



BC-ABA

NEWSLETTER

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BC-ABA 2nd Annual Conference and AGM:

June 18th & 19th, 2010

University of British Columbia,
Scarfe Building, 2125 Main Mall

June 18th, 6:00 to 9:00 p.m.:

Three-hour workshop on ethics for applied behaviour analysts presented by Ray Romanczyk, Ph.D., Distinguished Service Professor of Psychology and Director, Institute for Child Development at the State University of New York at Binghamton. Meets the ethics CEU requirement for BCBAs and BCaBAs!!

June 19th, 9:30 a.m. to 4:00 p.m.

Keynote address by Dr. Romanczyk; BC-ABA Annual General Meeting, and research studies and presentations on assessment, interventions for problems behaviour, early intervention, parent/family training, school-based and adult interventions and MORE!

See www.bc-aba.org for details!

Lower Mainland School- & Centre-Based Education Programs for Children with ASD

➤ Phoenix Learning Academy

The **Phoenix Academy of Learning (PALS)** is an independent school for children with autism spectrum disorders, located in East Vancouver. With a head of school, certified classroom teachers, educational instructors, and a board certified behaviour analyst on site, PALS offers students from 6 to 18 years of age a full and dynamic program, year-round.

The teachers develop Individualized Education Plans for each student following the BC educational curriculum, with a focus on language and communication, social skills and interaction, fine and gross motor skills, adaptive daily living skills, reading, writing, math, and fine arts. Skills for independence, ranging from requesting to toileting, to eating and even vocational training are a priority for all students. Instruction is delivered in a staff to student ratio of either 2:3, 1:2, or 1:4, depending on a student's level of functioning. Educational Instructors provide students with support throughout the day; however, they also conduct 1.5 hours of intensive teaching per day, during which language, communication, attention, and appropriate behaviours for learning are developed in a 1:1 ratio.

The behaviour analyst is on hand to implement and design behaviour intervention plans and skill acquisition programs for students using the principles of Applied Behaviour Analysis and Verbal Behaviour. Assessment tools such as the ABLLS-R serve as the basis for the development of individualized goals. Desirable behaviours are increased using proactive strategies while disruptive behaviours are decreased utilizing interventions based on functional equivalence. In order to deliver the most consistent and socially valid program for each student, communication between the school and families is always encouraged.

A before and after-school program enriched with leisure, athletic, and social activities is offered to students with the additional benefit of carrying through the same learning objectives and behaviour goals from the regular school session. PALS uses a multi-disciplinary approach, working closely with a Speech and Language Pathologist to assist students with language and communication deficits. Other BCBA's are consulted when specialized areas of expertise are required (i.e., social skills, direct instruction, severe disruptive behaviour). The After-School program collaborates with an Art Therapist and Occupational Therapist to assist students with creative expression and fine and gross motor skills.

Employees are provided with numerous professional development days, after-school workshops, as well as on-the-job training and evaluation. PALS can provide supervision requirements to those seeking practicum hours for a number of different programs.

For more information, please visit the website at www.phoenixacademy.ca

Lower Mainland School- & Centre-Based Education Programs for Children with ASD

➔ Harmony House CARES

Harmony House CARES was created in 2006 to meet the growing needs for children and families dealing with autism. Harmony House is built on a foundation strong in principles of Applied Behaviour Analysis as founder and Executive Director Bohdanna Popowycz Kvam, M.Ed received a large proportion of her training at a Lovaas replication site.

One of the centre's main components and educational systems is the preschool that provides an integrated environment for children with autism and their peers. The preschool's philosophy is that social and language development is key to any child's success, and honours and facilitates friendship building between children with autism and their peers. The high levels of support and supervision in the 3 mornings a week classroom allow children to work towards their individual education goals, based on the above, as well as early kindergarten skills.

Harmony House has graduated three years of preschoolers, prepared to move on to Kindergarten, several of who currently need only limited support in the public school system. Families may also choose to have their child do their kindergarten year at the Centre. All of the children with autism in the preschool also receive in home ABA services in addition to the preschool portion that allows for generalization amongst environments.

In order to continue this success for children with autism, Harmony House has developed social programming after school for children ages 4-8 (based on the work of Michele Garcia Winner) as well as a homework club that provides support for children needing additional assistance with academics, in group settings. An anxiety group that provides guidance for young girls diagnosed with Asperger's syndrome meets twice a month. A home school club element was added this past September 2009 to offer activities bi-weekly for children and their families who have chosen the home school teaching route.

In order to provide these quality services for families, Harmony House holds an internship program that is heavily supervised by Clinic Director, Michele Shilvock. The one-year internship program's main focus is the development of individualized positive behaviour supports for children and their families. Weekly classes for interns are held to build additional skills, based on current best practices, as well as to further learn and discuss childhood development and how to work closely and respectfully with school districts. All interns work in the home setting with different age children to ensure confidence with different levels of programming.

Visit www.harmonyhousebc.ca for more information

Lower Mainland School- & Centre-Based Education Programs for Children with ASD

➤ Smilestones Junior Kindergarten

Smilestones is an inclusive preschool program offering enriched curriculum in an active learning environment for children three to five years of age. The preschool provides a unique opportunity for children diagnosed with autism spectrum disorder to learn side by side their typical peers and receive individual and group instruction in a structured and motivating environment.

Each classroom provides early intensive intervention to 4 children with autism who attend the program 5 days per week for 4 hrs each day, year-round. Small class size and a low children to instructors ratio, allows each child at Smilestones to benefit from individualized instruction and attention.

The program utilizes a variety of teaching techniques and procedures based on the science of Applied Behavior Analysis. Classroom activities are planned to promote high level of engagement and provide multiple opportunities for effective and systematic instruction.

At Smilestones we use variety of assessment and intervention guide tools such as ABLLS and VB-MAPS to develop a program and teach children developmentally appropriate skills in a logical and sequential manner.

We emphasize teaching within the context of developmentally appropriate activities and routines to allow for all peers to participate in instructional situations. Group learning is an important part of creating a community where each child can learn and contribute. Large and small group activities incorporate strengths and interests of children with autism and use preferred materials and activities to teach new concepts.

Trained and skilled early childhood educators and behaviour interventionists provide intensive teaching and facilitation of peer interaction throughout the day. In addition, behaviour interventionists provide intensive instruction in a 1:1 ratio. Intervention is provided under the guidance and supervision of Anna Matchneva, M.Ed., Board Certified Behavior Analyst.

Parents are central to an effective program and we work together as a team to enable families to become active participants in their child's learning. In collaboration with families we identify priorities, develop learning objectives, and evaluate program outcomes. Smilestones instructors receive continuous on-site training, supervision, and evaluation. In addition, Smilestones provides practicum and supervision opportunities to individuals interested in pursuing board certification or learning to support children using ABA in inclusive setting.

For more information, visit www.smilestones.ca

Surrey College ABA Support Worker Program

In the fall of 2006 the Surrey School District sat down with a group of parents in the Surrey area to discuss how the district could support students who received ABA intervention programs at home. This group of parents advocated for a program that would enable home-based instructors to work in the school with their children. They wanted to ensure that the gains that their children were making at home continued in the school setting.

In order to respond to this request the Surrey School District formed a committee consisting of parents of children running ABA home-based programs, ABA practitioners (Behaviour Consultants) and administrators from the Surrey School District. This committee worked in collaboration to form the ABA Support Worker Certificate program at Surrey College. Graduates of the Surrey College Program are qualified to apply for ABA Support Worker positions in Surrey schools. The parents of the students whom worked with ABA Support Workers in the school setting later formed an ABA Advisory where parents meet four times a year to bring concerns and questions to the district.

The ABA Support Workers work collaboratively with classroom teachers, integration teachers, Behaviour Consultants and the children's parents to provide individualized instruction using the principles of the science of applied behaviour analysis in the classroom. This instruction looks different for each student as each student's curriculum matches his or her pre-requisite skills.

In January of 2007 the first cohort of the ABA Support Worker Certificate program began classes at Surrey College. To date three classes have graduated from the program. The pre-requisites needed to enter the program at Surrey College include:

- 1000 hours of home-based ABA experience (entry into the program at 500 hours is possible).
- 250 of the 1000 hours must have been completed using discrete trial instruction.
- Preferably the 1000 hours are accumulated working with at least 2 different children.
- Therapy hours supervised by a consultant with a Masters degree or higher specializing in ABA, a senior therapist from a Lovaas Replication site, or someone with supervised training by one of the above.
- Entry requirements as determined by the College (high school graduation, clear criminal record check, etc.)

Parents are required to sign off on each applicant's hours and Behaviour Consultants are required to sign off that the applicant worked under his or her supervision.

This program has been very successful with many students thriving in the school setting. The program has the support of parents, teachers, ABA Support Workers and Surrey School District administration. The Surrey School District, Surrey College and the Advisory Committee have proven that collaboration, determination and a willingness to explore new ideas can have a great and lasting impact on the student's in the Surrey School District.

-Submitted by Sharon Baxter, BCBA

BC-ABA Membership Committee Announcements & News!!

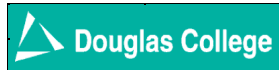
We have 70 members to date, and anticipate that enrolment will steadily increase over the coming months.

We would like to make becoming a BC-ABA member easier. To that end, people can now pay for their memberships online using PayPal and will soon be able to complete and submit membership applications online as well. We will keep you updated on these developments.

One of our goals for this year is to recruit new members for BC-ABA, and to disseminate information about the organization more broadly. If you know of groups of individuals (e.g., university students, supervisees, trainees) who would be interested in learning about BC-ABA and becoming members, please contact us. We will be happy to come and give a brief presentation about BC-ABA and answer any questions that people might have.

If you would like information about membership renewal or applying to become a new member, please visit the Membership section of the BC-ABA website at <http://www.bc-aba.org/membership.htm>. If you are interested in volunteering on the Membership Committee, or know of someone who might be, or if you have any questions or ideas to share with us about the Membership Committee, please contact us at membership@bc-aba.org. Thank you to all of those who renewed their memberships, or who applied to become a new member of BC-ABA!

The coordinator of the Membership Committee is Miriam Elfert, assisted by Marecel Cleto and Jan Palmer.



Announcing SFU & Douglas College Collaboration:

Building Behaviour Analytic Competence in B.C.!

The Disability and Applied Behaviour Analysis (DABA) program at Douglas College is proud to announce our upcoming collaboration with Simon Fraser University (SFU)!

Beginning September 2010, SFU Psychology students will be able to complete the one-year, five course DABA program as part of their undergraduate degree; upon graduation, SFU students will obtain a Bachelor of Arts in Psychology with a Concentration in Applied Behaviour Analysis. The DABA program provides a BACB-approved course sequence for Certification as an Assistant Behaviour Analyst (see the Behavior Analyst Certification Board: BACB.com).

If you are interested in finding out more about this venture between Douglas College and SFU, or, you are wondering how you can apply for the program, see the DABA website (www.douglas.bc.ca/programs/disability-applied-behaviour-analysis.html) or contact Lori Woods, DABA Program Coordinator, at 604-527-5129, or woods1@douglas.bc.ca. Or, see SFU's information at: www.psyc.sfu.ca/ugrad/index.php?topic=aba_major.

NEWSLETTER SUBMISSIONS!

We hope you have enjoyed this issue of the BC-ABA Newsletter. We welcome your feedback and input for the upcoming issues. The newsletter will be published two times a year in May and January. At this time we invite you to contribute to our January newsletter issue. You can submit your contributions in the following areas:

- Research:** summary of recent behaviour analytic research you have conducted or are currently involved in
- Professional Development:** information on upcoming conferences and workshops, summary of behaviour analysis conferences attended, opportunities for continuing education
- Book and article review:** share a summary of particularly interesting books or research articles
- Applied behaviour analysis in everyday practice:** case reviews and examples
- Behavior Analysis in British Columbia:** information about local resources, programs, and service providers.
- Resources:** share any valuable resource that you've come across

With your support, our next newsletter will contain even more news about the varied and important individual and collective achievements of our thriving behaviour analytic community. Please direct your questions, feedback, or submission ideas to publications@bc-aba.org.

We look forward to hearing from you,

Bruce Hamm, MA, BCBA and Anna Matchneva, M.Ed, BCBA
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