Our Shared Beliefs
- All students can succeed.
- Each student has his or her own unique patterns of learning.
- Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students.
- Successful instructional practices are founded on evidence-based research, tempered by experience.
- Classroom teachers are the key educators for a student’s literacy and numeracy development.
- Classroom teachers need the support of the larger community to create a learning environment that supports all students.
- Fairness is not sameness.

(All Ontario Curriculum Policy Documents, Program Considerations for Students with Special Education Needs.)

Principles of ABA Programming

The following principles underlie ABA programming that is provided to students with ASD, where appropriate:

- The program must be individualized. Each student’s specific profile and pattern of strengths and needs must be analysed to determine concrete learning objectives and teaching methods. No single curriculum or teaching strategy is appropriate for all students with ASD. Some students may require more intensive programming.
- Data must be collected and analysed. Reliable data must be collected and analysed on an ongoing basis to measure student progress in the acquisition of new behaviours and skills, and to identify skills or behaviours that need to be taught.

ABA can be used as an instructional approach with students of every age. It can be applied in a variety of situations, and it can be employed for very limited and specific purposes such as the development or reduction of single behaviours or sets of behaviours. ABA methods can be used with varying degrees of intensity along a student learning continuum. ABA is used according to the individual needs of each student, and may be applied to developing academic skills or behaviours related to social skills, communication, or self-care.
**The Tiered Approach**

The “tiered” approach to prevention and intervention is a systematic approach to providing high-quality, evidence-based assessment and instruction and appropriate interventions that respond to students’ individual needs. (Learning for All, K-12. p. 24)

<table>
<thead>
<tr>
<th>Implementation of ABA</th>
<th>Assessment</th>
<th>Instruction / Program</th>
<th>Facilitation of Transitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is your role in the implementation of ABA in the classroom / school? (e.g., classroom teacher, special education resource teacher, educational assistant, ABA Expert, principal, etc.)</td>
<td>How do you effectively use assessment for learning (e.g., Functional Behaviour Assessment) to adjust interventions and learning goals for your student(s)?</td>
<td>In what ways, to what extent and where do you incorporate principles of UDL, DI and the Tiered Approach when using ABA strategies?</td>
<td>What processes do you have in place to facilitate transitions for students with ASD that are tailored to each student’s particular learning profile?</td>
</tr>
</tbody>
</table>

Based on your current assessment of where you are in implementing the use of ABA as an instructional approach, what are your professional learning goals?

- Learning for All, A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12 (2013)
- Enhancing Support for Students with Autism (Video)
- Shared Solutions, A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Education Needs (2007)
- Caring and Safe Schools in Ontario: Supporting Students with Special Education Needs Through Progressive Discipline, Kindergarten to Grade 12 (2010)

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**Personalization** – Education that puts the learner at the centre, providing assessment and instruction that are tailored to students’ particular learning and motivational needs.

**Precision** – A system that links “assessment for learning” to evidence-informed instruction on a daily basis, in the service of providing instruction that is precise to the level of readiness and the learning needs of the individual student.

**Professional learning** – Focused, ongoing learning for every educator “in context”, to link new conceptions of instructional practice with assessment of student learning.

An education system in which these components are closely interconnected can successfully address the need to “establish classroom routines and practices that represent personalized, ongoing data-driven, focused instruction”.

Fisher et al., 2004, pp. 15–26, 87)

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( Learning for All, K-12. p. 8)