International Applications Derived from PATTAN’s Autism Initiative: the case of Thailand, Malaysia and the Czech Republic

Dita Chapman, BCBA – Helena Váňurová, Ph.D.

National Autism Conference

August 5 – 8, 2019
Presentation Outline

- Developments of ABA in the Czech Republic
- Implementing the PaTTAN Technology in Thailand
- Implementing the PaTTAN Technology in Malaysia
IMPLEMENTATION OF ABA WITHIN THE EDUCATIONAL SYSTEM IN THE CZECH REPUBLIC
Situation concerning people with ASD in the Czech Republic

- ASD often hidden under different categories (multiple disability, intellectual disability)
- No relevant official statistics – no state agency is keeping this sort of data
- Diagnosis is received on average at the age of 4
- The time between first signs reported by parents and diagnosis is on average 51 months.
- Since 2017 – compulsory nation-wide screening at the age of 18 months (M-CHAT)
System of education for children with ASD

- Two competing systems: state and regional, state sets requirements and legislation, decides on the budget, region is responsible for fulfilling the requirements and distribution of budget to schools
- ASD treated as a separate category of SEN only since 1990s
- Children with ASD are predominantly educated in special schools
- Strong tradition of structured teaching and PECS
- Compulsory education from 6/7 to 16/17 years of age
Gaps in the System

- No systematic early skills development
- No alternatives to structured teaching available
- Children with low-functioning autism rarely in mainstream settings
- Lack of knowledge about SEN by general education teachers and resulting misconceptions
- Insufficient knowledge and skills of TAs
- School psychologist and school SEN teachers often have insufficient experience with pupils with ASD
- Non-existent system of work with classmates and their families
  Strong tradition of special schools
ABA in the Czech Republic

- Parent-driven since 2014
- Only 2 BCBA in the country
- Dita Chapman, BCBA
- Katerina Chrapkova, BCBA
- Behavior Analyst Licensure Law 2017
- BUT still no coverage from health insurance
ABA Centres in the Czech Republic

Only 2 in the country

ABA Strategie s.r.o. in Prague
led by Kateřina Chrapková, BCBA

ABA Centrum in Prague
led by Katrin Telin supported by Global Autism Project
ABA at the Masaryk University

Mission: "Introduction of behaviour analytic interventions for children with ASD and other developmental disabilities to education."

- Since 2016, financed by the Ministry of Education (project)
- Target groups:
  Teachers / teacher assistants / SEN teachers
  Psychologists
  Parents
ABA at the Masaryk University

Education:

- RBT course (40 hours) since autumn 2016 (approx. 180 students)
- Courses for professionals in early intervention (40 hours) since autumn 2018
- Verified course sequence at MU – BCBA (270 hours, 13 students), under leadership of prof. M Keenan (Ulster University, UK)
- 15 students supported to study VCS abroad (FIT and QUB)
- Intensive short-term courses (ABA in school settings, PB, social skills etc.)
PaTTAN Initiative in the Czech Republic

Trainings and boot camps run by PaTTAN experts Amiris Dipuglia and Mike Miklos

Over 270 participants (parents, teachers, paraprofessionals, psychologists, psychiatrists, social workers)

- Boot Camp
- Parent training
- Social skills streaming
- Teaching echoics and vocal shaping
- Programming sequences
Feedback

Absolutely amazing – very practical, professional in every respect!

One of the most useful educational events I have ever attended! Thank you!!

It was cool! I cannot find better words. Just, at 4 A.M. I was still repeating prompt, transfer.... However, it was the best seminar I have EVER been to!

Amiris, you became a part of our hearts. You are great! Your contribution to field of application of ABA is very valuable.

Amazing! Why has nobody told us these thing?!

It was very important for me and my husband’s decision to dedicate more time to preparation of our son for school.

Best ABA lecture and ABA training! Thank you!
I would only suggest to make a break now and then.

Thank you very much for the amazing 3 days. We hope that we will have the opportunity to attend more of your workshops. You were amazing!
Driving force of change: PARENTS

- Highly motivated, usually found information about ABA themselves
- Parents as advocates
- Parents as therapists - new role
- Need for training
- Time and financial commitment

Giving interviews to media, advocating for evidence-based interventions
Establishing professional organization, negotiating with the government
Campaigning in front of the Senate, communicating with the UN Office for Human Rights
Home-based programmes

- Approx. 30 supervised programmes in the Czech Republic
- 15 ongoing home-based ABA programmes under MU
- Students work with children 5 – 10 hours per week
- Parents committed to certain amount of work
- Children who attend compulsory education or pre-school receive intervention in the afternoon
- Effort to implement ABA to compulsory education at school
Barriers to implementation of ABA to schools

- No examples of good practice using ABA in educational settings (namely in mainstream schools)
- Lack of professionals in the field
- Rigidity and reluctance of educational staff to implement ABA to their work
- Education counselling centres do not have any knowledge concerning ABA, therefore, do not recommend behaviour analytic approaches in their Assessment Report
- Strong tradition of structured teaching and PECS
- Emphasis on literacy and mastery of minimum curricula outcomes
Pilot ABA classroom in a mainstream primary school

Prague

School year 2017/2018
SITE Review

Outcome - 6 weeks of implementation

- Classroom organization:
  - Schedules
  - Materials
  - Data Systems
- Consultation & Training
- Family Engagement
- Inclusive Practices

Instruction
- Mand Training
- Intensive Teaching
- Natural Environment Training
- Play Skills
- Vocal Training
  - Direct Instruction
  - Fluency Training
  - Group Instruction
  - Social Skills

Behavior Management
- Functional Assessment
- Behavior Intervention

Site Review Score: 86%
IOA: 97%
And yet again, the driving force are parents....
Daniel and Patricia
(parents of 2 children with ASD)

We found the very first information about evidence-based interventions 5 years ago in scientific literature.

When we learned how children with low functioning autism are being educated here, we were desperate. We started with some on-line support from the U.S. and set up our own ABA/VB program. Over time we learned how to work with our son…. As he grew older we started looking for a suitable school and - again - we felt very concerned.

We were absolutely amazed when we found out about PaTTAN! Everything that we had discovered ourselves over the years was there: emphasis on verbal behavior, social skills and meaningful inclusion was there! We were so glad when we met Dr. Dipuglia and Ms. Chapman at the ABA Boot Camp in Brno…

Now (after the Boot Camp 2018), we feel ready to take our next steps not only with our son Patrik (he got a new nickname “Mr. PaTTAN”), but also with our little Marie (who also got a new nickname: “Ms. Manda”, after mastering her first mands).
ABA Classroom in a mainstream school in Mlada Boleslav

Parents’ initiative
Starting from scratch
ABA Classroom in a mainstream school in Mlada Boleslav

successfully finished its first school year in June 2019

- serves 2 children with ASD in Mlada Boleslav
- In the school year 2018/19 was led by Emelia Andrews who became BCBA early in 2019
- staff: SEN teacher, teacher assistant, ABA therapist
- staff trained at the PaTTAN boot camp at Masaryk University in June 2018
Case 1: Patrik (8,5 years)

Started ABA Intervention 3,5 years ago

Intensity of the intervention:

School year:

Mon - Fri 5 hours per day (NET and ITT)

Sat - Sun on average 1,5 hours per day (NET and ITT)

July - August

On average 1,5 hours per day
Patrik - Video
Parents only with remote consultation support only, special kindergarten w/o ABA services, educational staff refusing the parental ABA/VB effort.

One ABA therapist in a new mainstream kindergarten open to ABA/VB approach.

Parents only during holidays.

Enrolled in PaTTAN-based class in mainstream school.

Patrik
Patrik

Initial programming:

- Identifying reinforcers and conditioning new reinforcers
- Building mand repertoire
- Motor imitation
- Receptive skills
Patrik – current programmes:

- **Mand Program:**
  - Items & actions (continues)
  - Missing items (introduced)

- **Tact Program:**
  - Nouns (continues)
  - Verbs (introduced)

- **LR Program:**
  - Actions w. objects (completed)
  - Actions (continues)

- **Imitation Program:**
  - With objects (completed)
  - Gross motor (completed)
  - Fine motor (continues, heavily focused on sign)
  - 2 Step imitation (completed)

- **Echoics Program (continues)**

- **Visual Perceptual:**
  - Identical items (completed)
  - Non-identical (introduced)

- **Social Program:**
  - Manding to Peers

- **NET:**
  - Generalization
Case 2: Maruška (3 years)

Started ABA at Age of 20 months

From September until March - 3 hours per day in PaTTAN-based classroom

On average 1 hour of intervention per day (ITT and NET)
Marie

Video
Initial programming:

- Decreasing problem behaviour
- Building mand repertoire
- Conditioning new reinforcers
- Motor imitation
Marie:

- **Mand Program:**
  - Items & actions
  - Conditioning new reinforcers

- **LR Program:**
  - Actions with and without objects
  - LD

- **Imitation Program:**
  - With objects
  - Gross and fine motor (focusing on signs!)

- **Echoics Program**
  - Automatic reinforcement of spontaneous vocalizations (completed)
  - Echoic of syllables (continues)
  - Spontaneously started to mand vocally!

- **Visual Perceptual:**
  - Identical items
  - Various puzzles and legos

- **Play:**
  - Functional Play

- **NET:**
  - Generalization
It will be a long journey, but...
Boj o autismy nemá víťaze

Pro kteří má vzniknout nové profese. Blízce se blížíme situaci nemocných nadvědy sůlím třetí vlny.

ABA terapie může pomoci autistic kým dětem

Případ ABA léčba autistických dětí je v Česku trvalým nálevem od různých prvků a zdravotního terapii náměstí, ale i ve tvaru formou terapie bezpečnější bezpečnosti. WZSTE ministerstva zdravotnictví...
Current state of educational programs for children with autism in Thailand & Malaysia
Thailand

Public Educational Programs

- Autism was not officially recognized until 2002 when one of the former king’s grandchild, who had autism, died in the Tsunami in 2004.

- Buddhist country: autism associated with a stigma, bad karma in previous life.

- Partly responsible for many children never receiving diagnosis.

- 2008: Thailand passed a new legislation that enables students with disabilities to be educated in mainstream schools. However, teachers are poorly trained to provide meaningful education to these students.
Public Educational Programs

- The government set up about 20 centers for children with SEN around the country, covering all 70 provinces with the main goal to prepare them for inclusion.

- Could be said that the outcomes are quite poor, teachers are not adequately trained. Attending many short seminars in many different disciplines (ABA, floor time etc.).

- The best facility: the RATCHANAGRIN center in Chiangmai (the northern province) which currently serves as a leading example. On board – Physios, OT, SaLP.
Public Educational Programs

- Offers a 3-week intensive residential training for children and their families with follow-ups every month.

- The follow-up visits have very high dropout rates – low economic status of these families, unable to pay for travel or accommodation.
Public and Private Educational Programs

- Many centers opening up. Quality is often questionable.
- OT & SaLP are the core treatments for autism
- Floor time and sensory integration are very ‘fashionable’ (popular with affluent families)
- No awareness about evidence based interventions. The Thai public is easily influenced
- Great respect for doctors who often recommend non-evidence based treatment
Private Educational Programs

The Status of Applied Behavior Analysis in Thailand

- 3 BCBA (population of 70 million)
- 1 based in a private Hospital
- 1 works for CARE Autism - affiliate site of the Center for Autism & Related Disorders (C.A.R.D.), a USA based organization -
- 1 works for Merak Clinic
- Fees are affordable by very few families.
Implementing in Thailand

North Light Center for Children with Special Needs, Bangkok
North Light Center, Bangkok

- NL opened with the vision to provide habilitation and rehabilitation services to clients receiving cochlear implant.
- Therapy is provided through Auditory-verbal therapy (AVT), an intervention that teaches how to hear and understand with a device.
- Quickly became evident that the center could broaden its services.
North Light Center, Bangkok

- The team expanded by OTs, special ed. teachers & SaLP.

- However, none of these professionals were able to teach children with autism who had challenging behaviors.

- Dita joined the team in 2011 and started implementing individual ABA sessions (supervised by Deborah Carr, BCBA-D).
North Light Center, Bangkok

The NL team – audiologists, AVT therapists, OT, Spec. ed. Teachers, SaLP & ABA
North Light Center, Bangkok

Implementing in Thailand

- When I returned from the USA (November 2017), I proposed to create a classroom just like the classrooms in PA (until that point all sessions were individual).

- Although I understood that we are working in a different context and culture, it seemed obvious that this is the most efficient way of providing services.

- The team didn’t really understand what they were getting themselves into, but they said: ‘Why not? Let’s give this a try!’
North Light Center, Bangkok

The Transition...

*Previously, all sessions were individual with a handful of children staying all day (9 a.m. - 2 p.m.)*

- these were the children that we decided to pilot the project with. It took...

- 2 day intensive training in procedures & protocols developed by PaTTAN

- 2 days to prepare the classroom, individual programs and to train the procedures

- children arrived on day 5
North Light Center, Bangkok

Classroom Preparation
North Light Center, Bangkok

Classroom Preparation
North Light Center, Bangkok
North Light Center, Bangkok

And the fun begins... 4 days later
North Light Center, Bangkok

Few months later...
North Light Center, Bangkok

The ABA Classroom Team
North Light Center, Bangkok

The women who makes it all happen

AUM

KIM
North Light Center, Bangkok

The Site Review

- Site review is usually conducted by a consultant not working in the classroom

- Unfortunately, with this site being in Thailand, it was not feasible

- For this reason this site review does not have a score, but evaluates what components are (and are not) in place
# The Site Review NL Center, May 2018

Checklist of 61 measureable items grouped into several main categories

<table>
<thead>
<tr>
<th><strong>Classroom Organization/Environment/ Materials/Data Systems (Score 19/20 )</strong></th>
<th><strong>Inclusive Practices (Score 3/5 )</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td></td>
</tr>
<tr>
<td>Schedule - 75% instructional targets</td>
<td>Student engaged in instruction that is similar to general education setting</td>
</tr>
<tr>
<td>Who/Where/When/With Whom</td>
<td></td>
</tr>
<tr>
<td>Wall Cues</td>
<td>Material used similar to those in general education setting</td>
</tr>
<tr>
<td>Regular Team Meetings</td>
<td></td>
</tr>
<tr>
<td>Neat &amp; organized</td>
<td>Access to non-disabled peers?</td>
</tr>
<tr>
<td>Reinforcers controlled by staff</td>
<td>Practices to promote self-advocacy skills</td>
</tr>
<tr>
<td>Seating Appropriate</td>
<td></td>
</tr>
<tr>
<td>Labeled &amp; Organized</td>
<td>Instructional content is relevant to the regular education setting</td>
</tr>
<tr>
<td>Readily accessible</td>
<td></td>
</tr>
<tr>
<td>Card Sort System</td>
<td></td>
</tr>
<tr>
<td>Program Books</td>
<td></td>
</tr>
<tr>
<td>Arranged Systematically</td>
<td></td>
</tr>
<tr>
<td>Language Programs Balanced</td>
<td></td>
</tr>
<tr>
<td>Behavior Data</td>
<td></td>
</tr>
<tr>
<td>Mand Data (acquisition &amp; frequency)</td>
<td></td>
</tr>
<tr>
<td>Decision Based on Data</td>
<td></td>
</tr>
<tr>
<td>3 or more graphs</td>
<td></td>
</tr>
<tr>
<td>VB mapp completed</td>
<td></td>
</tr>
<tr>
<td>Other instructional programs</td>
<td></td>
</tr>
</tbody>
</table>
### Checklist of 61 measureable items grouped into several main categories

#### Consultation & Training (Score 3/4)
- System of training ABA/VB content - evidence of training
- Guided practice (by consultant)
- Teaching behaviors defined in set procedures
  - Treatment
  - Integrity
- ITT sessions
- Mand session
  - 87.5%
  - 90.7%

#### Instructional Practice (Score 22/26)
- Staff paired as reinforcers
- Instructional Control
- Staff paired as conditioned reinforcers
- Intensive Teaching
- Mand Training
- Natural Environment Training
- Play Skills
- Vocal Training
- Direct Instruction
- Fluency Training
- Group Instruction
- Social Skills

#### Parent & Family Engagement (Score 1/2)
- Parents/ Caregivers
- Training
- Communication

#### Behavior Interventions (Score 4/4)
- FBA
- Behavior Interventions
- Data & graphing
North Light Center, Bangkok

Site Review 2018

<table>
<thead>
<tr>
<th>Components Missing</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Components in Place</td>
<td>52</td>
</tr>
</tbody>
</table>
The Site Review NL Center, 2019

Checklist of 61 measureable items grouped into several main categories

<table>
<thead>
<tr>
<th>Classroom Organization/Environment/ Materials/Data Systems (Score 19/20)</th>
<th>Inclusive Practices (Score 3/5 )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>Schedule - 75% instructional targets</td>
</tr>
<tr>
<td></td>
<td>Who/Where/When/With Whom Wall Cues</td>
</tr>
<tr>
<td>Environment</td>
<td>Regular Team Meetings Neat &amp; organized</td>
</tr>
<tr>
<td></td>
<td>Reinforcers controlled by staff Seating Appropriate</td>
</tr>
<tr>
<td>Materials</td>
<td>Labeled&amp; Organized Readily accessible Card Sort System</td>
</tr>
<tr>
<td>Data System</td>
<td>Program Books Arranged Systematically Language Programs Balanced Behavior Data</td>
</tr>
<tr>
<td></td>
<td>Mand Data (acquisition &amp; frequency) Decision Based on Data 3 or more graphs VB mapp completed Other instructional programs</td>
</tr>
<tr>
<td>Consultation &amp; Training (Score 4/4)</td>
<td>Parent &amp; Family Engagement (Score 2/2)</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>System of training ABA/VB content - evidence of training</td>
<td>Parents/Caregivers Training Communication</td>
</tr>
<tr>
<td>Guided practice (by consultant)</td>
<td></td>
</tr>
<tr>
<td>Teaching behaviors defined in set procedures</td>
<td></td>
</tr>
<tr>
<td>Treatment ITT sessions</td>
<td></td>
</tr>
<tr>
<td>integrity Mand session</td>
<td></td>
</tr>
<tr>
<td>90.0%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional Practice (Score 24/26)</th>
<th>Behavior Interventions (Score 3/4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff paired as reinforcers</td>
<td>FBA</td>
</tr>
<tr>
<td>Instructional Control</td>
<td>Behavior Interventions</td>
</tr>
<tr>
<td>Staff paired as conditioned reinforcers</td>
<td>Data &amp; graphing</td>
</tr>
<tr>
<td>Intensive Teaching</td>
<td></td>
</tr>
<tr>
<td>Mand Training</td>
<td></td>
</tr>
<tr>
<td>Natural Environment Training</td>
<td></td>
</tr>
<tr>
<td>Play Skills</td>
<td></td>
</tr>
<tr>
<td>Vocal Training</td>
<td></td>
</tr>
<tr>
<td>Direct Instruction</td>
<td></td>
</tr>
<tr>
<td>Fluency Training</td>
<td></td>
</tr>
<tr>
<td>Group Instruction</td>
<td></td>
</tr>
<tr>
<td>Social Skills</td>
<td></td>
</tr>
</tbody>
</table>

[Diagram showing scores and highlighted areas]
The Site Review NL Center, 2019

Site Outcome

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Components Missing</td>
<td>6</td>
</tr>
<tr>
<td>Components in Place</td>
<td>55</td>
</tr>
</tbody>
</table>
SUCCESES

...Evidence speaks for itself.

KERIM
KERIM

- 3.6 years old
- Attending for 1 year 3 months
- In ABA classroom 4 days a week
- 12 hours of ABA/week
KERIM - Progress

Charts showing progress over time for different categories:
- **MAND**
- **IMITATION**
- **TACT**
- **LR**
- **ECHOICS**
KERIM - Video
KERIM

HOW DID WE GET HERE?

WAS IT LUCK?
KERIM

Initial Programming

- Intensive Mand Training
- Establishing Instructional Control
- Heavy focus on conditioning reinforcers
- Establishing adults as source of reinforcement
KERIM

2nd Phase of Programming

- Expanding mands for items & actions
- Imitation
  - In context (completed)
  - Gross motor
  - Fine motor
- LR
  - In context (completed)
  - Following instructions
- Tacting common items
- Vocal Shaping
- Conditioning Peers as reinforcers
Kerim

In addition:

- Working on interruptions/transition
- Giving up reinforcers
- Teaching waiting
- Accepting no
- Ready hands
- Generalization
- Flexibility - working with anyone, anywhere and on anything
- Parent training
- Weekly parent communication (notes & videos)
KERIM

Programs that we didn’t need to teach...

- Mands for missing items
- Spontaneous mands (very difficult to teach)
- Eye contact
- Match to sample
- Listener discrimination for items
Social Validity

KIM

"Hi Dita..I just watched the videos of the kids you sent us ...maybe because we see them everyday, I know they are making progress coz we can see with the data but the video is really amazing!!! I'm so blessed to be part of it!

God is good. Thanks for your guidance. Today, we had Kerim's part meeting. After 3 months of therapy. His mom and dad thanks us for a lot of his improvement. It's a joy to see his parents little tears and laugh when they saw some of his video."

THANK YOU!
Social Validity
Challenges in Thailand

- In a Buddhist country, having a child with SEN is a serious stigma (bad karma in your previous life)

- Parents try ‘to hide’ the disability by refusing diagnosis, not informing the school or even family members (especially grandparents) and in the worst cases, locking the child in the house (in remote regions)

- It is not uncommon that mothers bring their children to receive special services without the father knowing
Challenges in Thailand

- Collective culture with no social support. The extended family lives together where the productive couple (mum & dad) work long hours to support their children & grandparents.
- Children are usually looked after & brought up by grandparents.
- Most grandparents struggle to understand behavioral principles and tend to reinforce most problem behaviors.
- Children with SEN are called ‘special children’ and the general assumption is that these children need to be provided for in all aspects. This leads to many families not seeing teaching self-help skills as important for example.
Challenges in Thailand

- Doctors are highly respected, therefore the child’s future is usually heavily influenced by the doctor’s recommendations (e.g. the family of a 15 year old girl with autism who cannot communicate and has a high rate of self-injurious behavior was told to wait because she might speak eventually).

- Recommendations for interventions are influenced by ‘fashion trends’ rather than evidence (floor time and sensory integration are the current ‘go to treatments’). Very few doctors recommend ABA.
Challenges in Thailand

- Many parents reject sign language as this is associated with the deaf community. General preference for the child ‘wai-ing’ (the bow, very important in Thai culture) to ask for things rather than using alternative communication.

- Overly rushed for children to start mainstream school, although developmentally they are not ready. Children ‘pulled out’ from EI services as soon as they start showing some progress.
Way Forward

- The ABA staff at NL has the potential to influence the future of ABA in the country
- North Light is already working with the government to provide intervention for people receiving cochlear implant
- After working at the private sector for some years, many staff move to work in government hospitals (working in the government sector is prestigious in Thailand)
- First member of the team, Rung, will be taking her BCBA exam soon
- Aum & Kim should follow
Current state of educational programs for children with autism in MALAYSIA
Malaysia

- Separated by the South China Sea into two similarly sized regions, Peninsular Malaysia and East Malaysia (Malaysian Borneo).
- Population over 30 million
- Capital Kuala Lumpur (8 million)
- Multi ethnic & multi cultural (Malay - majority, Chinese & Indians)
- Islam is the country’s established religion while the constitutions grants freedom of religion to non-Muslims.
- Official language – Malay, English remains active second language
Malaysia

"Malaysia has had more than its fair share of bad news. As a result, few people are aware that in terms of human development, Malaysia is one of the most successful countries in the developing world."

- Its poverty rate has gone down spectacularly from 51.2% in 1958 to 1.7% in 2012.
- Its middle class grew by 6.5 million from 1990 to 2008
- Internet penetration rose from 21.4% in 2000 to 68.6% in 2016
- Ranks 9th in the world in the # of adults owning a smart phone.”

Educational programs in Malaysia

- The situation is very similar to the one in Thailand. Lack of awareness about evidence based practices and autism as such is the main issue.

- Many private centers opening. Quality is questionable.

- 7 BCBA (30 million)

- 5 BCaBA
Implementing in ABC, Kuala Lumpur
Autism Behavioral Center (ABC), Malaysia

- Providing ABA services to children with autism
- Operating in its current form for over 2 years
- Charlene (the director) was working on home based programs prior
- Initially started as a small team
- Today, the biggest ABA provider in Malaysia.
- 2 in house BCaBA
- 3 BCaBA in training
- 35 therapists
ABC Malaysia

The Team
ABC Malaysia

Case Supervisors
ABC Malaysia

- Although Charlene seeked the best ABA training available in Malaysia, the training available was outdated.
- Lack of valid assessments (VB mapp, ABBLs).
- Absence of a well sequenced curriculum.
- Verbal Behavior unheard of.

- It was time to implement some changes.
ABC Malaysia

Transforming towards evidence based practices

- Initially, only a few children were included (the ones who were not making progress or the team was ‘stuck’)
- During each of Dita’s visit more children were ‘added’
- Very quickly the team was able to see some striking differences
- ABA intensive training for the whole team took place in March 2019
ABC Malaysia

Transforming towards evidence based practices
ABC Malaysia

Training Content and Outcome Data

- ABC Analysis
- Verbal Operants
- Errorless and error correction procedures for both intensive teaching and mand training
- Materials and classroom organization: data systems, allocation of instruction (schedule), classroom environment, and materials for instruction

<table>
<thead>
<tr>
<th>Skill Area</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants</td>
<td>39</td>
</tr>
<tr>
<td>Pretest</td>
<td>62%</td>
</tr>
<tr>
<td>Posttest</td>
<td>98%</td>
</tr>
<tr>
<td>Tact Operants per Minute</td>
<td>100%</td>
</tr>
<tr>
<td>Errorless teaching</td>
<td>100%</td>
</tr>
<tr>
<td>Error correction</td>
<td>100%</td>
</tr>
<tr>
<td>Mand Prompts</td>
<td>100%</td>
</tr>
<tr>
<td>Mand Error Correction</td>
<td>100%</td>
</tr>
</tbody>
</table>
Social Validity

Dear Dita,
Just reviewed Bella’s VB-MAPP, and she improved so much! Just thought of sharing with you the happiness! Have a great weekend ahead!
Wenzi.

19th of July, 2019 in Kuala Lumpur

Progress after 6 months..
15 hours of ABA/week
Towards evidence based practices in Malaysia...

...Outcomes so far
SUCCESSES

...Evidence speaks for itself.

JAY HAO
Jay Hao

- 9 years old
- Receives 15 hours of ABA/week
- Previous programs:
  - Following instructions
  - Matching
  - Imitation
  - Academics
  - PECS to request for a few items
Jay Hao

Progress

- MAND
- TACT (Noun)
- TACT (Verb)
- LR Perform Action
- ECHOICS
Jay Hao

Video
Jay Hao

Programming

- Mands for items/activities/actions
- Tacts for items
- Tacts for ongoing actions
- LR
  - Performing motor actions on command
  - Multiple component instructions
- Imitation (completed)
- Echo
- Peer to peer manding
Jay Hao

Things we didn’t need to teach...

- Mands for missing items
- LR picture discrimination
- Matching
- Eye Contact

"Build a solid foundation of skills on which to base advanced skills... build atomic repertoires!"

Dipuglia (2019)
Social Validity

Interview @ ABC
Educating the Public
And Creating a Better World...

Malaysia’s First Autism Friendly Mall
Recognitions

BEST SPECIAL NEEDS CHILDREN’S LEARNING CENTER by Baby Talk + MamaPapa Readers’s Choice Awards 2019

BEST EARLY INTERVENTION PROGRAM by Baby Talk + MamaPapa Readers’s Choice Awards 2019
Way Forward

- Charlene’s strategy about educating the public and creating a country that is autism friendly is the smart way to move forward.

- Hopefully soon she’ll be able to make the Malaysian government understand that evidence based education for children with autism is not a privilege but a right.

- With her passion and determination, there’s little doubt that she’ll be successful at her mission.
Finally

- We would not be standing here today if it wasn’t for the incredible work of all the consultants working for PaTTAN Autism Initiative and our greatest thanks goes to Mike Miklos & Amiris DiPuglia.

- You remain the biggest inspiration for us while we are working hard to bring effective evidence based practices to other parts of the world.

- What you have achieved here in Pennsylvania, is what we are ultimately aspiring to achieve in our own countries.

- The children, the schools, the teachers & the districts that you serve in PA are incredibly lucky to have you!
THANK YOU!
...for listening

If you’d like a copy of this presentation/or have any questions please e-mail me on ditachapman@gmail.com

Contact Helena: vadurova@ped.muni.cz