



INTRODUCTION TO ABA

IDEAS, APPLICATIONS & INSPIRING STORIES



SATURDAY 11th JUNE 2016

Step by Step School

10:00-4:30



Introduction

Welcome to the first SEABA conference, we are pleased that you are able to join us in what we hope will be an interesting and inspiring event.

What is SEABA?

SEABA is the 'South-East Association for Behaviour Analysis'. It was formed in 2012. The members meet four times a year to discuss, share and disseminate information related to Applied Behaviour Analysis (ABA). These meetings take place at different locations across the south-east of England.

One standing agenda item is ethics. This includes review of ethical papers, ethical dilemmas and the code of conduct expected of those working within ABA. One part of this code relates directly to disseminating the science of behaviour analysis:

6.02 Disseminating Behavior Analysis.

Behavior analysts promote behavior analysis by making information about it available to the public through presentations, discussions, and other media.

<http://bacb.com/wp-content/uploads/2016/03/160321-compliance-code-english.pdf>

Our intention was to set up a conference accessible to all those involved with children and young people with autism and specifically those interested in learning more about ABA.

We have divided the day into four general categories and within each section there will be a variety of speakers, including young people with ASD, parents and professionals. The range of speakers will provide a broad and insightful perspective on autism and the effectiveness of ABA across a range of settings, including home, schools and the wider community. There will also be a presentation on a number of legal aspects associated with education.

At the end of the morning and afternoon there will be scheduled time for you to ask the speakers questions. There will be regular refreshments breaks which we hope will provide you with the opportunity to continue to discuss the topics explored in the presentations.

For those of you on Twitter please use the hashtag #SEABA2016 when posting about this event.

We would like to thank both the speakers and attendees for supporting this event today and we are confident that this SEABA conference will be the first of many successful annual events.

The SEABA 2016 Conference Committee:

Beth, Susan, Caroline, Amy, Athene, Daniel, Jasmine, Tracy & Faye



SEABA 2016 Conference Running Order

9:30-10:00	Registration
10:00	Conference Opening
	Greeting From Charlotte Cochrane (Deputy Director of SBS) SEABA Day Overview- from Daniel Horan (SEABA)- Pre-Conference Discussion
10:15	SESSION 1: <i>Dimensions & Dynamics</i>
	Speaker 1: Caroline Pearce
	Speaker 2: Bekah Bulmer & Faye Palmer
	Speaker 3: Sarah Hall
11:20	SESSION 2: <i>Impact & Integration</i>
	Speaker 4: Daniella K
	Speaker 5: Sian Kelly
	Speaker 6: Fiona Slomovic
12:30	Morning Review Q & A Speakers Forum
12:45	Lunch, Mix & Mingle
1:30	SESSION 3: <i>Actions & Achievements</i>
	Speaker 7: Amy Miland & Jasmine Irani
	Speaker 8: Sanda Senanayake
	Speaker 9: Athene Burdge
2:45	Afternoon Break
3:00	SESSION 4: <i>Empower & Enable</i>
	Speaker 10: Luca B
	Speaker 11: Andrew Swartfigure
	Speaker 12: Jo-Ann D'Costa
4:00	
	Afternoon Review Q & A Speakers Forum
	Post Conference Discussion & Feedback Forms
4:30	End of Conference



SESSION 1: Dimensions & Dynamics

"The treatment of individuals with autism is associated with fad, controversial, unsupported, disproven, and unvalidated treatments. Eclecticism is not the best approach for treating and educating children and adolescents who have autism. Applied behaviour analysis (ABA) uses methods derived from scientifically established principles of behaviour and incorporates all of the factors identified by the US National Research Council as characteristic of effective interventions in educational and treatment programs for children who have autism. ABA is a primary method of treating aberrant behaviour in individuals who have autism. The only interventions that have been shown to produce comprehensive, lasting results in autism have been based on the principles of ABA." - Richard Foxx, 2008

"Ultimately, knowing what drives us puts us in the driver's seat." - Susan M. Schneider, 2012

"Complete, Perfect and Whole: Conceptions and Misconceptions of ABA"

Caroline Pearce (The TLC)

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How do we learn? Why do we do what we do? Why won't they stop doing what they are doing? Applied Behaviour Analysis (ABA) gives us a way of understanding human behaviour. Once we understand, we are then able to predict how and when a particular behaviour may occur. It provides the tools to analyse a situation and make sense of the unpredictable. As an approach, it is positive, optimistic and empowering. It looks at skills and behaviours that are valuable to all our lives and suggests ways to teach and learn well. It understands and accepts us as individuals whose behaviour makes sense: we are all whole, complete and perfect. This talk will address some common misconceptions of ABA and will attempt to demonstrate how ABA as an approach can improve the lives of all who come into contact with it.

ABA at Step by Step School: One pupils journey...

Bekah Bulmer & Faye Palmer (Step by Step)

e: b.bulmer@stepbystepschool.org.uk

Case Study: This is a story of one pupils journey in an ABA special school. From their arrival at Step by Step from Year 1 through to Year 9. We will describe some of the ABA techniques used to teach a range of skills including communication, independent living skills, social skills, functional academics and community participation.

A parents experience of their sons placement at an ABA school

Sarah Hall (Parent)

Sarah will talk about the challenges faced to gain a place for her son at Step by Step school She will discuss her experience of his transition to the school, her sons progress and the positive impact this has had on her whole family.



NOTES, SCRIBBLES & QUESTIONS SPACE

NOTES FOR YOURSELF/ QUESTIONS FOR THE SPEAKERS?



SESSION 2: *Impact & Integration*

"All kids need is a little help, a little hope and somebody who believes in them"

- Magic Johnson

"Do the best you can until you know better. Then, when you know better, do better"

- Maya Angelou

Occupational Therapy in an ABA setting

Sian Kelly (OT)

skelly@stepbystepschool.org.uk

This talk will describe how a combination of ABA and The Sensory Approach have been successfully implemented to reduce barriers to learning for pupils at Step by Step School. Sian will discuss different programmes and tools used to meet the varying needs of pupils including; SticKidz, The Alert Programme and The Zones of Regulation.

My Perspective on ABA

Daniella K (Student)

This short talk will be delivered by a 12 year old girl with ASD. She will briefly detail, using photographs, her journey from diagnosis through to current day and her aspirations for the future. She has been home schooled, attended an ABA school and is now in a local mainstream school without support. Keywords:- ASD, home schooling, ABA schools, mainstream schools

How to secure Aba on an EHCP or Statement of SEN : why should a LA agree to fund this for you or your child ? Is ABA needed or simply luxury provision preferred by the parents?

Fiona Slomovic

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A frank explanation of the issues surrounding securing funding for Aba for home programmes , to support integration into mainstream schools and in special schools. Lessons learnt from negotiating with schools and LAs over the last 12 years and supporting over 100 families requesting Aba input through the tribunal system in the last 5 years.



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SESSION 3: Actions & Achievements

"Kids have to be exposed to different things in order to develop. A child's not going to find out he likes to play a musical instrument if you never exposed him to it"- Dr Temple Gradin

"A Journey of a thousand miles, begins with a single step" -Lao-Tzu

Smiles, Play and Pivotal skills; Early Stages of ABA Programming

Amy Miland & Jasmine Irani (The TLC)

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Case Study: What a home programme can look like. We will give a brief overview of a pre-school ABA home programme for a 4 year old boy diagnosed with autism. Using a mixture of video footage and explanation, methods of teaching pivotal skills in a fun and motivating way are discussed. There will be a brief explanation of the rationale behind the skills that are selected and an overview of the targets themselves. This will provide an idea of the individualised approach, using assessments to determine what best motivates the child as well as teaching through play within the home and community.

Broadening Horizons; one step at a time

Sanda Senanayake (Parent)

A parents reflections on the process of gently pushing beyond the current comfort zones and to experience more life-different food, different hairdressers and dentists. Working together to get there, taking small steps...a personal story of changing expectations.

"Food Glorious Food!"

Athene Burdge (Autism Solutions)

e: kokathene@gmail.com

'You are what you eat' is a saying many of us have heard. Naturally, many parents know the importance of a good diet, not just for general health and functioning but also for learning. It's understandable then how distressing it is for parents whose child has both learning barriers and food selectivity- refusing to eat certain foods. This talk will present a case study of a family with a child with food selectivity, and how a feeding program based on ABA principles helped them. It will also highlight how parent training using Behavioural Skills Training (BST), a model based on ABA principles was used. Keywords:- food selectivity, learning barriers, ABA principles, Behavioural Skills Training (BST).



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SESSION 4: EMPOWER & ENABLE

"Let us work to provide this educational service to all children with autism, regardless of age or severity of condition, and to all families, regardless of income"- Catherine Maurice, (1993).p 323

"When you lapse into thinking of all the things your child with autism can't do, remember to add 'yet.'"- Ellen Notbohm

"Back then, I didn't eat much" & "Back then, we didn't hope much"

Luca B (Student) & Monica & Richard (Parents)

In 2011, Luca only ate around 8 different food items at all. What little variation he had as a toddler had shrunk over the years to an extremely limited range. He would tantrum and vomit when presented with new food items. Through a gradual process of exposure, flexibility and persistence we have expanded the type, range and quantity of food and drinks he will consume.

"A little bit of luck, a lot of understanding and a steady hand"- The journey of the Peartree Centre and underpinning with Behaviour Analysis

Andrew Swartfigure (Pear Tree Centre)

e: a.swartfigure@stanley.richmond.sch.uk

The Peartree Centre is based in Richmond, London. Over the last 12 months or so we have established our model on School- Wide PBS. It is built on the solid foundations of Behaviour Analysis. Andrew will talk about how the centre is modelled, how Behaviour Analysis runs through its multi- disciplinary veins and what it means for the students and families that attend the Peartree Centre at Stanley Primary School.

My families journey and passion to set up Autism Parent Empower

Jo Ann D'Costa-Manuel (Autism Parent Empower)

jo@autismparentempower.org Twitter: @JoAnnOfficialUK F: /autismparentempower/

The talk is based on my journey as a mother with a younger son diagnosed with Autism. The talk will explain how interventions including ABA has transformed our son and family lives. Determined to give back we have now launched Autism Parent Empower, bringing ABA into the mainstream.



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INTRODUCTION TO ABA



"The quality of human life, perhaps even the survival of life as we know it, depends on finding ways to make everyone's environment more nurturing-less coercive and more caring, supportive of human development, and focused on doing what works."

- Anthony Biglan, 2015

"Teaching needs an ecosystem that supports evidence-based practice. It will need better systems to disseminate the results of research more widely, but also a better understanding of research, so that teachers can be critical consumers of evidence"

- Ben Goldacre

"It is important to note that ABA is not a single treatment. It is more accurate to say that ABA represents an approach to treatment as opposed to a specific type of treatment. This approach includes a number of treatment strategies that can be used to address the symptoms associated with autism and behavioural challenges associated with developmental disabilities. As an approach to treatment, ABA relies on arranging response-consequence relations, schedules of reinforcement, and other environmental alterations to reduce problem behaviour and increase appropriate behaviour."

-Joel Ringdahl & Terry Falcomata, 2009