

SUMMER 2025

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A Note From the
President's Desk
Page 3

Board Members
Page 5

Event Preview
Page 6

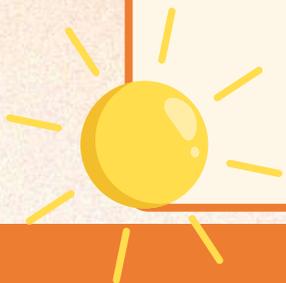
Feedback Draw
Page 10

The Analyst Podcast
Page 11

SIG
Page 12

Ethics
Page 13

Member Perks
Page 16



**Our Vision:
Fostering a
culture of
excellence,
integrity, and
expertise for
the
advancement
and
promotion of
the science of
behaviour
analysis.**

**Our Mission: To
demonstrate
leadership,
knowledge, and
innovation in
education,
training, and
research for the
ethical and
effective
application of
behaviour
analysis.**

From The President's Desk

BY JAIME SANTANA



Dear Member,

As fall quickly approaches, I am reflecting on my time on the board of directors, especially as the Board President. It is hard to believe that two years have almost passed, and just like the seasons, there were happy, “Summer” days and inevitably some cold and difficult, “Winter” days that we had to overcome. As an association, we have experienced so much success that the cold days just made the sunny ones even sweeter. Looking back at my time on the board, I am left with a smile, happy memories, and deep gratitude to the amazing people on the board, the people within our membership, and of course, I am grateful to our external partners who support the work we do as an association. I am constantly reminded of the contributions of behaviour analysts across Ontario who have dedicated their careers to be of service to their clients and their communities.

This year alone we have reached many milestones. Our membership grew to an all time high of 1,835 members, and we are particularly thrilled to see growth in membership in Northern Ontario. Our advocacy efforts continue, including exploring options for behaviour analysts with doctorate degrees to use the title “Doctor” in clinical practice. We are fortunate to have developed strong relationships, creating opportunities to collaborate with other professional associations and key decision makers in navigating these issues.

We have provided many training opportunities, with over 20 CEUs being made available for our members this year. Our Evening for Behaviour Analysis in London, Ontario was a success and for the first time featured a sit down dinner. As you know, ONTABA has always focused on building and supporting the next generation of behaviour analysts, and we are super excited for our [NextGen Student Conference](#), taking place on September 27, 2025. This event will give students of ABA across Ontario, in any level of study, an opportunity to present their work and learn from their peers. As a board, we hope that this gives students a chance to hone their presentation and public speaking skills, and paves the way for future ONTABACon presenters and leaders in our field.

From The President's Desk

BY JAIME SANTANA

Just when you thought September would be busy enough with the NextGen Student Conference, we are also preparing for Dr. Julie Koudys' event to support our members navigate the new landscape of trainee and supervision in Ontario. This three part series (September 12, 19, 26) is sure to be informative, and something you do not want to miss.

And of course, to close out 2025, we are also gearing up for our landmark event: our annual conference. The call is open to submit your papers and purchase your early bird tickets.

As my time as president comes to an end, I want to take the time to thank all of you for trusting me with the opportunity to lead the association. It has been an honour to be part of such a talented group of professionals who I had the privilege to form 6 different boards alongside over the years. I stand in admiration of our many dedicated members, and energetic volunteers. As the season begins to change and a new board is preparing to be formed, I am confident that the remaining board members, along with those yet to be elected, will thrive and continue to build ONTABA™ so it will continue to be a powerhouse of knowledge, dedication, advocacy, and commitment to ABA and the people we serve. Under the strong, focused, and diligent leadership of our incoming president, Jessica Cauchi, ONTABA, you are in good hands. Thank you for allowing me to be part of this journey with you all.

Regards,



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STUDENT CORNER!



It's so exciting that ONTABA is hosting its very own student conference! Events like this give future behavior analysts the chance to learn directly from leaders in the field, connect with peers, and gain fresh perspectives on best practices. Opportunities to build knowledge outside the classroom are invaluable, not only do they strengthen professional skills, but they also inspire students to grow into confident, well-rounded practitioners.



THE BEST EVENT OF THE YEAR!

ONTABACon



Let's get a sneak peek of our speakers



Ryan O'Donnell is a behavioral scientist and filmmaker. He blends 15 years of experience in behavioral science with 8+ years in storytelling and video production to craft emotionally resonant, evidence-informed content. Ryan is the Founder and Director of The Behavior Academy, specializing in full-service videography for health, science, and lifestyle brands. His work includes independent films like *This Way of Thinking*, *HOPEFUL: The Psyche of Cleveland Browns Fans*, *The History of Applied Behavior Analysis: Part 1*, and *The Morningside Model*.

Marc J. Lanovaz, Ph.D., BCBA-D, is Professor at the École de psychoéducation of the Université de Montréal and Scientific Director of the Institut universitaire en déficience intellectuelle et en autisme. As a principal investigator, he has received more than \$5M in funding from multiple major grant agencies. His research program currently involves developing and testing machine learning models to improve decision-making as well as producing and assessing apps to support parents, professionals and managers. His team has developed web, mobile, and virtual reality technologies that have benefited thousands of individuals across the world. Dr. Lanovaz has authored approximately 90 articles and chapters on a variety of topics such as interventions for children and adults with developmental disability, functional behavior assessment and measurement, machine learning to support decision-making, and single-case methodology in research and practice.



MEMBERS ONLY PREVIEW!

Inspiring Flexible Eating in Children with Food Selectivity



Dr. Holly Gover is a doctoral-level, licensed, and board-certified behavior analyst with over a decade of experience supporting individuals with developmental disabilities. She earned her Ph.D. in Behavior Analysis from Western New England University under the mentorship of Dr. Greg Hanley, serving as a lead clinician and researcher at the Life Skills Clinic. Dr. Gover's research and published work focus on practical functional assessment (PFA) and skill-based treatment (SBT), the assessment and treatment of food selectivity, trauma-informed approaches to behavioral care, and assent-based models of learning. She is dedicated to providing effective, compassionate solutions for practitioners and families—particularly in addressing food selectivity—while prioritizing agency and autonomy within the therapeutic process. Dr. Gover currently serves as Lead Consultant and Director of Client Relations at FTF Behavioral Consulting.

Abstract

Food selectivity is a common and persistent challenge among children with and without developmental disabilities. Despite its prevalence, there remains a significant gap in clinical resources and effective, accessible interventions. There is a particular need for strategies that promote flexible eating through positive reinforcement and can be implemented in real-world settings. To help address this gap, Gover and colleagues (2022) introduced an assessment and intervention process designed for young children with autism, which utilized differential reinforcement of gradual approximations toward consuming novel and nonpreferred foods. A central feature of this approach is its emphasis on autonomy, offering children meaningful choice-making opportunities—including the option to opt in or out of treatment phases—thereby supporting assent and engagement throughout the therapeutic process. In this presentation, I will review the original implementation of this intervention, share extensions to older individuals, and discuss practical considerations for applying the process in schools and home environments. Additionally, I will explore how trauma-informed care strategies can be integrated to enhance the safety and responsiveness of the approach. Implications for practitioners in applied settings and directions for future research will also be discussed.

Objectives

1. An attendee will be able to describe a shaping process for increasing consumption of novel and nonpreferred foods.
2. An attendee will be able to describe how to modify treatment procedures when working with individuals without strong language skills and with adolescents.
3. An attendee will be able to describe how to incorporate trauma-informed care commitments into their interventions for food selectivity.

We love to hear your thoughts:

Please fill out this google link to provide your feedback on the ONTABA Newsletter! You will be entered into a draw to win one of two \$25.00 gift cards to Tim Hortons

[FEEDBACK SURVEY LINK](#)



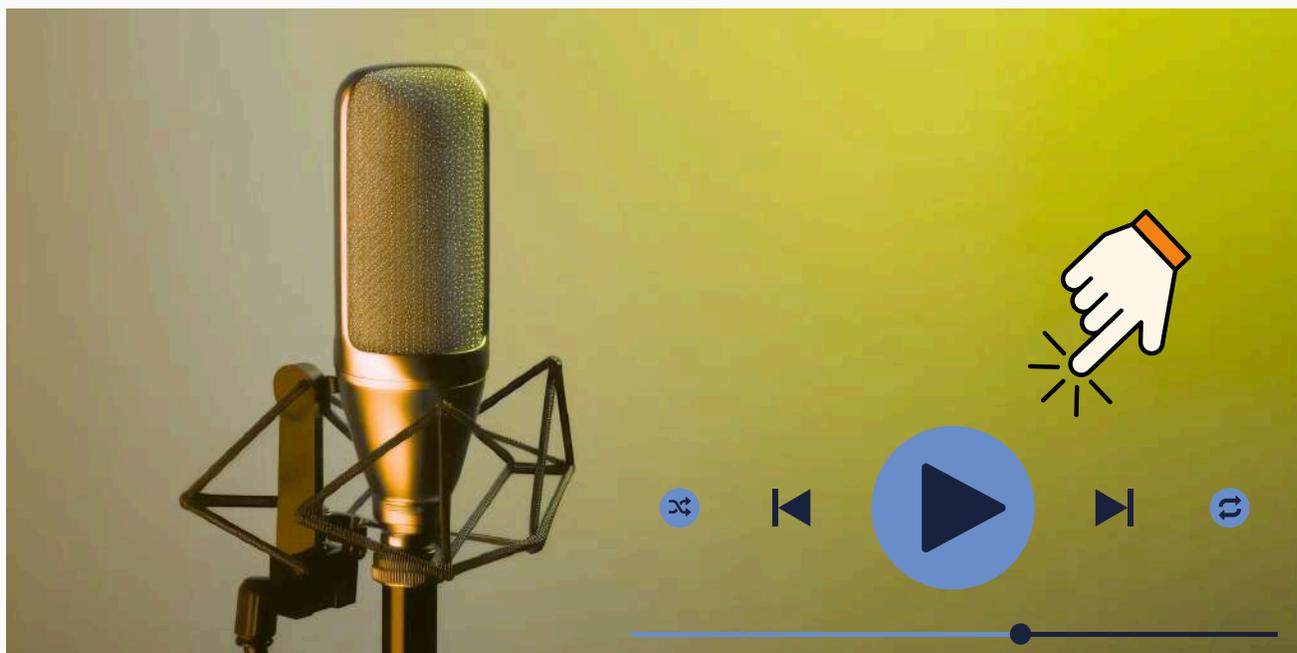
THE ANALYST - PODCAST

Did you know that ONTABA has a podcast? In The Analyst we invite guest speakers in the field of ABA to join our host to have thought provoking and informative discussions.

If you or someone you know is interested in being a guest speaker - please reach out to contact@ontaba.org and submit a brief bio.

Episodes can be accessed for CEU'S on Behaviorlive!

Disclaimer - all submissions will be reviewed and only those chosen will be contacted.



Empowering Behaviour Analysts in Schools

BAS-SIG in Motion

Community, Growth, and What's Ahead

The Behaviour Analysis in Publicly Funded Schools Special Interest Group (BAS-SIG) is a newly established group and we're off to a strong start! Over the past year, our executive committee has been hard at work laying the foundation: building the SIG, recruiting members, and planning engaging events for current and prospective members. We're proud to share that we've already welcomed over 65 members to the group!

Our sub-committees have been equally busy! The Communications Committee has developed a website, is actively organizing guest speaker events, and curating content for our social media channel. Another committee is developing a guide to practice for behaviour analysts working in public schools. Once completed, this guide can be used to promote consistent, ethical, and effective service delivery within educational settings. A third committee is working on exclusive member-only access to templates and resources that behaviour analysts can use directly in their school-based practice.

We're incredibly thankful for our members and dedicated volunteers, their involvement and support are what make this important work possible. Want to stay updated on our events and initiatives? **Follow us on Instagram: [@ont_bas_sig](https://www.instagram.com/ont_bas_sig)**





What Would You Do?

Ethics Column

WRITTEN BY: OLIVIA NG, MA, BCBA, RBA (ONT.)

Question 1: You're supervising a front line therapist who is struggling to implement a protocol correctly. You've been swamped with your caseload and haven't observed their session in over two weeks. What is the best course of action?

If you are supervising a therapist who is struggling to implement a protocol and you have not observed them in over two weeks because your caseload feels overwhelming, you are certainly not alone. Many behaviour analysts have faced similar situations, but our responsibilities remain clear. Section 4 (Indirect Service Provision: Supervision and Consultation) of the CPBAO Standards of Professional Conduct (2024) outline that you are legally accountable for ensuring supervisee competence and for providing supervision that meets their needs. Similarly, Section 4 (Responsibility to Supervisees and Trainees) of the BACB Ethics Code (2020) emphasize the need for supervision that happens often enough to monitor performance and support growth. The immediate step may involve scheduling an observation as soon as possible, followed by supportive, clear feedback such as, "I see implementing this protocol has been difficult. Let's practice it together until it feels easier." You can also use an ethical decision-making model, such as Rosenberg and Schwartz (2019), to guide you in generating multiple solutions, weighing the options, choosing the best course of action, and reflecting on how it works out. This approach is similar to how we practice ABA by relying on systematic assessment and analysis to create a function-matched intervention plan. Regularly reviewing the number and complexity of your cases and protecting time for supervision can prevent a lack of supervision from happening again. Taking these steps can help you meet your ethical responsibilities of providing adequate support to your supervisees and giving clients the quality of care they deserve.

Question 2: You are a front line therapist working in home and a parent begins to text you at night and on the weekends to answer questions about their child's behaviour. You start to answer but then the family begins to invite you over for dinner to thank you for all your help outside of the session. What is the best course of action?

When a family begins texting you outside of session times or inviting you to social gatherings, you may feel torn because you want to help and their gratitude feels genuine. I have experienced the same situations with clients in the past, and it is often difficult to decide how to respond. Section 12 (Objectivity) of the CPBAO Standards (2024) require that you and your supervisor must maintain professional boundaries and avoid dual relationships that could impair clinical judgment. The BACB Ethics Codes (2020) 1.11 (Multiple Relationships) and 1.12 (Giving and Receiving Gifts) also call for a clear separation between professional and personal roles. In this situation, you can respond with warmth while keeping boundaries intact by saying, "Thank you for your kindness. To give your child my best support, I need to keep our conversations about your child during scheduled sessions."

Question 2 (continued): You are a front line therapist working in home and a parent begins to text you at night and on the weekends to answer questions about their child’s behaviour. You start to answer but then the family begins to invite you over for dinner to thank you for all your help outside of the session. What is the best course of action?

Cultural responsiveness plays an important role here because families may express appreciation through practices that reflect their cultural values. Section 3 (Equity, Diversity, and Inclusion) of the CPBAO Standards (2024) urges Behaviour Analysts to practice with cultural responsiveness while staying up to date with relevant legislation (i.e., Canadian Charter of Rights and Freedoms, 1982; Criminal Code of Canada, 1985; Ontario Human Rights Code, 1990). A thoughtful approach involves acknowledging those values while still maintaining ethical limits. You might say, “I deeply value how your family shows appreciation. While I need to keep communication about your child within sessions, I respect and recognize your efforts to stay engaged.” Using Rosenberg and Schwartz’s (2019) ethical decision-making model can also help you generate several possible responses, choose one that balances respect for cultural practices and professionalism, implement it, and then evaluate how it worked. Establishing clear expectations about communication from the outset of service and approaching these conversations with cultural sensitivity can protect the therapeutic relationship and prevent similar occurrences in the future.

Important Reminder

The BACB Ethics Code (2020) provides valuable guidance, yet Ontario and Canadian laws and regulations take precedence and should guide your decisions first, whether you are a Registered Behaviour Analyst or supervised by one. These legal requirements hold greater authority than certification standards, and staying familiar with them protects you, your clients, and the integrity of your services. Combining legal knowledge of your professional obligations with compassion, cultural responsiveness, and systematic ethical problem-solving can protect everyone involved, including yourself, your colleagues, and your clients.

References

Behavior Analyst Certification Board. (2020). *Ethics code for behavior analysts*. <https://bacb.com/wp-content/ethics-code-for-behavior-analysts/>

College of Psychologists and Behaviour Analysts of Ontario. (2024). *Standards of Professional Conduct*. <https://cpbao.ca/members/professional-practice/standards-of-professional-conduct/>

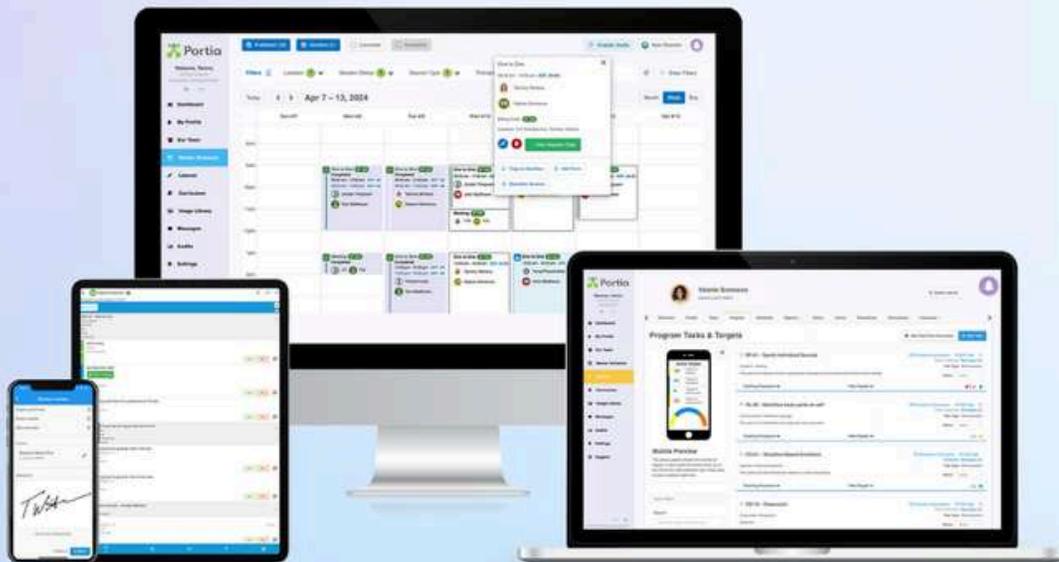
Rosenberg, N. E., & Schwartz, I. S. (2019). Guidance or compliance: What makes an ethical behavior analyst? *Behavior Analysis in Practice*, 12(2), 473-482. <https://doi.org/10.1007/s40617-018-00287-5>



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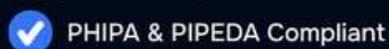
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