

Welcome To Special Learning's

Ethics Code Deep Dive:

Code Section 4.0

Behavior Analysts and the Behavior Change Program



Ethics in Practice Training Series

**PRESENTER: Jon Bailey, PhD,
BCBA-D**



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Housekeeping



1. Post questions. If your question is selected, we may unmute you and request that you repeat your question verbally.
2. If you experience technical issues during the webinar, contact Gotowebinar directly by calling (877) 582-7011.
3. There will be a 5 minute break near the half way point.
4. A recorded version of this webinar will be available next week. You will receive an eMail with login instructions.



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Speaker Bio



Dr. Bailey received his PhD from the University of Kansas and is currently Professor Emeritus of Psychology at Florida State University, where he was a member of the graduate faculty for 38-years and produced a record 63 PhDs. He is currently Director of the FSU Panama City Masters Program in Applied Behavior Analysis.

Dr. Bailey is a Board Certified Behavior Analyst. He is Secretary/Treasurer and Media Coordinator of the Florida Association for Behavior Analysis, which he founded in 1980.

Dr. Bailey has published over 100 peer-reviewed research articles, is a past editor of the *Journal of Applied Behavior Analysis*, and is co-author of *Research Methods in Applied Behavior Analysis*, *How Dogs Learn*, *Ethics for Behavior Analysts*, 2nd Expanded Edition, *How to Think Like a Behavior Analyst*, and *25 Essential Skills and Strategies for Professional Behavior Analysts*, all co-authored with Dr. Mary Burch.



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Resources and References



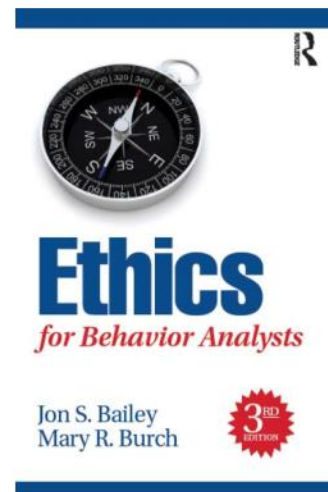
Resources

1. Professional and Ethical Compliance Code for Behavior Analysts
2. Full Presentation

References

Ethics for Behavior Analysts (3rd Edition)

<http://www.coebo.com/the-code>



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Ethics for Behavior Analysts 20% Discount Code



- [Routledge Taylor and Francis](https://www.routledge.com/) (Publisher) <https://www.routledge.com/>
 - 20% Discount Code: **SL16**
- Amazon.com
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Learning Outcomes



1. Participants will have an in-depth understanding of all sections of code 4 of the *Professional and Ethical Compliance Code for Behavior Analyst*.
2. Participants will know the responsibilities of involving clients in planning and consent.
3. Participants will know the importance of tailoring behavior-change programs to the individual client's needs.
4. Participants will learn how to describe objectives of the behavior-change program in writing.
5. Participants will discuss environmental conditions that interfere with implementation.
6. Participants will learn about discontinuing behavior-change programs and behavior-analytic services.



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Code 4 Triage Model



TRIAGE OF ETHICS VIOLATIONS

SEVERITY OF HARM CAUSED BY VIOLATION

		Severe	Moderate	Mild
Probability of Harm	High	Codes 4.03, 4.08		
	Moderate		Code 4.01, 4.02, 4.06, 4.07, 4.09 4.10, 4.11	
	Low			Code 4.04, 4.05



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4.0 Behavior Analysts and the Behavior-Change Program



- Behavior analysts are responsible for all aspects of the behavior-change program from conceptualization to implementation and ultimately to discontinuation.



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4.01 Conceptual Consistency



- Behavior analysts design behavior-change programs that are conceptually consistent with behavior-analytic principles.



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4.01 Conceptual Consistency



"What does our ethics code say about the treatment of anxiety and approaches such as ACT (Acceptance Commitment Therapy) and other Cognitive Behavior Therapy approaches? This is also hotly contested right now. What are Dr. Bailey's thoughts?"

Anonymous Scenario:



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Example Triage Model



TRIAGE OF ETHICS VIOLATIONS

SEVERITY OF HARM CAUSED BY VIOLATION

		Severe	Moderate	Mild
Probability of Harm	High			
	Moderate		???	
	Low			



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4.02 Involving Clients in Planning and Consent.



- Behavior analysts involve the client in the planning of and consent for behavior-change programs.



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4.02 Involving Clients in Planning and Consent



EXAMPLE SCENARIO



Scenario presented by Sarah:

"The mother of a client has temporarily lost custody of the child due to child neglect and drug use. The grandmother of the child has temporary custody while the mother is going through the process to get custody rights back. Throughout this process, the mother has attended parent meetings with the grandmother and had been included in all email communications about the child. 6 months into this process, the mother fails a drug test, so her supervised visits with the child are revoked."

"Should the mother still be kept involved in planning and consent for behavior-change procedures or should all communication be stopped with the mom and only go through the grandmother?"



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Example Triage Model



TRIAGE OF ETHICS VIOLATIONS

SEVERITY OF HARM CAUSED BY VIOLATION

		Severe	Moderate	Mild
Probability of Harm	High			
	Moderate		Code 4.02	
	Low			



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4.03 Individualized Behavior-Change Programs.

- (a) Behavior analysts must tailor behavior-change programs to the unique behaviors, environmental variables, assessment results, and goals of each client.
- (b) Behavior analysts do not plagiarize other professionals' behavior-change programs.



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4.03 Individualized Behavior-Change Programs.



EXAMPLE SCENARIO



Scenario presented by Kaitlin :

“Essentially, various insurance companies have been partially denying requests for services for our clients as they have informed us that their ratio for services includes 1 hour of supervision for every 10 hours of direct instruction to clients. The BACB notes that the minimum ratio should be 2 hours of supervision to every 10 hours of instruction, however when we are sharing this information with insurance companies they are continuing to deny requests for supervision hours or are saying that we shouldn't then be requesting any hours for curriculum development as this is part of supervision. I'd love to know his thoughts on this in terms of how to respond to insurance companies so that our clients can access needed services!



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Example Triage Model



TRIAGE OF ETHICS VIOLATIONS

SEVERITY OF HARM CAUSED BY VIOLATION

		Severe	Moderate	Mild
Probability of Harm	High			
	Moderate		Code 4.03	
	Low			



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4.04 Approving Behavior-Change Programs.



- Behavior analysts must obtain the client's written approval of the behavior-change program before implementation or making significant modifications (e.g., change in goals, use of new procedures).



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4.04 Approving Behavior-Change Programs.



EXAMPLE SCENARIO



Scenario presented by Jenna:

“My concern really becomes that traditionally trained analysts often have limited to no experience with the education system- we recently interviewed for district positions and most interviewees could not explain IDEA. Analysts are increasingly being hired in or collaborating with districts as private instructional personnel or consultants.

Part of the process is most often related to eligibility, change of placement, or discipline- all of which require a rich repertoire of understanding special education policy and law. ”

“What does the written approval process look like in terms of a school’s IEP process? What are the direct connections to the BACB ethical codes and IDEA policy (participation in meetings, alignment to IEP, etc.)?”



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Example Triage Model



TRIAGE OF ETHICS VIOLATIONS

SEVERITY OF HARM CAUSED BY VIOLATION

		Severe	Moderate	Mild
Probability of Harm	High			
	Moderate	Code 4.04		
	Low			



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4.05 Describing Behavior-Change Program Objectives.



- Behavior analysts describe, in writing, the objectives of the behavior-change program to the client before attempting to implement the program. To the extent possible, a risk-benefit analysis should be conducted on the procedures to be implemented to reach the objective. The description of program objectives and the means by which they will be accomplished is an ongoing process throughout the duration of the client-practitioner relationship.



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4.05 Describing Behavior-Change Program Objectives.



EXAMPLE SCENARIO



Scenario presented by Sheryl :

"In the context of being a teacher, BCBA, and collaborative IEP team member a professional has many different standards to comply with and practice. This puts a teacher in a difficult situation especially when his or her employment is tied to state standards, district policies, and team agreement on practices. Can you discuss how a teacher can navigate all these different 'client's' and still advocate for the real student/child in need of service? "



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Example Triage Model



TRIAGE OF ETHICS VIOLATIONS

SEVERITY OF HARM CAUSED BY VIOLATION

		Severe	Moderate	Mild
Probability of Harm	High			
	Moderate			
	Low			Code 4.05



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4.06 Describing Conditions for Behavior-Change Program Success



- Behavior analysts describe to the client the environmental conditions that are necessary for the behavior-change program to be effective.



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4.06 Describing Conditions for Behavior-Change Program Success



EXAMPLE SCENARIO



Scenario presented by Tami:

“As a home-based service provider, I have worked with students in low-income communities. There have been times when the environment that my student’s family is living in is not conducive to ABA therapy or behavior change, but family cannot afford to make changes to the environment.

“What should a provider do in these cases? Make the best of the environment they have to work with? Find an alternative location to work (which would then mean a lack of being able to collaborate at home or train family members or encourage the family to continue working on goals at home)? Or advocate through government channels for social services?”



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Example Triage Model



TRIAGE OF ETHICS VIOLATIONS

SEVERITY OF HARM CAUSED BY VIOLATION

		Severe	Moderate	Mild
Probability of Harm	High			
	Moderate			Code 4.06
	Low			



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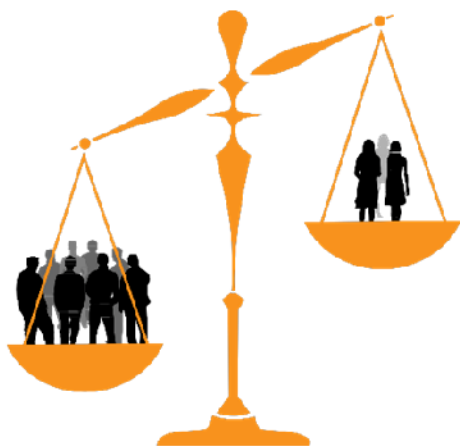
International Scenarios and Considerations



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Unintended Consequences

Supply/Demand Imbalance



	Region	RBT	BCBA/BCaBA /BCBA-D	Total Credentialed
1	United States	17,562	20,845	38,407
2	Canada	155	845	1,000
3	United Arab Emirates	138	43	181
4	Romania	95	31	126
5	Italy	58	72	130
6	Australia	52	53	105
7	Korea Republic Of	48	31	79
8	Nigeria	47	-	47
9	Georgia	34	1	35
10	France	31	31	62
11	United Kingdom (gb)	23	234	257
12	India	23	23	46
13	Chile	22	1	23
14	China	18	60	78
15	Philippines	18	3	21
16	Japan	15	13	28
17	Ireland	13	107	120
18	Russian Federation	12	10	22
19	Netherlands	12	9	21
20	Greece	12	5	17
21	Malta	10	-	10
	Total	18,505	22,741	41,246
		45%	55%	



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International Concerns



Areas of Code 4.0 that are larger concerns for the international community:

- **4.06** Describing Conditions for Behavior-Change Program Success
- **4.07** Environmental Conditions that Interfere with Implementation.
- **4.11** Discontinuing Behavior-Change Programs and Behavior-Analytic Services.



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Scenario Follow Up



Thank you for attending Special Learning's
Ethics Code Deep Dive:
Code Section 4.0
Behavior Analysts and the Behavior Change Program

We would love to hear from you!

If you have an ethical scenario, or have information as a follow up to feedback from utilizing Dr. Bailey's suggestions please email swinningham@special-learning.com



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