

To Schools:

As you may know there is an increasing focus on practical and effective ways of using applied behaviour analysis (ABA) for children with autism attending inclusive education settings. Research studies have clearly shown that the placement of children with autism with their typically-developing peers by itself will not produce significant improvement in the social or academic adjustment of children with autism. In fact, children with autism place more demands on teacher time, show more frequent problem behaviour, attend less frequently and interact with peers less often compared to their peers. For gains to occur, children with autism require systematic programs that can be practically implemented in a general education classroom to target such goals as reduction of problem behaviours, ability to participate and learn in a group, ability to initiate and sustain peer interaction and the ability to follow classroom routines independently.

The Behaviour Institute has developed and delivered a summer workshop for educational assistants, teachers and consultants on how to provide the programming needed for children with autism in general education settings. We are about to significantly revise that workshop based on a book entitled, *Inclusion of Students with Autism: Using ABA-Based Supports in General Education* that is about to be released by Pro Ed in January.

These are the expectations:

The workshop would be held for three consecutive half-days (e.g., 9:00 – 12:00 p.m. or 1:00 – 4:00 p.m.) during the third or fourth week of August.

Participants consist of educational assistants, teachers, consultants who will be dealing with at least one child with autism in a general education classroom the following September.

Participants will receive handouts and presentations on interventions for children with autism in general education, including video examples. The specific topics will consist of:

- a) how to have a children with autism participate and learn in a group (embedded instruction, priming, individualized group instruction, adaptation to curriculum);
- b) how to reduce problem behaviours (e.g., aggression, stereotypic behaviours) (how to anticipate and prevent problem behaviours of children with autism)
- c) how to promote peer interaction of children with autism.

The format of the presentation would be:

- a) A Power Point presentation of each of the procedures with embedded video examples
- b) Exercises for participants

c) Hand outs

d) Participants would be expected to develop a plan of how some or all of the procedures can be used with children with autism

More information is available on the workshop on request.

If you or someone in your school system is interested in having this workshop m, please contact:

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