Training Guidelines

for

Behavior Assistant Service Providers &
Residential Habilitation Direct Care Staff

Training Requirements

Behavior Assistant Providers

According to the *Developmental Disabilities Waiver Services Coverage and Limitations Handbook*, Behavior Assistant Providers require 20 contact hours of instruction in a curriculum meeting the requirements specified by the APD and approved by the APD-designated behavior analyst. This document specifies the curriculum requirements for APD approval.

Equivalent Training

90 classroom hours of instruction in applied behavior analysis from non-university non-college classes or university or college courses shall also count as meeting the requirements of the 20 contact hours of instruction.

Behavioral Focus Residential Habilitation Direct Care Staff

According to the *Developmental Disabilities Waiver Services Coverage and Limitations Handbook*, no fewer than 75 percent of the provider's direct service staff working with the recipient(s) for whom the behavioral focus residential habilitation rate applies require at least 20 contact hours of face-to-face instruction in the content areas specified below. The 20 hours of training may be obtained by completing an in-service training program offered privately or through a college or university. Other staff training can and should be provided in addition to the minimum hours and content areas as appropriate for the setting or services provided.

Intensive Behavioral Residential Habilitation Direct Care Staff

According to the *Developmental Disabilities Waiver Services Coverage and Limitations Handbook*, all direct service staff will complete at least 20 contact hours of face-to-face competency-based instruction with performance-based validation, and comply with staff monitoring and the re-certification system as described for behavioral residential habilitation above.

At all times when recipients are present, a minimum of a least one staff member or 50 percent of all staff at the facility (whichever is greater), must be trained in CPR, infection control techniques, zero tolerance (of sexual abuse), core competencies, and the use of approved restraints and seclusion approved by the Agencies.

Trainer Qualifications

The trainer must be a Board Certified Behavior Analyst, Board Certified Assistant Behavior Analyst, Florida Certified Behavior Analyst, or a person licensed under Chapter 490 or 491, F.S., (Psychologist, School Psychologist, Clinical Social Worker, Marriage and Family Therapist or Mental Health Counselor). Competency Requirement

Training should be competency-based, with performance-based validation, and in accordance with training best practices (e.g., instruction, modeling, practice, and feedback until mastery is achieved in the relevant environment). Monitoring for competence must occur at least once per month for 50 percent of direct service staff that have completed the training. Staff must be re-certified in the training requirements annually. The provider must have a system that demonstrates and measures continuing staff competencies on the use of procedures that are included in each person's behavior analysis services plan.

Core Assurances

The provider is responsible for all training requirements outlined in the Core Assurances in Appendix A of the *Developmental Disabilities Waiver Services Coverage and Limitations Handbook*.

Content Areas

30-Day Requirements (to be completed within 30 days of providing service)
1. Cardiopulmonary Resuscitation (CPR)
2. HIV/AIDS and infection control

Introduction
1. Introduction to intellectual and developmental disabilities
2. Functions of the Agency for Persons with Disabilities
3. Abuse and neglect; zero tolerance of sexual abuse
4. Differences between a psychologist, psychiatrist, and behavior analyst

Professional Conduct and Scope of Practice
1. The role of the Behavior Analyst
2. The role of the Behavior Assistant/Direct Care Staff (see *Developmental Disabilities Waiver Services Coverage and Limitations Handbook)*; core competencies
3. The role of the Local Review Committee
4. Restricted procedures
5. Use of approved restraint and seclusion
6. Professional and ethical conduct

Introduction to Applied Behavior Analysis: Basic Principles and Functions of Behavior
1. Definition of behavior
2. Law of effect
3. Antecedent-Behavior-Consequence model
4. Functions of behavior
   a. Positive and negative reinforcement
   b. Positive and negative punishment
5. Schedules of reinforcement
6. Extinction
7. Functional assessment
8. Maintenance
9. Generalization

Providing Positive Consequences, Planned Ignoring, and Stop-Redirect-Reinforce Techniques
1. Essential components of a written behavior analysis services plan
2. Preparing for the session
3. Building rapport
    a. Becoming a generalized conditioned reinforcer
    b. Avoiding coercive interactions
4. Reinforcing behavior
    a. Training toward independence
    b. Preventing inappropriate/maladaptive behavior
5. Prompts
    a. Types of prompts
    b. Least-to-most vs. least-to-most prompts
    c. When a prompt becomes a restricted procedure
    d. Prompt fading
6. Differential reinforcement
    a. Discrimination training
    b. Task analysis
    c. Shaping
    d. Chaining
    e. Planned ignoring
    f. Planned ignoring vs. ignoring people
7. Incidental teaching
8. Stop-redirect-reinforce techniques
    a. When to use planned ignoring vs. when to intervene
    b. When redirecting becomes a restricted procedure
    c. Response blocking
    d. When response blocking becomes a restricted procedure

Data Collection and Charting
1. Purpose of data collection
2. Preparing for data collection
3. Describing behavior and environment in observable and measurable terms
4. Data collection techniques
    a. Narrative recording
    b. Frequency
    c. Latency
    d. Duration
    e. Partial interval recording
    f. Whole interval recording
    g. Momentary time sampling
    h. Proficiency checklists
5. Entering data and updating graphs
6. Interpreting graphs
    a. Trend
    b. Bandwidth
    c. Variability
7. Making data-driven decisions
8. What to do when data are missing or unknown