



SIG Chair Summaries – AGM 2019

In 2018-19, there were 9 existing and new SIGs:

- ABA in Mainstream Education SIG
- ABA in Schools SIG
- ABA Tutors SIG
- Acceptance and Commitment Therapy SIG
- Acquired Brain Injury SIG
- Crime and Justice SIG
- Organisational Behaviour Management SIG
- Positive Behaviour Support SIG
- Parents and Carers SIG

Summaries of activities for this period have been provided below for some of these SIGs.

• ABA in Mainstream Education SIG

The ABA in Mainstream Education SIG is developing a network of behaviour analysts interested in the application and dissemination of behaviour analysis in mainstream educational settings. Developing such a network will facilitate information sharing regarding best practices and effective approaches to disseminate behaviour analytic interventions to the wider community (e.g., teachers and parents).

We aim to promote and advocate for behaviour analytic instructional approaches to teach academic skills, and interventions for behavioural challenges in mainstream settings. Our goal is to disseminate within our field, and to a wider community including teachers, parents, and professionals involved in mainstream education.

We are currently working on the development of an information resource describing effective behaviour analytic interventions for mainstream settings, and providing a bibliography of key readings in the area. We are also in the process of developing a social media page specific to behaviour analysis in mainstream education; to both communicate with other members of this network, and to disseminate applications to the wider community.

The SIG is very keen to recruit new members and will focus on this over the coming months. There have been some unforeseen delays in progressing with the social media page development; however, we are now in the process of developing this and the aim for this year is to get the Facebook page up and running, and to discuss with SIG members ways of increasing membership. The SIG would be delighted to hear from anyone with an interest in this area.

Goals for 2019 are:

1. Develop a social media group specific to behaviour analysis in mainstream education, to both communicate with other members of this network, and to disseminate applications to the wider community; therefore promoting the ethical and effective application of the principles of behaviour and learning to a wide range of areas including education.
2. Develop an information resource (which could be published on the UK-SBA website) describing effective behaviour analytic interventions for mainstream settings, and providing a bibliography of key readings in the area; therefore promoting the ethical and effective application of the principles of behaviour and learning to a wide range of areas including education.
3. Meet as a group to identify initiatives to promote behaviour analysis in mainstream settings; therefore developing opportunities for networking and dissemination.

Mission Statement

To develop a network of behaviour analysts interested in the application and dissemination of behaviour analysis in mainstream education. We aim to promote and advocate for behaviour analytic instructional approaches for learning academic skills, and interventions for behavioural challenges with typically developing children, in mainstream settings.

- To disseminate research and knowledge of practice in this area within the UK behaviour analytic community and to the wider community (e.g., teachers and parents).
- To develop training opportunities and promote professional development in this area.
- To facilitate information sharing and provide opportunities to collaborate on research that improves the application of behaviour analysis in general education.

- **ABA in Schools SIG**

The group currently has 60 members and about 20% attend meetings. We have met 3 times this year and have been working towards achieving our agreed objectives:

To set up a framework for moderation that includes all schools (Contributing to the development of standards in education)

This group has established a peer moderation group: Step by Step, Snowflake and BeyondAutism schools' moderation group used IOA and quality of teaching. This was positive last year and is hoped to continue in 2018/19. Other peer moderation has used B-Squared, which they found more relevant and accessible than pupil work. Forest Bridge has also had positive experiences with moderation with Snowflake School, wishing to continue.

A discussion was held on how to continue to move this forward. Actions:

1. One champion from each school to be decided upon
2. A conference call / video conference call to be arranged to discuss the proforma, frequency and structure of moderation – Zoom video conferencing call to be arranged by BeyondAutism
3. Quality Assurance on proformas to be shared on a shared drive – Google docs for example – BeyondAutism to design, build and share
4. Wider conversations can be drawn on, i.e. assessment (post P-levels)
5. Current moderation planned between Snowflake and BeyondAutism
6. Reflection on the previous moderation would be helpful – one paragraph on feedback – Quest to prepare a document to populate on the Google docs drive
7. Feedback – moderation has been very helpful in terms of levels, expectations and ratification of progress. This was brought up in Ofsted and in other inspection experiences when it was a key part of judgements.

To find a digital solution to collecting and analysing data, decreasing hand written data (Promoting the recognition of behaviour analysis as a scientific approach in school settings)

Discussion around current situation with the working party group regarding developing a digital solution, use of iPads and potential app; also discussion around Schoolpod for safeguarding which is effective in other settings. BeyondAutism found CPOMs to be a more effective system. CPOMs enables a more strategic reporting tool, as well as an effective operational tool for reporting and chronologies. Recognition that our schools cohorts and size are more of a challenge to find a system that supports all different needs. Jigsaw has reviewed different systems, eg.Databridge, Schoolpod, SIMs. Different departments use different MIS as well. The cost element vs. functionality is key.

Key tasks for the working group include:

- i. What will the group achieve?
- ii. Looking at different systems, approaches and contexts
- iii. Review and feedback to SIG
- iv. Key questions – what and how are we measuring? Decision making protocols and then linking to research projects in the future

Developing pupil wellbeing (Sharing information innovation)

BeyondAutism – since Sept '17 - annual PCP's, including ongoing wellbeing targets based on My World Scottish wellbeing model. These are tracked throughout the year on PCP's and IEPs, demonstrating wellbeing. Mental Health training being brought in to support the SRE and PSHE curriculum. Mental Health action plan has been developed. Wider aspects of wellbeing include self-administration of meds, programmes that supporting tolerance of procedures etc. Zones of regulation groups. Recognition of distress being met with behavioural analysis approach, rather than maybe the immediate wellbeing needs linked to reinforcement. A balance needs to be of nurture, which is supported by a more robust framework. This is found in other schools. Review of SCERTS we have decided not to move towards this model, but we are developing our own independence framework.

Quest school – Zones used as well and developed to self-manage. Recognised that a behavioural response to a more immediate behavioural change of a pupil and consideration of how to view this; behaviour analysis, safeguarding?

Jigsaw – emotional literacy assistants – 2 – to be rolled out this half term to 2, 3 children. In regard to embedding this across the week this is to be developed based on targets which are followed by staff working either in sessions or across the week. Mental Health Lead will conduct an audit of what is being done already, which is considerable. One area is bereavement support, with impact being identified on pupils/clients who are verbal and non-verbal. Other areas include medical needs. SF Darin related to PBS referred to regarding staff wellbeing group, which has been established. Measurement of wellbeing and recognising self-awareness, self-management and the balance of nurture and support. There is a challenge with supporting pupils understand different emotional trauma and those around them enable communication. There is a question raised about the research in quality of life and wellbeing that may need to be brought into the context of our working practice. Family engagement is crucial.

Forest Bridge – transitions officer appointed to support pupils and families with choice and control over decisions. Therapists employed to support pupils through the curriculum (Drama therapist (BCBA) and Art therapist) to support. There is now a broader picture provided by this approach of pupil progress is much more effective. Ofsted currently moving towards a revised curriculum approach and engagement with a wider assessment evidence-base.

Step by Step – zones of regulation employed. Medical needs approach designed to support de-sensitise pupils to procedures and visits. Training being put in place regarding parent support. Research into developments in this area ongoing. Question raised regarding CAMHS from other schools. Feedback included: Referrals are in-consistent and our pupils are not necessarily supported

by the thresholds or with dual-diagnosis. There has been limited engagement and early intervention always a preferred model. Partnerships with other CAMHS teams is limited. Jigsaw has developed some early work around Mindfulness and ACT, which may be of interest to the schools.

Case study examples: Jigsaw yoga and dance has been successful, engagement and happiness has been seen to increase, wanting to participate. Generalisation for 1 pupil has been successful.

BeyondAutism – a programme based on a food programme has enabled a pupil to go on holiday, supporting his and his family's wellbeing. De-sensitisation for different activities is useful, but need wider services and access to make these more realistic. Tailor-Ed – partnerships formed with services and have secured funding to support paying for exclusive use of the facilities in situ. Example given by Forest Bridge about a pupils' feedback about his own progress and verbalising his own happiness. Example given about increased positive peer/group interactions.

Sharing key information/updates from each school (This is a brief, quick fire, information sharing opportunity)

We meet at different settings and include tours so that group members can see how other schools work; this year we have been to Forest Bridge School, Tram House School (BeyondAutism) and, Jigsaw School and Life Long Learning Centre. Dr Emma Hawkins has delivered a CEU covering Emergent Verbal Behaviour to our practitioner group

Mission Statement

The ABA in Schools SIG aims to be a group that promotes the development of high standards of practise in the application of behaviour analytic principles in schools in the UK. Our mission includes

- Promoting acceptance, knowledge and understanding of behaviour analytic approaches within a school context
- Supporting existing and emerging schools and units
- Sharing information innovation
- Promoting and generating new research
- Contributing to the development of standards for ABA service delivery and accreditation, where possible

• **ABA Tutors SIG**

The UK-SBA ABA Tutors SIG continues to act as a forum for ABA Tutors in the UK to support and network with each other. There are currently 51 members in our group, and we have members from all 4 UK countries (Northern Ireland, Scotland, Wales, and England). Our main form of communication is through our closed Facebook group, only for members of the UK-SBA. In 2018, members were recruited through word of mouth and by posts to the UK-SBA Facebook page (new members are always welcome!).

Following on from the period of June-December 2017, in 2018, the focus and main engagement of the ABA Tutors SIG Facebook group has continued to be centred on job postings, advertising any Tutor trainings that are being run in the UK, advertising any conferences/workshops, sharing resources and ideas for programme implementation and providing peer support (with the group adhering well to the rule of not providing clinical advice).

Engagement in the group has been low in 2018, so in 2019, it is hoped that new members joining the group will refresh this. Currently, along with the Chair of the SIG, there is 1 other Admin. In 2019, it is hoped that more members will volunteer as admins to help drive the SIG forward and, in turn, set more focused goals.

Mission Statement

Our mission statement continues to be that the SIG is there as “a forum for ABA Tutors, for networking and peer support.”

- **Acceptance and Commitment Therapy SIG – newly appointed October 2018**

The group was approved in October 2018 and has a presence on social media (Facebook).

We have attracted a group of international professionals and academics, and within the next 12 months we are aiming to:

- Organise webinars and face to face training sessions that will provide BCBA's with CEUs
- Facilitate peer supervision groups to enhance clinical practice (potential supervisors/lead professionals in the field have been approached)
- Continue to share resources with members of the group (e.g. reading lists have already been shared in our Facebook page)
- Explore and share training opportunities in ACT in the UK and online/internationally
- Conduct an online survey to collect information regarding current practice, training and research of ACT in the UK. This information might be presented at the ACBS conference in June 2019.

- **Crime and Justice SIG**

The SIG has continued to note any relevant research, current events or publications which relate to the area of Crime and Justice.

We have not managed to hold any meetings since the establishment of the SIG; however, the Chair will be organising the first meeting for sometime in March 2019. The meeting will include introductions by group members and a discussion about how the group can begin to advance some of its missions.

Goals for 2019 are:

- To hold our first meeting in spring 2019 to encourage continuing education and networking amongst professionals in the field. It is hoped that by holding our first meeting, we can get other people interested in our activities and also that some of the SIG's current members may have other colleagues who would be interested in joining the group.
- To increase the number of members to encourage continuing education and networking amongst professionals in the field.

Mission Statement

- Generate an interest in the area of crime and justice by Behaviour Analysts
- Create a forum where people can ask questions about this area and access behavioural and/or other related research
- Promote the advancement of training opportunities and the potential for people to gain employment in the area of crime and justice
- Allow professionals to network and work together in order to expand our field into this area successfully
- Increase the amount of behaviour analytic research exploring crime and justice

- **Positive Behaviour Support SIG**

The PBS special interest group met in person three times throughout 2018, each meeting included updating the SIG members on PBS news, case study discussion and subjects that were agreed and were of interest to the members. Subject discussions last year included medication and PBS, punishment and PBS and responding to the Hassiotis et al study published in February 2018. Following the publication of the RCT by Hassiotis the PBS drafted a letter to highlight the concerns with the research; this was published online in June 2018 on the British Journal of Psychiatry website and in December was published in the hard copy of the journal.

The PBS news section ensures that all members are aware of developments within PBS nationally and what links the members have with other PBS groups. PBS SIG members have been involved with local PBS groups and there are members of the SIG in Surrey, SHIP and Northants local groups. At one meeting this year, the SIG reviewed and provided feedback on a document developed by the Surrey Coaches programme for assessing quality of service relating to the implementation of PBS.

The PBS SIG has set up four working parties this year to work on achieving the aims of the SIG. There is a lead for each of the working parties which are:

1. Social media (Tessa Buckfield) - in 2018 a closed Facebook group was established, to enable the SIG members to connect with each other. The minutes of the meeting are added to this group. The group is overseen by two admins to ensure that posts are approved and monitored before they are published.
2. Linking with other PBS Groups (Jonathan Beebee) – The PBS networks nationally have been mapped and a letter sent to all of the groups to ask if they would consider inviting a member of the SIG to attend.
3. Dissemination of PBS resources (Carol Boothroyd) – The working party meets via Skype and is currently in the process of writing up the relevant resources onto an excel sheet which will be available for dissemination.
4. Research related to PBS (Sam Corbett and Jen Hayes) – regular meetings via Skype have been held and the focus of research has been agreed to be Mediator Training and Procedural Reliability. Currently all members of the working party are reviewing literature in these areas to establish the research gaps.

What's happening in 2019:

1. Meeting topics – Nick Gore will be presenting at the March meeting on Mental Health and PBS. Additionally members have requested a meeting to focus on trauma and PBS and Intensive Interaction and PBS.
2. National PBS groups, the aim is to write to all UK-SBA members to ask them what PBS Networks they are part of. The working party for linking PBS groups would like to plan a national network of networks meeting to see how we can support the PBS Networks
3. PBS research, the working party is aiming to design the methodology and design of the research that is to be undertaken and start to collect data.
4. Dissemination of PBS resources list, the list should be made available to practitioners in 2019.

Mission Statement

The Positive Behaviour Support Special Interest Group (PBS SIG), brings together practitioners, educators, researchers and students interested in Positive Behaviour Support (PBS), and aims to improve the quality of PBS as it is practiced in the UK and to support those involved in its delivery and dissemination.

- **Organisational Behaviour Management SIG**

The group has held 4 meetings this year and we have had a small increase in membership. All meetings have been virtual meetings via Skype and have been attended by around 5-6 people.

A number of members have been in the process of completing the OBM certificate at the Florida Institute of Technology and we have had discussions and presentations from members about their work-based projects for this course. Nick Barratt also presented a large-scale project completed at his workplace which included key OBM elements. The group has held a number of discussions about potential papers for publication on OBM, introducing the area to the UK behaviour analytic audience as well as the wider business audience. Meetings this year have also included discussions based on key OBM published papers.

The group has continued to provide information to its members about free webinars and other events, both through email and the Facebook group.

We have a new co-chair of the group; Leah Fennema working with Kate Strutt. Leah is a BCBA and works exclusive in the area of OBM. Leah and Kate will chair the meetings jointly with Leah leading more of the topic specific discussions.

Mission Statement

- To promote awareness and knowledge of research and practice in OBM within the UK behaviour analytic community and wider industry.
- To promote and develop training opportunities in the UK and provide a platform for continuing professional development.
- To provide opportunities to collaborate on research and service evaluations focussed on OBM.
- To provide opportunities for professionals to network.