

Agency and School Supervision Guidelines

Behavior Technician Level 1 Certificate Program as means of credentialing behavior technicians.
January 2019

The Behavior Technician Level 1 Certificate Program is a legally defensible ANSI Accredited Certificate Program.

The Behavior Technician (BHT) Level One Certificate Program (BTL1) was developed after extensive research in the field of ABA and Autism. The BTL1 certificate program focuses on evidence-based practice for autism in relation to the job role of the behavior technician. The BTL1 Certificate Program is intended to provide paraprofessionals with a strong basic foundation in the basic concepts and principles of applied behavior analysis within the context of Autism treatment. This online, self-paced certificate program is intended for workforce development to address an immediate broad service need identified in both the education and private sector. The BTL1 provides the foundation for the next steps in advanced education and training in ABA and Autism and provides a “job ready” workforce.

I. ANSI Accreditation

- Promotes the unique qualifications and expertise the BHT Level One Certificate program provides
- Protects the integrity of the certificate program and provides legal defensibility
- Enhances consumer and public confidence in the certificate program and the people who hold it
- Facilitates mobility across borders or industries

ANSI-CAP is based on an American National Standard, [ANSI/ASTM E2659-09](#), and Standard Practice for Certificate Programs. The standard requires that a program meets predefined industry requirements for content, follows predetermined processes, and includes constant feedback for quality improvement ensuring integrity and consistency. ANSI accreditation signifies the certificate holder has completed a prescribed course of study designed specifically to meet predefined industry requirements-and that the organization has met, and continues to meet, standards for quality improvement.

An ANSI Accredited Certificate program enables consumers, employers, government agencies, and others who rely upon a skilled workforce to distinguish between qualified workers and those with fraudulent or less-than-quality credentials.

II. Conditions for using the Behavior Technician Level One as an alternative for credentialing those in a behavior technician role providing ABA Treatment and Services for individuals diagnosed with Autism and related disabilities.

a. Behavior Technician Level 1 Certificate Program

- Holders of the Behavior Technician Level 1 Certificate (BTL1) must not represent that their certificate represents a “certification” but they can represent that they hold a credential or have been credentialed through a certificate program.
- Holders of the BTL1 must not mislead any stakeholders that completion of this program indicates they can provide unsupervised ABA services or practice independently.
- The BTL1 Certificate indicates completion of an accredited comprehensive standardized training program including the successful passing of a psychometrically sound final examination.
- Primary source verification can be done through the Behavior Technician ABA Registry: <http://www.coahs-edu.org/m/4Registry/Behavior-Technician-Registry>

b. Supervision Requirement for Agencies and Schools

- 1) If a school or agency is using the Behavior Technician Level 1 Certificate Program as an alternative for credentialing behavior technicians then specific supervision requirements must be met as outlined in the 3 Tier Supervision Model.
3 Tier Supervision Model – Attachment 1.
Sample Supervision Log – Attachment 2.
**Behavior technicians holding the BHTL1 who are providing ABA or support services must be supervised a minimum of 5% of their direct hours. For example if a BTL1 works 10 hours a week then there should be at least 30 min. logged of supervision. If a BTL1 works 40 hours a week and 160 hours per month there should be a minimum of 8 hours over the course of the month of *direct supervision.*
- 2) The responsibility of supervision of the Behavior Technician Level 1 falls on the employing agency. However as part of the terms and agreement of the holder of the Behavior Technician Level 1 Certificate holder, the public registry will note if there has been a noncompliance issue by indicating whether the certificate holder is in good standing or not. A noncompliance issue may include allegations of abuse, misrepresenting the Behavior Technician Level 1 Certificate, providing services without the required supervision.
- 3) A behavior technician must re-validate their certificate every 3 years by completing a refresher training course and passing a final exam.
- 4) Schools and Agencies may use the public register to primary source verify completion of the program and the unique certificate number.
- 5) Contact Information: Dr. Carolyn Baham, Director of ABA Programs at College of Applied Human Services and Chair of the BTEC Council: cbaham@bteccouncil.com
- 6) The Oversight Committee will conduct random audits of certificate holders each quarter which will include but not be limited to review of supervision documentation from employing agency, completion of quality assurance survey, and review of public registry.

c. Requirements for the completion of the Behavior Technician Level I Certificate

Program:

The requirements for completing the Behavior Technician Level 1 Certificate Program are clearly defined in the Certificate Program Plan as well as the Candidate Handbook. The following elements are critical elements of the program:

- 1) 18 years or older

- 2) Verification of High School Diploma or Equivalency or Degree
- 3) Verification of 15 of supervised on the job training
- 4) Completion of the 45 hours of online coursework (Developed and Overseen by a BCBA-D)
- 5) Completion of Instructor-led Exercises (Licensed Professional and approved Instructor)
- 6) Successful passing of Final Examination (100 Items, 2 hour time limit)
- 7) Agreement to Terms and Conditions
- 8) Placement on the Public Registry

d. Protection against fraudulent use or misrepresentation of the Certificate of Completion:

Due to the fact that any certificate, as a hard copy document, can be replicated or counterfeited via a variety of technological means, the certificate itself should never be solely relied upon as the means of verification.

- 1) The College of Applied Human Services and the Oversight Committee has the view that verification of authenticity is the responsibility of multiple parties including:
 1. The Oversight Committee
 2. The BHTL1 Certificate Holder
 3. An employer
 4. Any other stakeholder potentially seeking the services of the BHTL 1 and 2
- 2) There are three key mechanisms by which an individual can be verified as holding a Behavior Technician Level One Certificate:
 1. An individual can order an "official" copy of their certificate, upon which is an embossed seal only obtainable from Innovative Learning LLC.
 2. A public registry is freely available in order that any invested individual or party can verify the authenticity and good standing of a Behavior Technician Level One Certificate.
 3. Each Certificate issued has a unique identifying number that can be verified on the public registry.

e. Grievances and Disciplinary Procedures

If an individual is known to be involved in cheating, misrepresenting the Certificate of Completion, unethical behavior including independent practice and allegations of abuse the action taken by the Company will vary depending on the issue.

The following **may** be included in the course of action and will depend on the actions taken by the Oversight Committee:

- 1) **Unethical Behavior** – Actions may include one or more of the following:
 - a. Loss of “good standing” which will be noted on the public registry. Status of certificate will only be noted with a “yes” or “no” in regards to good standing.
 - b. Suspension on eligibility to revalidate certificate.
 - c. Notice to supervisor of allegation

2) Cheating -

- a. The account will be put on hold and the individuals involved will be assigned a new log in and will be required to start the program from scratch.
- b. The account or accounts will be put on hold and the immediate supervisor will be informed.
- c. Loss of “good standing” which will be noted on the public registry. Status of certificate will only be noted with a “yes” or “no” in regards to good standing.
- d. Suspension on eligibility to revalidate certificate.
- e. Notice to supervisor of allegation

***Direct Supervision means that an approved QAS supervisor has provided the BTL1 with supervision for the services that the BTL1 has provided:**

Supervision can occur in the following mediums:

1. Direct observation
2. Review of a session that has been videoed (with appropriate release of information)
3. Live or face to face
4. Remotely via audio/video conferencing using secure web conferencing ensuring confidentiality and privacy
5. Document Review
6. Process Recordings
7. Team Meetings

Fieldwork hours that will not count as supervised hours include:

- Participating in meetings that are not specific to the person centered planning process
- Implementation of plans that are not based in evidenced based practice
- Documentation other than data collection, progress notes, graphs, and other necessary paperwork related to the person centered planning process

Recommended Competency checklist for Behavior Technicians under Supervision (not inclusive of ALL Competencies):

1. Data Collection

- Demonstrate understanding of continuous data collection techniques such as frequency recording, episodic severity and duration recording;
- Demonstrate an understanding of discontinuous data collection techniques such as momentary time sampling and partial interval recording;
- Demonstrate how graphs can be used in behavioral support:

2. Implementation of Behavior Support and Skill Acquisition Plans

- Implement strategies to overcome skill and performance deficits
- Implement naturalistic teaching methods;
- Demonstrate the steps in preparing for a session

3. Principles of Effective Autism-Specific Intervention

- Identify the different sources of sensory information;
- Explain the impact of different sensory challenges for people with Autism;
- Identify events that can increase anxiety for people with Autism, and techniques they can use to manage this;
- Define restrictive problem solving;
- Identify appropriate indicators to use to signify transitioning;
- Identify ways to enable smoother transitions between activities;
- Explain what visual supports are, and how they are used;
- Demonstrate understanding of the goal of visual supports;

4. Treating Individuals with Challenging Behaviors

- Identify and evaluate the concepts of Proactive and Reactive Models of Behavior Support;
- Identify the Phases of Behavior;
- Describe the role of the BT during any of the Phases of Behavior;
- Explain the concept of Episodic Severity and apply these skills to a scenario
- Identify primary and secondary reinforcement;
- Demonstrate a understanding on how to implement different types of reinforcement
- Demonstrate an understanding of A-B-C