

Housekeeping



1. Post questions. If your question is selected, one of our moderators will ask your question on your behalf.
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. Complimentary 30-day access to recorded version of this webinar will be available in 7 to 10 days. You will receive an eMail with login instructions.
5. This is eligible for 2 Ethics or Type II CEUs.
6. Please complete the survey after the webinar to get your CEUs.

Learning Outcomes



1. Participants will understand most commonly occurring ethical dilemmas for school-based BCBA's.
2. Participants will learn how to use the Ethics Code as a resource to set expectations and to achieve alignment among stakeholders.
3. Participants will learn how to “set the stage for success.”
4. Participants will learn about proactive strategies to get buy-in from Administrators, Colleagues, Teachers and other stakeholders.
5. Participants will learn about evidence-based best practices.

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, 3rd 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.

Subject Matter Expert



Noor Syed, Ph.D., BCBA-D, NYS LBA

Assistant Professor of Special Education Manhattanville College

Professor of Practice and Clinical Dir. for the Ctr. for Promoting Research to Practice (7/2018)

- Over 10 years experience in the field of applied behavior analysis, special education, autism, and developmental disabilities as a classroom teacher for early intervention, preschool, and school aged children with and without disabilities.
- Worked as Special Education Itinerant Teacher, ABA home-based therapist, and behavioral supervisor for center-based and home-based therapy.
- Recently selected as a Top Tier International Partnership Discovery Fellow in the 2018 Inaugural Fellowship Class of the Global Autism Project, a nonprofit organization that provides training for local international practitioners in the utilization of evidence-based practices when working with people with intellectual and developmental disabilities.
- Research interests lie in verbal behavior, ethical practices in behavior analysis, and the implementation of behavior analysis to teaching.

Subject Matter Expert



Mike Marroquin PhD, BCBA-D, New York State Licensed Behavior Analyst
Franklin Square School District, New York

- Consultant for families and school districts in New York
- Focuses on making behavior analysis accessible to children in public school settings
- Parent and staff training on the use of ABA methodologies
- Teaches graduate and undergraduate courses on Autism at Queens College (CUNY)
- Research on parent training methodologies
- Supervises BCBA applicants and state license applicants in public school settings
- Uses behavior analysis to teach behavior analysis in academia and in public schools

Using the Ethics Code to Drive Best Practices???



- **Ethics Code > Compliance > Maintain BCBA Certification**
- **Ethics Code > Failure to Comply > Removal of BCBA Certification**

You can view the Code of Ethics as just a collection of rules that must be complied with, something you must do in order to avoid negative consequences

OR

You can also view the Ethics Code as a framework to teach best practices, something you should use and share with other stakeholders to achieve best student outcomes.

Most Problematic Areas of Ethics Code for School BCBAs



1. **Consent:** Code 3.01, 3.03, 3.05, 4.02, 4.04
2. **Programming/Treatment Integrity:** Code 4.03, 4.05, 4.06, 4.07
3. **Supervision:** Code 5.01, 5.02, 5.03, 5.04, 5.05, 5.06, 5.07

As a school-based BCBA, if you know that certain areas of the code are known to cause problems, can you devise a plan to avoid these potential pitfalls?

How does knowing this help you?

How do you turn this knowledge into something actionable?

Consent: Code 3.01, 3.03, 3.05, 4.02, 4.04



3.01 Behavior-Analytic Assessment. ^{RBT}

- (a) Behavior analysts conduct current assessments prior to making recommendations or developing behavior-change programs. The type of assessment used is determined by client's needs and consent, environmental parameters, and other contextual variables. When behavior analysts are developing a behavior-reduction program, they must first conduct a functional assessment.
- (b) Behavior analysts have an obligation to collect and graphically display data, using behavior-analytic conventions, in a manner that allows for decisions and recommendations for behavior-change program development.

3.02 Medical Consultation.

Behavior analysts recommend seeking a medical consultation if there is any reasonable possibility that a referred behavior is influenced by medical or biological variables.

3.03 Behavior-Analytic Assessment Consent.

- (a) Prior to conducting an assessment, behavior analysts must explain to the client the procedures(s) to be used, who will participate, and how the resulting information will be used.
- (b) Behavior analysts must obtain the client's written approval of the assessment procedures before implementing them.

3.04 Explaining Assessment Results.

Behavior analysts explain assessment results using language and graphic displays of data that are reasonably understandable to the client.

3.05 Consent-Client Records.

Behavior analysts obtain the written consent of the client before obtaining or disclosing client records from or to other sources, for assessment purposes.



4.01 Conceptual Consistency.

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

4.02 Involving Clients in Planning and Consent.

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

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.

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).

What's the consequence of non-compliance for the BCBA?
What's the consequence of non-compliance for the District?
What's the consequence of non-compliance for the student?

Programming/Treatment Integrity: Code 4.03, 4.05, 4.06, 4.07



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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.

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.

4.07 Environmental Conditions that Interfere with Implementation.

- (a) If environmental conditions prevent implementation of a behavior-change program, behavior analysts recommend that other professional assistance (e.g., assessment, consultation or therapeutic intervention by other professionals) be sought.
- (b) If environmental conditions hinder implementation of the behavior-change program, behavior analysts seek to eliminate the environmental constraints, or identify in writing the obstacles to doing so.

- What's the consequence of non-compliance for the BCBA?
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Supervision: Code 5.01, 5.02, 5.03, 5.04, 5.05, 5.06, 5.07



5.01 Supervisory Competence.

Behavior analysts supervise only within their areas of defined competence.

5.02 Supervisory Volume.

Behavior analysts take on only a volume of supervisory activity that is commensurate with their ability to be effective.

5.03 Supervisory Delegation.

a) Behavior analysts delegate to their supervisees only those responsibilities that such persons can reasonably be expected to perform competently, ethically, and safely.

b) If the supervisee does not have the skills necessary to perform competently, ethically, and safely, behavior analysts provide conditions for the acquisition of those skills.

5.04 Designing Effective Supervision and Training.

Behavior analysts ensure that supervision and trainings are behavior-analytic in content, effectively and ethically designed, and meet the requirements for licensure, certification, or other defined goals.

5.05 Communication of Supervision Conditions.

Behavior analysts provide a clear written description of the purpose, requirements, evaluation criteria, conditions, and terms of supervision prior to the onset of the supervision.

5.06 Providing Feedback to Supervisees.

a) Behavior analysts design feedback and reinforcement systems in a way that improves supervisee performance.

b) Behavior analysts provide documented, timely feedback regarding the performance of a supervisee on an ongoing basis. (See also, 10.05 Compliance with BACB Supervision and Coursework Standards)

5.07 Evaluating the Effects of Supervision.

Behavior analysts design systems for obtaining ongoing evaluation of their own supervision activities.

- What's the consequence of non-compliance for the BCBA?
- What's the consequence of non-compliance for the District?
- What's the consequence of non-compliance for the student?



5-Minute Break



Best Practices: Proactive Strategies

Proactive Strategies: Prior to Hire



1. Understand IDEA as a framework schools use to make decisions
2. Understand PBIS Framework
3. Understand CEC Ethics Code for educators
4. Identify known problematic sections of the BACB ethics code and review scenarios that pertain to those sections
5. Understand similarities and differences between IDEA and Ethics Code
6. Discuss boundaries with administrators by discussing potential conflicts between Ethics code and District policies to identify potential minefields
7. Share examples of boundaries that you will not cross which might lead you to separation

Proactive Strategies: After Hire



1. Pair with stakeholders and members of the IEP team, which may include, but not be limited to:
 - a. Administrators
 - b. Teachers
 - c. Speech Therapists
 - d. Psychologists
 - e. Occupational Therapists
 - f. Parents/Guardians
 - g. Consultants
2. Understand the Ethics Code of other disciplines
3. Share areas of the ethics code that creates conflict for BCBAs and get their input on how to mitigate potential risks
4. Seek to understand the Ethics Code of your colleagues

Proactive Strategies: Administrators



1. Discuss Consent
 - a. Understand the district's policy regarding consent
 - b. Share Ethics Code's requirement regarding consent
 - c. Share examples and potential landmines to arrive at proactive understanding and framework for discussion when issues arise.
 - d. Discuss district's restraint policies and how it aligns (or conflicts) with the Ethics Code. If possible, explore possible modifications by discussing best practices

Proactive Strategies: Colleagues



1. Discuss potential conflicts that may arise in IEP sessions
2. Discuss solutions to address potential conflicts
3. Seek to understand how they practice to identify overlaps
4. Discuss how you might be able to collaborate to minimize conflicts and maximize opportunities to collaborate
5. Understand cross discipline collaboration models and discuss with colleagues
6. Participate in sessions to observe and to provide feedback
7. Teach colleagues basic principles of ABA and how they can be used
 - a. Pairing
 - b. Preference assessment
 - c. Schedules of reinforcement

Proactive Strategies: Teachers



1. Discuss potential ethics conflicts that may arise in classrooms
2. Discuss solutions to potential conflicts
3. Teach educators on how to use basic ABA strategies that they can implement across all classrooms
4. Stay in the room to observe and to provide feedback
5. Discuss basic foundational principles of ABA and how they can be used
 - a. Pairing
 - b. Preference assessment
 - c. Schedules of reinforcement
 - d. Group contingencies

Available Downloadable Resources



1. Ethics in Schools Annotated Professional and Ethical Compliance Code for Behavior Analysts
2. [CEC Code of Ethical Conduct](#)
3. [ASHA Code of Ethics](#)
4. [Psychology Code of Ethics](#)
5. [OT Code of Ethics](#)
6. [PBIS Framework](#) (National Education Association)
7. Ethics in Schools: Best Practices PPT
8. Complementary 30-day Access to the Recorded Webinar
9. Ethics for Behavior Analysts (3rd Edition)
Rutledge Taylor and Francis <https://www.routledge.com/>
20% Discount Code: **SL16**

Thank You!



Thank you to the wonderful Special Learning team members without whom our experience would be greatly diminished (or just plain disorganized!)

- Amanda Fishley, BCBA, Associate Director Clinical Solutions
- Krystal Larsen, BCaBA, RBT Program Manager
- Lesley de Dios, Director of Operations (Moderator and Technical Support)
- Pia Agsao, Technical Customer Support (Customer Support)
- Samantha Hayes, Clinical Intern and International Relations

- Nicki Postma, BCBA, Moderator
- Erica Holding, BCBA-D, BACB ACE Coordinator



Thank you for attending Special Learning's
Ethics in Schools: Best Practices

[Other Titles in Our Ethics in School Series](#)

Next up in this series

[Review of Code 2.09: How to Maintain Treatment Efficacy in Schools \(July 28, 2018\)](#)

[How to Ethically Address Consent-related Issues in Schools \(Aug 25, 2018\)](#)