**Background**: The Interprofessional Practice Team (IPT) at Grandview Kids have adopted a modified Canadian Interprofessional Health Collaborative (CIHC) framework to include 6 domains of interprofessional practice: family-centered care, interprofessional communication, collaborative leadership, team functioning, role clarity and evidence-informed practice. On an annual basis, Grandview Kids’ clinicians complete a self-assessment on interprofessional and discipline-specific competencies to identify areas of strength and further development. The Behaviour Services Team (BST) provides applied behaviour analysis (ABA) services to children and youth with Autism Spectrum Disorder. To strengthen the approach to quality ABA, the BST sought to expand discipline-specific competencies related to ABA and expand interprofessional competencies linked to diversity, equity and inclusion.

**Objective**: This project aimed to identify quality indicators in ABA practice and develop competencies for clinical practice related to culturally-responsive care, trauma-informed care, and neurodiversity affirming practice.

**Method:** The Discipline Lead for ABA led a literature review of existing ABA best practice, scientific and grey literature. Quality indicators in ABA were identified in several domains such as assessment, evidence-based treatment, data analysis and competencies linked to diversity, equity and inclusion. Through collaborative conversations with the IPT and BST, a competencies self-assessment checklist was developed.

**Outcomes:** The clinical competencies self-assessment checklist was completed by five Board Certified Behaviour Analysts on the BST. The checklist included 58 items across six domains: (a) ethics, foundations and advanced topics in ABA, (b) culturally responsive care, trauma informed care and neurodiversity affirming practice, (c) measurement, documentation, data display and analysis, (d) behavioural assessment, (e) methodologies for behaviour change and evidence-based treatment and, (f) clinical supervision and people development.

Findings indicated that clinicians’ self-evaluations ranged from advanced beginner to expert, with competencies related to diversity, equity and inclusion receiving overall lower self-assessment scores.

**Conclusions:** The development and pre-test of the self-assessment competencies for the BST has strengthened the organizational approach to supporting ABA principles and inclusive, family-driven care. An evaluation of the effect that the self-assessment process has on clinicians’ level of perceived expertise and professional development seeking behaviours may be an important next step.