

ACT's Guide for Parents in British Columbia Whose Children Receive Autism Funding

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ACT recognizes that this information is complex. Please feel free to contact our office for clarification. We have a team of Information Officers on staff to provide individualized support.

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An Introduction to the Registry of Autism Service Providers

ACT – Autism Community Training manages the Registry of Autism Service Providers (RASP) under contract with the Ministry of Children and Family Development (MCFD). The RASP is designed to ensure that parents of young children with ASD have access to service providers whose education and experience meets basic standards. If the professional is on the RASP, then parents can have them reimbursed for their services using their child’s Autism Funding. Parents of children six and over do not have to choose professionals from the RASP. However, parents of children across the age range and with a variety of special needs will find the information contained here useful when making decisions about hiring professional support.

Agencies

Agencies are listed on the RASP because they have at least two professionals who qualify for the RASP associated with their organization. ACT reviews the credentials of individual professionals. We do not review the services of an agency as a whole. ACT recommends that parents check carefully the professionals associated with an agency. How many of them can work independently of supervision? How closely supervised are their consultants by their supervisor? How many well-qualified professionals are associated with the agency?

Accessing the RASP List

The Registry of Autism Service Providers (RASP) is updated weekly by ACT on our website and is searchable by region and by profession. New behavior consultants, speech language pathologists, occupational therapists and physical therapists are added frequently. ACT manages the RASP on behalf of the Ministry of Children and Family Development (MCFD), which sets the policies for the RASP. To search the RASP, see www.actcommunity.net/rasp. For those who do not have access to computers or need assistance, please call the ACT office for individualized support.

Importance of the RASP

Parents **MUST** employ professionals who are on the RASP in order to access Autism Funding for children under the age of six. If a professional provides service before they have been accepted to the RASP, they will not be reimbursed by the Autism Funding Unit. Parents are urged to check the RASP before they assume that a professional is listed. Do not rely on the advice of others only, research the best options for your child — this may involve pooling your resources with other families and sharing the expense of bringing in a professional from outside your community.

Be wary of situations where:

1. Individuals profess to be behavior consultants but are not on the RASP. They may bill the Autism Funding Unit as behavior interventionists but at a rate comparable to behavior consultants.
2. The behavior consultant is not taking an active role in your child’s program but is simply signing the invoices and an unqualified person provides service with minimal supervision.
3. Intervention has been going on for months but no progress is being made.

Behavior Plan of Intervention

According to government policy, a Behavior Plan of Intervention (BPI) is required for children under the age of six in order for children to continue to receive funding. The BPI must be developed by a behavior consultant selected by the parents from the RASP. The BPI is developed by the behavior consultant in collaboration with the child’s parents and other professionals on the team, which may include a speech language pathologist, occupational therapist or physical therapist from the RASP, as well as other team members. A written treatment plan is an important tool in building a team approach and helps to make sure service providers are accountable. Through regular reviews, the BPI measures the child’s progress. This is a document that should always be a “work in progress.”

A Note of Caution for Parents

While ACT verifies degree status and experience with children with autism of RASP professionals, in accordance with MCFD's requirements, ACT does not endorse the expertise of any of the service providers on the RASP, nor do we take responsibility or guarantee the quality of service they provide. A professional who is on the RASP has stated that he or she meets the minimum requirements for inclusion on the registry as set out in the MCFD application form. To join the RASP, consultants are formally declaring they are qualified to design, supervise, and oversee the implementation of intensive, comprehensive, effective, and individualized behavior treatment programs for children under six with ASD.

Behavior Consultants Vary Significantly

Parents should keep in mind that behavior consultants vary in training, qualifications, skills and abilities. There is no college of behavior consultants in B.C. — this means they have no professional body to whom they are accountable and which can provide protection for consumers. Autism is a rapidly evolving international field of study, characterized by the ongoing development of new treatments, intervention strategies, and methodologies. Anyone working in this field should be prepared to commit to ongoing professional development to stay current.

Since ACT took over management of the RASP in January 2005, the MCFD, with the support of B.C. academics and clinicians, has increased standards for professionals on the RASP. Many of those on the RASP have continued to upgrade their qualifications.

There are three levels of behavior consultant included on the RASP:

1. **Category A** – Behavior Consultants with a Master's or Ph.D. with relevant course work in Applied Behavior Analysis and autism/developmental disabilities and extensive experience. They may supervise those in Category B.
2. **Category B** – Behavior Consultants with a Bachelor of Arts, including required course work and experience. They must be supervised by someone in Category A who signs off on the child's behavior plan of intervention and invoices, and commits in writing to provide meaningful supervision.
3. Those who joined the RASP over three years ago who have not provided ACT with documentation that they have upgraded their qualifications to meet MCFD's current requirements. These may be either at the Ph.D., Master's, or B.A. level.

In British Columbia, behavior consultants can differ dramatically in terms of their education, training, experience and the fees they charge. It is important for parents to ask questions about a consultant's experience and skills. There is more information on this in the section titled "Talking to Professionals about their Qualifications" on page 3.

RASP On-Line Profiles for Behavior Consultants

ACT has developed RASP profiles so parents can have more detailed information on individual behavior consultants. The profiles are detailed overviews of a professional's skills and experience in ASD treatment. These have been completed on a voluntary basis by a growing number of behavior consultants. In cases where a professional has no profile available, parents can use the format to ask questions of consultants. The profile initiative was made possible with the support of members of the ACT Advisory Council and other professionals. To view profiles of behavior consultants, scroll down the RASP List. You will see "view profile" beside the names of those who have submitted a profile.

More information on contracting can be found in ACT's *Autism Manual for British Columbia* at www.actcommunity.net/autism-manual-for-bc.

Talking to Professionals about their Qualifications

This guide was provided by Dr. David Batstone, a registered psychologist and a member of ACT – Autism Community Training’s Advisory Council. Dr. Batstone has a special interest in educating parents on these important issues.

When you decide to use the services of a professional, you want to have confidence that the person is qualified and experienced and able to meet the particular needs of your family or child. Your first meeting with the professional is a time to get acquainted, to talk about your child’s needs, and to find out what the professional can do to help. You can use this time to ask questions about the person’s background and experience in working with children.

If you have any doubts, it is wise to ask specific questions until you are satisfied that the person is appropriately qualified to help you. Professionals should know their limits as well as their strengths and should gladly refer you to someone else if their skills are not a good match for your needs. Although this process is usually quite straightforward, it is unfortunate that there are a few people who present themselves to the public as professionals but who are not in fact qualified or appropriately trained. This information is intended to help you in recognizing and understanding professional qualifications and to guide you in finding professionals with appropriate skills and experience. It will also help you to recognize when a person may be unqualified or misrepresenting themselves for personal gain.

Why do people list all those letters after their names? Is this supposed to impress me?

The purpose of using titles, academic degrees, and specialty designations is to communicate accurate information to the consumer or other professionals about the person’s education and training and their legally recognized professional role. Unfortunately, some people do use titles and abbreviations in an effort to impress or even to mislead consumers about their qualifications. If all those letters after someone’s name look impressive but if you don’t know what they mean, you should ask. A professional will be glad to explain. If the person is defensive, it’s time to start asking a lot more questions.

What do I need to know about academic degrees?

Most people recognize common university degrees like B.A. (Bachelor of Arts), B.Ed. (Bachelor of Education), M.Sc. (Master of Science), M.D. (Doctor of Medicine) or Ph.D. (Doctor of Philosophy). A Bachelor’s degree normally requires four years of study, a Master’s an additional one or two years, and a Ph.D. about three to five years beyond the Master’s.

Should a professional list all of their degrees?

People with more than one degree usually list only their most advanced one. If they have a B.A. and an M.A., for example, they will usually list only the M.A. after their name, but either way is acceptable.

Professionals should not list degrees that are not relevant to their professional practice without making it clear that the degree is in another area. For example, if an Occupational Therapist has a Bachelor’s degree in Occupational Therapy and also a Master’s Degree in History, it would be misleading to use “Mary Jones, M.A.” in her professional practice since this gives the false impression that she has been trained at the Master’s level in Occupational Therapy. In this situation, she should list her degrees as Mary Jones, B.Sc., or Mary Jones, B.Sc. (O.T.), M.A. (History).

Can I trust that a master’s or doctoral degree means that the person is well educated and professionally trained?

Not always! Universities do vary in quality, and a person may be trained in an area that is not relevant to your needs. Unscrupulous people sometimes use phoney degrees to create the impression that they are well-trained professionals when they are not. If you are uncertain about someone, ask where they received their degree and what sort of training they received.

It is important to make a distinction between legitimate universities and “degree mills” or “diploma mills”. Degree mills provide degrees without providing an education. They may give credit for “life experience” or submitting a few essays, but they have few if any formal course requirements and few if any qualified faculty. Some of these so-called “universities” will provide a “BA” or “MA” for just a fee and a few months of enrolment. Degree mills provide a completely inadequate education. Some provide virtually no education at all.

“Diploma mills” are outright frauds that print counterfeit diplomas for legitimate universities. You can buy a Harvard diploma for the right price and the risk of a fraud conviction! You are quite unlikely to encounter someone with a counterfeit diploma, but it does happen and it has happened in B.C. Legitimate universities operate under a provincial or state charter or they are recognized by a national or regional accrediting agency. Be careful when asking about accreditation. Some phoney universities are accredited by phoney accrediting agencies! The Council for Higher Education Accreditation is a good source of information about universities and accreditation in the United States. The Registrar’s office at your local university can usually tell you whether they would recognize a degree or course credits from a particular institution.

What else should I watch for?

Occasionally people will claim degrees that they have not quite earned. For example, a person who has completed all the course requirements for a Master of Arts but has not completed the required thesis might improperly list M.A. (ABT) after their name, meaning M.A. (All But Thesis). You might also see Ph.D. (ABD) for “All But Dissertation”. This is unethical because it creates the false impression that the person has been awarded a degree when they have not. Since most people will not know what ABT or ABD really means, they might assume that the person has an M. A. in “Applied Behavior Therapy” or something similar. People who use these abbreviations may be deliberately misleading you, but sometimes they are just poorly trained in ethics and don’t realize that it is improper.

Do I have to go to the trouble of checking out every person’s degree?

No. If a person is registered with a professional college such as the Royal College of Physicians and Surgeons, the College of Physical Therapists of B.C., the College of Dietitians of B.C., the College of Psychologists of B.C., etc. then the College will have evaluated the person’s educational credentials before allowing them to be registered. The Colleges also put candidates for registration through an examination process to assess their professional knowledge and skills. Colleges also require a period of supervised practice before the person can be registered.

What is a professional College and how do I know if a person is registered?

In British Columbia, many different health professions are regulated under the Health Professions Act. Each profession has a “College” that sets educational and training standards and standards of practice, evaluates applicants for registration, and is responsible for enforcing a Code of Ethics. People must be registered to practice these professions. Consumers can file a complaint with the relevant College if they believe a registered health professional is practicing unethically or incompetently. If a person is registered with a College, you can be confident about their educational credentials. A health care professional should indicate that he or she is registered on any promotional materials, or on his or her business card or correspondence. He or she should be able to provide you with a registration number. If in doubt, you can call the relevant College or visit the College website and you can quickly confirm whether the person is registered.

What about all those other letters after the person’s degree?

Some abbreviations refer to registration with a professional College (for example, R. Psych. for Registered Psychologist). Other letters show that a person is a recognized specialist within their profession. For example, a physician with FRCPC after their name is a Fellow of the Royal College of Physicians of Canada and has advanced training in a specialized area of medicine such as Pediatrics, Psychiatry, etc. Other abbreviations may indicate that a professional has met some nationally recognized standard of competence in their field of practice. For example, Speech Language Pathologists sometimes use CCC-SLP to indicate that they have qualified for a Certificate of Clinical Competence that is recognized throughout North America.

Generally speaking, professionals should not list certificates and diplomas in specific techniques after their name. These abbreviations usually do not mean much to the consumer and may only indicate that the person has passed a course or taken a few workshops. These qualifications may be relevant, but for the sake of clarity they should be spelled out in a short statement about the person's background and services rather than listed as abbreviations after their name. If you see a lot of letters that mean nothing to you, ask questions. Be curious rather than impressed. Keep in mind that an unqualified person could have a certificate in a completely discredited or potentially harmful practice.

What is a Board Certified Behavior Analyst?

The letters BCBA mean that the person is a Board Certified Behavior Analyst. This means that they have met the standards of the Behavior Analysis Certification Board, which requires in-depth training in Applied Behavior Analysis (ABA) at the Masters or doctoral level, supervised experience in ABA, and passing of an extensive written exam. This is quite a high standard and means that the person is well trained in ABA theory and methods. It does not necessarily mean that the person is trained and experienced in autism treatment, however, since Applied Behaviour Analysis is a very broad field. Note that Board Certification in Behavior Analysis is entirely voluntary for professionals, so a person can be competent in this field without a BCBA designation. The letters BCABA refer to a Board Certified Assistant Behavior Analyst. These are specialists in ABA trained at the Bachelor's degree level; they must have a supervisor.

What are the warning signs that I really need to check someone out more carefully?

Be suspicious of anyone who presents themselves as a professional but does not clearly identify what their profession is. Professionals should be accountable to a regulatory body that sets and enforces standards of practice. If a person claims competence in a great variety of different things, they may not be truly competent in any of them. You should also be cautious if one method is offered as the treatment for a great many different conditions. There are no "cure-alls".

Professionals do not offer guarantees nor should they promise a particular success rate. They should not use testimonials from "satisfied customers" to convince you to use their services, but might provide names of people they have worked with as references. They should be able to refer you to research articles about their methods.

Be suspicious of any degree that seems unusual or unfamiliar. If you've never heard of a "M.A. in Esoteric Studies" or a "Ph.D. in Integrative Physiology" then find out more about it. Where was the degree earned, what did they study, how much and what kind of training did they receive? Use the Internet to check out the institution where the person was trained. The bogus ones are usually not hard to spot.

Be concerned if the person cannot explain what they do in understandable terms. If they give you a lot of scientific-sounding talk that makes no sense, there may be neither sense nor science in their methods. Are you getting an explanation or a sales pitch? If you are not satisfied with an explanation, do an Internet search or ask another professional for their opinion.

Okay, so the person has checked out as a registered professional. How do I know he or she has the skills and experience that I need?

Do your homework in advance by finding out as much as you can about autism treatment methods by reading, using the internet, and talking to professionals and other parents. A professional will normally begin his or her relationship with you by asking about your needs (or the needs of your child) and then suggesting what they can do to help you. Feel free to ask questions about their methods or approach. If you have heard about a program or treatment method that you think may be appropriate for your child, ask their opinion about it and also about their training and experience with that approach.

Behaviour Institute Checklist for the Evaluation of Intensive Behaviour Programs

The Behaviour Institute is a private agency providing applied behaviour analytical services for children with autism and their families in Ontario. The Directors are Dr. Joel Hundert and Dr. Nicole Walton-Allen who are psychologists, Board Certified Behaviour Analysts and teach at McMaster University in Ontario. ACT - Autism Community Training has the permission of the Behaviour Institute to use the following checklist to help parents in British Columbia evaluate their child's Intensive Behavioural Intervention Program.

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| 1. The supervisor of the child's program has acceptable educational background, has had specific training in Applied Behaviour Analysis and has had acceptable experience that is suitable to the position that they hold. | yes | no |
| 2. Staff receive ongoing direct supervision by qualified Behaviour Analysts that provides them with feedback on their skills. | yes | no |
| 3. The supervision is frequent, direct and specific. | yes | no |
| 4. The child's ABA program is based on a direct assessment of the child's skills. Stimulus preference is directed toward longer term goals. | yes | no |
| 5. Goals for the child are set with parent input and reflect relevant functional areas of adjustment for the child. | yes | no |
| 6. Goals are written in terms of measurable objectives, describing the behaviour that will occur, the conditions under which it is to occur and the criteria at which they should occur. | yes | no |
| 7. The program is individualized to the child's level, interest, etc. | yes | no |
| 8. The level of intensity of the program both in terms of the number of hours, as well as the delivery of services is appropriate to the child. | yes | no |
| 9. The program is based on systematic teaching procedures using applied behaviour analysis. | yes | no |
| 10. There are means in place to ensure consistency across the staff who are working with the child. | yes | no |
| 11. There are strategies in place to probe for generalization of skills across setting, people, stimuli and over time also ways of promoting generalization. | yes | no |
| 12. There are means to ensure coordination of behaviour intervention with other services this child is currently receiving. | yes | no |
| 13. Data is routinely collected on the child's progress and used to make program changes. | yes | no |
| 14. Regular "team" meetings are held to review the child's progress and to make revisions. | yes | no |
| 15. A systematic curriculum of programs in in place that is comprehensive in scope and developmental in sequence. | yes | no |

Key Questions for Parents to Ask Service Providers

These questions were developed by Betty-Ann Garreck of Autism Parent Partners who has many years of experience in supporting newly diagnosed families in the Kamloops region of British Columbia. These questions are particularly helpful when parents are negotiating with an agency that has a number of behavior consultants and therapists either as staff members or contractors. Betty-Ann can be reached at autismkamloops@shaw.ca.

For families who have children who are under six

- When will I meet the behavior consultant (BC)? Is he or she on the RASP?
- How often will I have the opportunity to meet with the BC?
- Will I get monthly or quarterly written progress reports?
- Will I get an itemized monthly financial statement from your agency?
- Does your agency handle the paperwork or do I?
- How much parent training is offered and how and where does it take place?
- Will I be shown how to work with my child?
- Do your services end when my child turns six and funding is reduced?
- How many hours of direct service will my child receive each week?
- What might those hours look like? Where will the therapy take place?
- How often do your employees have a criminal record check?
- How many different people will work with my child each week — could they go on strike?
- What happens if our scheduled therapy day falls on a statutory holiday?
- What happens if we go on holidays for four weeks? Do we lose our spot or do we continue to pay?

For families who have children six years and older

- Will I get monthly or quarterly written progress reports?
- Will I get an itemized monthly financial statement from your agency?
- Does your agency handle the paperwork or do I?
- How much parent training is offered and how and where does it take place?
- Will I be shown how to work with my child?
- Does your agency offer social group opportunities and how might that look?
- How often will my child be seen by the behavior consultant for program adjustment?
- Where will the therapy take place?
- How often do your employees have a criminal record check?
- Do you offer a flat rate monthly program?
- What happens if our scheduled therapy day falls on a statutory holiday?