

# Ethical and Professional Behavior Part 1

## Goal:

Learn about the: Guideline for supervision. Behavioral skills training. Feedback process. Code of ethics. General professional conduct. Responsibility to the clients and students. See BACB.com

BACB guidelines state even after an individual obtains a RBT credential you may not practice independently. This means service provided for clients and students must be \_\_\_\_\_.

- RBT must obtain ongoing supervision for a minimum of \_\_\_\_% of hours spent providing ABA services each and every month.
- Supervision must include at least \_\_\_\_\_ fact-to-face training per month in which the RBT is observed providing services.
- At least \_\_\_\_\_ of the 2 supervisory contacts must be on an one-on-one basis. The other may occur in a small group.
- Supervisors must be \_\_\_\_\_ certificants who have completed an 8-hour training approved by the BACB prior to supervising.

Parsons, Rollyson and Reid (2012) define behavior skills training as:

Behavioral skills training is an evidenced based approach for training human service providers to implement behavior change procedures.

## 6 steps

1. Supervisor describes target skill to be taught. I.e. \_\_\_\_\_
2. Supervisor provides written description of target skill to be taught. Written plan detailing \_\_\_\_\_.
3. Supervisor demonstrates the skill. Supervisor will actually work with the child and \_\_\_\_\_ you the teaching sequence.
4. Trainee practices teaching the target skill just witnessed.
5. Supervisor provides feedback while you are working.
6. Repeat steps 4-5 until RBT is fluent with the teaching the target skill.

## Performance Feedback

- Positive feedback- supervisor providing praise and using specific terms to describe what trainee is doing correctly. Goal is let the trainee know that they are doing correctly and \_\_\_\_\_ the occurrence of this correct behavior.
- Corrective feedback – supervisor is using specific terms to describe what the trainee is doing incorrectly and providing description of alternative response. May include supervisor \_\_\_\_\_ the correct behavior and providing trainee with practice opportunities. Goal is to let the trainee know what they are doing wrong and provide \_\_\_\_\_ and opportunities for the trainee to improve.

When given positive feedback an RBT should say \_\_\_\_\_ and \_\_\_\_\_ what you are doing \_\_\_\_\_

When given corrective feedback an RBT should understand that corrective feedback is \_\_\_\_\_ personal and is to help you learn how to do your job \_\_\_\_\_. Listen carefully to the supervisor and thank the supervisor for the feedback.

If you are unclear about the feedback ask for clarification. Stop doing what was incorrect and start doing the \_\_\_\_\_ behavior. Ask for more feedback.

# Ethical and Professional Behavior Part 1 (continued)

It is the responsibility of the \_\_\_\_\_ to actively seek feedback from a supervisor in \_\_\_\_\_ manner.

An RBT should always act professional in the feedback process. T/F  
 Asking for feedback is a sign of professionalism and not weakness. T/F

List some things that you should do during the feedback process.

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

## Behavior Analysts Certification Board Ethics Code:

- Supervision
- Training
- Feedback

### Boundaries of competence

Ethic codes require that all supervisors and RBT's provide service in the areas they were \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ for. Must have training and supervision before working with students

Comply with all BACB supervision and coursework standards.

Use accurate information of all applications and documentation.

Provide Timely Reporting:

Respond, report, and update information provided BACB in a timely manner.

I.e. if you have moved and changed your address.

### General Professional Conduct

What is professional conduct and why is it important?

You should display professional conduct while working with clients and students, while interacting with colleagues, supervisors, parents and caregivers. Professionalism can be defined as a \_\_\_\_\_ of \_\_\_\_\_ expected of any individual working in any profession. It is important to be professional because it adds \_\_\_\_\_ to the field of Applied Behavior Analysis as well as promoting your own \_\_\_\_\_ as an individual working in the field. Professionalism is required to deliver \_\_\_\_\_ services and serves as a good \_\_\_\_\_ for others in the field.

### Professional Conduct:

- Maintain a professional personal \_\_\_\_\_
  - Follow organization's dress code
  - Always protect the dignity of client, support the client in a dignified manner.
  - Appropriate tone of \_\_\_\_\_ and \_\_\_\_\_
  - Protect the \_\_\_\_\_ from any indecency or exposure to circumstances that would result in harm to their dignity.
- Be reliable
  - Show up when \_\_\_\_\_
- Punctual
  - Arrive \_\_\_\_\_
- Be approachable
  - Be aware of \_\_\_\_\_, \_\_\_\_\_ expressions, and manner of \_\_\_\_\_

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- Interact with others in a \_\_\_\_\_
  - Be \_\_\_\_\_ and behave appropriately
- Demonstrate a \_\_\_\_\_ and \_\_\_\_\_ attitude

## What to Avoid

- Eating or \_\_\_\_\_ when working
- Texting or using your phone for \_\_\_\_\_ purposes
- Talking \_\_\_\_\_ or complaining
- Talking about \_\_\_\_\_ events or issues
- Avoid talking about the \_\_\_\_\_ or \_\_\_\_\_ with inappropriate persons

## The BACB Ethics Code requires that:

RBT's should act with integrity

- Honest, sincere, reliable

RBT's maintain confidentiality

- Discuss clients or student only with the \_\_\_\_\_ who work with those same clients or students. For example, do not talk about clients with your parents or friends
- Do not talk about clients in public places.

Confidential information:

- Never disclose \_\_\_\_\_ information without the consent of
  - The \_\_\_\_\_
  - The minors \_\_\_\_\_
- Confidential information can be disclosed without consent only
  - Mandated \_\_\_\_\_
  - Where permitted by law for a \_\_\_\_\_ such as a medical emergency.
  - To provide needed \_\_\_\_\_ services to the client or student
  - To obtain appropriate professional \_\_\_\_\_
  - To \_\_\_\_\_ the client, student, or others from \_\_\_\_\_ I.e. report suspected abuse.
  - To obtain \_\_\_\_\_ for services
- Discuss parameters with \_\_\_\_\_
  - Speak with you \_\_\_\_\_ about any questions or concerns

RBT's have a \_\_\_\_\_ to the client or students that you are working with.

Always \_\_\_\_\_ for their best interest.

## Rights of Clients and students:

Rights of clients and students are most important when \_\_\_\_\_ and should be the \_\_\_\_\_ for all \_\_\_\_\_ making.

Clients and students have the right:

- To \_\_\_\_\_ services
- For services to be provided by \_\_\_\_\_ professionals with the proper education and training.
- To be \_\_\_\_\_ from harm, never be at Risk for harm or injury during services.

BCBA Ethics Code- Professional Relationships:

- Provide services only in the context of a \_\_\_\_\_ professional relationship. Under the supervision

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by BCBA and within the context of formal program.

- When interacting with client's or student's family and caregivers, use language that is fully \_\_\_\_\_ to them.
- Obtain \_\_\_\_\_ before working with clients or students.
- If demographic factors (age, race, gender, sexuality, etc.) affect your ability to provide effective services you need to:
  - Consult with your \_\_\_\_\_ right away
  - Obtain the appropriate \_\_\_\_\_ necessary
  - Work with your supervisor to make a \_\_\_\_\_

Multiple relationships: Exists when a person has both a \_\_\_\_\_ and a \_\_\_\_\_ relationship with same individual.

## BACB Ethics code state that:

- You should \_\_\_\_\_ multiple relationships and maintain professional boundaries. Avoid conflict of interests.
- You seek to resolve multiple relationships.
  - Terminate the \_\_\_\_\_ relationship.
  - Inform those involved about the potential \_\_\_\_\_ effects of multiple relationships.
  - Do not accept \_\_\_\_\_ from or give \_\_\_\_\_ to clients and students.
- You must not engage in \_\_\_\_\_ relationships with those you are providing services to.