



C.O.R.E. ABA

P.O. Box 1004

BETHEL, CONNECTICUT

860-946-0362 (ph)

203-826-2256 (fx)

LIZ@COREABA.COM

BCBA Roles and Responsibility

Client Intake and Assessment		
The BCBA will regularly assess new and current clients on 6-month intervals (or as required by funding source) using standard assessment tools. The BCBA will use the assessment results to develop individualized behavior programming (skill acquisition goals and replacement behaviors skills) in the home and community settings.		
Schedules a minimum of 3, two-hour observation sessions with client		
Uses VB-MAPP, PEAK, AFLS, ABLs, EFL, HELP, or other criterion referenced assessment with a direct observation component		
Uses interviews, questionnaires (BRIEF, SSIS, MAS, QABF, FAST) to supplement direct observation		
Uses a direct observation in the report and a quantifiable summary of behavioral observations and a data based hypothesis of functions, if available		
The generated assessment results, progress report and treatment plan are submitted before end date of current authorization and take no more than 12 hours to write.		
Treatment plans follow the CORE ABA template to include demographic, medical, educational, assessment, and collaborative histories; assessment details, progress report (if on-going client), short and long term goals, family goals, strategies and recommendations, sample schedule, requested units, and discharge/transition criteria.		
All goals are: Specific, measurable, assignable, relevant, time based, developmentally sequenced, appropriate and address the limitations of the individual learner. The goals have a conceptually systematic foundation that can be targeted in the home and community settings.		
Goals are written to target the skill areas, barriers, and/or behavioral needs as indicated by the assessment and observation and as related to Autism Spectrum Disorders for the individual learner. The goals must target (but are not limited to) the following domains <ul style="list-style-type: none"> • Social Interaction • Communication / Language • Play • Functional / Adaptive / Safety • Behavioral challenges 		
Objective, data or competency based goals are written for parent training, generalization, transition and discharge criteria and are individualized for the client		
All funding source requirements are met for the written product for assessments, treatment plans, and progress reports.		

C.O.R.E. ABA

Programming and Service Delivery Oversight (Clients)		
The BCBA creates, collects, monitors, interprets, and modifies procedures, intervention plans, and delivery of ABA services for learner behaviors and progress. BCBA manages program development and make adjustments or modifications to the protocols, settings, antecedents, consequences, and/or environment as needed.		
Ethics		
BCBA uses evidenced based practices that are established, replicated and conceptually systematic in the ABA literature and align with the 7 Dimensions of ABA (Baer, Wolf & Risley, 1968).		
BCBA uses reinforcement systems to make behavioral changes whenever applicable and are documented using technical terms.		
BCBA reviews with guardians and obtains signed consent for all assessments and treatment plans and for any procedures that have a punishment component.		
Assumes the lead role in crisis management (relevant to problem behaviors) as needed and provides support to learner, staff, and family		
BCBA continues to monitor, observe, and provide ongoing assessment of problem behaviors and identification of limitations throughout the authorization.		
BCBA assumes responsibility for all behavioral and programmatic effects		
BCBA ensures that the client is making meaningful progress to improve socially significant behaviors and that their interventions are effective and responsible for the change.		
Data and Data Based Decision Making		
Ensures data is collected on all targeted programs to accurately identify the frequency, duration, occurrence, and/or magnitude of behaviors using proper dimensions.		
Data is graphed in a standardized format allowing for visual inspection of data that does not create measurement artifacts		
Data is collected and graphed in a way that promotes BTs to assist in problem solving and identify if the data is informing how they are doing.		
Makes modifications or updates to goals as data and ongoing assessment guides with changes documented in the binder and on the treatment plan.		
BCBA monitors trends and levels and evaluates if there are skills that are missing that may be prohibiting progress Example: Start a program to teach learning to learn behaviors (e.g. attending)		
When a program or behavior change is suggested, there is data to support the rationale for the proposed change and it is documented on a session note.		
Creates written programs that promote generalization and maintenance of a skill with identified mastery criteria that meet natural contingencies		
Program Modification		
BCBA makes program modifications on site to individualize procedures to match clients learning style (prompts, reinforcement, shaping techniques)		
Ensures program flow by oversight on updating targets or making program modifications, moderate/major revisions to specific programs, keeps all team members updated to all changes, and ensures graphs are properly updated.		

C.O.R.E. ABA

<p>Ensures that programming for the client is appropriately tailored to the child’s individual needs and those programs and strategies are shared with the team and are documented in the written programs.</p> <ul style="list-style-type: none"> • What kinds of prompts work best for that client? Trial and error (model) • Updating and writing changes on the program sheet • Find the most efficient way to teach the program – consider mass trials, NET, and identifying skill deficits that, if taught, would improve the problem (e.g., scanning, attending, sitting still behaviors) 		
<p>Ensuring time management during session</p> <ul style="list-style-type: none"> • Evaluate TILE (time in learning environment) on a regular basis • Evaluate table work vs NET teaching vs stim and make changes to session flow to maximize efficiencies 		
<p>Ensuring a therapeutic environment</p> <ul style="list-style-type: none"> • Evaluate the setting in terms of the child’s ability to be successful with their materials <ul style="list-style-type: none"> ○ Placement of activities – cluttered vs success ○ Availability of reinforcers ○ Too much free access to reinforcers • Does the student require visual prompts and if so are they available? • Do the parents maintain a therapeutic environment in the absence of sessions? 		
<p>Evaluates reinforcement systems</p> <ul style="list-style-type: none"> • How often are learners receiving reinforcement? Is there a token economy? Are reinforcers being withheld? Are new objects being conditioned as reinforcers? How many reinforcers do they have? <ul style="list-style-type: none"> ○ If reinforcers are lacking, add a program to condition new items/activities as reinforcers ○ If the learner is closer to meeting objectives, reinforcement must be faded / thinned 		
Documentation		
BCBA generates objective and thorough session notes to meet funding source requirements for each service provided		
BCBA reviews and signs staff session notes for each session		
BCBA monitors program checklist and reviews programs that are not being run frequently and problem solves to run more often		
BCBA is responsible for ensuring that data sheets are present, user friendly, up to date, filled in correctly, and that the trials run are sufficient in meeting program criteria		
BCBA ensures that books and graphs are neat and organized and meet 80% on Program Book Checklist monthly.		
BCBA employs systems to ensure program modifications, BIP changes, and team communication is documented, technological and replicable.		

C.O.R.E. ABA

BCBA conducts functional behavior assessments by conducting formal observational assessments and/or reviewing, coding, and analyzing descriptive assessments.		
BCBA confirms functional relations by demonstrating control of the behavior in test and control conditions and documents their findings on a data sheet.		
BCBA ensures that all problem behaviors are defined and graphed if they occur more than 3 days per week and are socially significant in nature		
BCBA generates objective, data driven, conceptually systematic FBA's or BIPs with strategies for monitoring treatment integrity		
BCBA ensures that ABC data is collected regularly and are objective and accurate for problem behaviors		
Behavior intervention plan strategies are in alignment to extinguish problematic behaviors based on hypothesized functions		
Behavior plans include proactive and reactive strategies		
Behavior plans always include reinforcement contingencies for replacement behaviors		

Programming and Service Delivery for Parent Trainings

BCBA will assist staff to maintain a therapeutic atmosphere and positive environment		
BCBA will initiate positive interactions with families and respect individual and cultural differences.		
BCBA will help parents understand and implement what they can do in their daily lives to support the ABA program (teach how to help generalize)		
BCBA will train parents of children in ABA techniques and provide feedback using Behavioral Skills Training.		
BCBA will help parents acquire the ability to prompt, fade, reinforce and use extinction strategies		
BCBA designs goals for parents that are individualized, identified and quantified		
BCBA will aid in the development of trainings for parents using evidenced-based ABA techniques that are competency based with opportunities to provide feedback.		
Help parents acquire strategies to increase adaptive, social, language and leisure skills and to decrease interfering and severe problem behaviors		
BCBA will keep parents updated on all programming targets and provide suggestions for improvements		
BCBA will document conversations and trainings with parents and caregivers		

C.O.R.E. ABA

Programming and Service Delivery for Supervision of Staff		
BCBA will provide competency based training and re-training to staff, teachers, family members, and others as necessary on the on-going implementation of behavior programming and skill acquisition using behavioral skills training.		
Program Fidelity		
Ensure that programs are being run with fidelity using direct observation and with formal monitoring procedures (treatment integrity checklists and IOA)		
If programs are not being run correctly, use behavioral skills training - review written description, model, role play, observe, feedback.		
Ensure that data collected is accurate, reliable, and valid		
Ensure that RBT has clipboard or other tracking materials close and take data immediately after trials or problem behaviors, and on all relevant programs		
Identify programs that are aversive for staff to implement and use BST, make changes as necessary, and provide reinforcement for completion		
BCBA will provide feedback and rationale for the procedures used and answer questions regarding effective programming		
Feedback on Teaching Procedures		
Ensure that the SD is presented clearly with no extraneous prompts (unless programmed) and that it is progressing towards a more natural SD		
Ensure that staff is fading prompts and that responses are moving closer to a naturally occurring discriminative stimulus <ul style="list-style-type: none"> • Be aware of prompt hierarchy • Be aware of type of prompt (physical better for motor tasks, verbal harder to fade). 		
Ensure that proper error correction protocols are used (PROMPT TRANSFER PROBE) <ul style="list-style-type: none"> • Including during task analyses / problem behaviors 		
Ensure the staff is providing clear communication to the learner on what is expected of them		
Ensure RBT does not give demands, corrections, instructions or use punishment for idiosyncratic or untargeted behaviors (as appropriate to the child)		
Ensure RBT is creating an atmosphere of fun and play-based opportunities based on the child's interests and conditioning new reinforcers or leisure activities		
Promote use and provide training on Incidental Teaching, NET, and PRT strategies		
Ensure RBT creates opportunities for social engagement		
Ensure that RBT keeps child engaged throughout and promotes opportunities for approach behaviors		
Ensure that RBTs create opportunities that are focused on child's motivation and choice		
Problem Behaviors		
Ensure that the staff is remaining neutral and calm in times of problem behavior and following behavior plans with integrity		
Provide feedback to reduce consequences that could potentially reinforce behavior (calling attention, allowing escape, etc)		

C.O.R.E. ABA

Train staff to accurately record and attend to significance of behavior using ABC analyses and problem solving		
Documentation		
Maintain a supervisory log of RBT hours, progress, and feedback for all documented RBTs		
Document and follow up with staff on procedures that required corrective feedback at subsequent sessions		
Ensure that communication is written and documented so that all relevant team members are updated on changes or feedback		

Indirect and Technology		
BCBA will create and maintain a Google Drive Folder for each client		
Drive folder contains folder with current treatment plan and goals, session note, data sheet		
Drive contains management guidelines that are updated every 3 months at minimum		
BCBA will keep emails and digital files organized, clearly labeled, and in good standing		
BCBA will assist with scheduling duties and demonstrate problem solving skills to ensure that clients receive consistent services		
Training Development and Review		
BCBA will work with director to optimize growth of clinical programs		
BCBA will develop competency-based staff training procedures to facilitate the on-going skill acquisition of staff employed by CORE ABA		
BCBA will conduct staff to present ABA skills and procedures using Behavioral Skills Training in natural environments (during supervision)		
BCBA will develop supervisory materials and content for BCBA's and RBTs based on the RBT task list		
BCBA will develop lesson plans and programs to be used company wide		
BCBA will provide feedback to RBT's on indirect tasks in a timely manner		
BCBA will serve as a role model to co-workers and model positive and productive interactions using reinforcement strategies		
BCBA will provide feedback using 5:1 ratio of positive to corrective		
BCBA will respect individual differences among staff and families		
BCBA will hold regular scheduled clinical team meetings to address programmatic concerns and keep those meetings to reasonable time		
BCBA Requirements, Professional Development, and Ethics		
BCBA will keep up with continuing education and maintain in good standing with the BACB		
BCBA will request assistance from team members in a productive manner with positive actions to resolve issues		
BCBA will promote the ethical, humane, and effective application of behavior principles		
BCBA will complete and share RBT logs for all supervised RBTs monthly		

C.O.R.E. ABA

BCBA identifies areas of need and asks for resources, information, training and support		
BCBA makes adjustment to practices based on new information, feedback, and/or training.		
BCBA demonstrates professional and productive interactions with co-workers and defines boundaries to avoid dual relationships		
BCBA maintains professional and respectful boundaries in conversations		
Follows complaint or incident report policies when necessary		
BCBA will complete annual and semi-annual performance reviews of all BT's on their caseload		
Funding Source and Documentation Requirements		
BCBA will keep CAQH and NPI profiles updated		
BCBA will review and sign session notes and provide feedback on quality to staff		
BCBA will maintain and organize written records for each authorization period that are easily accessible in the event of an audit.		
BCBA will document any non-billable services that are client specific for company records		
BCBA will confirm and review the number of hours authorized by insurance company is not exceeded by the team		