Guide to Practice for Behaviour Analysts Working in Ontario Schools



A guide developed by the
Behaviour Analysis in Publicly Funded Schools Special Interest Group (BAS-SIG)

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Dear Reader,

This guide was developed in response to evolving professional and regulatory requirements, the increasing complexity of the Behaviour Analyst role within educational settings, and a recognized gap in practice guidance for Behaviour Analysts working in schools across the province.

This guide also reflects a broader call to action from colleagues seeking direction, shared processes, and practical guidance to support ethical, effective, and contextually responsive practice in educational environments.

We would like to extend our sincere appreciation to the College of Psychologists and Behaviour Analysts of Ontario (CPBAO) for their valuable consultation and feedback during the development of this guide.

We would also like to acknowledge all contributors whose expertise, collaboration, and commitment made this guide possible. It is our hope that this resource will support Behaviour Analysts in navigating their roles with a focus on meaningful outcomes for students, families, and school communities.

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Preface

This document is intended to provide guidance for Behaviour Analysts working within Ontario school boards and to inform others, such as administrators, educators, and other regulated health professionals, about the role of Behaviour Analysts in schools.

While the primary audience is Behaviour Analysts practicing in Ontario school boards, it may also be useful to external Applied Behaviour Analysis (ABA) service providers, community partners, and others seeking information about the role of Behaviour Analysts in the school-based context.

In Ontario, the College of Psychologists and Behaviour Analysts of Ontario (CPBAO) regulates the profession of behaviour analysis. The CPBAO is the regulatory body established by provincial statute to govern the practice of psychology and behaviour analysis in Ontario (www.cpbao.on.ca). To practice autonomously, Behaviour Analysts must hold a master's degree and be licensed as a Registered Behaviour Analyst (R.B.A. Ont.) with the CPBAO. Non-registered personnel may provide behaviour analytic services under the supervision of a Registered Behaviour Analyst (R.B.A. Ont) (CPBAO, 2024, Standard 4.2). Behaviour Analysts are required to comply with the CPBAO Standards of Professional Conduct (2024).

On July 1, 2024, the *Psychology and Applied Behaviour Analysis Act,* 2021, was proclaimed. Under this Act, Behaviour Analysts in Ontario are Regulated Health Professionals. Please note, the title 'Behaviour Analyst' is a protected title and anyone using this title must be registered as a Behaviour Analyst with the CPBAO.

Under the *Psychology and Applied Behaviour Analysis Act* (2021), Applied Behaviour Analysis (ABA) is defined as:

> 1) The assessment of covert and overt behaviour and its functions through direct observation and measurement,
>
> 2) The design, implementation, delivery, and evaluation of interventions derived from the principles of behaviour in order to produce meaningful improvements,
>
> 3) The supervision of behaviour analytic services.

The Background and Evolution of the Role of Behaviour Analysts in Ontario Schools

Applied Behaviour Analysis (ABA) is the science of learning and behaviour, with a focus on how the environment influences learning. Behaviour Analysts are trained at the graduate level in the science of behaviour and in evidence-based assessment and intervention methods. They conduct assessments to understand why behaviours occur, teach meaningful skills, reduce behaviours that interfere with learning, and promote student independence. Behaviour Analysts take a strengths-based, student-centred approach by assessing student preferences, learning environments, and support needs. Their recommendations are guided by data-driven decision-making and tailored to help students access meaningful learning opportunities. Within schools, they may use behavioural strategies to improve instruction and classroom behaviour, assist educators in developing individualized teaching programs, evaluate outcomes through ongoing progress monitoring, and provide supervision to others who are delivering ABA services. Additionally, Behaviour Analysts contribute to programs, policies and support system-level change through the use of Organizational Behaviour Management (OBM). More specifically, they can use data to improve staff practices, systems, and outcomes in educational settings. The role of Behaviour Analysts in Ontario schools has evolved in response to Ministry of Education (MOE) policy initiatives and the growing recognition of ABA as an evidence-based instructional approach.

In 2007, the MOE introduced Policy/Program Memorandum 140 (PPM-140), which directs school boards to offer special education[1] programs and services for students with autism spectrum disorder (ASD) that incorporate ABA methods. The policy emphasizes individualized programming, use of positive reinforcement, data collection, transition planning, and requires that ABA strategies be considered in the development of Individual Education Plans (IEPs) (Ontario Ministry of Education, 2007). To support the implementation of PPM-140, the MOE introduced initiatives such as the School Support Program and Connections for Students, which facilitated collaboration among families, schools, and community providers to strengthen transitions and to generalize and maintain skills at school that students were learning in clinical settings.

Over time, many school boards also began hiring staff with ABA expertise to build internal capacity and assist educators in applying ABA strategies within classrooms and across schools. Specifically in 2010, the MOE formalized the Behaviour Expertise Amount (BEA) as a permanent, long-term grant (Ontario Ministry of Education, 2010). This commitment was reinforced in 2017 through the implementation of the Differentiated Special Education Needs Amount (DSENA) model (Ontario, Ministry of Education, 2017), and further expanded in 2018 with the addition of the permanent ABA Training Amount (Ontario Ministry of Education, 2018). The BEA amount provides school boards with dedicated funding to hire board-level staff with ABA expertise, deliver professional training, and support after-school skill development programs for students with ASD and other special education needs. In January 2020, an Education Task Force, with the Ontario Association for Behaviour Analysis (ONTABA), released a report titled Applied Behaviour Analysis Applications in Schools - A White Paper. This report summarizes a comprehensive list of evidence-based ABA practices for use within a school setting (ONTABA, 2020).

[1] The term Special Education is used within this document as at the time of publication, it is the current term used by the Ministry of Education.

A further milestone occurred on July 1, 2024, when the *Psychology and Applied Behaviour Analysis Act,* 2021, was proclaimed. This legislation formally recognized Behaviour Analysts as regulated health professionals in Ontario under the CPBAO. Beginning in the 2025–26 school year, the MOE encouraged school boards to use BEA funding specifically to hire Behaviour Analysts registered with the CPBAO, marking a new phase in the professionalization and regulation of Behaviour Analysts in Ontario schools (Ontario Ministry of Education, 2025).

Behaviour Analysts are key members of a school board's professional student services team. Their roles encompass the assessment, design, implementation, delivery, and evaluation of interventions grounded in behaviour principles to achieve meaningful improvements for students. In addition, they serve as expert resources to educators and administrators by providing education and training to address behaviours that interfere with learning, offering student-specific and organizational (e.g., classroom, school, board-wide) consultation, delivering direct services and supervision, and liaising with community partners to support the generalization and maintenance of skills across settings.

Funding and Policy Frameworks for Behaviour Analytic Services in Ontario Schools

The following documents establish the provincial framework for identifying, supporting and funding for students with complex behavioural needs. They provide the clinical and logical rationale for integrating Behaviour Analysts into school settings, specifically for conducting Functional Behaviour Assessments (FBA) and designing evidence-based interventions.

Ministry of Education Funding

The MOE provides funding to school boards annually as part of the operational budget. Funding is delineated to school boards through Core Education Funding[2]. Formulation and direction of specific funding envelopes are provided through the Technical Guide.

Within Core Education funding, the BEA specifically provides funding for school boards towards the use of ABA in schools. Part of this funding envelope includes the ABA Expertise Amount, which provides boards with dedicated funding to hire board-level professionals. In the past, ABA expertise was identified as individuals with BCBA certification, those in the process of certification, or equivalent qualifications (Ministry of Education, 2024). However, in the 2025-26 technical papers the language has been updated to encourage boards to hire Behaviour Analysts registered with CPBAO.

Ministry of Education Policy/Program Memoranda (PPM)

PPM 145 Progressive Discipline and Promoting Positive Student Behaviour (2018)
This policy mandates a "progressive discipline" approach that shifts focus from punitive measures to corrective and supportive interventions. When less restrictive interventions (e.g., in-class management and counselling) fail, the requirement to address the *underlying causes of inappropriate behaviour* often necessitates an FBA, which is a core area of expertise for a Behaviour Analyst.

PPM 140 Incorporating Methods of Applied Behaviour Analysis (ABA) into Programs for Students with Autism Spectrum Disorders (ASD) (2007)
This PPM specifically directs school boards to use ABA methods as an effective instructional approach for students with ASD and encourages their use for students with other special education needs. When a student with an IEP is identified as having ASD and is exhibiting challenging behaviour, the principal *must* ensure that the IEP team considers incorporating ABA methods, which necessitates consultation with staff trained in ABA, such as a Behaviour Analyst.

[2] The Ministry of Education provided annual reports in funding provided and/or direction for use to school boards. Please refer to the current Core Funding and Technical Paper documents for the most relevant information.

PPM 11 Early Identification of Children's Learning Needs (1982)
While broad, this requires schools to use a process of continuous assessment to identify students who are having difficulty. For persistent, challenging behaviours, this process often follows a tiered approach (Tier 2/3 supports) that leads to an FBA and may result in the involvement of a Behaviour Analyst.

PPM 169 Student Mental Health (2024)
This PPM directs school boards to implement culturally responsive, evidence-informed mental health and addictions support within a multi-tiered system, emphasizing data-based decision-making, ongoing measurement, and collaboration across teams. This aligns with the role of Behaviour Analysts in using data to guide intervention, build staff capacity, and support system-wide practices that improve student outcomes and well-being.

PPM 156 Supporting Transitions for Students with Special Education Needs (2013)
Under this policy, school boards are directed to develop and implement individualized transition plans for students with special education needs, based on their strengths, needs, and goal areas. Behaviour Analysts can support this planning by conducting functional behaviour and/or skills-based assessments, establishing goals, and monitoring progress to support successful transitions. Behaviour Analysts can help to support skill generalization across settings (e.g., classroom to classroom, elementary to secondary, etc.), and build capacity among teams to promote consistent and positive student outcomes. When supporting transition planning, Behaviour Analysts may also collaborate with families, community organizations, and post-secondary institutions.

PPM 8 Identification of and Program Planning for Students with Learning Disabilities (2014)
This PPM directs school boards to provide assessment and instruction, using multiple sources of information to identify and support students with learning disabilities. It references the role of qualified health professionals in conducting formal assessments to help inform understanding of student profiles, which aligns with Behaviour Analysts' use of assessment and data to guide individualized programming, monitor progress, and collaborate with school teams.

PPM 119 Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools (2013)
PPM119 directs school boards to embed equity and inclusive education across all policies and practices, with a focus on identifying and removing systemic barriers. Behaviour Analysts are trained to analyze environmental variables, use data to identify inequities in outcomes, and design culturally responsive, evidence-based supports. Through collaboration and capacity building, Behaviour Analysts can support teams in implementing inclusive practices that improve outcomes for diverse learners in school settings.

PPM149 Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals (2009)

PPM 149 serves as a structural cornerstone for behaviour analytic services by ensuring that internal professional expertise is both consulted and protected. By mandating that school boards seek the advice of professional student services personnel and paraprofessionals in this protocol development. The memorandum validates the clinical authority of Behaviour Analysts in shaping school environments. Furthermore, its strict prohibition against the 'long-term duplication of services' reinforces the necessity of building robust, internal Behaviour Analytic teams. This ensures that essential interventions, such as FBAs and evidence-based Behaviour Intervention Plans (BIPs), are delivered by staff who are deeply integrated into the school's long-term educational goals rather than through fragmented, time-limited external partnerships.

Ministry Resource Guides

Ontario's MOE has produced a robust body of policy documents that, collectively, underscore the need for specialized, evidence-based expertise to support students with diverse and complex needs in schools. Across curriculum planning, assessment, and safe schools, these documents share a common thread: the call for individualized, data-informed, and collaborative approaches to student support. Behaviour Analysts, with their specialized training in assessment, behaviour support planning, and progress monitoring, are uniquely positioned to bring these policy intentions to life in meaningful and measurable ways and to support students who may be experiencing barriers to learning.

Special Education in Ontario: Policy and Resource Guide (2022)
This guide reinforces the tiered approach to intervention (Tiers 1, 2, and 3). Principals must follow this continuum, meaning that if general strategies (Tier 1) and in-school team support (Tier 2) are insufficient, the Intensive Support and Referral Process (Tier 3) is triggered. This higher level of support often involves a referral to the central board team, where Behaviour Analysts are positioned to conduct formal assessments (FBA) and plan intensive support. This document defines ABA as an "effective instructional approach that uses methods based on scientific principles of learning and behaviour to build useful repertoires of behaviour and reduce problematic ones". An example provided within this document indicates that "ABA methods can help a student to develop positive behaviours, learn new skills, and transfer a positive behaviour or response from one situation to another".

Workplace Violence in School Boards: A Guide to the Law (2018)
Published by the Ministry of Labour, Immigration, Training and Skills Development (MLITSD), this guide, rooted in the *Occupational Health and Safety Act (OHSA)*, requires employers (school boards/administrators) to conduct a Workplace Violence Risk Assessment and they must develop measures and procedures to control the identified risks. For risks posed by students, the primary and most evidence-based control measure is the development of a Safety Plan and/or a Behaviour Support Plan (BSP). Best practice would indicate these support plans should be based on the results of a FBA for effective, evidence-informed supports and strategies.

Creating Pathways to Success: An Education and Career/Life Planning Program for

Ontario Schools (2013)

Creating Pathways to Success (2013) emphasizes individualized planning, self-awareness, and goal-setting to help students navigate education and career/life trajectories. Behaviour Analysts can contribute by using data-driven assessment to identify and address barriers that prevent students from engaging meaningfully in these processes. Behaviour Analysts support the program's goals by designing interventions that target self-regulation, communication, and the adaptive skills needed for students to set goals and transition successfully across settings. The policy's focus on collaboration among educators, families, and community partners directly aligns with the Behaviour Analyst's scope, which includes team consultation, transition planning, and embedding behavioural support within the broader school environment.

Caring and Safe Schools in Ontario: Supporting students with Special Education Needs Through Progressive Discipline, Kindergarten to Grade 12 (2010)

Caring and Safe Schools in Ontario (2010) prioritizes understanding the root causes of student behaviour before applying disciplinary consequences. This directly aligns with Behaviour Analysts' expertise in conducting FBAs to identify the antecedents and functions driving challenging behaviour. Behaviour Analysts can support school teams by translating FBA findings into evidence-based Behaviour Support Plans that address unmet needs and account for mitigating factors such as diagnosis and history, while reducing reliance on punitive and reactive measures and keeping students safely in their school community. The document's progressive discipline framework, which calls for individualized, data-informed responses, is strengthened by the Behaviour Analyst's capacity to monitor intervention outcomes and adjust supports systematically.

Learning for All: A Guide to Effective Assessment and Instruction for all Students, Kindergarten to Grade 12. (2013)

Learning for All (2013) champions Universal Design for Learning (UDL) and differentiated instruction to meet the diverse needs of all students. This framework aligns closely with Behaviour Analysts' expertise in conducting systematic assessments to identify individual learning profiles and designing targeted, evidence-based interventions. Behaviour Analysts contribute to this by using data collection and progress monitoring to ensure instructional supports are effective and adjusted in response to student performance. The document's emphasis on collaborative, needs-based planning mirrors the Behaviour Analyst's role as a consultant who bridges assessment and instruction to maximize meaningful participation and learning outcomes for students with complex needs.

The Ontario Curriculum Unit Planner: Special Education Companion (2002)

The Ontario Curriculum Unit Planner: Special Education Companion (2002) provides educators with tools to modify and adapt curriculum delivery to meet the needs of students with exceptionalities. This is an area where Behaviour Analysts contribute by identifying specific skill deficits and using task analysis, shaping, and reinforcement-based strategies to make curriculum access achievable. Behaviour Analysts support the planning process by ensuring that behavioural and instructional supports are effectively integrated into unit design, so that accommodations are not only documented but implemented with fidelity and measured for effectiveness. This alignment reflects the Behaviour Analyst's broader role in

bridging individualized programming with classroom instruction to promote meaningful curriculum engagement for students with complex learning and behavioural needs.

Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)
This document establishes clear expectations for fair, transparent, and evidence-based assessment practices. These principles are foundational to Behaviour Analysts' approach of using direct observation, data collection, and measurable outcomes to evaluate student progress. Behaviour Analysts can support educators in developing assessment approaches that accurately capture the learning and behavioural gains of students with complex learning needs, ensuring evaluation reflects true ability rather than the interference of unaddressed barriers. The document's emphasis on ongoing, descriptive feedback also aligns with the Behaviour Analyst's use of continuous progress monitoring to inform and adjust instruction, making assessment a dynamic tool for improving student success rather than a singular judgment.

The Education Act (1990) and Regulations

The Education Act provides the legislative foundation for the operation of public education in Ontario. While it does not name "Behaviour Analyst," it requires principals to consider mitigating factors when dealing with disciplinary issues, such as suspension or expulsion.

Mitigating Factors

Principals must consider whether the student is able to control their behaviour or understand the foreseeable consequences of their behaviour. Determining these factors accurately requires specialist input, from Regulated Health Professionals, including Behaviour Analysts, who can assess the function of the behaviour as well as the skills, contextual and environmental variables influencing it.

School Board Procedures and Guidelines

These are some of the day-to-day guides and plans for a principal detailing the steps they must follow. Please note, that every Board has their own version of these documents as per their specific policies and procedures.

Safety Support Plans
When a student's behaviour poses a risk to the student's or others' safety, a support plan is often required. Principals and school teams typically consult with multidisciplinary team members to develop a Behaviour Support Plan or Safety Plans. These plans should be based on the results of an FBA conducted by a Behaviour Analyst.

Special Education Plan
This document outlines the MOE mandate for school boards to use a tiered approach to support: Tier 1 (School-wide), Tier 2 (Classroom-wide), and Tier 3 (Individualized). A referral to a Behaviour Analyst is a Tier 3 action, triggered when Tier 2 interventions (e.g., in-school team consultation, modified IEPs) have proven insufficient to support a behaviour or teach a targeted skill.

Individual Education Plan (IEP) Development

If a student is exceptional and/or exhibiting behaviour that interferes with learning, the IEP team may determine that alternative expectations or a formal Behaviour Support Plan are necessary. Behaviour Analysts may conduct an assessment to inform the development of a Behaviour Support Plan. Behaviour Analysts bring valuable expertise beyond merely managing challenging behaviour. Their clinical judgement uniquely positions them to support educators in the effective development, implementation, and evaluation of IEPs across academic, communication, social, and adaptive skill domains.

Behaviour Analysts in Practice: Supporting Students and Educators

Behaviour Analysts apply the science of learning and behaviour to help students succeed and to support educators in the classroom. They use evidence-based strategies to understand the functional and contextual factors of behaviour, build skills, and reduce barriers to learning, while promoting positive, practical, and measurable outcomes.

More specifically, Behaviour Analysts in Ontario schools should:

- Understand relevant educational policies, legislation, and special education requirements.
- Consider the perspectives of students, and collaborators, including educators, administrators, and families.
- Conduct FBAs to understand why behaviours occur and identify skill gaps.
- Develop individualized, evidence-based programming aligned with students' needs, strengths, and their IEP goals.
- Work directly with students and coach educators to implement classroom strategies that support learning, social-emotional development, and access to the curriculum.
- Collect and analyze data to monitor progress, evaluate program effectiveness, and recommend adjustments, as needed.
- Provide consultation and guidance to educators, administrators, and families to develop achievable goals and recommendations, and to support the generalization and maintenance of skills across settings.
- Train staff and supervise others using behaviour analytic approaches, ensuring adherence to evidence-based practice.
- Advise on school-wide initiatives, program development, policy implementation, and resource planning to enhance learning environments.
- Where applicable, contribute to programs and planning for crisis response and emergency situations in schools.
- Stay current with research in behaviour analysis and education, offering expertise to inform school board policies.
- Coordinate and collaborate with other professionals, both within the school board and the community

Behaviour Analytic Services in Schools

Student Focused Indirect Service

With informed consent, student-focused indirect services and consultation may involve the Behaviour Analyst providing information and advice to the educator. The school team, led by the principal, retains full responsibility for service planning and delivery, including the implementation of recommendations, in accordance with the Education Act, Reg. 298 (Operation of Schools Section 11: Duties of Principals). Indirect services may include the following:

Consultation
To address concerns about student-specific behaviour that may be interfering with the learning or social environment and to support skill acquisition. Consultation involves the Behaviour Analyst providing information or recommendations to an educator; however, the educator is not obligated to act on the advice, and the Behaviour Analyst is not accountable for the educator's implementation or monitoring of the information or recommendations.

Coaching and Training
For the consultation recipient to build their professional capacity to implement recommendations or advice provided by the Behaviour Analyst effectively.

Multidisciplinary Collaboration
With other disciplines and community partners to provide cohesive, streamlined services to support students.

Referrals
To appropriate professionals and services, as needed.

Liaison with External Service Providers
Behaviour Analysts may provide liaison support to the school team by interpreting and supporting external provider reports and services, as well as providing support to the external provider by advising on goals that would be most appropriate and helpful to the school setting.

Student Focused Direct Assessments

The purpose of Behaviour Analysts providing student-focused direct assessment in the school environment is to understand students' skills and behaviours to inform the selection of evidence-based interventions.

Preference Assessments and Reinforcer Assessments
Behaviour Analysts are trained to conduct formal Preference and Reinforcer Assessments to identify what is most meaningful, motivating, and enjoyable to each individual student. Rather than imposing a one-size-fits-all approach, these assessments ensure that learning environments, instructional strategies, and support plans are built around the student's own interests, strengths, and values. This information is used not only to enhance engagement

and learning outcomes but to meaningfully improve a student's quality of life by ensuring their daily school experience is positive, enriching, and responsive to who they are as an individual. By prioritizing motivation, Behaviour Analysts help create school contexts where students feel safe, valued, and invested in their own growth.

Skills Assessments

Behaviour Analysts conduct skills assessments in the school environment to systematically identify a student's current abilities, learning needs, and areas requiring support. By assessing academic, social, communication, and daily living skills, Behaviour Analysts can collaborate with educators to identify a student's baseline performance. They can also collaborate to determine developmentally appropriate, meaningful, and adaptive goals, and prioritize skills that will enhance a student's independence, engagement, and success in the classroom. Results of assessments also help the school team make data-informed decisions about instructional strategies, accommodations, and supports, ensuring that teaching methods are both evidence-based and tailored to the student's unique strengths and needs. Ultimately, skills assessments can help guide the creation of meaningful, measurable objectives that educators can use in school-based plans, such as IEPs to promote positive educational and behavioural outcomes. Results of skills assessments can also help to support referrals to other services, as appropriate.

Assessments may include but are not limited to: The Assessment of Basic Language and Learning Skills- Revised (ABLLS-R), Verbal Behaviour Milestones Assessment and Placement Program (VB-MAPP), Assessment of Functional Living Skills (AFLS), Essential for Living (EFL), or others. Skills assessments would be conducted in full, in part, or as a smaller baseline probe for a Functional Behavioural Assessment (FBA) to help determine skills to choose as replacement behaviours for challenging behaviour. Results of a skills assessment may be provided in a specific report or may be recommended for consideration in school-populated documents such as Behaviour Support Plans, Safety Support Plans, and/or IEPs.

Behavioural Assessments

The purpose of Behaviour Analysts conducting behavioural assessments in a school environment is to identify the underlying causes and functions of challenging or target behaviours, so that effective, individualized supports can be developed. By systematically collecting and analyzing data on when, where, and why behaviours occur, Behaviour Analysts can determine patterns, triggers, and consequences that maintain the behaviour. This information allows teams to design strategies that teach alternative skills, reduce problem behaviour, and support positive engagement in the classroom, while ensuring interventions are ethical, evidence-based, and aligned with the student's needs and learning goals. Behavioural assessments also facilitate collaboration with educators, parents, and support staff, providing clear guidance on how to respond consistently and effectively using best practices.

Behavioural assessments may include: Functional Behavioural Assessments (FBAs), Functional Analysis (FA), and Practical Functional Assessment (PFA). It may also include indirect and direct assessments such as interviews, observations,

structured questionnaires, and reviews of relevant school data such as IEPs, report cards, and reports held within the Ontario Student Record (OSR).

Student Focused Direct Interventions

The purpose of Behaviour Analysts providing or supervising student-focused, direct interventions using evidence-based strategies is to teach skills and improve behaviours. Direct intervention services provide individualized support to maximize students' inclusion in their classroom and school environment, ensure successful access to the curriculum and other relevant learning goals, and prevent removal or exclusion due to skill deficits or challenging behaviour. This could be the Behaviour Analyst working, or supervising other staff who work directly with students or groups of students, in accordance with CPBAO Standards of Practice Standard 4.0 (2024).

Individual Interventions
Individual interventions may include working directly with the student to learn and practice skills specific to a goal, such as Skills-Based Treatment (SBT), Picture Exchange Communication System (PECS), Acceptance Commitment Training (ACTr), Functional Communication Training (FCT), or other relevant interventions. These may be delivered in the school setting directly with the student, or alongside an educator to build their professional capacity. In some circumstances, the Behaviour Analyst may enter into a supervision agreement with staff to provide clinical oversight of the intervention.

Group Interventions
Group interventions may include skills groups led by or overseen by the Behaviour Analyst in the school setting. This may include communication groups, the Balance Program, Universal Life Skills groups, or others. Groups would be composed of students with common IEP goals who may benefit from direct instruction or explicit teaching across domains.

Classroom and School-Wide Services

Behaviour Analysts support principals, teachers, support staff, and others by providing training and resources to build ABA capacity within school boards. This may include capacity building as it relates to behaviour, functions of behaviour, assessments, data collection, evidence-based instructional methods, and the development, implementation and monitoring of effective IEP and transition plans using ABA methods. This service is not student-specific, and no student-clinician relationship would be established. Classroom and school-wide services focus on improving how the school team meets the student’s needs without providing direct services to the student. These services may include:

Professional Development
Behaviour Analysts may offer training workshops in evidence-based behaviour strategies to help school staff understand the principles of ABA, apply support consistently and effectively, and orient educators to general classroom management strategies.

School Consultation
Behaviour Analysts may provide consultation about behaviour-change strategies. This might include providing general recommendations on best practices to improve student learning and problem-solving in challenging situations that affect the whole class and the school more broadly.

Staff and Student Safety Consultation
Behaviour Analysts may provide support to classrooms or schools by assessing environments, identifying potential risk factors and designing proactive approaches to prevent dangerous behaviour. Some Behaviour Analysts may provide staff training on identifying warning signs of challenging behaviour, responding effectively, and de-escalating situations to reduce the risk of injury. Behaviour Analysts can provide evidence-based prevention and post-intervention strategies that can be incorporated into school-based Behaviour and Safety Support Plans.

Committee Collaboration
Behaviour Analysts may serve on school committees to provide professional expertise on systematic and evidence-based strategies and decision-making practices.

Board and System-Wide Services

System-wide interventions can help school boards recognize and address students' challenging behaviour, as well as the learning needs of students with alternative or modified learning expectations. These services may include:

Committee Collaboration
Behaviour Analysts may serve on school board committees to provide professional expertise on systematic and evidence-based strategies and decision-making practices. Committees may involve school board initiatives such as Special Education Advisory Committee (SEAC), safety or crisis response teams, or Professional Learning Committees (PLC).

Policy and Procedure Collaboration
Behaviour Analysts may support the development and implementation of policies and procedures such as positive school climate initiatives, inclusive education policies, and safety and risk management policies.

Curriculum or Program Development Collaboration
Behaviour Analysts may support the development of school-board-wide social skills programs, life skills curriculum, and transition planning frameworks (e.g., transition planning for secondary school). They can provide expertise in evidence-based assessment and intervention using tools such as the Assessment of Functional Living Skills (AFLS) and the Essential for Living (EFL).

Professional Development
Behaviour Analysts may offer training workshops on evidence-based organizational change strategies and interventions to address board-wide concerns, such as safety management, staff engagement, school culture, and staff performance. They can

provide insight on using evidence-based training systems such as Behavioural Skills Training (BST), performance monitoring, effective feedback systems and group reinforcement strategies that improve organizational efficiency and promote more supportive learning environments for students.

Parent-School Collaboration and Partnership
Behaviour Analysts may offer workshops on interventions such as communication (e.g., requesting, conversation skills, PECS), social skills (e.g., greetings, sibling relationships), and behaviour reduction (e.g., understanding why behaviour occurs and what to do about it) for parents/guardians.

Supervision

In some school boards, Behaviour Analysts may be responsible for supervising non-registrants who assist them in providing professional services or individuals who are completing supervision requirements for registration with the CPBAO. The CPBAO (2024) defines supervision as an "ongoing educational, evaluative, and hierarchical relationship, where the supervisee is required to adhere to the Standards of Professional Conduct and comply with the direction of the supervisor, and the supervisor is responsible for ensuring that the service provided to each recipient of services is competent and ethical. It is not consultation or delegation." See Appendix D for a supporting resource related to the supervision process.

Research

Behaviour Analysts may have experience participating in research design, evaluation, and data analysis at the graduate level, and could therefore lead or assist with research design and planning, systematic data collection, and the translation of findings into practical classroom applications, when appropriate.

There is extensive literature in behaviour-analytic journals on learning, teaching, school-based ABA applications, behaviour reduction, inclusion support, OBM, and specific strategies for use with students with exceptionalities. Continued contributions to the literature on school-based settings can help inform educational decision-making and best practices.

Access and Referral to School-Based Behaviour Analytic Services

Accessing services provided by a Behaviour Analyst within the school system varies across school boards. The information and suggestions are intended to facilitate appropriate referrals for school-based behaviour analytic supports, ensuring that the most suitable, equitable, and ethical service is provided to those requesting assistance.

The types and levels of service/interventions provided by a Behaviour Analyst will depend on factors such as priorities established by the school board(s) and the Behaviour Analyst's training, experience, background, and skills.

Access to Student-Focused Behaviour Analytic Services

Access to student-focused ABA services for consultation, assessment, or other direct service normally follows a referral process led by the school.

Administrators and educators are the first to identify concerns regarding learning, social-emotional, or behavioural difficulties. School-based team meetings, often involving a variety of school and board-level student services team members, provide the venue to address these concerns collaboratively. During this process, a referral for school-based ABA services may be initiated.

The referral may result in collaborations involving educators and parents/guardians. Alternatively, a formal assessment (such as an FBA), consultations, or direct behaviour services from the Behaviour Analyst may be the appropriate response. The decision regarding the most suitable ABA service to be provided rests, appropriately, with the Behaviour Analyst based on the information gathered during the referral process.

Student-Focused Indirect Services

- **Consent:** Informed consent (verbal or written) is required for student-centred consultation (PHIPA, 2004).
- **Referral Procedures:** Typically made in writing, following a non-identifying conversation with the Behaviour Analyst or a school-based team meeting.
- **Examples of Service:** Consultation, coordination with existing external service providers, multidisciplinary collaboration, deciding eligibility for internal ABA services and/or external referrals to other services, where appropriate.

Student-Focused Direct Services

- **Consent:** Consent must be obtained from the parent/guardian by the principal (or principal designate) prior to the referral being submitted, and informed consent must be obtained by the Behaviour Analyst prior to an assessment (CPBAO Standards of Professional Conduct, 2024; HCCA).
- **Referral Procedures:** The school team refers to the Behaviour Analyst, typically in writing, for a comprehensive behavioural assessment. The purpose is to take an in-depth look at individual students' behaviour and formulate a specific, individualized

and evidence-based plan of support and recommendations.
- **Examples of Service:** Individual skills assessments, individual behaviour assessments, evidence-based recommendations provided to educators.

Example (*Please note, this process is a sample and will vary across Boards):*

Step 1: Consent is obtained by the school principal.
Step 2: The school team requests a consultation with a Behaviour Analyst who will provide the next steps.
Step 3: The Behaviour Analyst reviews the referral and determines the appropriate level of support and team involvement based on:
- Information provided in the referral
- Reason for referral (behaviour and/or skill building)
- Other services involved

Step 4: The Behaviour Analyst obtains informed consent from the family, based on the reason for referral.
Step 5: Outcome of the referral may result in the Behaviour Analyst completing an FBA and/or providing consultation.

Access to Whole Class, School-Wide, and District / System-Wide Behaviour Analytic Services

The Behaviour Analyst serves the whole school system and, upon the school-based team's request, can provide consultation services to all educators, provided it is within the Behaviour Analysts scope of practice. The Behaviour Analyst acts as a resource person.

The purpose of this consultation is to support educators with instructional and classroom management strategies, grounded in behavioural principles. This consultation focuses only on reported individual and group behaviour and classroom dynamics. It is not designed to provide student-specific support.

These referrals are typically initiated by school administrators, Supervisory Officers, and/or other system-wide professionals (e.g., the Principal of Student Services, Special Education Coordinators). These requests may include:

- Committee Collaboration
- Policy and Procedure Collaboration
- Curriculum, Resource or Program Development Collaboration
- Professional Development
- Parent-School Collaboration and Partnership

Informed Consent

Informed consent is the foundational ethical and legal standard for behaviour analytic services. All activity conducted within the school environment must adhere to the informed consent provisions outlined in relevant legislation and the CPBAO Standards of Professional Conduct (2024, Standard 7.1). Valid, informed, and voluntary consent must be documented before any formal service provision

or assessment, on behalf of a student, can proceed. Consent should be considered an ongoing process that is obtained throughout service provision. Please see Appendix A for a checklist that can support Behaviour Analysts in developing consent forms that meet CPBAO regulatory and legislative requirements, align with school board procedures, and promote informed, ethical practice.

Behaviour Analysts in Ontario schools operate at the intersection of several key provincial laws. Consent requirements are complex and depend on the type of service, the student's age and capacity. Some examples are included in Table 1.

Table 1. Relevant Legislation for Behaviour Analysts working in Ontario Schools.

Legislation	Primary Focus on Consent	Behaviour Analyst Relevance
Health Care Consent Act (HCCA), 1996	Prioritizes capacity over age for all health care treatment decisions.	Determines who can consent to the ABA service.
Education Act (1990) & O. Reg. 181/98	Outlines age-related considerations for educational placements and special education services.	Determines who can consent to an IEP or special education placement and services within the school board structure.
Personal Health Information Protection Act (PHIPA), 2004	Governs the collection, use, and disclosure (sharing) of personal health information (PHI).	Crucial for obtaining consent to collect data, create records, and share information with outside agencies or clinicians.
Municipal Freedom of Information and Protection of Privacy Act (MFIPPA), 1990	Governs access to records and privacy within municipal institutions (including school boards).	Guides the school board in navigating formal requests for access to or release of a student's personal information or school records.
Duty to Report, Section 125, Child Youth Family Services Act (CYFSA) (2017)	Mandates that a professional must immediately notify child welfare services when a child is under 16 years old and may be in need of protection, regardless of consent or confidentiality.	Behaviour Analysts working in educational contexts have a legal obligation to immediately report any suspicion of child abuse or neglect.

Who Benefits from Behaviour Analytic Services

Behaviour Analysts provide support across multiple levels within school boards, from individual students to broader school communities. They seek to promote student learning, development, and overall well-being, while also building the capacity of educators, families, and community partners. Programming may be delivered directly to students, implemented school-wide, or focused on supporting teachers, families, and other professionals to create safe and inclusive learning environments. Behaviour Analysts in a school system can provide support for a wide range of students, staff, and school teams. This may include:

Individual Students

Some students may require more individualized support. Behaviour Analysts conduct assessments to identify learning, behavioural, social or adaptive functioning needs and develop individualized, evidence-based interventions to address these areas for these students. Supports may focus on teaching new skills, reducing behaviours that interfere with learning, and/or supporting transitions (e.g., daily transitions between activities or classrooms, transitions between staff or instructional formats, entry to and exit from unstructured times such as recess or lunch, and broader transitions such as grade-to-grade or school-to-school changes). Some of the areas Behaviour Analysts may support in the school-based context include: communication, cooperation, social skills, adaptive skills, self-care, time management, following routines, and/or foundational academic skills.

Students may also require individualized support related to challenging behaviour. Behaviour Analysts should be consulted when a student exhibits behaviours that interfere with learning, safety, or social participation. Such behaviours may include frequent aggression, hitting, property destruction; self-injurious behaviours (e.g., head-banging, biting); severe or persistent disruptions in class (e.g., repeatedly leaving seat, refusing to follow instructions); and repetitive or stereotyped behaviours that significantly impact participation, and access to meaningful learning and social opportunities.

Classroom/School-Wide

Behaviour Analysts may collaborate with school teams to design and implement programs, including class-wide strategies, such as The Good Behaviour Game. They can support classroom management when there are students exhibiting challenging behaviours that disrupt learning or safety. Behaviour Analysts can also support situations where there are frequent conflicts or social challenges among students that interfere with the classroom climate. Additionally, Behaviour Analysts may conduct environmental assessments and suggest modifications to the environment.

In addition, in classrooms that are focused on skill development, such as specialized classrooms, Behaviour Analysts can support the systematic teaching of foundational skills that enable students to access the curriculum. This may include focusing on skill acquisition in the areas of communication, regulation, social interaction, engagement, adaptive skills, and independent learning behaviours. They can assist teams in identifying areas for skill development and provide support in developing proactive, evidence-based strategies to build functionally equivalent replacement behaviours and promote meaningful participation for all learners.

Across the school population, Behaviour Analysts can support the implementation of consistent

behaviour supports across educators or classrooms. They are responsive to building the capacity to incorporate ABA methods into their classroom practices.

School Board/System-Wide

Behaviour Analysts contribute to system-level planning and initiatives, advising on school-wide policies, procedures, programs, and practices that promote positive behaviour, equity, and inclusive learning environments. This may include consultation and delivery of staff professional development, or clinical supervision of staff, where applicable.

Teachers, Families, Community Partners

Supporting students often requires coordinated and multidisciplinary collaboration. Behaviour Analysts work with educators, families, and other professionals both within the school board and the community, to ensure consistency and support across home, school, and community settings.

Practical Applications for School-Based Behaviour Analysts

To ensure ongoing compliance and ethical best practice, Behaviour Analysts should proactively consult multiple sources.

Health Information Custodian (HIC)

Behaviour Analysts are regulated health professionals who may meet the definition of a Health Information Custodian (HIC) under PHIPA, depending on the nature of the services being provided and the Behaviour Analyst's role and custody or control of personal health information. Behaviour Analysts should familiarize themselves with their specific school board's policies and processes regarding privacy, personal health information, record keeping, and identification of the HIC responsible for client records.

Practice Resources

Behaviour Analysts are professionally accountable for ensuring their practices meet the highest legal and ethical standards. You are strongly encouraged to inform your processes and procedures by adhering to the following:

Relevant Legislation: Consult the Health Care Consent Act (HCCA, 1996), the Personal Health Information Protection Act (PHIPA, 2004), the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA, 1990), and the Education Act (1990) and its associated regulations.

CPBAO Standards of Professional Conduct: This is your primary regulatory document.

Board-Specific Policy and Procedures: Follow all relevant internal school board policies and procedures regarding consent, privacy, and release of information.

Relevant Policy and Program Memoranda (PPMs): Consult directives issued by the Ministry of Education, such as PPM 140 (Incorporating Methods of Applied Behaviour Analysis (ABA) into Programs for Students with Autism Spectrum Disorders).

Specialized Guides: Consult resources like the *Consent & Capacity in ABA: Professional Practice in ABA Series* (ONTABA, 2020) for detailed context.

Legal Counsel: Seek formal legal advice whenever uncertainty exists regarding capacity, complex consent situations, or jurisdictional conflicts between legislation.

Conclusion

This guide provides Behaviour Analysts with an overview of their professional roles within the Ontario education system. Working in schools requires balancing evidence-based practice, collaboration with educators and families, and responsiveness to the unique needs of students and school communities. By applying behaviour-analytic principles thoughtfully and contextually, Behaviour Analysts contribute to positive student outcomes, support inclusive and equitable learning environments, and strengthen the capacity of school teams to meet diverse student needs.

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Personal Health Information Protection Act, 2004, SO 2004, c 3, Sch A.

Psychology and Applied Behaviour Analysis Act, 2021, S.O. 2021, c. 27, Sched. 4

Appendix A

Consent Form Checklist for RBA Practice in School Boards

This checklist summarizes key considerations from the CPBAO Standards and legislative requirements and may be used as a reference for the consent process. It is not exhaustive; RBAs should consider additional practice-specific requirements as appropriate.

Must Haves

Client and Parent/Guardian Information

- ☐ Student's name and date of birth
- ☐ Name(s) of parent(s)/guardian(s) providing consent
- ☐ Date consent is obtained

Description of Service

- ☐ Reason for referral
- ☐ Clear description of behaviour analytic services being provided
- ☐ Purpose and intended outcomes of service
- ☐ Explanation of RBA's role and responsibilities

Informed Consent Requirements

- ☐ Statement that participation is voluntary
- ☐ Explanation of the right to withdraw or revoke consent at any time
- ☐ Alternative courses of action
- ☐ Description of potential risks, benefits, and limitations
- ☐ Confirmation that questions were encouraged and answered
- ☐ Statement indicating consent was obtained prior to service delivery

Confidentiality & Privacy

- ☐ Explanation of confidentiality and its limits
- ☐ Identification of individuals or roles who may access information
- ☐ Reference to relevant privacy and education legislation
- ☐ Explanation of mandatory reporting obligations, where applicable

BA Identification & Accountability

- ☐ Name and credentials of BA
- ☐ Contact information

Signatures

- ☐ Signature(s) of parent(s)/guardian(s) preferred
- ☐ Document if consent was obtained verbally

Nice to Have's

Communication & Collaboration

- ☐ Description of how progress and outcomes will be shared
- ☐ Frequency and format of communication with families
- ☐ Consent for collaboration with other professionals (e.g., SLPs, psychologists)

Data, Technology & Virtual Practice

- ☐ Explanation of electronic data collection and storage
- ☐ Consent for virtual meetings or digital platforms
- ☐ Consent for audio or video recording, if applicable
- ☐ Record retention timelines

General Considerations

- ☐ Use plain, family-friendly language and minimize jargon
- ☐ Clearly explain why consent is required
- ☐ Align with CPBAO Standards of Practice
- ☐ Ensure consistency with school board policies and procedures
- ☐ Address storage, security, retention, and disposal of records
- ☐ Provide translations or alternative formats when needed
- ☐ Review and update consent forms regularly

Appendix B

Individual Client Record Checklist for RBA Practice in School Boards

This checklist summarizes key considerations from the CPBAO Standards and legislative requirements and may be used as a reference for record keeping. It is not exhaustive; RBAs should consider additional practice-specific requirements as appropriate.

Must Haves

Client and Parent/Guardian Information

- ☐ Student's name
- ☐ Student's date of birth
- ☐ Student/Guardian phone number
- ☐ Student/Guardian email address
- ☐ Student/Guardian address

Information about each Service Contact

- ☐ Date of contact
- ☐ Identity of the person entering the information into the record
- ☐ Nature of contact (e.g. observation, interview, phone call, email, etc.)
- ☐ Description of any presenting problem
- ☐ Description of history related to the presenting problem
- ☐ Description of service carried out (e.g. assessment procedures, assessment findings, goals of service, reviews of progress, continued relevance of the service, activities related to crises or critical incidents, interventions carried out, and/or advice given)
- ☐ Description of services that were commenced but not completed, as well as the reason it was not completed
- ☐ Description of any referrals to other professionals

Record File

- ☐ All reports or correspondence about the client from other parties (e.g. psychological report provided by a parent, student data provided by a teacher, etc.)
- ☐ All reports or correspondence prepared by the BA regarding the client (e.g. Behaviour Support Plan, Consultation Notes, etc.)
- ☐ Written consent form(s)
- ☐ Documentation of the process of obtaining verbal consent(s) related to the service
- ☐ Any other documents that provide information relevant to the opinions, recommendations, and decision-making with respect to client service.
- ☐ Relevant notes from other professionals, if collaborating and generating interdisciplinary information

- ☐ If components of client information are stored in different locations, each must reference the other location(s)

General Record Details

- ☐ Records must be understandable to another health professional if a client requests that records be provided
- ☐ Records should have a clear data-to-decision link

For Group Activities

- ☐ Each individual member of the group receiving services must have their own record

Storage of Records

- ☐ Must be retained for a minimum of 10 years after the client turns 18, or after the last professional contact, whichever comes first

Nice to Have's

School Context Information

- ☐ School name
- ☐ Grade
- ☐ Classroom type (e.g. general education, specialized placement type, etc.)
- ☐ Names, titles, and contact information of school team members (e.g. principal, teachers, educational assistants, etc.)
- ☐ Names, titles and contact information for other school-based professionals involved (e.g. psychologists, social workers, department resource teachers, etc.)

Consent and Assent Details

- ☐ Who holds student decision-making authority and responsibility of the school staff (e.g. principal)
- ☐ School staff consent for observation, modelling, staff training, and sharing data
- ☐ Student assent indicators
- ☐ Student dissent indicators
- ☐ How student dissent will be handled in the school environment

School-Based Documentation Reviewed

- ☐ Dates of review
- ☐ Specific documents reviewed (e.g. Ontario Student Record (OSR), report cards, progress reports, psychological assessments, educational assessments, Individualized Assessment Plan (IEP), etc.)
- ☐ Reason for document review

Group Staff Training Relevant to Client (not student-specific but relevant to recommendations

for the student)

- ☐ Date and nature of staff training (e.g. whole staff training on first/then boards)
- ☐ Who was present for staff training (e.g. all school teachers and educational assistants)
- ☐ How is this staff training relevant to the client (e.g. one of the recommendations for the client was to use a first/then board)
- ☐ Materials provided to staff (e.g. handouts, fidelity checklists, etc.)
- ☐ If the staff supervisor (e.g. principal) was present for the training
- ☐ What documentation or feedback was provided to the staff's supervisor (e.g. principal)

Client Information Shared

- ☐ Date of information sharing
- ☐ What information was shared
- ☐ Who the information was shared with (e.g. teacher, Educational Assistant, etc.)
- ☐ In what format the information was shared (e.g. email, verbal conversation, school team meeting, department meeting, placement committee meeting, etc.)
- ☐ Consent confirmation if those receiving the information were not the student's school-based direct teaching or administration staff.

Appendix C

Organization Record Checklist for RBA Practice in School Boards

This checklist summarizes key considerations from the CPBAO Standards and legislative requirements and may be used as a reference for record keeping. It is not exhaustive; RBAs should consider additional practice-specific requirements as appropriate.

Must Haves

Organization Information

- ☐ Organization's name
- ☐ Organization's address
- ☐ Organization's contact information
- ☐ The person from the organization who is responsible for the information shared

Information about each Service Contact

- ☐ Date of contact
- ☐ Identity of the person entering the information into the record
- ☐ Nature of contact (e.g. meeting, phone call, email, etc.)
- ☐ List of people from the organization who were present during the services provided
- ☐ Description of any presenting problem
- ☐ Description of history related to the presenting problem
- ☐ Description of service carried out (e.g. group staff training, committee work where your professional judgement or opinion as an BA is required, etc.)
- ☐ Description of services that were commenced but not completed, as well as the reason it was not completed
- ☐ Description of any referrals to other professionals

Record File

- ☐ All reports or correspondence prepared by the BA regarding the organization (e.g. training summary, handouts, fidelity checklists, etc.)

Additional Information, if relevant (e.g. BA contracted to provide a specific service to a school board where they are not an employee)

- ☐ Written service agreement
- ☐ Fee structure
- ☐ Roles and responsibilities
- ☐ Termination conditions
- ☐ Written privacy policy
- ☐ Confidentiality policy
- ☐ Data storage procedures
- ☐ Access control procedures
- ☐ Retention timelines
- ☐ Complaints processes

- ☐ Professional liability insurance documentation
- ☐ Supervision contracts (if supervision is part of the services provided)

General Record Details

- ☐ Records must be understandable to other health professionals
- ☐ Services provided should not reference specific students unless the necessary consent(s) have been obtained
- ☐ Services referencing specific students should also be reflected in individual client records

Storage of Records

- ☐ Must be retained for a minimum of 10 years after the last professional contact

Nice to Have's

Additional Organization Service Information

- ☐ Description of decision-making authority and responsibility
- ☐ What Tier of service is being delivered (e.g. Tier 1, 2 or 3)

Committee Work (where professional BA expertise is required)

- ☐ Date of meeting
- ☐ Members of the committee
- ☐ Scope of BA role
- ☐ Purpose of the committee
- ☐ Criteria for placement decisions
- ☐ Behavioural variables considered
- ☐ Rationale for recommendations
- ☐ List of records reviewed
- ☐ Documentation of processes of decision-making
- ☐ Relevant school-board or ministry documentation (e.g. school board committee guideline, policies, framework documents, etc.)
- ☐ Description of safeguards against bias
- ☐ Document if consent was gained for sharing the student's personal health information

Group Staff Training

- ☐ Date and nature of staff training (e.g. whole staff training on first/then boards)
- ☐ Who was present for staff training (e.g. all school teachers and educational assistants)
- ☐ How is this staff training relevant to the organization's request for service?
- ☐ Materials provided to staff (e.g. handouts, fidelity checklists, etc.)
- ☐ If the staff supervisor (e.g. principal) was present for the training
- ☐ What documentation or feedback was provided to the staff's supervisor (e.g. principal)

Appendix D

Supervision Documentation Checklist for RBA Practice in School Boards

This checklist summarizes key considerations from the CPBAO Standards and legislative requirements and may be used as a reference during initial discussions about the supervision process. It is not exhaustive; RBAs should consider additional practice-specific elements as appropriate.

Nota Bene: This document is specific to supervision documentation for registrants providing supervision to those who are not seeking registration with CPBAO (e.g., Educational Assistants not seeking registration). Supervision documentation is required by CPBAO registrants.

Initial Considerations

**If none of the below situations are applicable, a supervisory relationship should not be established, and consultation should be considered instead.*

Consultation vs. Supervision Consideration

- ☐ Review and understand the following CPBAO references for supervision and consultation. Consider reviewing the BA role within these two service types provided to the school with the board department or the school admin, with whom the BA works alongside
    - ***Supervision****: an ongoing educational, evaluative, and hierarchical relationship, where the supervisee is required to adhere to the Standards of Professional Conduct and comply with the direction of the supervisor, and the supervisor is responsible for ensuring that the service provided to each recipient of services is competent and ethical. It is not consultation or delegation.*
    - ***Consultation****: the provision of information or advice, in a relationship where the recipient of the information or advice is not required to act on the information or advice and the consultee is not accountable to the consultant. It further clarifies that consultation* ***is not supervision*** *and* ***does not include assessing, diagnosing, or intervening with a client****.*

Questions to consider whether the nature of services being provided is either supervision or consultation

- ☐ Does the individual providing ABA care have the knowledge, skill, judgment and experience to implement your recommendations independently? If not, you should consider supervision.
- ☐ Is the individual implementing your behaviour plan required to implement your recommendations and act on your recommendations and advice? If yes, this is supervision.

- ☐ Are you evaluating the provider's performance and adjusting your level of involvement with the care accordingly? If yes, you should consider supervision.
- ☐ In the event of a complaint, who would be responsible for the care? If it is yourself, this is supervision.
- ☐ Are you asking another person to assess or intervene with the student? If yes, consider supervision.
- ☐ Are individuals required to abide by CPBAO's Standards of Professional Conduct (2024) when providing care? If yes, this is supervision.

Scope of Supervision

- ☐ Discuss the scope of supervision with the supervisee and others involved (e.g., employers, principal, superintendent)
    - Supervisors bear full responsibility for the duties and responsibilities outlined in the supervision agreement. In a school system, this may be a shared role; it may be beneficial to clearly outline duties and responsibilities under each supervisor.

Supervision Planning

- ☐ Review potential conflict of interest, consider not entering a supervision relationship if present.
- ☐ Review potential dual and/or multiple relationships; if present, consider not entering a supervision relationship.
- ☐ Review possible overlap in supervisee's professional license or registration if outside of CPBAO (e.g., legislation, regulations, Standards).

Supervision Purpose

- ☐ Review if there is a purpose to supervision: (a) deliver competent services or (b) supervisee (non-registrant) is assisting BA in performing ABA services.

Must Haves

Supervision Agreement

- ☐ Dates of supervision timeframe (e.g., start date & expiry date)
- ☐ Supervisee responsibilities & duties (e.g., all ABA-related services to students)
- ☐ Constraints on supervisee's activities with students
- ☐ Supervisors' responsibilities & duties (e.g., all ABA-related services)
- ☐ Frequency and duration of supervision
- ☐ Planning, monitoring & evaluation of ABA services for educators or students
- ☐ Contact information for both the supervisor or supervisee
- ☐ Confirmation of commitment to relevant legislation, regulations, and CPBAO Standards (for work under supervision with BA)
- ☐ When more than one supervisor (e.g., school principal, board superintendent) is involved, information about the roles and involvement of each supervisor to prevent confusion

- Delineate aspects of the supervision related to BA oversight only
- Outline aspects that are not a component of BA supervision (e.g., school, board, or other)

- ☐ Mechanism for dispute resolution related to ABA services
- ☐ Process when supervisor is unavailable (e.g., back up BA or default to school principal or other board supervisor)
- ☐ Signatures of supervisor & supervisee

Supervision Records

- ☐ Date and duration of supervision meetings
- ☐ Identifiable information of discussed students or schools (e.g., initials or school codes) for each meeting
- ☐ Summary of discussions on professional ABA services (assessment, intervention) for each meeting, relevant only to supervisee, student information remains in student documentation)
- ☐ Summary of ethical and jurisprudence issues for each meeting
- ☐ Documentation of directives and feedback to the supervisee for each meeting
- ☐ Discussions on identified strengths and training needs for each meeting

Nice to Have's

Supervision Agreement

- ☐ Outline administrative and clinical responsibilities for both supervisees and supervisors (e.g., timelines to respond to feedback, etc.)
- ☐ Clarity on supervisee's roles in relation to communicating with other educators or parents (e.g., all questions to parents directed to the classroom teacher or behaviour analyst)
- ☐ Exclusionary responsibilities and duties, if supervision is shared with the school or board administration
- ☐ Contact information for on-site supervisor (if working across multiple schools)
- ☐ Confirmation of commitment to relevant school policies
- ☐ When more than one supervisor is subject to different legislation or college guidelines (e.g., school principal, board superintendent), information about overlap in regulations and standards of practice, where relevant to the supervision roles and responsibilities.
- ☐ Signatures of relevant school board employees (e.g., school principal, superintendent)