



**REPORT TO SEAC**  
**Monitoring the Implementation of Policy/Program Memorandum 140**  
**2018**

In May, 2007, the Ministry of Education released Program/Policy 140, *Incorporating Methods of Applied Behaviour Analysis (ABA) into Programs for Students with Autism Spectrum Disorders (ASD)*. This policy provides direction to school boards to support their use of applied behaviour analysis (ABA) as an effective instructional approach in the education of many students with ASD.

In order to monitor implementation, the Ministry of Education created an annual self-assessment survey for school boards. The survey is completed in April by all schools that have a student with ASD. The provincial survey examines the following 4 indicators, which are investigated using 33 questions. This year 93.8% of the schools completed the survey.

Each year in April, the surveys are forwarded to school Principals in an electronic format. Respondents indicate their level of Implementation by using the following indicators: *all of the time, most of the time or some of the time*. To assist schools with the completion of the survey, an implementation guide was created by the TCDSB Autism Team. Each school is asked to complete the survey and then the results are summarized at the board level. Each board submits their results to the Ministry of Education.

The following are the findings for TCDSB:

Indicator/Outcome	All or Most of the Time 2015/16	All or Most of the Time 2016/17	All or Most of the Time 2017/18
1. Principles of ABA are incorporated into the IEPs of students with ASD, as appropriate	91.8%	88.6%	91.2%
2. Transition planning is used to support students with ASD for a variety of transitions	90.4%	89.5%	90%
3. Multidisciplinary teams are involved	92%	89.3%	89.8%
4. School staff working with students with ASD are knowledgeable about ASD	78.7%	64%	77.5%

TCDSB Autism Team staff continually assesses the areas of need that require further growth by providing support, modelling, resources and training to school staff to increase their knowledge of ASD and ABA strategies to support this growing group of students. This includes:

- Focused professional development for staff in order to build capacity around ABA strategies
- Workshops focusing on ABA strategies throughout the year for support staff and staff new to the board
- Reviewing transition resources and supports for staff working with students with ASD
- Continuing to build capacity within schools to support students with ASD

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