

**CERTIFICATE PROGRAM PLAN
FOR
BEHAVIOR TECHNICIAN
CERTIFICATE PROGRAMS:
LEVEL ONE AND LEVEL TWO**

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OVERVIEW OF PURPOSE OF THE BEHAVIOR TECHNICIAN CERTIFICATE PROGRAMS

Both of the Behavior Technician Certificate programs provide a standardized, peer-reviewed, evidence-based training program for paraprofessionals.

The Behavior Technician Level One Certificate program is designed as an entry level training program for those paraprofessionals entering the workforce in the role of a behavior technician. The certificate program provides a fundamental training component in the foundations of professionalism, advocacy, positive behavior supports, Autism, and the role of the paraprofessional as a behavior technician.

The Behavior Technician Level Two Certificate program provides a review of the fundamentals of being in the role of a behavior technician as a paraprofessional as well as a more in-depth training in Autism-specific treatment interventions, person-centered planning, and applied behavior analysis. The Behavior Technician Level Two program while still designed for the paraprofessional provides advanced training for those individuals who may be interested in a career path in the Autism and ABA services sector.

BEHAVIOR TECHNICIAN LEVEL ONE: This 45-hour program will prepare candidates with a strong basic foundation in the basic concepts and principles of applied behavior analysis within the context of Autism treatment and Person Centered approaches. This course is intended for workforce development to address an immediate broad service need. This course provides the foundation for the next steps in advanced education and training in ABA and Autism. Four hours of this program are focused on Ethics and Professional Behavior. In order to provide career assistance to certificate holders, the program was developed in accordance with both the QABA Board's ABA-T certification and the BACB's RBT certification coursework requirements. As such, certificants can use the completion of the program as proof of completing the coursework portion of either certification process.

The target audience includes the following with little to no background in autism or human services: Family seeking knowledge and support specific to family members diagnosed with Autism, Professionals seeking to increase/update knowledge and earn Continuing Education Units, and Paraprofessionals and Direct Support staff seeking to increase/update knowledge and become credentialed as professionals.

BEHAVIOR TECHNICIAN LEVEL TWO: This program is equivalent to 135 contact hours. Participants will learn about and understand Autism Spectrum Disorders and applied behavior analysis and will earn a certificate of completion for the Behavior Technician Level 2 program from the College of Applied Human Services. In addition, participants will be able to conduct a functional behavioral assessment and then develop, implement, and monitor a positive behavioral intervention plan using person-centered approaches. Using applied behavior analysis and positive behavior supports, participants will be able to apply specific support strategies such as discrete trial teaching, pivotal response training and create optimal learning environments for the individuals they treat. As a participant moves through the program the competencies are presented and then tested. These competencies will build upon one another to ensure a solid foundation in the understanding and application of the specific evidence-based support and treatment strategies for individuals diagnosed with pervasive developmental disorder and autism receiving behavioral health treatment. Courses included in the Behavior Technician Level 2 program focus on the key elements of evidence-based best practice and treatment models. The content of courses is based on current research that has demonstrated clinical efficacy in treating pervasive developmental disorder and Autism. In order to provide career assistance to certificate holders, the program was developed in accordance with both the QABA Board's ABA-T certification and the BACB's RBT certification coursework requirements. As such, certificants can use the completion of the program as proof of completing the coursework portion of either certification process. This course also meets 135 of the 180 required coursework hours for the QASP certification.

The target audience includes the same audience as Behavior Technician Level One PLUS individuals who have some experience in human services and autism, but who want or need additional training in order to move forward in a career path in human services, perhaps to a supervisory role. These would be the individuals working between

paraprofessionals who provide direct support services and the Board Certified Behavior Analyst or Licensed Professional who conducts the behavioral assessments and develop the behavioral plans.

NEEDS ASSESSMENT

BEHAVIOR TECHNICIAN LEVELS ONE AND TWO

Innovative Learning / College of Applied Human Services conducted a large scale analysis to identify and confirm the competency areas of the paraprofessional delivering Applied Behavior Analysis treatment and support to those individuals diagnosed with Autism and related disorders. This process began informally in 2008 and continued through January 2012. In January 2012, formal surveys of candidates and subject matter experts were conducted and continued to June 2014. The information in this report is based on the data from 2012 to present. In conducting this study, COAHS's goal was to define the competency areas, knowledge and skills, in which paraprofessionals needed to be trained in order to deliver ABA treatment and support.

The main difference between the Behavior Level One Certificate Program and the Behavior Technician Level Two is even though both training program cover the same core competencies the Behavior Technician Level Two is considered a more advanced training program.

The Behavior Technician level Two is considered more advanced is because those individuals participating in this program are more likely to be in supervising or mentoring roles. These individuals will more than likely have more experience working with individuals diagnosed with Autism and related disorders.

Although there have been several job analyses on the behavioral health paraprofessional workforce including the direct support professional workforce supporting those individuals with a wide-range of intellectual and developmental disabilities, this is the first one specifically looking at the paraprofessional providing Applied Behavior Analysis treatment and support to individuals diagnosed with Autism and related disabilities. In conducting the study, COAHS chose methods that adhered to established standards in conducting a job analysis study.

This needs analysis study provided the basis for content validity as the primary process for identifying and confirming existing research on the competency areas needed for proficient training of paraprofessionals. This analysis documents a sound linkage between the professional knowledge and the critical responsibilities and tasks of the paraprofessional.

This analysis consisted of the following steps:

Initial Development and Validation: The identified team researched previous related job analyses within the human services sector to confirm and refine the core competencies of the certificate program. This research focused on studies of the standardization of specific core competencies of the direct support professional within the human services field.

The following were the areas of research:

- The Direct Support Professional (DSP) within the Intellectual and Developmental Disabilities Sector
- The DSP within the Behavioral Health Sector
- Best practice guidelines for Individuals with Autism
- Best practice guidelines for providing Applied Behavior Analysis Treatment and Support

Validation Study: A qualified and representative sample of published professionals who have expertise in Autism, Applied Behavior Analysis and Service Providers. (Certified Behavior Analysts, Licensed Psychologists, Educators)

reviewed and validated the competency areas for the paraprofessional defined by COAHS's initial development and validation based on the research of established competencies.

Initial Research Team:

- Vicki Moeller, MA, ABAT, Chief Operations Officer, Innovative Learning (current)- United States
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- Michael Reid, PsyD, Ph.D, President, Founder, Innovative Learning LLC (current)- New Zealand
- Douglas Moes, Ph.D. BCBA-D., President, STAR of California (current) - United States
- Thomas McCool, Ed., Executive Director of Eden Autism Services (past)

Development of Competency Areas: Based on the ratings and confirmation gathered from the professionals listed above, the competency areas were refined and aligned with the current established best practices. Within each core competency area, specific domain competencies were identified and confirmed. Also, looking to existing certifications for paraprofessionals and practitioners (e.g., Registered Behavior Technician [RBT], Applied Behavior Analysis Technician™ [ABA-T™], Board Certified Assistant Behavior Analyst® (BCaBA), the Qualified Autism Services Practitioner, (QASP), the Virginia Behavior Technician, and the Nevada Behavior Technician) , program content was further aligned to meet the coursework requirements for these credentials so that the certificate program could be of further practical use to paraprofessionals practitioners who want to get certification in their field.

Validation of Competency Areas: Using the defined core and domain competency areas developed and outlined by the committee of subject matter experts (SMEs), the core and domain competencies were validated by collecting data from Job incumbents (i.e., those who hold the Behavior Technician Certificate and those in roles of supervising paraprofessionals in the behavior technician role).

Development of the Behavior Technician Content: Using the core competency areas, content for the Behavior Technician Level One and Level two programs were created, and peer-reviewed by the committee. Learning outcomes were developed based upon the competency areas. The Innovative Learning Model for Online Learning was used as the basis for development of the online curriculum.

STEP 1: Initial Development

Although the ultimate purpose of the COAHS Behavior Technician Certificate Programs is protection of the public, COAHS supports the advancement of an individual's professional potential by providing quality, comprehensive training programs that promote improved service delivery systems within the human services sector.

The COAHS training process focuses on improving accessibility, accountability and coordination among paraprofessionals, professionals and agencies with a view to maximize the quality of life of those individuals diagnosed with Autism Spectrum Disorder and related disabilities.

Innovative Learning and COAHS's highest value is placed on Certificate completers, staff and people whose lives we can assist to improve. With this in mind, the four core values are:

- To work with a spirit of cooperation and collaboration.
- To act ethically and honestly toward our certificate completers, colleagues and community.
- To recognize and appreciate people's similarities and differences.
- To aspire to deliver quality and excellence in all services the ABAT delivers to individuals needing support and treatment.

With the increase in the prevalence of Autism Spectrum Disorder, the Behavior Technician Level One Certificate program establishes the foundation of the entry-level knowledge, skill, and experience in Autism and Applied Behavior Analysis. The Behavior Technician Certificate Level One also provides a mechanism for all stakeholders including families, providers, funding sources to ensure those providing direct services to individuals diagnosed with Autism have access to quality training in those areas meeting applicable educational and ethical requirements to work in the human services field. In contrast, the Behavior Technician Level Two, although covering the same foundation knowledge, provides a more in-depth training program in regards to specific treatment strategies, treatment planning, and advocacy for those individuals receiving treatment.

Review of Literature

The first step in the process of developing the competency areas for the Behavior Technician Programs was completing an extensive review of current best practices and established competency areas. It is important to note that the Behavior Technician Certificate Programs in the broad sense are training for entry level jobs (often referred to as a direct support professional or paraprofessional) and the individuals that perform this job are typically the least educated and least paid, experience high turnover and yet play a vital role in the lives of individuals with intellectual and developmental disabilities. The direct support professional (DSP), or paraprofessional, is responsible for ensuring that individual support plans, care plans, treatment plans, and interventions are implemented correctly and competently ensuring that the intended outcomes are achieved.

National Workforce Studies. There have been several national work-studies on the Direct Support Workforce issues and challenges. While DSP's provide the overwhelming majority of services and support to individuals with developmental disabilities, substance abuse challenges, and serious and persistent mental health issues, they have little professional recognition. (Direct Support Professional Work Group Report, 2007).

Trainings for DSPs are typically provided by the employer and focus on regulatory procedures rather than the person-centered knowledge and skills identified as key professional competencies that lead to positive outcomes (Taylor, Warren and Bradley, 1996).

The Direct Support Professional Work Group looked at a comparison of Core Competencies for direct support workers across three service areas: Substance Abuse/Behavioral Health; Community Human Services (Intellectual and Developmental Disabilities and Mental Health – 167 Competencies); and Aging (88 Competencies). While there were a number of common competencies that are relevant across all three service types, there were many differences. The Community Support Skill Standards (CSSS) is a comprehensive job analysis conducted by the U.S. Department of Labor

(Taylor, Warren and Bradley, 1996). The CSSS identifies 12 competency areas and 144 skills required of entry-level community human service practitioners. The National Alliance for Direct Support Professionals has also articulated competencies and skills required of direct support professionals. Their standards identify 15 broad competency areas and 167 specific skills (NADSP 2007). Within the development disabilities field, a community support model is the dominant philosophical orientation. This model is based on the premise that individuals with disabilities (including Autism) should have lives that are rich with friendship, inclusion in all aspects of community life and are self-determined.

Based on the national job analyses completed, the following core competencies were identified:

- Professional and ethical responsibilities, professional role competencies
- Client, family, and community education
- Participant Empowerment
- Documentation
- Providing Person Centered supports
- Assessment
- Communication
- Supporting Health and Wellness
- Advocacy
- Education, training and self-development
- Crisis Intervention
- Service Coordination

National Alliance of Direct Support Professionals. The National Alliance of Direct Support Professionals identified 15 core competencies, based on the Community Support Skills Standards (CSSS), which were created to define the essence of the work of the direct support professional: participant empowerment; communication; assessment; community service and networking; facilitation of services; community living skills and support; education, training, and self-development; advocacy; vocational, educational, and career support; crisis prevention and interventions; organizational participation; documentation; building and maintaining friendships and relationships; providing person –centered supports; and supporting health and wellness.

Area 1: Participant Empowerment

The direct support professional enhances the ability of the participant to lead a self-determining life by providing the support and information necessary to build self-esteem and assertiveness to make decisions.

Skill Statements

- The competent DSP assists and supports the participant to develop strategies, make informed choices, follow through on responsibilities, and take risks.
- The competent DSP promotes participant partnership in the design of support services, consulting the person and involving him or her in the support process.

- The competent DSP provides opportunities for the participant to be a self-advocate by increasing awareness of self-advocacy methods and techniques, encouraging and assisting the participant to speak on his or her own behalf, and providing information on peer support and self-advocacy groups.
- The competent DSP provides information about human, legal, civil rights and other resources facilitates access to such information and assists the participant to use information for self-advocacy and decision making about living, work, and social relationships.

Area 2: Communication

The direct support professional should be knowledgeable about the range of effective communication strategies and skills necessary to establish a collaborative relationship with the participant.

Skill Statements

- The competent DSP uses effective, sensitive communication skills to build rapport and channels of communication by recognizing and adapting to the range of participant communication styles.
- The competent DSP has knowledge of and uses modes of communication that are appropriate to the communication needs of participants.
- The skilled DSP learns and uses terminology appropriately, explaining as necessary to ensure participant understanding.

Area 3: Assessment

The direct support professional should be knowledgeable about formal and informal assessment practices in order to respond to the needs, desires, and interests of the participants.

Skill Statements

- The competent DSP initiates or assists in the initiation of an assessment process by gathering information (e.g., participant's self-assessment and history, prior records, test results, additional evaluation) and informing the participant about what to expect throughout the assessment process.
- The competent DSP conducts or arranges for assessments to determine the needs, preferences, and capabilities of the participants using appropriate assessment tools and strategies, reviewing the process for inconsistencies, and making corrections as necessary.
- The competent DSP discusses findings and recommendations with the participant in a clear and understandable manner, following up on results and reevaluating the findings as necessary.

Area 4: Community and Service Networking

The direct support professional should be knowledgeable about the formal and informal supports available in his or her community and skilled in assisting the participant to identify and gain access to such supports.

Skill Statements

- The competent DSP helps to identify the needs of the participant for community supports, working with the participant's informal support system, and assisting with or initiating identified community connections.
- The competent DSP researches, develops, and maintains information on community and other resources relevant to the needs of participants.
- The competent DSP ensures participant access to needed and available community resources, coordinating supports across agencies.
- The competent DSP participates in outreach to potential participants.

Area 5: Facilitation of Services

The direct support professional is knowledgeable about a range of participatory planning techniques and is skilled in implementing plans in a collaborative and expeditious manner.

Skill Statements

- The competent DSP maintains collaborative professional relationships with the participant and all support team members (including family/friends), follows ethical standards of practice (e.g., confidentiality, informed consent, etc.), and recognizes his or her own personal limitations.
- The competent DSP assists and/or facilitates the development of an individualized plan based on participant preferences, needs, and interests.
- The competent DSP assists and/or facilitates the implementation of an individualized plan to achieve specific outcomes derived from participants' preferences, needs and interests.
- The competent DSP assists and/or facilitates the review of the achievement of individual participant outcomes.

Area 6: Community Living Skills & Supports

The direct support professional has the ability to match specific supports and interventions to the unique needs of individual participants and recognizes the importance of friends, family and community relationships.

Skill Statements

- The competent DSP assists the participant to meet his or her physical (e.g., health, grooming, toileting, eating) and personal management needs (e.g., human development, human sexuality), by teaching skills, providing supports, and building on individual strengths and capabilities.
- The competent DSP assists the participant with household management (e.g., meal prep, laundry, cleaning, decorating) and with transportation needs to maximize his or her skills, abilities and independence.
- The competent DSP assists with identifying, securing and using needed equipment (e.g., adaptive equipment) and therapies (e.g., physical, occupational, and communication).
- The competent DSP supports the participant in the development of friendships and other relationships.
- The competent community-based support worker assists the participant to recruit and train service providers as needed.

Area 7: Education, Training & Self-Development

The direct support professional should be able to identify areas for self improvement, pursue necessary educational/training resources, and share knowledge with others.

Skill Statements

- The competent DSP completes required training education/certification, continues professional development, and keeps abreast of relevant resources and information.
- The competent DSP educates participants, co-workers and community members about issues by providing information and support and facilitating training.

Area 8: Advocacy

The direct support professional should be knowledgeable about the diverse challenges facing participants (e.g., human rights, legal, administrative, and financial) and should be able to identify and use effective advocacy strategies to overcome such challenges.

Skill Statements

- The competent DSP and the participant identify advocacy issues by gathering information and reviewing and analyzing all aspects of the issue.
- The competent DSP has current knowledge of laws, services, and community resources to assist and educate participants to secure needed supports.
- The competent DSP facilitates, assists, and/or represents the participant when there are barriers to his or her service needs and lobbies decision makers when appropriate to overcome barriers to services.
- The competent DSP interacts with and educates community members and organizations (e.g., employer, landlord, civic organization) when relevant to participant's needs or services.

Area 9: Vocational, Educational & Career Support

The direct support professional should be knowledgeable about the career- and education-related concerns of the participant and should be able to mobilize the resources and support necessary to assist the participant to reach his or her goals.

Skill Statements

- The competent DSP explores with the participant his/her vocational interests and aptitudes, assist in preparing for job or school entry, and reviews opportunities for continued career growth.
- The competent DSP assists the participant in identifying job/training opportunities and marketing his/her capabilities and services.
- The competent DSP collaborates with employers and school personnel to support the participant, adapting the environment, and providing job retention supports.

Area 10: Crisis Prevention and Intervention

The direct support professional should be knowledgeable about crisis prevention, intervention and resolution techniques and should match such techniques to particular circumstances and individuals.

Skill Statements

- The competent DSP identifies the crisis, defuses the situation, evaluates and determines an intervention strategy and contacts necessary supports.
- The competent DSP continues to monitor crisis situations, discussing the incident with authorized staff and participant(s), adjusting supports and the environment, and complying with regulations for reporting.

Area 11: Organizational Participation

The direct support professional is familiar with the mission and practices of the support organization and participates in the life of the organization.

Skill Statements

- The competent DSP contributes to program evaluations and helps to set organizational priorities to ensure quality.
- The competent DSP incorporates sensitivity to cultural, religious, racial, disability, and gender issues into daily practices and interactions.
- The competent DSP provides and accepts co-worker support, participating in supportive supervision, performance evaluation, and contributing to the screening of potential employees.
- The competent DSP provides input into budget priorities, identifying ways to provide services in a more cost-effective manner.

Area 12: Documentation

The direct support professional is aware of the requirements for documentation in his or her organization and is able to manage these requirements efficiently.

Skill Statements

- The competent DSP maintains accurate records, collecting, compiling and evaluating data, and submitting records to appropriate sources in a timely fashion.
- The competent DSP maintains standards of confidentiality and ethical practice.
- The competent DSP learns and remains current with appropriate documentation systems, setting priorities and developing a system to manage documentation.

Area 13: Building and Maintaining Friendships and Relationships

Support the participant in the development of friendships and other relationships.

Skill Statements

- The competent DSP assists the individual as needed in planning for community activities and events (e.g., making reservation, staff needs, money, materials, and accessibility).
- The competent DSP assists the individual as needed in arranging transportation for community events.
- The competent DSP documents community activities and events.
- The competent DSP encourages and assists the individual as needed in facilitating friendships and peer interactions.
- The competent DSP encourages and assists the individual as needed in communication with parents/family (e.g., phone calls, visits, letters).
- The competent DSP implements individual supports regarding community activities.
- The competent DSP provides incentive or motivation for consumer involvement in community outings.
- The competent DSP assists the individual as needed in getting to know and interacting with his/her neighbors.
- The competent DSP encourages and assists the individual as needed in dating.
- The competent DSP encourages and assists the individual as needed in communicating with social workers and financial workers.

Area 14: Provide Person-Centered Supports

Skill Statements

- The competent DSP provides support to people using a person-centered approach.
- The competent DSP modifies support programs and interventions to ensure they are person-centered.
- The competent DSP challenges co-workers and supervisors to use person-centered practices.
- The competent DSP is knowledgeable about person-centered planning techniques.
- The competent DSP assists individuals in developing person-centered plans.

Area 15: Supporting Health and Wellness

The competent direct support professional promotes the health and wellness of all consumers.

Skill Statements

- Administers medications accurately and in accordance with agency policy and procedures.
- Observes and implements appropriate actions to promote healthy living and to prevent illness and accidents.
- Uses appropriate first aid/safety procedures when responding to emergencies.
- Assists individuals in scheduling, keeping, and following through on all health appointments.
- Assists individuals in completing personal care (e.g., hygiene and grooming) activities.
- Assists with identifying, securing and using needed adaptive equipment (i.e., adaptive equipment) and therapies (e.g., physical, occupational, speech, respiratory, psychological).
- Assists individuals in implementing health and medical treatments.
- Assists individuals to take an active role in their health care decisions.

These core and domain competency areas were also supported through a research project to develop a comprehensive competency based program in Utah. This project was funded by the DSW National Resource Center, the U.S.

Department of Health and Human Services, and the Centers on Medicaid and Medicare Services and the Research and Training Center on Community Living and U.S. Department of Education (Utah White Paper 2008).

State Regulations. To narrow the focus of the job of the DSP further the COAHS Team reviewed several federal and state regulations that have defined the competency areas for those direct support professional providing Applied Behavior Analysis to individuals with Autism (Medicaid, Michigan, Delaware, Virginia, California, Utah, Nevada, Pennsylvania, New Jersey, New York, Florida, North Carolina, Minnesota, and Oregon).

The Virginia Autism Council defined skill competencies for professionals and paraprofessionals in Virginia supporting individuals with Autism across the lifespan. These competencies are based upon consistent findings from the research community. Decades of research have provided a number of evidenced-based strategies effective for the treatment, education, and support of individuals with autism in school and community-based settings. These competencies are based on the best and most promising practices that have been identified through research as critical to address the needs of individuals with autism. The competencies are specific and unique, and/or critical to successfully serving individuals with autism spectrum disorder. (Skill Competency Committee of the Virginia Autism Council, 2010).

The eight skill competency areas defined by the Virginia Autism Council are:

- General Autism Competency Statements
 - Understands the characteristics and diagnosis of autism as defined by the most recent version of the Diagnostic and Statistical Manual
 - Understands the impact of common medical issues (ex: seizure disorders, chronic otitis media, chronic constipation or diarrhea) and treatments (ex. psychotropic medications and possible side effects, use of special diets) for persons with autism.
- Environmental Structure and Visual Supports Competency Statements
 - Understands the importance of the environment and provides a setting that is safe, structured, and promotes independence.
 - Understands how to measure progress and evaluate the effectiveness of strategies.
- Comprehensive Instructional Programming Competency Statements
 - Understands how to assess an individual's strengths and weaknesses and determine appropriate goals.
 - Understands and implements intervention strategies and supports to address the individual's goals.
 - Understands how to measure progress and evaluate the effectiveness of strategies and instruction.
 - Understands the need and benefit of a team to develop programs.
- Communication Competency Statements
 - Understands components of communication and its impact on the day-to-day experience of an individual with autism and how to assess skills for intervention planning
 - Understands a variety of strategies to increase an individual's communication abilities.
 - Understands how to measure progress and evaluate the effectiveness of strategies.
- Social Skills Competency Statements
 - Understands social skill development and the unique social skill deficits and challenges associated with autism and how to assess skills for intervention planning.
 - Understands how to measure progress and evaluate the effectiveness of strategies.
- Behavior Competency Statements
 - Understands factors that influence behavior and the components of behavior analysis (antecedents, behavior, and consequences) and how to provide positive behavior intervention.
 - Understands how to evaluate the effectiveness of a behavior plan reliably and effectively.
- Sensory Motor Development Competency Statements
 - Understands the sensory systems, sensory processing, and sensory motor development.
 - Understands the implications or influences of sensory processing when developing a comprehensive plan.
 - Understands how to measure progress and evaluate the effectiveness of strategies.
- Independence and Aptitude Competency Statements
 - Understands skills needed for short term and long term independence and how to assess skills for intervention planning.
 - Understands a variety of strategies to increase an individual's short term and long term independence in functional and life skills.
 - Understands a variety of strategies to increase an individual's cognitive and learning abilities.

- Understands a variety of strategies to increase an individual's short term and long term independence in academic skills.
- Understands how to measure progress and evaluate the effectiveness of strategies.

Medicaid. The Medicaid and related state funding care program for families and individuals with low income and limited resources have also identified comparable core and domain competencies and requirements for the ABA Aide/Technician/paraprofessional. These requirements include being at least 18 years of age, be able to prevent transmission of communicable disease, be able to communicate expressively and receptively, be able to report on activities performed, be in good standing with the law, be able to perform basic first aid procedures, and be trained in the child's plan of service. The ABA Aide must receive training and demonstrate competency in the following areas:

- The principles of behavior
- Behavioral measurement and data collection
- Function of behaviors
- Basic concepts of ABA
- Generalization and its importance in sustainability of learned/acquired skills.
- Medical conditions/illness that impact behaviors.

The ABA Aide must work under the supervision of a BCBA, LP, LLP or CMHP overseeing the ABA plan. (Michigan Department of Community Health 2012)

STEP 2: Validation Study

The literature review was overwhelming in the sense that there was overlap in the core and domain competencies in each study of what job skills and competencies are needed to provide treatment and support for individuals with Autism and related disabilities. For the most part, the two main sources of information regarding best practice and evidence-based treatment strategies for individuals with Autism was the National Autism Center (2009) National standards report, Randolph, Massachusetts: National Autism Center and the National Professional Development Center on Autism Spectrum Disorders, (2010) Evidence-based practices for children and youth with autism spectrum disorders, U.S. Office of Special Education Programs.

Further research completed by Fred Volkman and his colleagues supported standardization and training, such as done the National Autism Center. (Evidence-Based Practices and Treatments for Children with Autism and the Yale Child Study Center [2010]).

The team initially identified 19 standards by mapping the general competency areas that are accepted as best practice for a direct support worker against those specific competency areas for those direct support workers providing applied behavior analysis treatment and support to individuals diagnosed with Autism and related disorders based on the above studies. Our panel of subject matter experts (SMEs) and practitioners reviewed our findings and our initial performance domains against the literature and accepted best practices for direct support workers providing ABA treatment and support for those individuals diagnosed with Autism. They then rated the importance of the competencies as well as made suggestions for consolidating several of the standards into more concise core competencies with more detailed domain competencies.

The initial 19 standards were as follows:

Standard 1: Autism Core Knowledge

Standard 2: Educational and Legislative Requirements

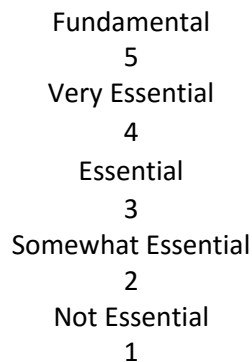
Standard 3: Principles of ABA

Standard 4: Instructional Interventions

- Standard 5: Principles of Working with Autism Effectively
- Standard 6: Treating Individuals with Challenging Behaviors
- Standard 7: Data Collection and Evaluation
- Standard 8: Positive Behavior Supports
- Standard 9: Discrete Trial Teaching
- Standard 10: Transitioning between Activities
- Standard 11: Functional Communication and Visual Supports
- Standard 12: Asperger’s Syndrome and High Functioning Autism *(These are no longer valid or legally allowed diagnoses by the commission that published the DSMV, the Federal Government, as well as ICD-10 on the international level by W.H.O. which coordinated the DSM in the U.S. with the ICD codes for the first time.)*
- Standard 13: Providing Behavioral Health Services
- Standard 14: Pivotal Response Treatment
- Standard 15: Person Centered Planning
- Standard 16: Functional Assessment
- Standard 17: Philosophy and Values, and Advocacy
- Standard 18: Advocacy
- Standard 19: Legal and Ethical Considerations

Having established validation of performance domains, a survey was conducted of professionals to rate whether they included each task in their day-to-day practice and to rate how essential the task is for effective practice. The rating was conducted on a 5-point Likert scale with One (1) being “Not Essential for Effective Practice” and Five (5) being “Considered Fundamental to Effective Practice” (see Figure 1). Respondents were also asked to provide a “1” or “0” rating as to whether they use a particular domain in their day-to-day practice where “1” represents “Yes” and “0” representing “No.” This process helped to provide a practical perspective with a view to further validate the job/practice duties.

Figure 1: Scale of Task Importance



Survey data highlighted that all of the items were included in day-to-day practice by all respondents (see Table 1). However, there were several suggestions to consolidate some of the competencies into core performance areas and then within the core competencies define more detailed domain performance areas.

<i>Inclusion of Domain in Day to Day Practice</i>	<i>Respondent 1</i>	<i>Respondent 2</i>	<i>Respondent 3</i>	<i>Respondent 4</i>	<i>Respondent 5</i>	<i>Respondent 6</i>	<i>Respondent 7</i>	<i>Respondent 8</i>	<i>Respondent 9</i>	<i>Respondent 10</i>	<i>Item Rating</i>
Antecedent Analysis	1	1	1	1	1	1	1	1	1	1	100.00%
Behavioral Strategies	1	1	1	1	1	1	1	1	1	1	100.00%
Comprehensive Behavioral Treatment For Young Children	0	1	1	1	1	1	0	1	1	1	80.00%
Joint Attention Intervention	1	1	1	1	1	1	1	1	1	1	100.00%
Modeling	1	1	1	1	1	1	1	1	1	1	100.00%
Naturalistic Teaching Strategies	1	1	1	1	1	1	1	1	1	1	100.00%
Peer Training	0	1	0	1	1	0	1	1	0	1	60.00%
Pivotal Response Treatment	1	0	1	1	1	1	1	1	1	1	90.00%
Schedules of Reinforcement	1	1	1	1	1	1	1	1	1	1	100.00%
Self-Management	1	1	1	1	1	1	1	1	1	1	100.00%
Story-Based Intervention	0	1	1	1	0	1	1	1	0	1	70.00%
	8	10	10	11	10	10	10	11	9	11	
	72.73%	90.91%	90.91%	100.00%	90.91%	90.91%	90.91%	100.00%	81.82%	100.00%	
<i>Importance of Domain in Day to Day Practice</i>											<i>Mean Rating</i>
Antecedent Analysis	5	5	5	5	5	5	5	5	5	5	4.55
Behavioral Strategies	5	5	5	5	5	5	5	5	5	5	4.55
Comprehensive Behavioral Treatment For Young Children	4	5	5	4	5	5	4	5	5	5	4.27
Joint Attention Intervention	3	5	5	5	4	5	5	5	4	5	4.18
Modeling	5	5	5	5	5	5	5	5	5	5	4.55
Naturalistic Teaching Strategies	4	5	5	5	4	5	5	5	5	5	4.36
Peer Training	3	3	4	5	5	2	5	5	3	3	3.45
Pivotal Response Treatment	4	3	5	5	5	5	4	5	5	5	4.18
Schedules of Reinforcement	5	5	5	5	5	5	5	5	5	5	4.55
Self-Management	4	5	5	5	5	5	5	5	5	5	4.45
Story-Based Intervention	3	5	3	5	2	5	3	5	4	5	3.64

STEP 3: Development of Competency Areas

Based on the ratings and confirmation gathered from the 10 professionals, the competency areas were refined and aligned with the current established best practices. Within each core competency area, specific domain competencies were identified and confirmed. There were 14 core competency areas with 87 domain competencies or skill sets identified

Performance Domain Consolidation Map

BEHAVIOR TECH PERFORMANCE DOMAINS AND LEARNING OUTCOMES
<p>Standard 1: Autism Core Knowledge All candidates will comprehend, and demonstrate a working knowledge of, essential characteristics of Autism Spectrum Disorder (ASD). <i>Rationale: Understanding the essential characteristics of an individual diagnosed with an ASD provides the foundation for making informed decisions about how to apply Applied Behavior Analysis (ABA) most effectively.</i></p> <ul style="list-style-type: none"> Describe why Autism is considered a spectrum disorder Identify the historical definitions of Autism Identify the currently accepted prevalence rates of Autism Identify what is meant by the triad of impairments Demonstrate an understanding of the possible causes of Autism Identify the common characteristics of Autism Demonstrate an understanding of all the aspects of Autism
<p>Standard 2: Education, Training & Self-Development All candidates will complete required training education/certification, continue professional development, and keep abreast of relevant resources and information including legislative and educational requirements as it relates to individuals with Autism. <i>Rationale: Candidates who continue professional development, keep abreast of relevant recourses and information including legislative and education requirements can educate those receiving services, family members, co-workers and community members about issues by providing information and support and facilitating training. A working knowledge of current educational and legislative standards ensures practitioners develop and implement support and treatment plans that meet the legislative and educational.</i></p> <p>2.1 All candidates will comprehend, and demonstrate a working knowledge of, current educational and legislative requirements and best practices for those working with individuals who have been diagnosed with an ASD.</p> <p>2.2 Candidate will complete a minimum number of continuing education units per year.</p>

Standard 3: Principles of ABA

All candidates will comprehend the principles of ABA and how these form the basis of the mechanisms for support and treatment of modern practice.

Rationale: Candidates who understand the well-researched mechanisms that form the basis of why behavior occurs and what increases and decreases the probability of reoccurrence of behavior is best prepared to develop effective support and treatment plans.

- Identify the common functions of Behavior
- Identify the Main Causes of Behavior
- Describe what is a Target Behavior
- Describe what is an Observable and Measureable behavior
- Identify the difference between Classical Conditioning and Operant Conditioning
- Identify the difference between primary and secondary reinforcers.
- What is meant by the three-part contingency. How ABC analysis can be applied.
- Identify the two main types of behavior.

Standard 4: Instructional Interventions

All candidates will comprehend, and demonstrate a working knowledge of, the mechanisms and strategies for effectively supporting people to learn new behaviors and skills.

Rationale: By understanding and having the ability to support people to learn new skills and behaviors, as well as supporting them to gain general and life skills, people are best placed to maximize self reliance and independence in order to increase overall quality of life and community involvement.

- 4.1 Identify the difference between skill deficits and performance deficits
- 4.2 Implement strategies to overcome skill and performance deficits
- 4.3 Implement naturalistic teaching methods
- 4.4 Identify the steps for an direct support professional in preparing for a session
- 4.5 Implement implementation strategies;
 - Task Analyzed chaining procedures
 - Discrimination training
 - Stimulus control transfer
 - Stimulus fading
 - Prompt and prompt fading

Standard 5: Principles of working with Autism Effectively

All candidates will comprehend, and demonstrate a working knowledge of, the evidence-based ways of how best to support and treat people diagnosed with an ASD.

Rationale: By understanding those influences that affect a person diagnosed with an ASD, a practitioner is best able to understand what aspects can be manipulated in order to achieve the best outcomes and improve communication and quality of life.

- 5.1 Identify the different sources of sensory information.
- 5.2 Explain the impact of different sensory challenges for people with Autism.
- 5.3 Identify events that can increase anxiety for people with Autism, and techniques they can use to manage this.
- 5.4 Define restrictive problem solving.
- 5.5 Evaluate the validity of different biomedical approaches to mitigate the effects of Autism.
- 5.6 Identify appropriate indicators to use to signify transitioning.
- 5.7 Identify ways to enable smoother transitions between activities.
- 5.8 Explain what visual supports are, and how they are used.
- 5.9 Demonstrate understanding of the goal of visual supports.
- 5.10 Identify the different types of cards that can be used, and the purpose of each.
- 5.11 Recall what you need to remember when creating visuals

Standard 6: Treating Individuals with Challenging Behaviors

Rationale: All candidates will comprehend, and demonstrate a working knowledge of, how to apply ABA practice to support and treat people who exhibit challenging behavior. By understanding how to analyze the meaning of a behavior and the purpose it serves, a practitioner can implement those ABA treatment options that will best provide an individual with alternative ways of communicating his/her needs in appropriate, non-challenging ways

6.0 Identify and evaluate the concepts of Proactive and Reactive Models of Behavior Support

6.1 Identify the Phases of Behavior

6.2 Describe the role of the ABAT during any of the Phases Of Behavior

6.3 Explain the concept of Episodic Severity and apply these skills to a scenario

6.4 Identify primary and secondary reinforcers

6.5 Demonstrate a understanding on how to implement different types of Reinforcement

6.6 Demonstrate an understanding of a 3-Part Contingency

Standard 7: Data Collection and Evaluation

All candidates will comprehend, and demonstrate a working knowledge of, data collection and evaluation methods specifically related to behavior analysis.

Rationale: Data collection and evaluation is critical for establishing baseline rates of responding and forms the basis for evaluating the effects of treatment and intervention plans. Effective data evaluation allows for continuous modification of treatment plans in order that they can be most effective.

7.1 Demonstrate an understanding on how to prepare for data collection

7.2 Analyze the reliability of data that are gathered.

7.3 Explain how to collect and utilize data in effective and reliable ways.

7.4 Demonstrate how graphs can be used in behavioral support.

7.5 Identify why we gather data about challenging behaviors

7.6 Explain the methods used to gather information about challenging behaviors.

7.7 Implement continuous measurement procedures

7.8 Implement discontinuous measurement procedures

Standard 8: Positive Behavior Supports

All candidates will comprehend, and demonstrate a working knowledge of, how to apply the principles of non-aversive treatment models ahead of aversive options.

Rationale: It is important in terms of social validity and to ensure respect and dignity, to maximize an individual's social and personal value by developing and implementing positive, non-aversive treatment options before considering aversive alternatives.

8.1 Describe what Positive Behavior Support (PBS) is

8.2 Identify what makes up the foundation of PBS

8.3 Explain A-B-C relationships

8.4 Identify the function of behavior

8.5 Identify proactive, teaching, and reactive strategies used in PBS

Standard 9: Discrete Trial Teaching

All candidates will comprehend, and demonstrate a working knowledge of, how to use DTT when teaching individuals new skills, behaviors and competencies.

Rationale: DTT is an evidence-based approach to working with individuals diagnosed with a range of developmental disabilities including ASD's. DTT is a proven method for teaching a range of skills, behavior and competencies.

9.1 Identify the purpose of Discrete Trial Teaching.

9.2 Explain how Discrete Trial Teaching is conducted.

9.3 Compare and contrast the benefits and limitations of Discrete Trial Teaching

9.4 Recall how to deliver appropriate consequences.

9.5 Identify the different types of prompts, and explain the hierarchy of prompts.

Standard 10 Pivotal Response Treatment (PRT)

All candidates will comprehend, and demonstrate a working knowledge of, how to use PRT as an

integral part of a multi-elemented ABA treatment plan.

Rationale: PRT is one of the best-studied and validated behavioral treatments for autism. PRT is play based and child initiated. Its goals include the development of communication, language and positive social behaviors and relief from disruptive self-stimulatory behaviors. The use of PRT as an integral part of a multi-elemented ABA treatment plan and can better assure improved outcomes.

10.1 List and describe the components of Pivotal Response Treatment that target motivation.

10.2 Describe what a pivotal behavior is.

10.3 Identify the four empirically supported pivotal behaviors?

10.4 Distinguish between good and poor examples of the components of PRT

10.5 Identify and describe the three main prompting strategies used in PRT.

Standard 11: Person Centered Planning

All candidates will comprehend, and demonstrate a working knowledge of, how to develop treatment plans using a person centered approach.

Rationale: Person-centered planning is a unique, individually focused approach to planning for persons who are in need of services and supports. It is an important vehicle for empowering individuals to have a voice in the planning process and to actively shape their futures. It is a structured way of organizing planning that focuses on the unique values, strengths, preferences, capacities, needs, and desired outcomes or goals of the individual.

11.1 Describe how Person Centered Planning works to help to enable individuals with disabilities to increase their self-determination and independence.

11.2 Demonstrate the understanding of Self Determination

11.3 Identify how traditional models have disempowered individuals with disabilities

11.4 Explain why there is a need to move towards patterns that support individuals to have a more positive connection with their community.

11.5 Explain why self-determination is important to all individuals

Standard 12: Functional Analysis

All candidates will comprehend, and demonstrate a working knowledge of, how to conduct effective functional analysis as an integral element of the behavior analysis process.

Rationale: Functional analysis is employed to determine the reason, purpose or motivation for a particular behavior occurring. A functional analysis of behavior requires that data be collected on changes in behavior that occur as a result of the direct treatment intervention. By conducting an effective functional analysis, a practitioner can better ensure a treatment plan is meeting the individual's needs.

12.1 Define positive behavior supports.

12.2 Identify and explain strategies we can use to help address behavioral problems.

12.3 Define Functional behavioral assessment, and explain how this can help people with challenging behaviors.

12.3 List the techniques of Indirect and Direct Assessment.

12.4 Analyze given data.

12.5 Demonstrate an understanding of a hypothesis statement.

12.6 Explain why FBAs are conducted.

Standard 13: Philosophy, Values and Advocacy

All candidates will understand current philosophies of treatment and the importance of adopting values based approach to developing support and treatment plans. All candidates will comprehend, and demonstrate a working knowledge of what advocacy is and is not.

Rationale: Although applied behavior analysis as a science includes a variety of conceptual mechanisms that influence behavior, not all are appropriate within the context of treating people in the pure sense. By understanding socially valid philosophies and values, a practitioner can better assure human dignity and the value of people is preserved. By understanding what advocacy is and is not, a practitioner can be sure to be most effective and maintain professional boundaries while maximizing an individual's independence and self-reliance.

- 13.1 Identify the principles that underpin the philosophy and values of developmental disability support services.
- 13.2 Define professionalism.
- 13.3 Demonstrate an understanding of the responsibilities of the paraprofessional regarding professionalism
- 13.4 Contrast what advocacy *IS* and *IS NOT*

Standard 14: Legal and Ethical Considerations

All candidates will comprehend, and demonstrate the ability to develop (as appropriate) and implement treatment plans accounting for legal requirements and are ethically robust.

Rationale: By taking account of legal requirements and ensuring treatment is conducted within an ethically robust framework, practitioners and treatment plans will be legally safe and will better assure people in receipt of treatment are protected and valued.

14. 1 Demonstrate an understanding of the scope of practice. (Code of Ethics)
14. 2 Demonstrate an understanding of the Health Insurance Portability and Accountability Act
- 14.3 Identify those conducts and acts, which can be construed to be unprofessional by general ethical standard of practice for an ABAT.
- 14.4 Demonstrate an understanding of the objectives of HIPAA, in particular the Privacy Rule and the Security Rule
- 14.5 Summarize the legal and ethical requirements regarding client confidentiality.
- 14.6 Demonstrate an understanding of confidentiality in practice.
- 14.7 List exceptions to client confidentiality.
- 14.8 Explain the paraprofessional's obligations in regard to reporting suspected or known child, elder adult, and dependent adult abuse or neglect.
- 14.9 Define and compare the "duty to warn" and the "duty to protect".
- 14.10 Demonstrate an understanding of unethical relationships and how those relationships may occur.

STEP 4: Validation of Competency Areas

Standards/Performance Domain Validation

With a view to further validate the day-to-day use, in practice, and the importance of each performance domain as rated by both SME's, a validation survey was conducted. The purpose was to further confirm and increase confidence that the identified Performance Domains are representative of those who are in actual practice.

The survey was conducted using an online survey tool and was sent to 2,634 Applied Behavior Analysis Technicians to validate the committee of SMEs. The survey was sent out and all responses were anonymous in order to better assure the accuracy and honesty of the resulting data. Of the 2,634 survey recipients, 1,163 responded to the survey, or a 44.15% response rate. The confidence interval at the 95% confidence level for the total number of respondents was +/- 2.15. This confidence interval was within an acceptable range, as it was less than +/- 5.

The survey requested that each performance standard were rated in two ways.

- How often do you use each Performance Domain in day-to-day practice?
- How important would you rate each Performance Domain for day-to-day practice?

The task was for the respondents to rate each on a five-point scale for each question.

The rating scales were defined as the following:

Rating Scales			
Table 1 (How often)		Table 2 (How Important)	
5	Frequently	5	Fundamental
4	Regularly	4	Very Essential
3	Somewhat Regularly	3	Essential
2	Rarely	2	Somewhat Essential
1	Never	1	Not Essential

Sample Performance Domain ratings can be seen in Appendix A.

Summary of Results

The analysis for the Behavior Technician Level One Certificate Program was conducted to identify and confirm the competency areas of the paraprofessional delivering Applied Behavior Analysis treatment and support to those individuals diagnosed with Autism and related disorders. This process began informally in 2008 and continued through January 2012. In January 2012, formal surveys of candidates and subject matter experts were conducted and continue to June 2015. The literature review took 3 years to complete. The survey was up and running in March 2015.

The process began with a comprehensive literature review to initially identify and validate the core competencies of the paraprofessional. The initial competencies that were identified then were subject to a pilot survey and a large-scale validation survey, in order to assess the appropriateness of the various core and domain competencies and tasks to the paraprofessional. The initial research team and SME committee consisted of ten individuals representing Australia, New Zealand, the United Kingdom and the United States.

With a view to further validate the day-to-day use, in practice, and the importance of each performance domain as rated by both SME's and practicing paraprofessionals, a core knowledge validation survey was conducted. The purpose was to further confirm and increase confidence that the identified Performance Domains are representative of those used in actual practice. The survey was conducted using an online survey tool and was sent to 2,634 paraprofessionals to further validate the committee of SMEs recommendations. The survey was sent out and all responses were anonymous in order to better assure the accuracy and honesty of the resulting data.

The survey requested that each performance standard were rated in two ways.

- How often do you use each Performance Domain in day-to-day practice?
- How important would you rate each Performance Domain for day to day practice?

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The rating scales were defined as the following:

Rating Scales	
Table 1 (How often)	Table 2 (How Important)

5	Frequently	5	Fundamental
4	Regularly	4	Very Essential
3	Somewhat Regularly	3	Essential
2	Rarely	2	Somewhat Essential
1	Never	1	Not Essential

The practice analysis results indicate that the 19 core competencies received mean ratings ranging from more than “essential” to at least “very essential”. The majority of mean frequency ratings ranged from “somewhat regularly” to “regularly”. No core competencies received mean “non essential” ratings and no core competencies received “never” or “rarely” performed mean frequency ratings. These data were used to derive preliminary test specification, which should be taken into consideration when developing the final test blueprint for the certificate programs.

Performance Domain/Standard	Table 1	Table 2
	Weighting	Weighting
	How often is each used in daily practice?	How important is each in daily practice?
Autism Core Knowledge	4.6	5
Educational and Legislative Requirements	2.8	3.5
Principles of ABA	4.6	4.9
Instructional Interventions	4.2	4.6
Principles of Working with Autism Effectively	4.6	4.8
Treating Individuals with Challenging Behaviors	4.3	4.4
Data Collection and Evaluation	4.4	4.3
Positive Behavior Supports	5	4.5
Discrete Trial Teaching	3.6	3.6
Transitioning between Activities	4	3.9
Functional Communication and Visual Supports	4	3.9
Asperger’s Syndrome and High functioning Autism	2.8	4
Providing Behavioral Health Services	3.4	3.8
Pivotal Response Treatment	3.8	3.7
Person Centered Planning	4.5	4.1
Functional Analysis	4.3	4.4
Philosophy and Values	4.5	4.5
Advocacy	4	4
Legal and Ethical Considerations	4.3	4.4

* Asperger’s Syndrome and High Functioning Autism *(These are no longer valid or legally allowed diagnoses by the commission that published the DSMV, the Federal Government, as well as ICD-10 on the international level by W.H.O. which coordinated the DSM in the U.S. with the ICD codes for the first time.)*

Discussion

COAHS must work diligently and review any new evidence-based practices, emerging best practices, and new laws and regulations that oversee the paraprofessional role. Since the role of the paraprofessional is emerging as new Federal, State, and Health care regulations are being identified and approved, the Job Analysis Committee will need to review the scope of the Behavior Technician Certificate Program on an annual basis using the survey data and current laws,

regulations, and current best practice and evidence based ABA treatment strategies. Specific policies and procedures will be refined during the 2015-2016 operating year.

The Behavior Technician Certificate Programs, Levels One and Two, set precedence for those direct support paraprofessionals in the emerging acknowledgement and practice of Applied Behavior Analysis in the Behavioral Health sector and the standardization of training.

The analysis highlighted the need for the development of industry standards. Development of industry standards provides a framework for ensuring unlicensed paraprofessionals, who are delivering more than 80% of the covered ABA benefits, are appropriately trained and credentialed.

As such, the Behavior Technician Certificate Programs is set to become a training process that creates a risk management mechanism for the protection of all stakeholders including the members, families, payors, community, providers, and practitioners.

PROGRAM SCOPE AND INTENDED LEARNING OUTCOMES

Behavior Technician Level One

Using the Needs Assessment as the basis for program development, the Behavior Technician Level One Certificate Program was developed with the intent to train direct support professionals at the most basic entry level position using the core competencies outlined in the extensive needs analysis study. Thus, the program scope focuses upon teaching the learner to comprehend, define, utilize, and master the core competencies in the needs analysis. In developing the program around the core competencies, the following lesson topics were developed as a course outline.

1. Philosophy, Values, and Advocacy
2. Professionalism
3. Autism Spectrum Disorder (ASD)
4. Historical Definition of Autism
5. The Prevalence of Autism
6. The Triad of Impairment
7. Causes of Autism Spectrum Disorder
8. Types of Challenging Behaviors
9. Causes of Challenging Behaviors
10. Models for Behavior Support Planning
11. Positive Behavior Supports
12. Responding to Challenging Behavior
13. Reinforcement
14. Discrete Trial Teaching (DTT)
15. Introduction to Pivotal Response Treatment
16. Data Collection
17. Person Centered Planning
18. Functional Communication and Visual Supports
19. Biomedical Issues
20. Legal and Ethical Considerations
21. Transitioning Between Activities

The intended learning outcomes for Behavior Tech Level One is for each certificate holder to be able to show mastery of each competency by being to not only remember the competency, but to be able to understand it and apply each competency in practice.

Behavior Technician Level Two

In May 2009, Innovative Learning LLC partnered with Antioch University (Santa Barbara) to deliver a "Certificate in Autism Studies," a 120-hour program designed for those professionals, educators, and paraprofessionals delivering behavioral health treatment to individuals diagnosed with Autism. As of August 2010 this 120-hour program is now being delivered as the Autism Added Authorization under the Project Optimal name (our California Teacher Preparation Programs) and as part of the Qualified Autism Services Paraprofessional Credential. There are over 3000 graduates of this program and currently have a student enrollment of 2877 students of this a well researched and peer reviewed program.

After review of the current needs of individuals at this level, dependent upon feedback from stakeholders and learner themselves, the decision was made to expand the program to include 15 more hours, making it a 135 hour course which is now the Behavior Tech Level Two program. The domain competencies of the Behavior Technician Level Two are more specific as related to the treatment and intervention strategies as well as the functional analysis. Combining the evolving Autism Studies and Autism Added Authorization programs with the core competencies developed in the Needs Analysis study, the Behavior Technician Level Two program was developed to be a more advanced training program both in the number of training hours and the learning outcomes. The Behavior Technician Level Two Certificate program covers all of the core competencies as the Behavior Technician Level One; however, the domain competencies, skill areas, and learning outcomes are more in-depth within each core competency. Since the research conducted by the National Autism Standard Project identified the accepted treatment interventions for those individuals diagnosed with Autism and related disabilities both the Behavior Technician Level One and Two content aligned with those accepted standards. Although the Behavior Technician Level Two was not initially based on the job analysis, verification and review of the content areas validated the content and learning outcomes for the 135 hours certification program. As a result of the job analysis, The Behavior Technician Level Two was restructured, updated, and aligned with the Behavior Technician Level One so the competency areas would build on the knowledge in a progressive learning process.

The intended learning outcomes for Behavior Technician Level Two is for each certificate holder to be able to show mastery of each of the following competency areas by being able to define, show comprehension, and be able to apply each competency in practice.

1. What is Autism
2. Educational Requirements
3. Behaviorism
4. Instructional Interventions
5. Working with Autism
6. Proactive and Reactive Models of Behavior Support
7. Biomedical Issues in Autism
8. Treating Individuals with Challenging Behaviors
9. Positive Behavior Supports (PBS)
10. Data Collection
11. Overview of Discrete Trial Teaching
12. Transitioning between Activities
13. Functional Communication and Visual Supports
14. Working with Individuals with High Functioning Autism and Asperger's
15. Establishing Yourself as an Effective Interventionist
16. Using Pivotal Response (PRT)

17. Improving Social Interaction among Children with Autism and their peers through Pivotal Response Treatment – Advanced Pivotal Response Teaching (PRT)
18. Person Centered Planning
19. An introduction to Functional Analysis

CERTIFICATE PROGRAM REQUISITES

BEHAVIOR TECHNICIAN LEVELS ONE AND TWO

Program Entry Requirements. Because the intent of both certificate programs is to provide training to fulfill a workforce need in an area which hires individuals with the least experience, with little educational background, and experiences a high turnover rate, the program entry requirements were aligned with the most basic requirements for entry level jobs as paraprofessionals: 1) must be at least 18 years old, 2) must have a minimum of a high school diploma or its equivalent.

Certificate Requisites. Following Innovative Learning's Learning Model, the certificate requisites were designed in order to ensure that learners achieved not only recall/retrieval of the competencies, but are also able to comprehend the competencies and apply them in everyday practice. As such, as outlined in Innovative Learning's Learning Model, the requisites to complete the certificate are to: 1)complete coursework quizzes and final exam at 90% or higher passing rate, 2)complete and pass all instructor exercises, 3)complete the online survey, which allows the learner to 4)unlock the certificate of completion.

BEHAVIOR TECHNICIAN LEVEL ONE:

Eligibility Requirements

- Must be at least 18 yrs old
- Must have a minimum of a High School Diploma or equivalent

Program Requirements

- Training must be completed within a 90-day period
- Completion of coursework and quizzes and final exam at a 90% criteria pass rate
- Completion and pass scoring of the Instructor-led exercises
- Complete online survey
- Unlock Certificate of Completion

BEHAVIOR TECHNICIAN LEVEL TWO

Eligibility Requirements:

- Must be at least 18 years old
- Must have a minimum of a high school diploma or equivalent

Program Requirements

- Completion of coursework quizzes and final exam at 90% or higher pass rate
- Completion and passing of the instructor-led exercises.
- Complete online survey
- Unlock Certificate of Completion

Program Entry Requirements. Because the intent of both certificate programs is to provide training to fulfill a workforce need in an area which hires individuals with the least experience, with little educational background, and experiences a

high turnover rate, the program entry requirements were aligned with the most basic requirements for entry level jobs as paraprofessionals: 1) must be at least 18 years old, 2) must have a minimum of a high school diploma or its equivalent.

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In both Level One and Level Two Certificate Programs, the process to review and approve the certificate requisites is the same: Learners are asked to verify that they meet the eligibility requirements before they are able to enroll in the course; Learners must pass all online probe quizzes at 90% or higher passing rate; If there is a time limit on the course, the course automatically locks the learner out of the course if the time limit is surpassed. The learner must petition the COAHS Director of Programs to re-enroll in the course; The course instructor works closely with each learner in grading the instructor exercises. If the learner passes the exercise, the instructor immediately passes the student on that exercise. If the learner does not answer the exercise successfully, the instructor provides feedback to the learner and asks him or her to consider the feedback and re-submit their answer. This process repeats until the learner answers the instructor exercise to the satisfaction of the instructor; Once the learner passes the instructor exercises, the course survey automatically unlocks. The learner is asked to complete a short survey regarding the course; After the survey is completed, the Certificate of Completion automatically unlocks for the learner. At this point, the learner receives the certificate electronically. It is up to the learner to print on to paper or present in some other medium if they so choose.

The Certificate programs are designed carefully so students can achieve identified learning outcomes. The requisites are important parts of the curriculum design. These requirements are not arbitrary, but provide a path through the curriculum, allowing students to master competencies that are needed in the Behavior Technician Level One and the Behavior Technician Level Two respectively. The role of the Behavior Technician whether a Level One or Level Two is providing treatment and support services to those individuals diagnosed with Autism or related disorders. Many regulatory requirements state the individual employed in these roles must be 18yrs or older and have a minimum of a High School Diploma or equivalent. The time period allowed for completion align with undergraduate and graduate programs offering 45 hours to 135 hours certificate programs. In addition, the certificate requires that learners learn specified outcomes within specific competency areas developed through a comprehensive needs analysis study.

Term of Validity. Because Level One and Level Two Behavior Technician Certificates prove successful completion of an evidence-based learning event, the certificates shall remain valid indefinitely.

PROGRAM DESIGN, DEVELOPMENT, AND IMPLEMENTATION

Behavior Technician Level One and Level Two

Once the program content was determined by the Needs Analysis, the curriculum was designed, developed, and delivered utilizing Innovative learning's Learning Model and documented curriculum development processes. Innovative Learning has outlined a detailed curriculum design and development process in three documented Course Manuals: Course Structure, Course Development, and Stakeholder Satisfaction. The manuals along with the Innovative Learning Model describe the process used to design, develop and deliver the certificate programs. Please refer to the manuals for

detailed explanation on how the Behavior Technician Levels One and Two Certificate Programs were developed for online training.

The program design can be found in [Manual One \(1\)](#) – Course Presentation

- 1.** Introduction to Innovative-Learning.com
- 2.** CALCULATE
- 3.** Presentation Structure
 - 3.1** Login Page
 - 3.2** Welcome Page
 - 3.3** How to Use This Site
 - 3.4** Course Help
 - 3.5** Modules and Course Quizzes
 - 3.6** Introduction to Randomized Quiz
 - 3.7** Quiz
 - 3.8** “Take A Break”
 - 3.9** Completion of Modules
 - 3.10** Congratulations Page
- 4.** Summary
- 5.** Appendices

The development of the certificate program from content gathering from SMEs, to identification of the learning outcomes, quiz development, the organization into lessons, and then to the building of the programs into an online distance learning format is a planned methodical process. This process is based on Innovative Learning Model. The process described in the IL Learning Model and then operationalized in the Course Manuals (Manual 1, Manual 2, Manual 3). The course manuals service as a reference guide and tool for the SMEs, Course development and design staff, as well as the technical support team.

[Manual Two \(2\)](#) – Course Development

- 1.** Innovative-Learning.com Mission Statement
- 2.** Lesson Development

- 2.1** Identifying Lesson Topics
 - 2.2** Lesson Content
 - 2.3** Lesson Testing
- 3.** Content Development
 - 3.1** Lesson Content Creation
 - 3.2** Building Quizzes
 - 3.2.1** Question Formation
 - 3.2.2** Size of Quiz
 - 3.2.3** Pass Criteria
 - 3.2.4** Feedback
 - 3.2.5** End of Lesson
 - 3.2.6** Graphics
 - 3.3** Peer Review
- 4.** Online Reference Tools
 - 4.1** Glossary of Terms
 - 4.2** FAQs
 - 4.3** Digital Library
 - 4.4** Personal Onscreen Notes
- 5.** Course Evaluation Survey
 - 5.1** About Course Survey
 - 5.2** How Accessed
- 6.** Summary
- 7.** Appendix

[Manual Three \(3\)](#) – Stakeholder Satisfaction and Progress Maintenance

- 1. Stakeholder Satisfaction
- 2. Overall Course Development Process
- 3. Progress Management Chart

4. Quality Control Survey
5. Content Disagreements
6. Summary

Learner Assessments

All testing is developed on the basis that learners must demonstrate “Competent Subject Matter Knowledge” (CSMK) in order to complete the course. In general, a learner who has attained CSMK is considered to have enough knowledge to apply it safely, effectively and efficiently in practice. While attainment of CSMK might suggest a minimum standard, Innovative Learning has established the CSMK concept to establish that standard at a level which reflects the nature and importance of the subject matter itself. The nature of Innovative Learning’s Human Services education is heavily focused on training individuals who treat and support people who may have significant need due to disability or illness. Thus, it is considered imperative that the minimum is set at a level that respects the deserving nature of individuals receiving said services.

Both Behavior Technician Level One and Level Two Programs have all required readings embedded within the course material. Recommended and supplementary materials are available to download. All topic assignments are integrated within course completion requirements online. All work is sequential in order so that concepts, competencies and objectives build upon each other as per Bloom’s Taxonomy which forms the basis of how a program’s educational objectives are developed.

A typical lesson within a course requires a candidate to:

Study materials, complete readings etc. → Demonstrate conceptual understanding and recall of core content → Review material where weaknesses or misunderstandings are identified → Re- demonstrate conceptual understanding and recall of core information → Final review of lesson materials → Pass final lesson assessment at a greater than 90% level of accuracy. A program will have a varying number of lessons dependent on the course or topic.

Assignments external to the online process are fieldwork practicum exercises reserved for candidates unable to meet the defined fieldwork requirements. Demonstration of understanding is assessed using the competency testing process described in the provided materials. Competencies are tested using a range of testing procedures as described below.

For example: A candidate may be required to demonstrate they have gained an understanding of what constitutes an appropriate response in a given situation. In such an example, a scenario is presented and they are required to select a response on two levels:

- **Reactive Response:** What will they do in the “here and now”?
- **Proactive Response:** What can you do in the future to minimize or maximize (dependant on the desired outcome) the likelihood of a situation reoccurring?
- Candidates are tested continually for skill mastery throughout the study process. Concepts and defined competencies are tested upward of three times prior to being able to complete the program.

Method of Evaluation: Both Behavior Technician Level One and Behavior Technician Level Two are online asynchronous distance learning courses. There are two forms of assessment in both Behavior Technician Level One and Behavior Technician Level Two: the probe quiz and the instructor exercises.

Students must participate in all lessons for each class and attain 90% or higher average on probes (Quizzes), online activities, and exams. “Probes” are based upon content of the prior few classes and are not inclusive of material in other areas. Probe quizzes are multiple-choice and graded automatically through the online learning management system. Thus, the feedback for assessment is immediate. If a learner does not pass the probe quiz at 90% or higher, the learner “fails” and then must go back and review the material, and retake the quiz until they reach the 90% pass rate. Once a

learner passes a probe quiz at 90% or higher, the score is saved as part of his/her coursework profile as a “pass.” Previous attempts that scored below 90% and were marked as “failed” are not saved in the learner’s record.

At the end of each program are Instructor Exercises which are competency-based short answer exams. The exams were developed by a team of professionals in the human services field to reflect real and actual knowledge that learner should master before completing the course. A general grading guide is followed as for instructors to follow to determine correct answers. With instructor exercises, the learner enters the answer in to the learning management system. Students are notified immediately that grading can take up to a week. The learner reads each question and enters his or her answer in the system. The learner is notified by email when the instructor has graded it. If a learner does not enter a satisfactory answer on the first attempt, the instructor provides feedback about the answer and asks the learner to re-submit or expand upon their original answer. This back-and-forth method is utilized until the learner arrives at an answer which answers the question correctly and shows full comprehension of the intended learning outcome. The exercises are graded on a pass/fail scoring rubric. The learner must “pass” all instructor exercises in order to complete the course – any previous “fail” grades are not saved.

Students are required to participate in the online courses and complete all activities and quizzes based on the 90% or higher performance criterion. A Course Certificate will be given contingent upon 90% average mastery of exams, completion of all course lessons, and full payment of all tuition and/or fees.

Evidence-based learning assessment protocols

The learning assessment protocols used in both certificate programs follow Bloom’s Taxonomy of Educational Objectives which is a widely accepted educational framework used by generations of teachers (Original citation: Bloom, B. S. (1956). Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain. New York: David McKay Co Inc.).

The framework created by Bloom and his colleagues consisted of six major categories ranging from simple to complex: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. Starting with simplest category “Knowledge,” each category was a precondition to being able to move to the next more complex category.

The learning assessments in both Behavior Technicians Level One and Two follow Bloom’s Taxonomy by starting with knowledge, and then testing for Comprehension and ending with testing for Application.

SECURITY

Learner Identity

Learners are asked to enter their information such as: name, address, phone number, level of education, job title, gender, birthdates, ethnicity, and social security number and by clicking submit they are verifying that this information is true. In addition, they are told that to be able to enroll in the program, they must confirm that they are at least 18 years of age, and have a high school diploma before they are given access to the course.

For more information on system security, please refer to Innovative Learning’s [Security White Paper](#).

SCORING PROTOCOLS

Philosophy of criterion-referenced testing

Innovative Learning employs criterion-referenced testing because content is clearly defined by set criteria laid out in required standards that must be met. Criterion-referenced testing has emerged over the past several decades as a multifaceted concept (Berk, 1980). Generally, a criterion-referenced examination is designed to ascertain an individual's

competencies. Content guidelines for each test and examination are often derived from the results of processes and procedures inventories, competency verification studies, job analysis studies and expert opinion of professional practice in the field. While these are important, Innovative Learning must also ensure examination items are aligned with the required standards mandated by professional bodies as well as Federal and State departments. These content guidelines link the skills and knowledge (theoretical and practical) expected of a competent practitioner. Because a test score from a criterion-referenced test is interpreted as a measure of how well a candidate performs in relation to the range of tasks and content domains represented by the test items, rather than the performance of other candidates, content competencies must be carefully determined prior to item development or test construction.

In a norm-referenced test, a table or schema is generally used to define the content areas to be measured (Ebel & Frisbie, 1991). However, decisions concerning whether the test functioned as intended are entirely determined by the candidate performance statistics on that test. A norm group of candidates is used to set the standard, and decisions to pass or fail are made by comparing the performance of the candidates to that of the norm group.

In criterion-referenced testing, analysis of the examination occurs both before and after the administration of the test. Statements of competence with clearly delineated content provide a basis for writing items. Innovative Learning testing is composed of items that are representative of the field of human services practice and written to measure the knowledge and skills of qualified candidates as required by established standards. The items are content valid, because they are written to be representative of the content domain. This assumption can be made because writers work from established standards that are valid for the field of practice. The development of the testing process has specific characteristics

Rationale for Learner Assessments

The first method of assessing learner outcomes is through the probe quizzes which are multiple-choice quizzes based upon the material immediate prior to the quiz. The answers are kept in an online database and scored immediately.

Probe quizzes allow for the learner assessments to be easily subjected to quality control. Quality control is a formal systematic process designed to ensure that expected quality standards are achieved during scoring, equating, and reporting of probe quiz scores. However, we still have to define the “components” of quality control. Based on Kolen and Brennan’s (2004, p. 309) list of quality controls with which to monitor quality, the following outlines the basic process by which quality is better assured:

- Check that the administration conditions are followed properly.
- Check that the answer key is correctly specified: The answer key is driven by an electronic database and thus helps assure accuracy of scoring and avoid mistakes.
- Check that the items appear as intended.
- Check that the score distribution and score statistics are consistent with those observed in the past.

Although the above is a partial list that deals mainly with the equating process, it constitutes an excellent starting point with which to better assure quality and help avoid possible mistakes that these checks can reveal.

Because these test items are criterion-referenced, correct responses are definitive and therefore are less open to interpretation. As such, test items can easily be electronically marked which better assures accuracy; consistency of scoring and quality.

The second type of learner assessment in the certificate programs is the instructor exercise assessment. These are short answer questions graded by the instructor directly. In tandem with the probe quizzes, the short answer format provides an open-ended question which requires the learner to create an answer. This format allows assessment in both knowledge and comprehension, but unlike multiple-choice probe quizzes, allows the learner to demonstrate the ability

to apply the concept to everyday practice. In addition, unlike multiple choice questions, there is no opportunity for the learner to guess, he or she must answer the question directly.

By using a combination of both multiple-choice questions and short answer, the learner is being assessed on multiple levels to show not only recall, but also comprehension and application of the information.

Passing Standard

The assessment passing standard is based upon a criterion-referenced standard. Probe quizzes and instructor exercises within each certificate program have a minimum 90 percent pass rate. This is to ensure that the participants have mastered the material.

Scoring Rubrics

The answer key to the probe quizzes are kept in an online database and the quizzes are graded automatically. The answer key for the instructor exercises are provided to the instructors, as needed.

Storage of Assessment Scores

Once a learner passes a probe quiz at 90% or higher, the score is saved as part of his/her coursework profile. In the instructor exercises, the exercises are marked as passed or failed. If a student “fails” an exercise, the learner must reconsider their answer and resubmit. The learner must “pass” all instructor exercises in order to complete the course – any previous “fail” grades are not saved.

Professional Development and Continuing Education Credits

Professional Development Credits through Brandman University. To claim professional development credit through Brandman University, certificate holders download the corresponding form from the COAHS website. Once downloaded, the learner completes the form, attaches the Certificate of Completion as proof of course completion, and sends in payment information. The student then receives 3 Professional Development Credits for Behavior Technician Level One (Brandman course number EDNU9071), or 9 Professional Development Credits for Behavior Technician Level Two (Brandman course number EDNU9072).

Continuing Education Credits with ASHA, BBS, BRN, or BACB. If a member of the professional organizations: ASHA, BBS, BRN, or BACB, learners can earn Continuing Education credits for those associations with the Behavior Technician Levels One or Two Certificate Programs. The learner uses the Certificate of Completion as proof of taking the course and provides their professional organization with the proper paperwork as required by each individual association.

PROGRAM EVALUATION

Regular Evaluation. Once a year, a meeting will be held to review the Behavior Technician Programs (both Level One and Level Two). Included at these meetings are the COO, Director of Programs, HelpDesk, Support Staff, Course Developers and Instructors plus any interested stakeholders, certificate holders, and subject matter experts.

At this meeting, the programs will be reviewed against stated performance objectives using all resources available, including, but not limited to:

- stakeholder feedback acquired throughout the past year
- learner feedback through direct contacts and course evaluations
- system interface issues through help desk requests and feedback
- instructor feedback
- subject matter experts' feedback regarding the landscape of the human services field
- administrative issues via the Director of Programs and COO
- content matters via syllabi review

Any issues will be reviewed one by one and a determination what, if any, action should be taken to revise the programs.

Evaluation Based upon Learner Feedback. Yearly, the Director of Programs contacts all individuals who received a program certificate in the prior year for feedback regarding their opinions of the value of the program after they received the certificate. This information is aggregated through qualitative assessment methods and reviewed at the yearly review.

Monitoring of Instructor Scoring Trends. The probe quizzes are graded on an objective criterion-based system, so no monitoring is necessary.

The instructor exercises have scoring keys that are rather specific in nature. However, once a quarter each instructor shares samples of their grading with other instructors or stakeholders to compare against the scoring key to ensure that no patterns and trend of errors on the part of the instructor are emerging.

Oversight Group Review. At the yearly review meeting, intended learning outcomes are reviewed along with the course quizzes and instructor exercises and syllabi to ensure that the stated learning objectives are being measured in an appropriate and accurate manner. Should any discrepancies appear, the oversight committee reviews the discrepancies and makes a decision on the type of action that needs to occur – either a short-term edit or a longterm change in content.

Stakeholder Feedback. Stakeholders are welcome to review the CoAHS programs at any time. If a stakeholder asks to review a program, he/she is given immediate access to that program. CoAHS solicits feedback from them yearly, if not quarterly, regarding their views on the certificate programs' design, content, delivery, and learning outcomes. Stakeholders are also told at the outset that their views are always welcome to please provide unsolicited feedback at any time.

Mechanisms to Monitor for Changes in Program. COAHS is constantly monitoring the human services field for changes or trends that may affect paraprofessional and direct service professionals' needs. In addition, at the yearly review meeting, human services professionals and subject matter experts are asked to weigh in on any changes occurring in the fields of autism, applied behavior analysis, and human services overall. If any changes or trends occur that are not reflected in the Behavior Technician Certificate Programs then the review committee discusses the necessity to change the program, and implements such changes if deemed necessary.

Mechanisms Used to Revise the Program in a Timely Manner. There are two types of changes utilized in CoAHS programs: short-term edits and longterm changes. Short-term edits usually consist of grammar or minor content issues. In these cases, the Director of Programs takes the suggested edit and asks either the COO or course instructor to conduct a final review. If the edit is approved, the edit is taken to Course Development who uploads the edit within 24 hours.

Longterm changes mean edits needed because of change in resource needs and effectiveness, curriculum shifts and new standards in the human services field, change in needs from community and target candidate population, a change in best practices in the field, and survey results from certificate holders. These changes need research and require a longer turnaround time. In this case, the topic is assigned to either the course instructor or another subject matter expert to source the new content with a clear deadline attached. Typically, CoAHS tries to implement these changes within one month. Once the content is sourced and compiled, the content goes through several edits by the subject matter expert and course instructor. When the final edit is ready, it is sent to course development to develop and upload the course documents. The finished course document is sent for a final quiz check and formatting check to the Quality Management Team who review the document online. Final recommendations for changes are repairs are made. A final review is conducted by the Quality Manager. If content is accepted, the new content changes are made live in the course.

Appendix A- Performance Domain Consolidation Map

<ul style="list-style-type: none">• Autism Core Knowledge Subsumed:<ul style="list-style-type: none">• Working with Autism (previously Standard 5)• Aspergers Syndrome and High Functioning Autism (previously Standard 9)
<ul style="list-style-type: none">• Education, Training & Self-Development
<ul style="list-style-type: none">• Principles of Applied Behavior Analysis
<ul style="list-style-type: none">• Instructional Interventions
<ul style="list-style-type: none">• Principles of working with Autism Effectively
<ul style="list-style-type: none">• Treating Individuals with Challenging Behaviors Subsumed:<ul style="list-style-type: none">• Behavioral Health Services (previously Standard 12)
<ul style="list-style-type: none">• Data Collection and Evaluation
<ul style="list-style-type: none">• Positive Behavior Supports
<ul style="list-style-type: none">• Discrete Trial Teaching
<ul style="list-style-type: none">• Pivotal Response Treatment (PRT)
<ul style="list-style-type: none">• Person Centered Planning<ul style="list-style-type: none">• Transitioning Between Activities (previously Standard 13)
<ul style="list-style-type: none">• Functional Analysis Subsumed:<ul style="list-style-type: none">• Functional Communication and Visual Supports (previously Standard 11)
<ul style="list-style-type: none">• Philosophy and Values Subsumed (to become " Philosophy and Values and Advocacy):<ul style="list-style-type: none">• Advocacy (previously Standard 18).
<ul style="list-style-type: none">• Legal and Ethical Considerations

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POLICIES AND PROCEDURES

for

BEHAVIOR TECHNICIAN CERTIFICATE PROGRAMS:

LEVEL ONE AND LEVEL TWO

Application and Registration Process and Procedures
Program Requisites
Records and Document Control
Internal Audit
Certificate Issuance and Use
Invalidating a Certificate
Grievances, Discipline, and Appeals
Privacy, Confidentiality, and Security
Fees, Cancellations, and Refunds
Compliance with Americans with Disabilities Act
Nondiscrimination
Faculty Members
Advisory Board
Course Assessments

Application and Registration Process and Procedures

CoAHS uses multiple measures in the admission process. All applicants must complete the online application to be admitted into the program. Upon enrollment candidates will be allowed access to the coursework but all admission criteria must be met prior to receiving a certificate of completion.

Program Requisites

Behavior Tech Level One

This program will prepare candidates with a strong basic foundation in the basic concepts and principles of applied behavior analysis within the context of Autism treatment and Person Centered approaches. This course is intended for workforce development to address an immediate broad service need. This course provides the foundation for the next steps in advanced education and training in ABA and Autism. Four hours of this program are focused on Ethics and Professional Behavior. In order to provide career assistance to certificate holders, the program was developed in accordance with both the QABA Board's ABA-T certification and the BACB's RBT certification coursework requirements. As such, certificants can use the completion of the program as proof of completing the coursework portion of the either certification processes.

Eligibility Requirements:

- i. Must be at least 18 years old
- ii. Must have a minimum of a high school diploma or equivalent
- iii. Coursework required: 45 Hour Course- Behavior Technician Level One
 1. Lesson Topics
 - a. Philosophy, Values, and Advocacy
 - b. Professionalism
 - c. Autism Spectrum Disorder (ASD)
 - d. Historical Definition of Autism
 - e. The Prevalence of Autism
 - f. The Triad of Impairment
 - g. Causes of Autism Spectrum Disorder
 - h. Types of Challenging Behaviors
 - i. Causes of Challenging Behaviors
 - j. Models for Behavior Support Planning
 - k. Positive Behavior Supports
 - l. Responding to Challenging Behavior
 - m. Reinforcement
 - n. Discrete Trial Teaching (DTT)
 - o. Introduction to Pivotal Response Treatment
 - p. Data Collection
 - q. Person Centered Planning
 - r. Functional Communication and Visual Supports
 - s. Biomedical Issues
 - t. Legal and Ethical Considerations
 - u. Transitioning Between Activities
- iv. Certificate Requisites
 1. Training must be completed within a 90-day period
 2. Completion of coursework quizzes and final exam at 90% or higher pass rate
 3. Completion and passing of the instructor-led exercises
 4. Completion of online survey
 5. Unlock Certificate of Completion

Behavior Tech Level Two

This program is equivalent to 135 contact hours. Participants will learn about and understand Autism Spectrum Disorders and applied behavior analysis and will earn a certificate of completion for the Behavior Technician Level 2 program from the College of Applied Human Services. In addition participants will be able to conduct a functional behavioral assessment and then develop, implement, and monitor a positive behavioral intervention plan using person-centered approaches. Using applied behavior analysis and positive behavior supports, participants will be able to apply specific support strategies such as Discrete Trial Teaching, Pivotal Response training and create optimal learning environments for the individuals they treat. As a participant moves through the program the competencies are presented and then tested. These competencies will build upon one another to ensure a solid foundation in the understanding and application of the specific evidence-based support and treatment strategies for individuals diagnosed with pervasive developmental disorder and autism receiving behavioral health treatment. Courses included in the Behavior Technician Level 2 program focus on the key elements of evidence-based best practice and treatment models. The content of courses is based on current research that has demonstrated clinical efficacy in treating pervasive developmental disorder and Autism. In order to provide career assistance to certificate holders, the program was developed in accordance with both the QABA Board's ABA-T certification and the BACB's RBT certification coursework requirements. As such, certificants can use the completion of the program as proof of completing the coursework portion of the either certification processes. This course also meets 135 of the 180 required coursework hours for the QASP certification.

Eligibility Requirements:

- i. Must be at least 18 years old
- ii. Must have a minimum of a high school diploma or equivalent
- iii. Coursework required: Behavior Technician Level Two

Lesson Topics:

20. What is Autism
21. Educational Requirements
22. Behaviorism
23. Instructional Interventions
24. Working with Autism
25. Proactive and Reactive Models of Behavior Support
26. Biomedical Issues in Autism
27. Treating Individuals with Challenging Behaviors
28. Positive Behavior Supports (PBS)
29. Data Collection
30. Overview of Discrete Trial Teaching
31. Transitioning between Activities
32. Functional Communication and Visual Supports
33. Working with Individuals with High Functioning Autism and Asperger's
34. Establishing Yourself as an Effective Interventionist
35. Using Pivotal Response (PRT)
36. Improving Social Interaction among Children with Autism and their peers through Pivotal Response Treatment – Advanced Pivotal Response Teaching (PRT)
37. Person Centered Planning
38. An introduction to Functional Analysis
- iv. Certificate Requisites
 1. Completion of coursework quizzes and final exam at 90% or higher pass rate
 2. Completion and passing of the instructor-led exercises
 3. Completion of online survey
 4. Unlock Certificate of Completion

RECORDS AND DOCUMENT CONTROL

The COO and Director of Programs are responsible for document control, record retention, and disposal.

Candidate Records Retention Policy

Innovative Learning LLC has established a candidate records retention policy that defines how long types of candidate records will be stored, retained and accessed easily by Innovative-Learning, LLC and its subsidiaries (The Company).

Candidate Records: The necessary information on individuals (students) who take courses on-line with Innovative Learning LLC.

Transcript: The record of the educational work maintained in the candidate records, including certificate completion.

The Company collects the following information on-line for its web-based educational programs:

- Name
- Address
- Social Security number
- Transcripts

This information is kept permanently in secured, on-line files.

Innovative-Learning, LLC also has hard copies for some candidate records, which are maintained in locked cabinets in a secure room in their offices. These records are also maintained permanently.

In addition, e-mail and other pertinent on-line information are maintained for a 5 year period.

Candidate records and transcripts are kept permanently as certificate holders may lose proof of certificate completion as time progresses. As the issuer of the certificate, it is the responsibility of CoAHS to hold these records permanently.

Records will be disposed of according to the Customer Data Confidentiality Policy.

It is in violation of this policy to dispose of any records named in the retention schedule above. If you believe you have accidentally disposed of, deleted or destroyed a record, please contact the COO immediately as the document may still be retrievable or salvageable, or may exist elsewhere as a copy. Your honesty in coming forward will have a significant positive impact on any disciplinary action taken, if any. If you know of anyone willfully disposing of or destroying any learner records of Innovative-Learning, LLC, you are under obligation to report these activities to the COO listed below. Any employee who is found to have violated this policy may be subject to disciplinary action, up to and including termination of employment. Failure to report known violations of this policy will be handled very seriously.

INTERNAL AUDIT

CoAHS is to conduct a comprehensive evaluation of the certificate program on a yearly basis, or as deemed necessary by the organization. The program evaluation measures the quality, effectiveness, and value of the certificate program against stated program performance objectives. The program evaluation measures the quality and effectiveness of learner assessment methods/instruments.

Individuals conducting learner assessments or learner assessment instrument performance or both, as applicable, shall be monitored for patterns and trends. The Director of ABA Programs reviews learner surveys quarterly for patterns. In addition, the Help Desk staff is asked to compile all complaints regarding the course regularly to further investigate for trends or patterns. Learner assessment methods/instruments shall be reviewed by the oversight committee to verify appropriate and accurate linkage to and measurement of the learning outcomes.

Yearly, the Director of Programs, the COO, course instructors, and other interested COAHS staff meet to review the feedback provided by surveys, direct correspondence to the Director of Programs, help desk inquiries, and feedback from stakeholders. The program evaluation shall provide primary stakeholders an opportunity to provide feedback on the certificate program design, content, delivery, and learner assessments: The Director of Programs regularly solicits feedback from stakeholders on perceived effectiveness of program and suggestions for improvement. These comments are then taken to the yearly program evaluation for review by the oversight committee.

The program evaluation includes mechanisms to monitor and identify regularly the need for changes to the program's purpose, scope, or learning outcomes and include mechanisms to ensure that the program is revised in a timely manner to reflect needed changes: The Director of Programs conducts a quarterly review of incoming feedback to determine whether or not changes need to be made to the program earlier than the yearly review.

At the quarterly review, or any time during the year, The Director of Programs may receive feedback that determines that changes need to be made to the program earlier than the yearly review conducted by the oversight committee. If immediate action is determined to be necessary, the Director of Programs notifies the oversight committee of the issues at hand, and discuss changes to be implemented. If the oversight committee agrees, the changes are sent to Course Development for immediate implementation.

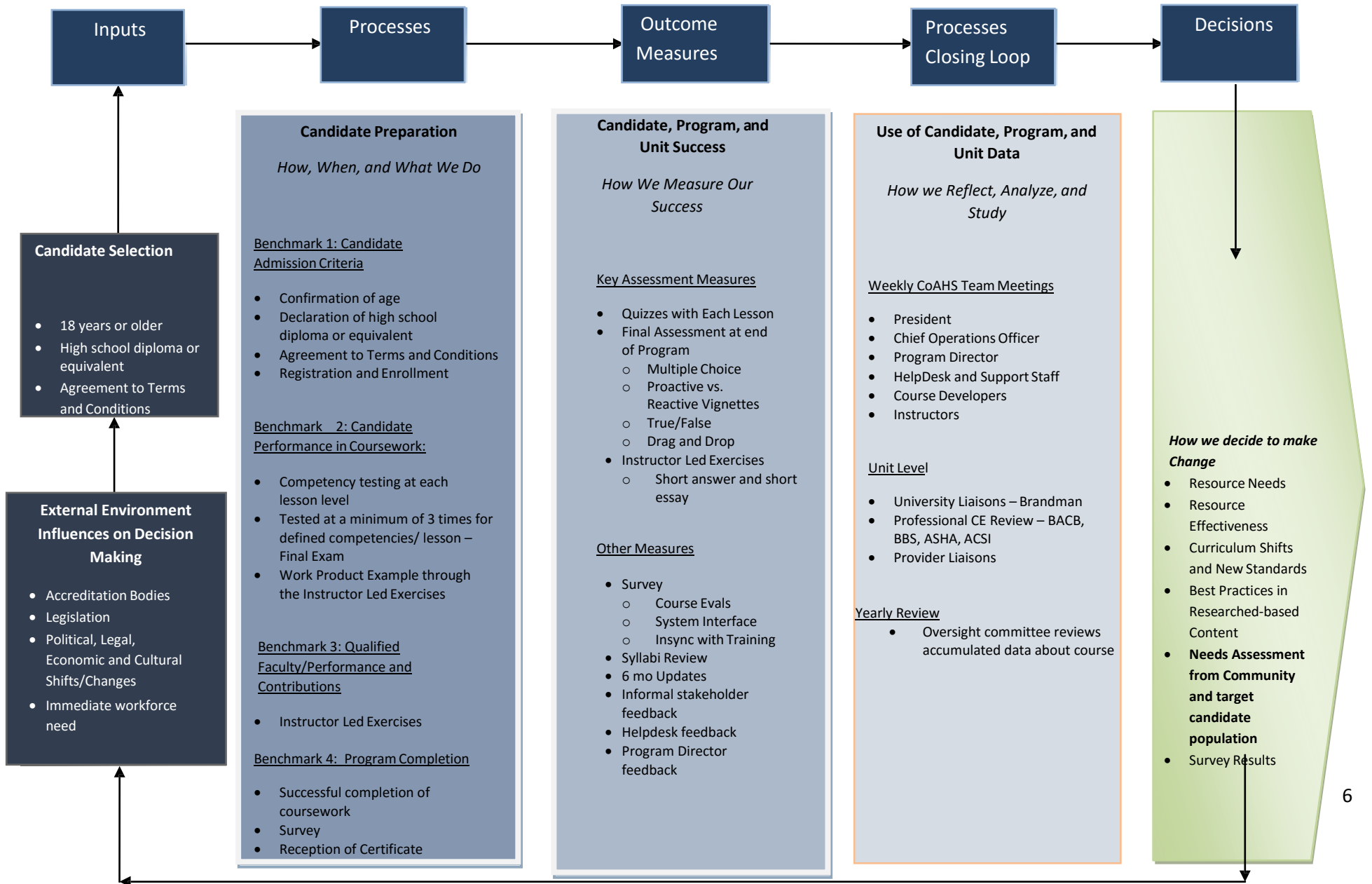
At the yearly review, the Director or Programs brings accumulated data in the form of survey answers, informal comments from learners, help desk work order numbers, and feedback from stakeholders. The oversight committee reviews the data and determines, what, if any changes should be made to the course.

The course instructor informs COAHS of trends in the field for which the program should prepare. If the oversight committee agrees to these changes, they are then sent to Course Development to implement in to the program.

For minor changes, such as grammar or content questions, the Director of Programs asks a second party (usually the course instructor or COO) to review for correctness. Once a corrected version is obtained, the changes are sent to Course Development for immediate addition to the program. In every case, once changes have been approved by the appropriate parties, the corrective and preventative actions are sent to Course Development for immediate integration in to the program.

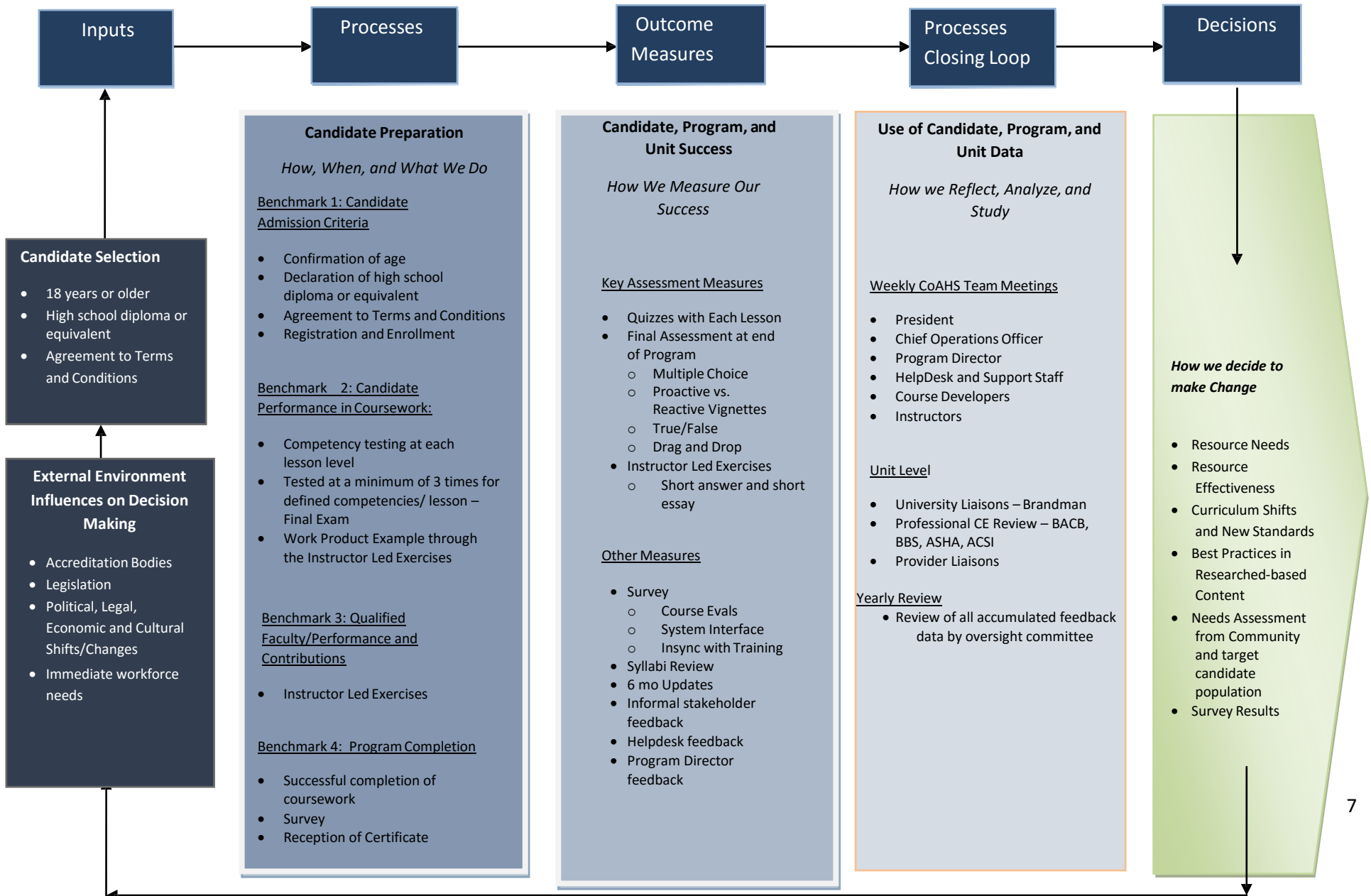
Behavior Tech Level One Certificate Program: Audit Process

How We Select, Admit, and Prepare Candidates; Measure Our Success; Use Data to Close the Loop; and Make Decisions about Program Improvement



Behavior Tech Level Two Certificate Program: Audit Process

How We Select, Admit, and Prepare Candidates; Measure Our Success; Use Data to Close the Loop; and Make Decisions about Program Improvement



CERTIFICATE ISSUANCE AND USE

Authority to issue certificates: Innovative Learning dba College of Applied Human Services is the only institution with authority to issue Behavior Technician Level One or Behavior Technician Level Two certificates. The individuals within the organization with authority to issue certificates are the COO, Director of Programs, or Course Instructor.

COAHS shall issue certificates in a responsible manner and inform certificate holders and primary stakeholders about proper use and interpretation of the certificate. It will be made clear that the certificate is a record of coursework completed and is not equivalent to a certification or credential. A certificate shall be issued to all certificate holders.

The certificate issuance is based upon completion of coursework and instructor exercises. Because the coursework is all completely online, the learner receives immediate documentation of his/her progress. The instructors have up to one week to grade instructor exercises. The instructor either passes the learner immediately or provides feedback and asks the learner to re-submit the answer.

The date of certificate issuance is the date that all of the requisite portions of the program are completed. The term of validity for an individual's certificate is indefinite. As the certificate is proof of completion of the coursework, the certificate does not expire.

The certificate shall be issued after all requisites for the certificate are fulfilled by learners and verified by the certificate issuer. Certificates are issued to learners who fulfill the program requirements satisfactorily:

- a. Learners must pass all probe quizzes at 90% or higher in order to complete the coursework lessons.
- b. Learners must also pass the instructor exercises at 90% or higher as determined by the instructor.
- c. When the coursework is completed and the instructor exercises are passed, the learner fills out a survey regarding the course.
- d. Once the survey is complete, the certificate is automatically unlocked, and the certificate is issued electronically, directly to the learner online.
- e. The certificate is delivered electronically to the certificate holder who can then choose to print it out.

The decision to issue a certificate shall be made by the certificate issuer based solely on the information gathered during the certificate program process.

The certificate will be issued to the individual who completed the program requirements and shall be nontransferable.

The certificate issued shall be signed or otherwise authorized by an authority designated by the certificate issuer and shall include, as a minimum, the following information:

- a. Name of the certificate holder;
- b. Title and scope of the certificate program;
- c. Name of the certificate issuer;
- d. Designation and associated acronym granted, if applicable; and
- e. Certificate issue date and term of validity. Because certificates for both Behavior Technician Level One and Behavior Technician Level Two prove successful completion of a learning event, the certificate shall remain valid indefinitely, so no term of validity will be on the certificate.

Certificate holders will receive a certificate of completion along with instructions stating that:

- a. Behavior Technician Level One: The Behavior Technician Level One certificate holder can use the certificate to represent that he or she has met the requirements to complete the Behavior Technician Level One Certificate Program. At no time, can the certificate holder use this designation to suggest he or she is

credentialed or that he or she passed a certification process which suggests that he or she has also undergone eligibility application, assessment, and supervision by an outside body besides COAHS.

- b. The Behavior Technician Level Two certificate holder can use the certificate to represent that he or she has met the requirements to complete the Behavior Technician Level Two Certificate Program. At no time, can the certificate holder use this designation to suggest he or she is credentialed or that he or she passed a certification process which suggests that he or she has also undergone eligibility application, assessment, and supervision by an outside body, not COAHS.

A certificate holder will be designated as a Certificate Holder in Behavior Technician Level One (BT-L1) or Certificate Holder in Behavior Technician Level Two (BT-L2) depending on which program the certificant completed.

COAHS will document, manage, and communicate to primary stakeholders the conditions for use of the certificate issued and any associated designations, designation acronyms, or other marks or logos. A database of certificate holders, date of certificate and certificate number will be maintained by COAHS.

INVALIDATING A CERTIFICATE

COAHS will invalidate a certificate only if the person it was issued to is found to have not fulfilled the certificate program requisites. In that case, the stakeholder would be asked to complete the requirements of the program in order to receive get the certificate validated again.

Examples of circumstances that might lead to the certificate issuer's invalidation of a certificate include a learner's falsification or misrepresentation of identity or information to the certificate issuer or participation in activities that provided an unfair advantage in meeting the certificate program's requirements.

Invalidation occurs only when it has been discovered that the certificate should not have been issued in the first place.

This is distinguished from revocation which is the removal of a credential (such as a certification or licensure) when the ongoing requirements of the program are not met. Since certificate programs do not have ongoing requirements, the certificate issued here is never revoked.

GRIEVANCES, DISCIPLINE, AND APPEALS

Innovative Learning LLC, and all its divisions and subsidiaries including "Project Optimal" and "College of Applied Human Services" wish to provide an effective and positive web-based learning environment with respect and responsibility to each other. The purpose of this policy is to establish a process that web-based learners can use for unresolved issues, for corrective action when inappropriate conduct or activity occurs, as well as to appeal these issues or actions.

Grievances

In order to ensure a positive effective web- based learning environment, we monitor the system 24/7/365 from different locations in the United States. We monitor each server and local director; and monitor the number of active sessions and the average/peak response time. Two senior engineers are on call 24/7/365. Our helpdesk function includes phone and email support for Administrators and Instructors, and email support for Learners. Innovative Learning LLC uses a proprietary monitoring system to inform our support personnel of problems that users may be experiencing with their browser, personal firewall, or popup blocker. This constant monitoring allows our support personnel to contact and help Learners quickly and accurately. Currently less than 1% of support issues require follow up beyond the first response. No support issue ever goes unresolved. More granular reports allow us to see how long specific sections of a course took and what is the most common answer to certain questions are thus allowing for continuous improvement of the system and content. Learners may also contact our helpdesk regarding any issues they

are experiencing, and will be contacted the same day during regular working hours whenever possible, or the next working day at the latest.

If a learner or participant does not receive an adequate and timely response to the issue, or feels that there is inappropriate conduct or activity on the part of Innovative Learning LLC, management, its employees, vendors, customers, or any other persons or entities related to the company, Innovative Learning LLC requests that you bring this concern in writing to the immediate attention of our Customer Relations Director, Shannon Miles. She can be reached at smiles@innovative-learning.com.

If you do not receive a sufficient response to your written complaint within TEN working days from providing it to our Customer Relations Director you may contact Vicki Moeller, Chief Operation Officer of USA and International Operations at vmoellerus@gmail.com.

Discipline

The Company wishes to provide a comfortable and pleasant on-line learning experience, and will work with the learner to provide reasonable and fair solutions to any corrective action.

When an individual is seen to be falling behind or not meeting course requirements, the following will occur:

- a. The individual is contacted via the integrated messaging system, offering assistance.
- b. The individual is tutored and advised to use the integrated Bulletin Board and Chat Room facility and connect with their peers who are also completing the training material. Experience has proven this to be a most effective and non-threatening means of assisting progress.
- c. We encourage the formation on “online study groups” made up of their peers.
- d. We work with others within the organization to support the individual.
- e. Each course or certification has a specific time allotted for completion and each learner is notified upon registration of the time allotted and the expiration date in the system. If the student has not had activity on-line or is close to the expiration date, the system will warn the learner of the pending date. Once the expiration date has passed, access to the system will be terminated and the learner will need to complete a written request for extension. Depending on the length of time after the expiration date, a fee or tuition may apply.
- f. If an individual is known to be involved in cheating, the action taken by the Company may vary depending on the issue. The following are the most common problems and the course of action:

Issue: An individual is logging in on another learner’s log in. **Action:** The account will be put on hold and the individuals involved will be assigned a new log in and will be required to start the courses from scratch.

Issue: An individual is using a code for tuition that belongs to another learner. **Action:** The account or accounts will be put on hold and the immediate supervisor will be informed. The individual using the code will be expected to pay the tuition and assigned a separate code.

If a learner posts inappropriate comments or language, the Company will address the issue with the learner. If the problem persists, the Company may notify the supervisor and may take further action up to suspension of the account.

Appeal Process

Most common issues that may be appealed are the following:

- a. The fee or tuition charge for reactivation
- b. Suspended account
- c. Delayed certification
- d. Other technological issues
- e. The learner may appeal a corrective action using the following process:

- i. **First Step:** Submit a written appeal to the help desk stating the issue and the remedy sought. If the issue is not resolved to the learner's satisfaction the next step would be
- ii. **Second Step:** Submit the written appeal to the Quality Management Team.

It is the purpose of this procedure to help maintain a positive learning environment with respect and responsibility towards each other. The company cannot promise that your specific appeal or complaint will result in the action you request or that you will be satisfied with the outcome of the appeal procedure.

PRIVACY, CONFIDENTIALITY, AND SECURITY

Privacy Statement: This privacy policy sets out how "Innovative Learning LLC" and all its divisions and subsidiaries including "Project Optimal" and "College of Applied Human Services" uses and protects any information that you give when you use this website.

"Innovative Learning" and the College of Applied Human Services is committed to ensuring that your privacy is protected. Should we ask you to provide certain information by which you can be identified when using this website, and then you can be assured that it will only be used in accordance with this privacy statement.

"Innovative Learning" may change this policy from time to time by updating this page. You should check this page from time to time to ensure that you are happy with any changes. This policy is effective from 9th February, 2012 and was updated January 4, 2014.

What we collect

We may collect the following information:

- name and job title
- contact information including email address
- demographic information such as postcode, preferences and interests
- other information relevant to customer surveys and/or offers

What we do with the information we gather

We require this information to understand your needs and provide you with a better service and in particular for the following reasons:

- We are required by various accrediting bodies to provide particular information in order for users completion of courses and programs to be recognized for approval by that body
- Internal record keeping.
- We may use the information to improve our products and services.
- We may periodically send promotional email about new products, special offers or other information which we think you may find interesting using the email address which you have provided.
- From time to time, we may also use your information to contact you for market research purposes. We may contact you by email, phone, fax or mail.
- We may use the information to customize the website according to your interests.
- We may provide your information to our third party partners for marketing or promotional purposes.
- We will never sell your information.

What we collect and/or maintain that remains confidential (see Candidate Data Confidentiality section)

- social security numbers
- transcripts
- application status
- examination results

Security

We are committed to ensuring that your information is secure. In order to prevent unauthorized access or disclosure we have put in place suitable physical, electronic and managerial procedures to safeguard and secure the information we collect online.

How we use cookies

A cookie is a small file which asks permission to be placed on your computer's hard drive. Once you agree, the file is added and the cookie helps analyze web traffic or lets you know when you visit a particular site. Cookies allow web applications to respond to you as an individual. The web application can tailor its operations to your needs, likes and dislikes by gathering and remembering information about your preferences.

We use traffic log cookies to identify which pages are being used. This helps us analyze data about web page traffic and improve our website in order to tailor it to customer needs. We only use this information for statistical analysis purposes and then the data is removed from the system.

Overall, cookies help us provide you with a better website, by enabling us to monitor which pages you find useful and which you do not. A cookie in no way gives us access to your computer or any information about you, other than the data you choose to share with us.

You can choose to accept or decline cookies. Most web browsers automatically accept cookies, but you can usually modify your browser setting to decline cookies if you prefer. This may prevent you from taking full advantage of the website.

Links to other websites

Our website may contain links to enable you to visit other websites of interest easily. However, once you have used these links to leave our site, you should note that we do not have any control over that other website. Therefore, we cannot be responsible for the protection and privacy of any information which you provide whilst visiting such sites and such sites are not governed by this privacy statement. You should exercise caution and look at the privacy statement applicable to the website in question.

Controlling your personal information

We will not sell, distribute or lease your personal information to third parties unless we have your permission or are required by law. We may use your personal information to send you promotional information about third parties which we think you may find interesting if you tell us that you wish this to happen.

You may request details of personal information which we hold about you at any time. If you would like a copy of the information held on you please write to coursehelp@innovative-learning.com.

If you believe that any information we are holding on you is incorrect or incomplete, please write to or email us as soon as possible, at the above address. We will promptly correct any information found to be incorrect

Candidate Data Confidentiality Policy

The company philosophy is to safeguard candidate information in its possession to ensure the confidentiality of the information. Additionally, the company will only collect and maintain personal candidate data that is required to pursue its business operations and to comply with government reporting and disclosure requirements. Personal information collected and maintained by the company not limited to but including:

- candidate names
- job title
- addresses
- telephone numbers

- e-mail addresses
- social security numbers
- transcripts
- disciplinary action
- application status
- examination results

As stated in the Privacy statement, name, address, telephone number and e-mail address and other demographic information may be shared. Please refer to that statement for more details. All information is maintained in locked, segregated area, or on-line in a secured website. Candidate information will be considered confidential and as such will be shared only as required and with those who have a need to have access to such information. All hard copy records will be maintained in locked, secure areas with access limited to those who have a need for such access.

Candidate information used in business system applications will be safeguarded under company proprietary electronic transmission and intranet policies and security systems This requirement applies to all employees: regular or temporary, and contractors/consultants of the Company. Be aware that employees are expressly prohibited from transmitting, copying, distributing, or in any other way using this customer data outside of the Company's secured systems or for any purpose other than the Company's business. Employees who are aware of the existence of personally identifiable information residing outside of Innovative Learning, LLC's secured systems must inform their manager immediately so that the information may be appropriately stored. No activity may be conducted nor any technology employed that might obstruct compliance with any portion of this policy.

Employee Guidelines

All employees, contractors and consultants using customer personal information obtained from Innovative Learning, LLC are required to adhere to the following guidelines:

- Provide confidential data, such as release of transcripts, QASP status, etc. as outlined in the policy only to the candidate, dean of the college involved, legal authorities
- Place printed documents and other materials containing personally identifiable information in a locked room or cabinet.
- Log off computers when out of the office and at the end of the day.
- Ensure file cabinets and office doors are locked at the end of the day.
- Encrypt confidential data if it must be e-mailed or in any way sent over public networks.
- Keep passwords private; do not share this information with others.
- Share customer personal information only with those who have a legitimate business need.
- Dispose of paper records by shredding them.
- Notify management immediately if a security breach is suspected.
- Immediately disconnect any computer from the Internet that may have been compromised.

FEES, CANCELLATIONS, AND REFUNDS

Expenses and Payment Procedures

Currently Innovative Learning LLC is not approved for Title 4 Funding therefore financial aid is not an option for our courses or programs. Once Innovative Learning LLC is a fully accredited college and approved for Title 4 funding then we will post this information in our handbook and on our website, www.coahs-edu.org.

The tuition that is published on the website is inclusive of all registration, processing, and miscellaneous fees.

For those candidates seeking graduate credit hours, the cost is \$65.00/semester unit and is paid directly to our partner, Brandman University. Course and Program numbers are available on the website along with the registration form that is submitted directly to Brandman University by the candidate.

Occasionally Innovative Learning LLC will work with the candidate to establish a payment plan based on instances of financial hardship. Innovative Learning LLC reserves the right to review these situations on a case by case basis. In some cases access to the course or program may be restricted until all tuition is paid in full.

Tuition is paid online through our merchant PayPal. All major credit cards are accepted. Innovative Learning LLC does not have access to your payment information or in any way have the ability to store your payment information.

Extensions, Drops and Refund Policy

Candidates who are not able to finish the program within the initial time period may request an extension. The time period to finish a program or course varies depending on the classroom equivalency hours. Typically a candidate has 6 months to finish a 45 hour course. Behavior Technician Level 1 must be completed within 90 days. The Behavior Technician Level 2 course must be completed within 180 days.

If a candidate is unable to finish the course or program, the candidate will be asked to complete a "Request for Extension" which will include the participant's plan for completion of the program. This form can be found on the website.

The criteria for granting an extension:

- A. Personal or family illness
- B. Maternity leave or family leave
- C. Death in the family
- D. Relocation due to job transfer or company consolidation or down sizing
- E. Financial distress due to job loss

Each request will be evaluated on a case by case basis and Innovative Learning staff will make every effort to support the candidates with advice and assistance.

Refund and Cancellation Policy

Basis upon which refunds are calculated and paid:

If a student never enters their course or program, and the period between enrollment and notification of withdrawal does not exceed 30 days from the enrollment date. All refunds due will be made within forty-five (45) calendar days of the date of notification by the student.

For a student who has entered and completed coursework, the refund due will be calculated using the percentage of the course completed as at the last date of activity on the Learning Management System (LMS) and be paid within forty-five (45) calendar days from the date of determination (DOD).

The date of determination is the date the student gives written or verbal notice of withdrawal to the institution.

Refunds for students who have begun coursework will be calculated based on the percentage of coursework completed. For coursework completed up to fifty percent (50%), tuition charges retained will not exceed a pro rata portion of the full tuition for the coursework completed.

After fifty percent (50%) of coursework has been completed, THE COMPANY's financial obligation is considered complete and it may retain the full tuition.

A 10%, of the full program cost, administration fee not exceeding \$100 may apply to all refunds.

Cancellations:

Eligibility: Some courses and programs require a student agree that they meet pre-defined eligibility criteria to gain entry. Should a student agree to said terms, but it is subsequently found that, for any reason, eligibility criteria cannot be verified (see sections 7 & 8), then the student will be informed and the enrollment will be cancelled.

Recommendations and Fieldwork Verification: Some courses and programs require a student receive Recommendations and Fieldwork Verification from people who are in supervisory positions of the student. Recommendations may verify that the student meets certain pre-defined standards considered preferable for people wanting to complete the course or program. Fieldwork Verification requires that the person can verify the student meets certain pre-defined practical experience related to the study topic.

A student can begin coursework prior to Recommendations and Fieldwork Verification being complete. Should recommendations and verification of fieldwork subsequently be unable to be verified, then the enrollment may be cancelled.

If a student's enrollment is cancelled, a \$200 fee will apply and will be deducted from a refund due. Where the course or program cost is less than \$200, then no refund will be made. Exceptions and variations to this fee are entirely at the discretion of THE COMPANY and will be determined on a case by case basis.

COMPLIANCE WITH THE AMERICANS WITH DISABILITIES ACT

To accommodate disabilities, COAHS has ensured that the latest technology is embedded in the LMS and available to our course participants, including text to speech features and zoom capabilities.

Any learner or participant who believes that he or she has been discriminated against unlawfully should bring any complaint to the Chief Operating Officer. Complaints may be lodged in writing or in person. Persons who file complaints will be advised, as is appropriate, regarding any investigation, action or resolution of the problem.

The Company will not tolerate any form of discrimination and will take appropriate disciplinary action, including possibly termination, of any person determined to have engaged in unlawful conduct under this policy.

No Retaliation

The Company will not retaliate nor discriminate against any employee or learner because he or she has opposed any unlawful employment practice or filed a charge of employment discrimination, testified, assisted, or participated in any manner in an investigation, proceeding, or hearing related to employment and educational governance practices.

NONDISCRIMINATION**Non-discrimination Policy**

It is the policy of COAHS to maintain an online learning environment free of all forms of unlawful discrimination.

COAHS will not discriminate against learners/course participants on the basis of race, color, gender (including gender identity and gender expression), religion, age, marital status, registered domestic partner status, disability, socioeconomic or ethnic background, sexual orientation, genetic information, veteran status or national origin, or any other characteristic protected by applicable statute. The discrimination precluded by this policy includes any discrimination against an individual because that individual is perceived to have any of the foregoing characteristics or is associated with a person who has or is perceived to have any of the foregoing characteristics.

COAHS will only gather the personal information necessary to process payment for the online courses, register the participants in the purchased online courses.

In the event COAHS provides a face to face training all course instructors will demonstrate a high standard of professional conduct and will not discriminate against course participants on the basis of race, color, gender, religion, age, marital status, disability, socioeconomic or ethnic background, sexual orientation, veteran status or national origin.

All instructors will be required to sign and date a non-discrimination policy prior to providing any face to face Innovative Learning training as evidence that they are aware of this policy. The original signed form will be maintained in the instructor's personnel file located in COAHS's Central office in Buellton, California.

PROGRAM COMMERCIAL SUPPORT AND DISCLOSURE

All program planners, instructional personnel, or anyone supplying external financial support must fill out the "Innovative Learning Program Planner / Instructional Personnel / Commercial Relationship Disclosure Form" found in Appendix A of the Policies and Procedures Manual.

FACULTY MEMBERS

Innovative Learning LLC will ensure all instructional personnel and faculty have current knowledge in the content they oversee, understand the context of application, and model best professional practices in teaching and learning, scholarship, and service as it relates to their scope of practice

ADVISORY BOARD

The College of Applied Human Services Advisory Board is committed the overall of mission of Innovative Learning LLC. The purpose of the Advisory Board is to be an informational board for the Company stakeholders and to provide the Company and its governing board with the varying perspectives of the respective Advisory Board members. The Advisory Board may also suggest improvements, recommend action, and offer feedback. The current primary objective of the Advisory Board is to support the goals and policies of Innovative-Learning, LLC, as follows:

1. To be the voice of the autism sector including consumers, providers, and funding sources.
2. To be an authoritative source for information on industry changes.
3. To provide best practices guidelines for providers.
4. To provide information and assistance to providers in the autism industry.

Course Assessments

- a) Both Behavior Technician Level One and Behavior Technician Level Two are online asynchronous distance learning courses. There are two forms of assessment in both Behavior Technician Level One and Behavior Technician Level Two: the probe quiz and the instructor exercises.
 - i) Probe quizzes are multiple-choice and graded automatically through the online learning management system. The feedback for assessment is immediate. If a learner does not pass the probe quiz at 90% or higher, the learner "fails" and then must go back and review the material, and retake the quiz until they reach the 90% pass rate. Once a learner passes a probe quiz at 90% or higher, the score is saved as part of his/her coursework profile as a "pass." Previous attempts that scored below 90% and were marked as "failed" are not saved in the learner's record.
 - ii) Instructor exercises are short answer competency-based exams. With instructor exercises, the learner enters the answer in to the learning management system. Students are notified immediately that grading can take up to a week. The learner reads each question and enters his or her answer in the system. The learner is notified by email when the instructor has graded it. If a learner does not enter a satisfactory answer on the first attempt, the instructor provides feedback about the answer and asks the learner to re-submit or expand upon their original answer. This back-and-forth method is utilized until the learner arrives

at an answer which answers the question correctly and shows full comprehension of the intended learning outcome. The exercises are graded on a pass/fail scoring rubric. The learner must “pass” all instructor exercises in order to complete the course – any previous “fail” grades are not saved.

- b) **Method of Evaluation:** Students must participate in all lessons for each class and attain 90% or higher average on probes (Quizzes), online activities, and exams. “Probes” are based upon content of the prior few classes and are not inclusive of material in other areas.
- c) **Class Policies:** Students are required to participate in the online courses and complete all activities and quizzes based on the 90% or higher performance criterion. A Course Certificate will be given contingent upon 90% average mastery of exams, completion of all course lessons, and full payment of all tuition and/or fees.

THE POLICIES AND PROCEDURES MUST BE UPDATED AND REVIEWED BY STAFF YEARLY. PLEASE READ THE POLICIES AND PROCEDURES THOROUGHLY AND DISCUSS WITH THE PROGRAM DIRECTOR.

I have read and understand the Policies and Procedures. I have discussed any questions I have about the policies and procedures with the Director of Programs. I agree to implement the policies and procedures to the best of my abilities.

Print Name

Signature

Job Title

Signature of Director of Programs

Date

APPENDIX A

INNOVATIVE LEARNING

UNLOCK YOUR POTENTIAL

Reference:

Effective; January 1, 2012 updated January 2015

Program Planner/Instructional Personnel/Commercial Relationship Disclosure Form

In compliance with its Policies and Procedures, Innovative Learning, LLC requires program planners and instructional personnel to disclose information regarding any relevant financial and non-financial relationships related to course content prior to and during course planning.

Based on the information provided, Innovative Learning, LLC will engage the program planner/instructional personnel in a guided interview process which seeks to understand how the relevant financial or nonfinancial relationship may influence the content of the course.

Program Planner/Instructional Personnel's Name: _____

Course Title: _____

HIPAA REQUIREMENTS
To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all program planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient's/client's knowledge and written authorization.
I am in compliance with these policies: _____ (INITIAL HERE)
Relevant financial relationships are those relationships in which the individual benefits by receiving a salary, royalty, intellectual property rights, gift, speaking fee, consulting fee, honoraria, ownership interest (e.g., stocks, stock options, or other ownership interest, excluding diversified mutual funds), or other financial benefit. Financial relationships can also include "contracted research" where the institution gets the grant and manages the funds and the individual is the principal or named investigator on the grant.
Do you have relevant financial relationships to disclose? <input type="checkbox"/> No <input type="checkbox"/> Yes, if yes complete page 2
Relevant non-financial relationships are those relationships that might bias an individual including any personal, professional, political, institutional, religious or other relationship. May also include personal interest or cultural bias.
Do you have relevant non-financial relationships to disclose? <input type="checkbox"/> No <input type="checkbox"/> Yes, if yes complete page 3

I attest that the information in this disclosure is accurate at the time of completion and I agree to notify Innovative Learning, LLC of any changes to this information between now and the presentation.

Signature _____ Date _____

Financial Relationship Disclosure Form

Copy this page as many times as you need to complete information regarding each of your relevant financial relationships. Program Planners/Instructional personnel have a relevant financial relationship if that relationship could influence the information presented in the course and could be perceived as a conflict of interest by learners.

Planner/Presenter name: _____

Financial relationship with (name of Company/Organization): _____

Date form completed: _____

What was received? (Check all that apply)

- ☐ Salary
- ☐ Consulting fee
- ☐ Intellectual property rights
- ☐ Speaking fee
- ☐ Royalty
- ☐ Honoraria
- ☐ Hold patent on equipment
- ☐ In kind
- ☐ Grants
- ☐ Gift
- ☐ Ownership interest (e.g., stocks, stock options or other ownership interest excluding diversified mutual funds)
- ☐ Other financial benefit (please describe): _____

For what role? (Check all that apply)

- ☐ Employment
- ☐ Management position
- ☐ Teaching and speaking
- ☐ Board membership
- ☐ Ownership
- ☐ Consulting
- ☐ Membership on advisory committee or review panels
- ☐ Independent contractor (including contracted research)

☐ Other activities (please describe): _____

Non-Financial Relationship Disclosure Form

Copy this page as many times as you need to complete information regarding each of your relevant non-financial relationships. Program Planners/instructional personnel have a relevant non-financial relationship if that relationship could influence the information presented in the course and could be perceived as a conflict of interest by learners.

Planner/Presenter name: _____

Non-financial relationship with (name of
Company/Organization/Institution): _____

Date form completed: _____

What is the nature of the non-financial relationship? (complete all that apply)

☐ Personal, please describe: _____

☐ Professional, please describe: _____

☐ Political, please describe: _____

☐ Institutional, please describe: _____

☐ Religious, please describe: _____

☐ Personal interest, please describe: _____

☐ Bias, please describe: _____

☐ Other relationship, please describe: _____

For what role?

☐ Volunteer employment

☐ Volunteer teaching and speaking

☐ Board membership

☐ Volunteer consulting

☐ Volunteer membership on advisory committee or review panels

☐ Other volunteer activities (please describe): _____