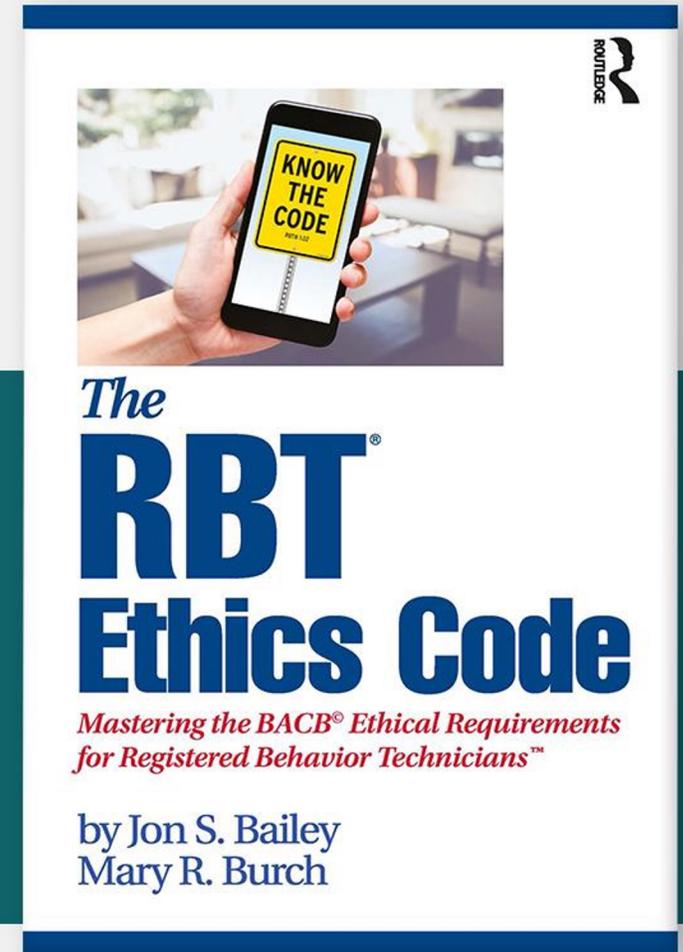


# RBT ETHICS CODE

## *Virtual Book Launch*



*with*  
*Dr. Jon Bailey*



# Disclosure

## ❑ Relevant and Non-relevant Disclosures

- ❑ This webinar was funded in its entirety by Special Learning Global and its affiliated businesses. SL Global, Located in Menlo Park, CA is a technology company that develops content and solutions to support Behavior Analysts, Psychologists, Speech Therapists, Occupational Therapists, Educators, and other professionals who provide education and intervention to individuals with Autism and other special needs.
- ❑ This Self- study Online Webinar was created in conjunction with Dr. Jon Bailey, PhD, BCBA-D, Loren Eighmie, MS, LBA, BCBA, and Diane Allen, MS, BCBA. Funding to develop and deliver this webinar was provided by Special Learning Global Solutions.
- ❑ Jon Bailey, PhD, BCBA-D : I have the **following relevant relationships** in the products, or services described, reviewed, evaluated, or compared in this presentation.
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# Housekeeping



- ▶ Post your questions in the Questions Box. If we have time, one of our moderators will select a few to present to our panelists.
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# Downloadable Tools

1. [Ethics Violations and Code Enforcement Whitepaper](#)
2. [Compassionate Care in Behavior Analytic Relationships Article](#)
3. [Literature Summary-Compassionate Care and Relationship Development](#)
4. [BACB Code Enforcement Procedures](#)
5. [Ethics Scenarios Dual Relationships](#)
6. [RBT Code of Ethics](#)
7. [Services Rendered Tracking Tool](#)
8. [RBT 2nd Edition Task List](#)
9. [RBT Ethics Code](#)
10. [RBT Handbook](#)

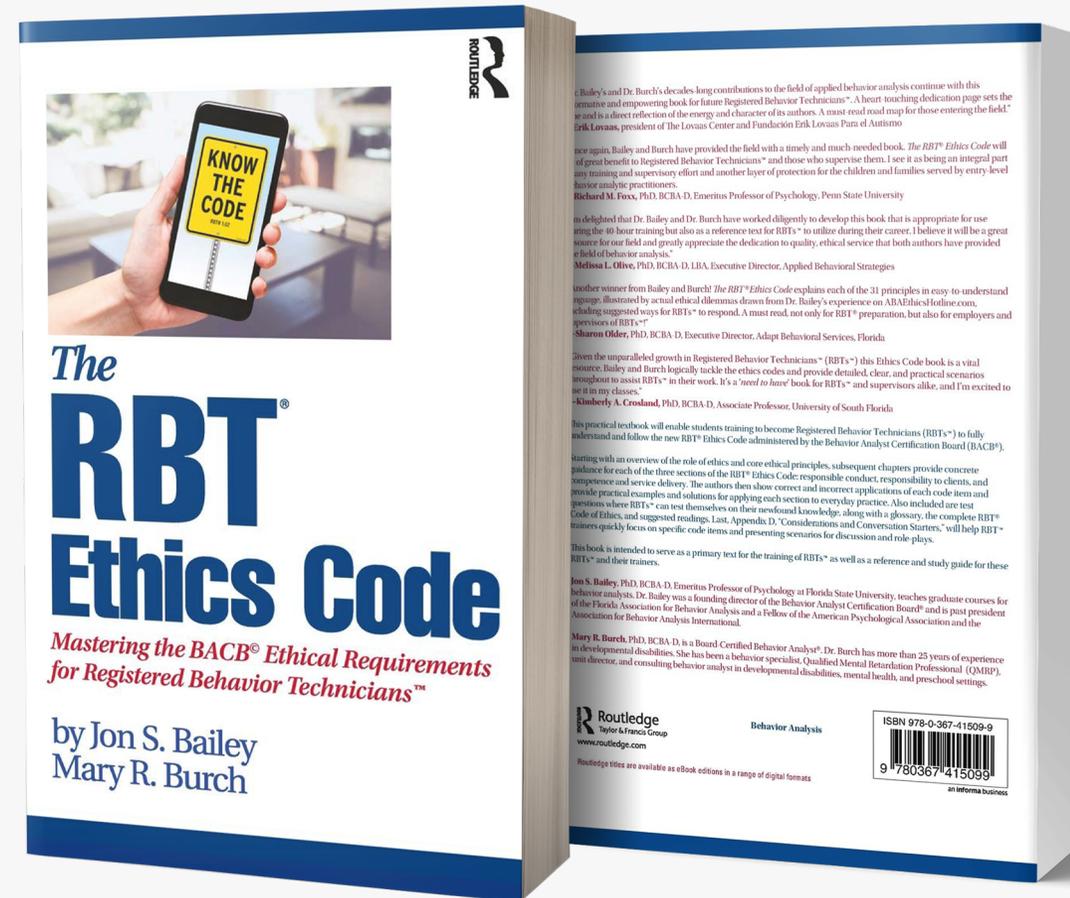
# Gift from Publisher: For Dissemination

**PROMO CODE:**

**RBT21 (25% off)**

**PURCHASE LINK:**

**RBT Ethics Code**



# Learning Outcomes

1. Define the role of supervisors and their responsibility to the RBT Ethics Code while supervising RBT.
2. Define the role of an RBT in the service delivery process.
3. Learners will become familiar with the RBT Ethics Code and the elements of the ethics code that are most important in their clinical practice.
4. How to use the RBT Code "Bill of Rights; to identify and resolve ethical issues in their clinical practice.
5. Learners will understand several recommended processes to resolves issues / conflict resolution when faced with an ethical concern.
6. Learners will identify the types of resources that are available to help advance their clinical practice.
7. Identify commonly experienced ethical violations and understand how to use the RBT Code of Ethics to resolve the issues.





# Jon Bailey, PhD, BCBA-D

**Dr. Jon 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 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.



# Loren Eighmie, MS, BCBA, LBA

Loren started as a behavior analyst intern in 2017 at a local ABA agency that serviced children and adults with Autism Spectrum Disorder. She completed her Masters in Applied Behavior Analysis at Florida State University and a bachelors degree in Family and Child Sciences. Loren worked full-time (40+ hours) as an RBT before starting graduate school. She earned the certification of Board Certified Assistant Behavior Analyst (BCaBA) before becoming a Board Certified Behavior Analyst.

While in graduate school, Loren had the opportunity to study under Dr. Jon Bailey, Ph.D., BCBA-D, assisting in the development of The RBT Code of Ethics. Meeting with Dr. Bailey weekly gave her the skills to identify different ethical dilemmas and the tools to work through them.

She currently works as a BCBA providing supervision and training to RBT's in the field. Loren's professional accomplishments include a poster presentation *Vocal Stereotypy: To escape or to not escape that is the question* at the 2019 Annual Meeting of the Florida Association for Behavior Analysis, Ponte Vedra, FL.

# Diane Allen, MS, BCBA

During a career that spans 15 years, Diane has worked in various settings that include clinics, schools, group homes, and psychiatric inpatient facilities. She has worked with many organizations spanning four different states, providing services for individuals ranging from early adolescence to adulthood. She began working as a behavior therapist providing in-school services to children with Autism Spectrum Disorder. She became a Board Certified Assistant Behavior Analyst (BcaBA) and eventually becoming a Board Certified Behavior Analyst (BCBA).

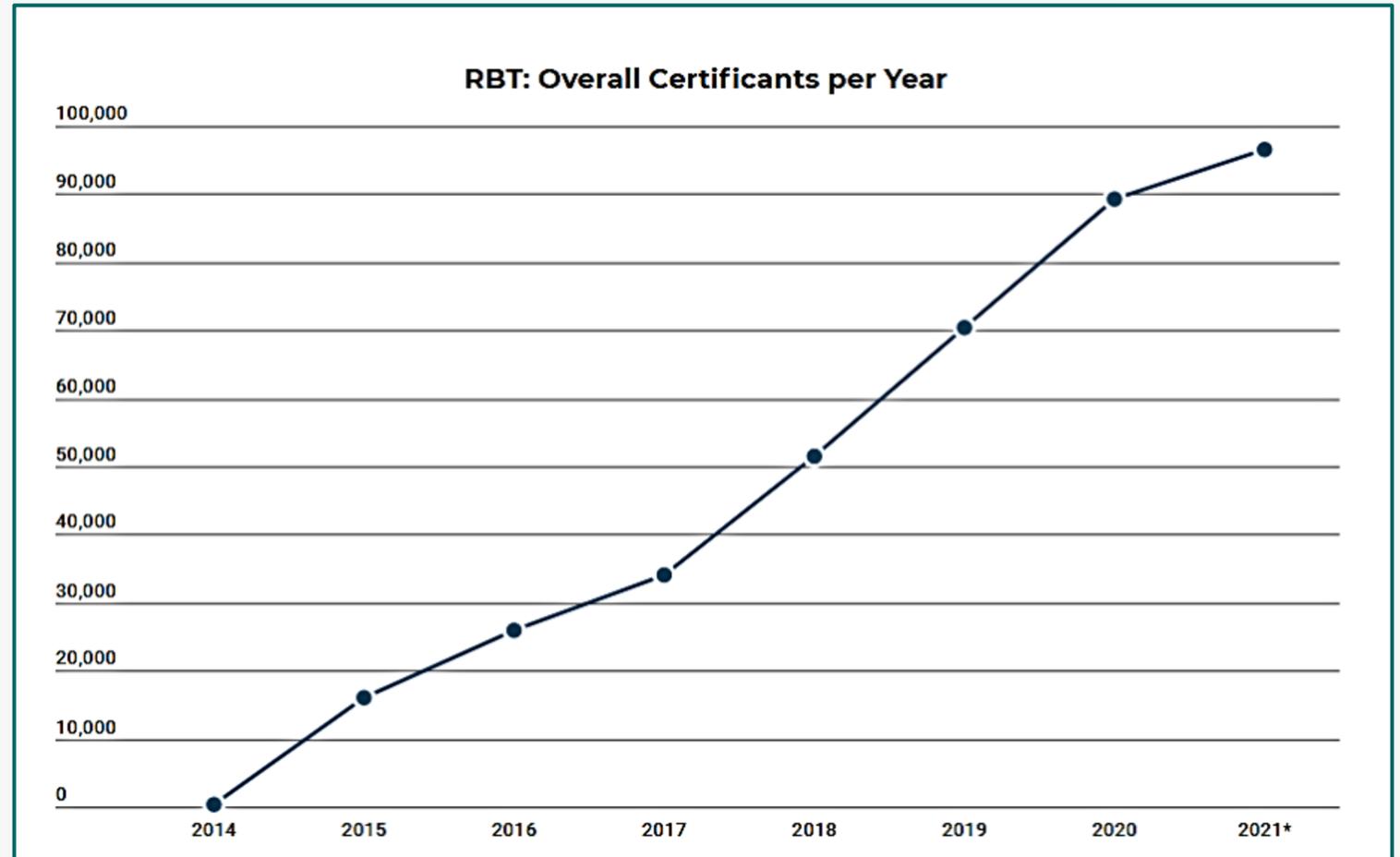
She was introduced to Applied Behavior Analysis while completing her undergraduate degree at Fordham University during a lab class where she studied the behavior of rats. While completing the first part of her verified course sequence at Long Island University, she served as a graduate assistant and continued learning the scientific fundamentals of Applied Behavior Analysis. Diane eventually received a Master's Degree from Walden University in Applied Psychology and completed her BCBA course sequence through Florida Institute of Technology.

She is currently the Director of RBT Training Solutions and Special-Learning Inc, where she strives to improve the quality of RBT training and serve as a resource for RBT's past, present, and future. She also provides RBT supervision and training at an ABA clinic that services children with Autism Spectrum Disorder age 3-18. She is passionate about RBT training and supervision in order to empower RBTs while providing services.



# History of RBT Credential / Growth of RBT

- RBT Credential Created in 2014
- Key Driver: Need to credentialed Network for funding sources
- RBT Ethics Code in 2020



# Common Issues Faced by RBTs

- Less than optimal client outcomes due to poor training
- Less than optimal client outcomes from poor supervision
- High turnover
  - Recruitment Process: Lack of screening
  - HR Policies: Abusive practices
- RBTs do not understand market drivers
  - RBTs = Organizational Growth and Profits
- Peer to peer issues
- Issues related to company policy and company culture
- Interpersonal issues (peers; supervisors; clients)
- Client / family issues



# What Does the Ethics Hotline Tell Us?



## ABA Ethics Hotline

*Dedicated to Independent Ethics Consultation and Guidance*

Every year, roughly 3,000 violations are filed with the ABA ethics hotline.

Whether you need guidance on how to approach a specific ethical situation, or think you have the answer and just need confirmation from an ethicist, this site provides you with the opportunity to interact with experienced, trusted colleagues who can share their expertise in a meaningful, helpful way.

[www.abaethicshotline.com](http://www.abaethicshotline.com)

### ABA Ethics Hotline Questions

This is an independent Ethics Hotline with no connection with any other association or membership group. Your question will be handled quickly and confidentially by one of our professionals. You can expect a response in 24-hours and often less.

FIRST NAME*	LAST NAME*
<input type="text"/>	<input type="text"/>
YOUR EMAIL*	CONFIRM YOUR EMAIL*
<input type="text"/>	<input type="text"/>
JOB TITLE (Please Indicate Your Job Title Or Other Similar Information):	
<input type="text"/>	
YOUR MESSAGE	
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*ABA Ethics Hotline.* (n.d.). ABA Ethics Hotline. Retrieved June 14, 2021, from <https://www.abaethicshotline.com/>

# The Journey from RBT to BCBA

- What brought you to the field of ABA?
- As an RBT, what type of supervision did you receive?
- What is a typical day like for an RBT?
- What made you pursue BCaBA certification?
- What type of supervision did you receive as a BCaBA?
- What made you pursue BCBA certification?
- Do you have any advice for RBTs looking to pursue advanced certification?
- Any advice for clinicians that are currently supervising RBT's?



# CHAPTER 1: How We Got Here

**The role of the BACB in regard to RBT Ethics**

**Why was the RBT credential created in the first place?**

**Is 40-hours of training enough?**

**Why should we care about RBT Ethics?**

- Benefit to clients
- Benefit to RBTs
- Benefit to BCBAs
- Benefit to ABA provider organizations
- Benefit to funding sources
- Benefit to the field of Applied Behavior Analysis

# CHAPTER 2: Core Ethical Principles

- Doing No Harm
- Respecting Autonomy
- Being Just
- Being Faithful
- According Dignity
- Treating Others With Care and Compassion
- Pursuit of Excellence
- Accepting Accountability

# CHAPTER 3: A *Virtual* Bill of Rights

- 1.04 Integrity
- 1.07 No Exploitation
- 4.06 and 4.07 Limiting Conditions for Effective Treatment
- 5.0 Supervision Rights
  - 5.01 Supervisory Competence
  - 5.02 Supervisory Volume
  - 5.03 Supervisory Delegation
  - 5.04 Designing Effective Supervision and Training
  - 5.05 Communication of Supervision Conditions
  - 5.06 Providing Feedback to Supervisees
- 7.01 Right to Work in an Ethical Environment

# Questions/Scenarios

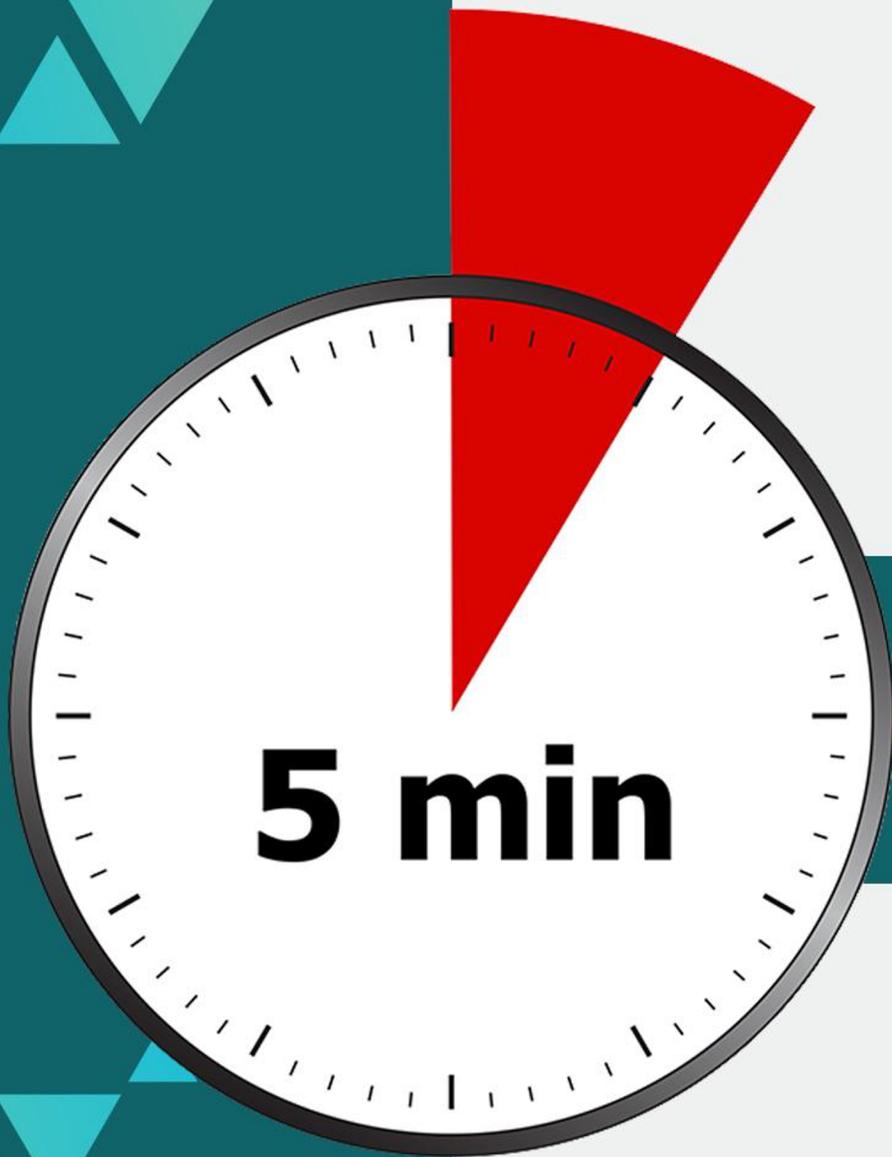


You are an RBT working in the school system where it's common for other RBTs from different companies to be present in classrooms as well. In your client's classroom, there is another student who receives ABA services and is working with an RBT. You have started to notice how friendly the RBT has become with the teacher and the other students in the classroom.

One day you observed the RBT sitting with the teachers at lunch and not with their client. The following week, you observed the RBT playing with other students during recess while their client played on the swing alone. During recess time, you see another student push the client off the swing, causing the client to bleed. At the end of the day, you overhear the RBT tell the client's parents that they were playing so hard and accidentally fell, but that everyone was fine.

You then hear the RBT thank the teacher for changing the incident report.

- **How do you proceed?**



**B R E A K**

# CHAPTER 4: Responsible Conduct

- 1.01 RBTs uphold and promote the values and core principles of behavior analysis.
- 1.02 RBTs have an obligation to remain familiar with this code. Lack of knowledge or understanding of this code does not excuse unethical conduct.
- 1.03 RBTs are truthful and honest and create an environment that promotes truthful and honest behavior in others. They promote an ethical culture in their work environments and make others aware of this code.
- 1.04 RBTs act in a way that conforms to the legal and ethical codes of the professional and social communities where they are members. They do not lead others to engage in fraudulent, illegal, or unethical conduct.
- 1.05 If RBTs' ethical responsibilities conflict with employer policies, RBTs must bring the conflict to their supervisor's attention, document that they did so, and document the resolution.
- 1.06 RBTs avoid multiple relationships with clients and supervisors. If they find that a multiple relationship has developed due to unforeseen circumstances, they inform their supervisor and work to resolve it. If the multiple relationship involves their supervisor, the RBT should report it to the person to whom their supervisor reports.
- 1.07 RBTs do not engage in sexual relationships with clients or supervisors. RBTs refrain from sexual relationships with former clients or supervisors for at least two (2) years following the date the working relationship ended.
- 1.08 RBTs recognize that their personal problems and conflicts with others may impact their ability to perform their duties and refrain from providing services when this is the case.
- 1.09 RBTs follow through on obligations and contractual commitments with high quality work and they do not make commitments they cannot keep.
- 1.10 RBTs do not make false, deceptive, misleading, exaggerated, or fraudulent public statements about their work or qualifications.
- 1.11 RBTs provide a current and accurate set of credentials (e.g., degrees, certifications) to clients, employers, and supervisors upon request. Changes to certification status must be immediately reported to employers and supervisors.
- 1.12 RBTs obtain permission to use trademarked or copyrighted materials as required by law. RBTs provide citations that recognize the intellectual property of others, including trademark and copyright symbols.
- 1.13 RBTs attempt to resolve issues informally, when possible, without violating confidentiality, by first bringing the issue to the attention of their supervisor and then the individual involved. RBTs document their efforts to address any of these issues. If the matter cannot be resolved informally, they report it to the appropriate authority (e.g., employer, director, regulatory authority). If the matter meets the reporting requirements of the BACB, RBTs must submit a formal complaint to the BACB.

# Responsible Conduct: Scenario

## 1.01 Challenge 3:

“It is the first day working with Logan Ferguson, who reportedly engages in mild disruptive behavior, noncompliance, and threatening self-injurious behavior. Your task is to record the normal interactions of the family with Logan to establish a baseline and collect ABC data. Mom approaches you after 30 minutes or so and says, “I thought you were here to treat these annoying problems; you’re just watching us and playing on your iPad. I’m going to call your supervisor.”

**RBT Response:** “I’m sorry Mrs. Ferguson. My supervisor should have explained that before we can begin treatment, we need to have a good idea of how Logan normally interacts with you and your other family members. This is our baseline. We also need to know how severe the behaviors are and how often they occur. I am collecting data on this iPad; this is how I do my job. Let me show you what I have so far...”

**Commentary:** This RBT did a great job explaining one of the bedrock methods of our field, which is direct observation and data collection. She carefully explained that without a baseline, we really don’t know where to start treatment and will not be able to make comparisons with any treatment effects that will follow.



# CHAPTER 5: Responsibility to Clients

- 2.01 RBTs support the legal rights and preferences of clients.
- 2.02 If RBTs become aware that a client's legal rights are being violated, or if there is risk of harm, RBTs must take the necessary action to protect the client. This includes but is not limited to: (1) contacting relevant authorities; (2) following organizational policies; (3) consulting with their supervisor; and (4) documenting their efforts to address the matter.
- 2.03 When providing services, RBTs do not discriminate against, demean, or harass individuals or groups on the basis of age, gender, race, culture, ethnicity, national origin, religion, sexual orientation, disability, language, socioeconomic status, or any other basis forbidden by law. RBTs recognize their own limitations and obtain the proper training, consultation, or supervision when providing behavior technician services to protected individuals or groups.
- 2.04 RBTs do not accept gifts from or give gifts to clients.
- 2.05 RBTs may not share identifying information about clients on social media. They must avoid creating situations where such information could be shared by others, including, but not limited to, written information, photos, or videos.
- 2.06 RBTs always obtain permission from clients and staff to record interviews and service delivery sessions. Consent must be specifically and separately obtained from each individual.
- 2.07 RBTs protect the confidentiality and privacy of their clients. RBTs only use relevant identifying information in their job-related communications (e.g., consultation, emails, reports). Confidentiality and privacy requirements may be established by law or by an organization's policies.
- 2.08 RBTs only discuss confidential information with those who need to know that information. They share information for job-related purposes only. Confidential information includes, but is not limited to: (1) information about anyone with whom the RBT works; or (2) information about anyone to whom the RBT provides services. RBTs maintain confidentiality when handling records under their control. This includes records that are written, electronic, or in any other format. Handling a record may include creation, storage, access, transfer, or disposal.
- 2.09 RBTs never disclose confidential information without consent from the client. Exceptions are made as required by law, or where allowed by law for a valid reason. This includes, but is not limited to: (1) providing needed services; (2) obtaining appropriate consultations; and (3) protecting the client or others from harm.
- 2.10 RBTs create, maintain, distribute, store, retain, and dispose of records and data relating to their services (1) in accordance with applicable laws, regulations, and policies; (2) in a way that complies with the requirements of this code; and (3) in a manner that allows for appropriate transition of service at any given time

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**RBT Ethics Code Virtual Book Launch**

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- *Loren Eighmie, MS, LBA, BCBA*
  - *Diane Allen, MS, BCBA*

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- *Diane Allen, MS, BCBA (Director of RBT Training Solutions)*
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**07.07.2021**

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