



Applied Behaviour Analysis Treatment Class

THE PURPOSE OF THE ABA TREATMENT CLASS

To enhance resources for students with an autism spectrum disorder by providing assessment/treatment/educational options utilizing the principles of Applied Behavior Analysis (ABA).

This treatment classroom is a short-term option (one to two semesters) intended to be part of a continuum of specialized supports within the educational system.

Contact the SERT or the Head of Special Education at your community school for further information.



Lake Ridge
COMMUNITY SUPPORT SERVICES



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STUDENT SERVICES

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SPECIAL EDUCATION • SPEECH LANGUAGE AND HEARING • VISION



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Students Who May Benefit

- Diagnosis of ASD
- Grades 9 - 12, earning credits toward an OSSD
- Challenging behaviour is likely to respond to ABA-based treatment delivered within the Grove School classroom setting
- Skill acquisition that requires intensive ABA based treatment
- Family is prepared to support their student's participation in a treatment program

Presenting concerns that would better be addressed through other avenues:

- Student has a history of attendance issues, excluding those resulting from a school-based decision (eg. modified day)
- Behaviour of concern primarily occurs in the home setting and impacts regular school attendance (eg. persistent difficulties with routines at home)
- Primary presenting concern at the time of referral is not related to ASD (eg. mental health)

Transportation

Transportation may be requested but is NOT guaranteed

Student & Parent Commitment

Each student and their parent(s)/guardian(s) enrolled in the program are expected to actively participate in assessments, selecting goals, monitoring progress, practicing skills and planning for transition



Grove School
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Oshawa, ON L1H 4H4
Telephone: 905-725-7042
grove.ddsbc.ca/

Classroom Capacity

Classroom accommodates four students and up to two students can access an "integration in" seat

Staffing

1 Board Certified Behaviour Analyst (BCBA) and
1 Registered Behaviour Technician (RBT)
1 Educational Assistant

Class Schedule

Follows the bell schedule of the host school. Class closed one day every two weeks for team meetings, program preparation and other administrative duties

Academics

Students will have the opportunity to earn credits towards their OSSD or OSSC

Integration

Opportunities to participate in the school community may include scheduled opportunities (e.g., assemblies, trips) and daily opportunities (e.g., credit courses, cafeteria, resource room) Student specific

School Team Commitment

The area team facilitator and school team SERT will commit to a communication strategy including regular meetings throughout the intake, treatment and out-take phases of involvement

The re-entry phase will involve the school team, area team and ABA class staff meet regularly for six months post-transition



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900 Hopkins Street, Unit 8
Whitby, Ontario L1N 6A9
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www.lrcss.com



Thomas' Special Education Teacher (SERT) reached out to the Inclusive Student Services team at his school in the Fall of his grade eight year, describing Thomas as very capable of completing the curriculum expectations, but lacking the motivation to do so, instead preferring to spend time doing high interest activities like drawing and painting characters that were of high interest to him and telling riddles and jokes to his classmates. Often when he was asked to complete his work, he refused. If staff persisted, he became very upset, sometimes to the point of putting himself and others in harm's way. Sometimes, Thomas went home early on these challenging days. This resulted in Thomas, despite being very capable, falling behind in his learning. Everyone was concerned about what this might look like for Thomas in high school.

Given the setting of the ABA classroom, including a special education teacher, a 4:1 student to teacher ratio, an Educational Assistant, the primacy of treatment and an ABA clinician on site daily, the process to address the barriers to Thomas being successful at school, was underway! With these resources, the team was able to assess and intensively teach alternative ways for Thomas to express frustration and cope with the demands of his assigned tasks. When challenging days happened, there were sufficient resources for the team to safely support Thomas in using his emerging coping and communication skills. Over time, Thomas

began to ask the teacher questions, advocate for changes to or (more rarely) a break from his work, instead of becoming upset. As he was able to complete more work, he became increasingly motivated by earning credits. By the end of the year, he was awarded 6 credits, one of which was earned in a mainstream classroom, where he attended with partial support from classroom staff (and had the opportunity to practice his new coping and self-advocacy skills)!

The family supported the process throughout and were active members of the treatment team. They understood the importance of Thomas remaining at school on challenging days, so that he could practice his coping skills and learn that more good came from working with his teacher to get the work done than it did from leaving school early.

At the end of his second semester with the ABA classroom team, Thomas transitioned to his community high school for grade 10. This team had actively participated in monthly progress meetings throughout Thomas's time in the ABA program, in order to facilitate a smooth transition. During follow up visits to his new classroom, Thomas was observed to be participating in class discussions and completing assigned work. The classroom teacher, ISS team and family were quite pleased with his progress! Thomas had also forged some new relationships and at the sound of the bell was out the door for lunch with friends!



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