focusing on ABA strategies, positive teaching strategies, and best practice;
- Supports the creation of Positive Behavior Support Plans and the implementation and Applied Behaviour Analysis (ABA) strategies;
- Provides supports for the development and implementation of transition plans;
- Promotes collaboration between parents, community partners, and school teams through case conferences/school meetings.

Behaviour Referrals:

To date, 52 referrals have been submitted through the School Support Services referral mechanism from September 2nd to November 11th, 2014. The following chart provides an overview of the types of service/support provided to students as well as to the staff who work with them:



Future Direction:

Students will continue to be monitored for ongoing success. Further collaboration between parents, community partners, and school teams will help to ensure effective communication with stakeholders. To help students with Autism Spectrum Disorder, the Behavioural Therapist will continue to deliver weekly social/life skills sessions to selected groups of students. School teams (Principals, Special Education Resource Teachers, Classroom Teachers, Educational Assistants, and Early Childhood Educators) will be provided additional strategies to be used with students based on their individual needs. Individualized transition plans that reflect the student’s strengths and needs will be created to provide the foundation for successful transitional experiences that support the building of student resiliency.