



C.O.R.E. ABA  
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### BT Roles and Responsibility

Responsibility to CORE and Supervisors				
	RBT	Lead	Train	Sup
BT will attend scheduled sessions and provide formal notice if session is to be canceled, with offers to makeup session or retain coverage				
BT will attend scheduled staff trainings in-office or as applicable				
BT will respect CORE property both in and out of the office, such as materials, toys, games, flashcards, office supplies, books, journals, etc. <ul style="list-style-type: none"> <li>- Stimuli that have been damaged should be reported to admin so they can be replaced</li> </ul>				
BT will not use CORE materials or office space for personal use without permission for each occurrence				
BT will conduct themselves appropriately while at learner homes and in the community, including abstaining from using derogatory language or inappropriate dress				
BT will leave clients homes the same, or tidier than, it was found				
BT will provide positive interactions with learners and their families				
BT will serve as a role model in the environment while respecting the learners as individuals and children				
BT will comply as a mandated reporter while in the home and community settings by filing appropriately and reporting concerns directly to his or her supervisor within 12 hours				
BT will promote the autonomy, respect, and dignity of clients (learners and families) both in and out of sessions				
BT will talk to the supervising BCBA in a professional manner to address programmatic concerns or if the learner is missing prerequisite skills				
BT will accept feedback on skill acquisition, behavior reduction, and teaching strategies as provided by the BCBA				
BT will ask for help from their teammates or BCBA supervisor when presented with confusing or missing information on the implementation of skill acquisition or behavior reduction programs				
BT will create/maintain a therapeutic environment for the learner to be successful with materials by organizing placement of activities and reinforcers, setting up visuals, and assisting parents to maintain in staff absence.				

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Learner Skill Acquisition and Teaching Procedures and Behavior Reduction				
	RBT	Lead	Train	Sup
BT will review, be able to implement (with fidelity), and collect data on each program identified as a goal for the learner.				
BT will present a clear SD with no extraneous prompts (unless programmed) and progress towards a more natural SD.				
BT will use clear communication / priming so that the learner knows what is to be expected of them.				
The BT will work on fading prompts and move closer to a naturally occurring discriminative stimulus <ul style="list-style-type: none"> <li>• Demonstrate awareness of prompt hierarchy</li> <li>• Demonstrate awareness of the type of prompt (physical better for motor tasks, verbal harder to fade).</li> </ul>				
BT is responsible for using proper error correction protocols (PROMPT TRANSFER PROBE) <ul style="list-style-type: none"> <li>• Including during task analyses / problem behaviors</li> </ul>				
BT will be cognizant of and monitor the reinforcement system (schedule, tokens, conditioning new ones)				
BT will use contingencies of reinforcement (schedules, conditioned/unconditioned, etc.) for behaviors that should be increased				
BT will use optimal timing when reinforcing or shaping behaviors				
BT does not give demands, corrections, instructions or use punishment for idiosyncratic or untargeted behaviors (as appropriate to the child)				
BT will learn to teach language, social, play/leisure, adaptive, self-help, FCT, safety, tolerating, and other skills to the learner				
BT is responsible for conditioning new reinforcers or leisure activities				
BT creates multiple opportunities for social engagement that will be reinforcing to the individual learner (based on motivation and choice)				
BT will keep child engaged throughout session (appropriate time in learning environment TILE) and promotes opportunities for approach behaviors				
BT will implement discrete trial, naturalistic teaching, and task analysis procedures to teach new skills				
BT will implement discrimination training, and stimulus control and fading procedures.				
BT will identify items for and conduct preference assessments, and use the High Preference items as reinforcers				
BT is responsible for creating an atmosphere of fun and play-based opportunities based on the child's interests where learning can occur incidentally and naturally				
BT will maintain appropriate session flow to balance table work vs NET teaching vs stim and maximize effectiveness.				
BT baselines new behaviors with a probe without prompting or feedback (reinforcement) for three trials (or one probe of a task analysis) and indicates that it was baseline on the daily data sheet.				
BT will consider independence and dignity during teaching new skills and in environmental contexts				

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BT will use an appropriate tone and volume when speaking to learners (avoid teacher or baby voice)				
BT will target the same goal or response in multiple and creative ways to promote generalization and successful engagement				

Problem Behaviors				
	RBT	Lead	Train	Sup
BT will remain neutral and calm in times of problem behavior and follow behavior plans with integrity. If no BIP is in place BT will follow the generic behavior plan				
BT will assume the lead role in crisis management as needed when in the home setting.				
BT will implement antecedent manipulations and use extinction procedures for problem behavior				
BT will, to the best of their ability, follow the active Behavior Intervention Plan with fidelity and report if drift occurred				
BT will accept feedback to reduce consequences that could potentially reinforce behavior				
BT will describe problem behaviors in writing in observable and measurable terms				
BT will record objective ABC data for problem behaviors- as requested; for behaviors that are novel; or for anything out of the ordinary				
BT will aid in documenting and communicating with the team to increase efficiencies in teaching and prompting strategies by recording them on the program sheet				
BT will quantifiably document and report problem behaviors that occur on the daily data sheet and/or email				

Measurement, Graphing, and On-Site Documentation				
	RBT	Lead	Train	Sup
BT will set up data sheet with current targets by reviewing the current items sheets				
BT will make note of updates that need to be made to programs or data sheets and do so during breaks				
BT collects data on all targeted programs to accurately identify the frequency, duration, occurrence, and/or magnitude of behaviors using proper dimensions				
Data is graphed daily* in a standardized format allowing for visual inspection of data that does not create measurement artifacts, and brings it to the attention of the BCBA if data is not allowing as such				
BTs assists in problem solving and identifying if the data is informing if they are doing well or not				
BT tracks and notes any programs that are not run with fidelity or according to the program on the daily data sheet (e.g., baselining a future target)				

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BT maintains clipboard or other tracking materials and takes data immediately after trials or problem behaviors and all relevant programs				
BT takes data that is valid, accurate, and reliable and contributes to response definitions in writing on the program sheet.				
BT records and maintains the current item sheet each session to include: <ol style="list-style-type: none"> <li>a. The name of the program and the month/year it was worked on</li> <li>b. the target (or set) with a clearly labeled number or letter</li> <li>c. the date the target was introduced / baselined</li> <li>d. the date the target met mastery criteria</li> <li>e. the date the target met maintenance/retention criteria</li> </ol>				
BT records and maintains progress graphs to include: <ol style="list-style-type: none"> <li>a. The name of the program and the month/year it was worked on</li> <li>b. The current target label should be recorded just over the graph over the dates it is in acquisition</li> <li>c. Daily data entry if program was worked on and met criteria to graph (e.g., 5+ trials) to include date and measure</li> <li>d. A line to connect to the previous days data with a ruler</li> </ol>				
BT records phase or component changes on all relevant graphs by drawing a solid or dashed line with a corresponding number over the line and writing the number and event on the back of the graph so that variables that may affect responses are clearly identified. <ul style="list-style-type: none"> <li>- <b>Examples:</b> vacations, schedule change, diet change, med change, therapist change, environment change, BIP change, programmatic change</li> </ul>				
BT records mastery or discontinuation lines on graphs by drawing a solid vertical line with a M circled on top of it. The date is also immediately recorded on the current items sheet.				
Once a target has been mastered, the BT selects and baselines a new target for the same program. The target is written on the current items sheet and baseline data is graphed on the graph with the new target number written on top (following the mastery line from previous targets).				
BT ensures that there are updated data sheets, blank ABC logs, and a variety of blank graphs so that graphing and data procedures are not interrupted and communicate to team members if materials are needed.				
BT ensures that communication is written and documented so that all relevant team members are updated on changes or feedback, either on the program, a sticky, a communication log, and/or an email to the team.				
BT completes a session note following EACH session completely, objectively, and accurately (see Session Note video on Drive)				
BT is responsible for keeping the book organized, clear, neat, and in good standing.				

Client Relationships				
	RBT	Lead	Train	Sup

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BT will maintain boundaries with clients and respect individual and cultural differences				
BT will not accept gifts or give gifts to families. Materials may be shared with client that are labeled as CORE ABA.				
Items or tangibles to use as reinforcers may be purchased (with allowance) and brought to the house with the expectation that that will be used solely for the purpose of reinforcing appropriate behavior OR to condition as new leisure skills				
BT does not leave the clients house if the learner is mid-tantrum and provides support to family until behaviors are under control				

Parent Trainings and Relationships				
	RBT	Lead	Train	Sup
BT will promote the participation of parents/guardians during therapy sessions				
BT will create the opportunity for parents to have successful interactions with learners				
BT will provide reinforcement to the parent for steps followed during parent implementation				
BT will document guardian goals practiced during session				
BT will do their best to maintain healthy, but professional relationships with families and immediately speak to supervisor and/or fill out a Care Concern Form if they feel uncomfortable, harassed, or if that the family is crossing boundaries in the presence of the BT				
BT may not contact a current CORE parent for means other than directly related to learner's therapy unless clear boundaries have been identified				
BT may not be friends with current CORE parents (or learners) on social media accounts				

Indirect / Team Player				
Documentation	RBT	Lead	Train	Sup
BT will respond to email communication as requested within 48 hours				
BT will respect HIPAA laws and transport books only as necessary and with all safety precautions (behind two locks, such as in a lock box, locked in trunk) or bring immediately to office.				
BT will use and reference evidenced-based ABA journals and publications when sharing information with teams or for learner programs				
BT will maintain emails and digital files in an organized method				
BT will ensure that complaint and incident report policies are followed				
BT will document indirect or nonbillable services, especially those that are client specific				
BT will maintain professional certifications				
<b>Indirect Services</b>				

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BT will participate in indirect services as assigned or with permission and follow rubrics for their level of work				
BT will share a digital and editable form of the permanent product upon completion of task				
BT will regularly participate on indirect tasks for clients that are vital to the success for the responsibilities as listed above (e.g., data sheet updates, writing definitions organizing program books).				
<b>“Leadership in Creativity”</b>				
Purchase something that multiple clients can use as a reinforcer				
Create materials that can be used for multiple learners				