

## **Examples of Allowable and Restricted Services by Behavior Analysts and RBTs Operating as Private Instructional Personnel (PIP)**

### **Examples of allowable services by RBTs and Behavior Analysts (BCBAs or BCaBAs):**

Note: It is important to clarify who will deliver direct services:

- A BCBA or BCaBA Behavior Analyst with no RBT support.
- A BCBA or BCaBA Behavior Analyst and an RBT. This may include jointly delivered direct services for the purpose of training and supervising the RBT.
- An RBT with oversight by a supervising BCBA or BCaBA Behavior Analyst. This typically includes periodic direct observations of the RBT serving the student in the classroom or other school settings.

Please note that frequent, direct supervision of the RBT is a requirement for maintaining certification ([www.BACB.com](http://www.BACB.com)).

It will be very helpful for the student's Behavior Analyst (and RBT when practical) to meet with the school team in order to determine what services are acceptable. The team may review the following items as they discuss and agree upon planned services:

- Describe how measurable behavior change goals will be developed and shared with the school team
- Describe where, how and when Functional Behavior Assessment (FBA) or Reinforcer (Stimulus Preference) Assessment procedures will be conducted in the classroom and other school settings
- Describe where, how and when treatment services will occur in the classroom and other school settings. For example, this may include where the RBT will be positioned, plus how and when the RBT will interact with the student (see "Treatment services..." below).
- Describe how goals and written descriptions of assessments and services will be shared and aligned with the school's behavioral intervention strategies and documents, including the FBA, student's Behavior Intervention Plan (BIP), Positive Behavior Intervention Plan (PBIP), or Behavior Support Plan (BSP)
- Describe how copies of the student's data recordings and graphs will be shared
- Describe how feedback/suggestions on implementation of interventions and strategies will be documented and shared (e.g., to the classroom staff in writing, during pre-arranged conference/collaboration times.)
- Describe how concerns regarding behavioral strategies observed in the classroom or other school settings will be documented and communicated (e.g., RBT presents the concern to the supervising Behavior Analyst who contacts and collaborates with school administration.)
- Describe how to communicate changes to the pre-approved/agreed upon services schedule (e.g., to classroom teacher and school administrator)

Treatment services that are typically described in detail in the student's BIP/PBIP or BSP:

- Giving directions (or prompts) and providing reinforcement to teach functional communication skills (e.g., request wants and needs) and other replacement behaviors
- Practicing skills and replacement behaviors, especially to prepare for conditions or situations that are possible/probable triggers for challenging behaviors
- Changing triggers (antecedents) and motivating conditions to prevent problem behaviors and increase desired behaviors

- Delivering reinforcement-based interventions to increase desired behaviors, including praise, points or token, tangibles, or other items/conditions that are highly preferred by the student. The frequency of delivery will vary based on the student's progress.
- Intervening when challenging behaviors occur (e.g., stop, redirect, prompt replacement behaviors)
- Implementing approved behavior reduction procedures (e.g., time out, response cost) when challenging behaviors occur
- Modeling strategies for teacher and other staff
- Measuring behavior change and producing graphs displaying student progress trends

**Examples of services NOT allowed by RBTs or Behavior Analysts:**

It will be very helpful for the student's Behavior Analyst (and RBT, when practical) to meet with the school team in order to determine what services are NOT acceptable. The team may review the following items as they discuss and agree upon planned PIP services:

The RBT and/or Behavior Analyst will not:

- engage in activity that is detrimental to the educational process and/or to other students
- interrupt the teaching and learning occurring in the classroom setting that is being delivered by the teacher and/or the educational support personnel
- replace school services that are provided by school personnel (e.g., typically provided by therapists, teachers, paraprofessionals, instructional assistants, tutors)
- engage in passive activities that do not provide active implementation of behavioral services (i.e., "babysitting," "shadowing")
- be responsible for Health Care, Nursing Assistant or Aide task
- be responsible for transportation services
- implement physical management or crisis intervention techniques
- be present for any state or district testing
- intervene with any other students in the classroom (other than the student approved by the supervising BCBA, parent and school team)
- be left alone with the student to provide supervision Exception: The approved intervention plan specifies 1-to-1 services (e.g., instruction in a setting without distractions.
- recommend that the student be restricted from attending school when the RBT and/or Behavior Analyst cannot be present
- take photographs or make audio or video recordings while in the classroom setting, on the school campus or school transportation. Exception: There is written approval by the school team and parent for photographs or recordings for specific purposes (e.g., Behavior Analyst showing a new procedure to the RBT or school staff, RBT showing new type or level of problem behavior to supervising Behavior Analyst and school staff).
- use their knowledge of non-client students or access to the school to solicit services to non-client students or parents of non-client students
- violate any code from their professional ethics and conduct standards at [www.BACB.com](http://www.BACB.com)