Registered Behavior Technician (RBT) 40 hours Training Course



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**This training program is based on the Registered Behavior Technician Task List (2nd ed.) and is designed to meet the40-hour training requirement for the RBT credential. The program is offered independent of the BACB

40-Hour course based on the Registered Behavior Technician™ 2nd Edition Task List

F-Professional Conduct and Scope of Practice.

F-1 Describe the BACB's RBT supervision requirements and the role of RBTs in the services-delivery system.
F-2 Respond appropriately to feedback and maintain or improve performance accordingly.
F-3 Communicate with stakeholders (e.g., family, caregivers, other professionals) as authorized.
F-4 Maintain professional boundaries (e.g., avoid dual relationships, conflicts of interest, social media contacts).
F-5 Maintain client dignity.
Ethical Considerations based on the RBT Ethics Code 2.0

We Teach in a Spanglish Way!!!

Vocabulary

1. **Purpose:** Propósito
2. **High-quality:** Alta calidad
3. **Tie:** Empate
4. **Conceptualization:** Formulación de conceptos
5. **Field:** Campo/ Ámbito
6. **Rooted:** Arraigado/ Establecido
7. **Bias:** Prejuicio
8. **Upholding:** Manteniendo/Defendiendo
9. **Stakeholder:** Parte interesada (clients, families or caregivers, behavior analysts or interventionists, educators, administrators)
10. **Dignity:** Dignidad



F-PROFESSIONAL CONDUCT AND SCOPE OF PRACTICE.

The purpose of supervision is to improve and maintain the behavior analytic, professional, and ethical repertoires of the RBT and facilitate the delivery of high-quality services to his or her clients.

F-PROFESSIONAL CONDUCT AND SCOPE OF PRACTICE.

In addition to client interactions, RBT's are in contact with parents and other professionals on a regular basis. Therefore, various ethical and professional skills are needed to perform their job responsibilities effectively. This module will tie professional skills into the ethics content

F-01
Describe the BACB's RBT supervision requirements and the role of RBTs in the services-delivery system.

F-01 DESCRIBE THE BACB'S RBT SUPERVISION REQUIREMENTS AND THE ROLE OF RBTS IN THE SERVICES-DELIVERY SYSTEM.

What to expect from your supervisor:

1. Development of performance expectations
2. Observation, behavioral skills training, and delivery of performance feedback.
3. Modeling technical, professional, and ethical behavior
4. Guiding behavioral case conceptualization, problem-solving, and decision-making repertoires
5. Review of written materials (e.g., behavior programs, data sheets, reports)
6. Oversight and evaluation of the effects of behavioral service delivery
7. Ongoing evaluation of the effects of supervision

F-01 DESCRIBE THE BACB'S RBT SUPERVISION REQUIREMENTS AND THE ROLE OF RBTS IN THE SERVICES-DELIVERY SYSTEM.

Requirements:

1. Each RBT must obtain ongoing supervision for a minimum of 5% of the hours spent providing applied behavior-analytic services per month.

2. Supervision must include at least 2 face-to-face, synchronous contacts per month, during at least one of which the supervisor observes the RBT providing services.

3. In-person, on-site observation is preferred. However, this may be also conducted via:
   - web cameras, videoconferencing, or similar means in lieu of the supervisor being physically present.

F-01 DESCRIBE THE BACB'S RBT SUPERVISION REQUIREMENTS AND THE ROLE OF RBTS IN THE SERVICES-DELIVERY SYSTEM.

Requirements:

4. Although only one observation is required, the BACB encourages direct observation of service delivery as much as possible.

5. At least 1 of the 2 supervision sessions must be individual (i.e., RBT and supervisor), but the other may occur in a small-group meeting.

F-01 DESCRIBE THE BACB'S RBT SUPERVISION REQUIREMENTS AND THE ROLE OF RBTS IN THE SERVICES-DELIVERY SYSTEM.

Responsible Conduct:

1. RBT's have a responsibility, not only to their clients, but to the field of behavior analysis.

2. This code protects consumers by ensuring those who call themselves Registered Behavior Technicians are qualified to represent themselves as such and to provide treatments rooted in science.

F-01 DESCRIBE THE BACB'S RBT SUPERVISION REQUIREMENTS AND THE ROLE OF RBTS IN THE SERVICES-DELIVERY SYSTEM.

Responsible Conduct:

3. RBT's are required to seek out professional development opportunities to maintain their competence and to promote additional learning opportunities. These professional development opportunities, along with required supervision can support a practitioner's competence in their areas of practice.

4. RBT's have a commitment to provide these behavior analytic services truthfully, legally, and without bias. This includes personal biases associated with gender, age, race, religion, or socioeconomic status and those biases due to dual relationships. All attempts to prevent conflicts of interests should be avoided.

F-01 DESCRIBE THE BACB'S RBT SUPERVISION REQUIREMENTS AND THE ROLE OF RBTS IN THE SERVICES-DELIVERY SYSTEM.

Responsibility to the BACB:

From the outset of their relationship with the BACB, RBT's are required to provide

- Accurate and current information when applying and re-applying for their certification.
- Any minor changes to their statuses (address change, etc.) should be updated with the BACB immediately.
- Any major changes to their statuses (legal or ethical charges) should also be updated with the BACB immediately.
- Any content provided by the BACB is considered property of the entity and upholding its integrity and the integrity of its certificates is of utmost priority to those certified by this Board.

RBT Ethics Standards (Related to Task list E)

Section 1—General Responsibilities

1.01 RBTs are honest and work to support an environment that promotes truthful behavior in others. They do not lead others to engage in fraudulent, illegal, or unethical behavior. They follow the law and the requirements of their professional community (e.g., BACB, employer, supervisor).

(ES) 1.01 Los RBT son honestos y trabajan para apoyar un ambiente que promueva el comportamiento veraz en otros. No inducen a otros a participar en comportamientos fraudulentos, ilegales o no éticos. Siguen la ley y los requisitos de su comunidad profesional (por ejemplo, BACB, empleador, supervisor).

RBT Ethics Standards (Related to Task list E)

Section 1—General Responsibilities

1.02 RBTs conduct themselves in a professional manner, are accountable for their actions, and make an effort to follow through on work and contractual commitments. When commitments cannot be met, RBTs work with their supervisors to address the situation in the best interest of clients.

1.02 Los RBT se comportan de manera profesional, son responsables de sus acciones y hacen un esfuerzo por cumplir con los compromisos laborales y contractuales. Cuando los compromisos no se pueden cumplir, los RBT trabajan con sus supervisores para abordar la situación en el mejor interés de los clientes.

RBT Ethics Standards (Related to Task list F)

Section 1—General Responsibilities

1.04 RBTs are never employers of their supervisor. RBTs who are also trainees (i.e., accruing supervised fieldwork toward a future BCBA or BCaBA certification application) may separately contract for those supervision services.

1.04 Los RBT nunca son empleadores de sus supervisores. Los RBT que también son aprendices (es decir, acumulando trabajo supervisado de campo para una futura aplicación de certificación BCBA o BCaBA) pueden contratar por separado esos servicios de supervisión.

RBT Ethics Standards (Related to Task list F)

Section 1—General Responsibilities

1.05 RBTs do not knowingly make false, misleading, or exaggerated statements about their qualifications or behavior-technician services. They provide a current and accurate set of relevant credentials to employers and supervisors upon request.

1.05 Los RBT no hacen afirmaciones falsas, engañosas o exageradas sobre sus calificaciones o servicios de técnico en comportamiento. Proporcionan un conjunto actual y preciso de credenciales relevantes a los empleadores y supervisores a pedido.

RBT Ethics Standards

Section 1—General Responsibilities

1.08 RBTs do not harass or discriminate against others (e.g., clients, coworkers). They behave toward others in an equitable and inclusive manner regardless of age, disability, ethnicity, gender expression/identity, immigration status, marital/relationship status, national origin, race, religion, sexual orientation, socioeconomic status, or any other basis proscribed by law.

1.08 Los RBT no acosan ni discriminan a otros (por ejemplo, clientes, compañeros de trabajo). Se comportan hacia los demás de manera equitativa e inclusiva independientemente de la edad, discapacidad, etnia, expresión/identidad de género, estatus migratorio, estado civil/relacional, origen nacional, raza, religión, orientación sexual, estatus socioeconómico o cualquier otro fundamento prohibido por la ley.

RBT Ethics Standards

Section 1—General Responsibilities

1.09 RBTs are aware that their personal biases or challenges may impact their ability to effectively carry out their behavior-technician services. If their biases or challenges may impact services, they take steps to resolve the issue (e.g., developing an action/care plan, reporting to their supervisor, refraining from working with clients until the issue is resolved, reporting to the BACB) and document these actions.

1.09 Los RBT son conscientes de que sus prejuicios personales o desafíos pueden afectar su capacidad para llevar a cabo efectivamente sus servicios de técnico en comportamiento. Si sus prejuicios o desafíos pueden afectar los servicios, toman medidas para resolver el problema (por ejemplo, desarrollar un plan de acción/cuidado, informar a su supervisor, abstenerse de trabajar con clientes hasta que se resuelva el problema, informar al BACB) y documentan estas acciones.

RBT Ethics Standards

Section 2—Responsibilities in Providing Behavior-Technician Services

2.03 RBTs conduct themselves in a professional manner during all work activities (e.g., delivering services, receiving training or supervision). They take action to improve their performance following feedback from supervisors.

2.03 Los RBT se comportan de manera profesional durante todas las actividades laborales (por ejemplo, entrega de servicios, recepción de capacitación o supervisión). Toman medidas para mejorar su desempeño siguiendo los comentarios de los supervisores.

RBT Ethics Standards

Section 2—Responsibilities in Providing Behavior-Technician Services

2.04 RBTs do not use unfamiliar interventions or provide services to unfamiliar client populations unless they have received proper training.

2.04 Los RBT no utilizan intervenciones desconocidas o brindan servicios a poblaciones de clientes desconocidas a menos que hayan recibido capacitación adecuada.

RBT Ethics Standards

Section 2—Responsibilities in Providing Behavior-Technician Services

2.05 RBTs implement restrictive or punishment-based procedures only when included in a documented behavior-change plan and after their supervisor has verified their competence.

2.05 Los RBT implementan procedimientos restrictivos o basados en el castigo solo cuando están incluidos en un plan de cambio de comportamiento documentado y después de que su supervisor haya verificado su competencia.

RBT Ethics Standards

Section 3—Responsibilities to the BACB and BACB-Required Supervisor

3.01 RBTs comply with all requirements of the BACB and their supervisor, including, but not limited to, supervision, documentation of supervision, and audits.

3.01 Los RBT cumplen con todos los requisitos del BACB y su supervisor, incluidos, entre otros, la supervisión, la documentación de la supervisión y las auditorías.

RBT Ethics Standards

Section 3—Responsibilities to the BACB and BACB-Required Supervisor

3.02 RBTs are honest and accurate in all communications with the BACB and their supervisor. If an RBT becomes aware that they submitted inaccurate or false information or documents to the BACB, they immediately contact the BACB to correct the issue. If an RBT becomes aware that they submitted inaccurate or false information or documents to their supervisor or employer, they immediately contact those parties to correct the issue and determine the need to self-report the situation to the BACB.

3.02 Los RBT son honestos y precisos en todas las comunicaciones con el BACB y su supervisor. Si un RBT se da cuenta de que envió información o documentos inexactos o falsos al BACB, contactan inmediatamente al BACB para corregir el problema. Si un RBT se da cuenta de que envió información o documentos inexactos o falsos a su supervisor o empleador, contactan inmediatamente a esas partes para corregir el problema y determinar la necesidad de informar de la situación al BACB.

RBT Ethics Standards

Section 3—Responsibilities to the BACB and BACB-Required Supervisor

3.03 RBTs do not cheat or help others cheat on RBT competency assessments or RBT examinations. RBTs follow the rules and requirements of the BACB and its approved testing centers, including, but not limited to, those related to falsifying information and the unauthorized collection, use, or distribution of examination materials.

3.03 Los RBT no hacen trampa ni ayudan a otros a hacer trampa en las evaluaciones de competencia de RBT o los exámenes de RBT. Los RBT siguen las reglas y requisitos del BACB y sus centros de pruebas aprobados, incluidos, entre otros, los relacionados con la falsificación de información y la recopilación, uso o distribución no autorizados de materiales de examen.

RBT Ethics Standards

Section 3—Responsibilities to the BACB and BACB-Required Supervisor

3.04 RBTs are aware of the events they need to self-report to the BACB and any other required entities (e.g., employer, supervisor). They self-report to the BACB within 30 days of the event or within 30 days of becoming aware of the event. RBTs are required to self-report to the BACB any event that might impact their ability to effectively carry out their behavior- technician services or comply with BACB requirements, including:

- legal charges and subsequent related actions;
- investigations by employers, governmental agencies, educational institutions, or third-party payers naming the RBT;
- disciplinary actions by employers (including suspensions and terminations for cause), governmental agencies, educational institutions, and third-party payers; OR
- physical conditions, mental conditions, or substance abuse that may impair the RBT's ability to safely provide behavior-technician services.

RBT Ethics Standards

Section 3—Responsibilities to the BACB and BACB-Required Supervisor

3.04 Los RBT son conscientes de los eventos que necesitan informar personalmente al BACB y a cualquier otra entidad requerida (por ejemplo, empleador, supervisor). Informan personalmente al BACB dentro de los 30 días posteriores al evento o dentro de los 30 días posteriores a darse cuenta del evento. Los RBT deben informar personalmente al BACB cualquier evento que pueda afectar su capacidad para llevar a cabo efectivamente sus servicios de técnico en comportamiento o cumplir con los requisitos del BACB, incluidos:

- **Cargos legales y acciones relacionadas posteriors**
- **Investigaciones realizadas por empleadores, agencias gubernamentales, instituciones educativas o terceros pagadores que mencionen al RBT**
- **Acciones disciplinarias por parte de empleadores (incluidas suspensiones y terminaciones por causa), agencias gubernamentales, instituciones educativas y terceros pagadores**
- **Condiciones físicas, mentales o abuso de sustancias que puedan afectar la capacidad del RBT para proporcionar de manera segura servicios de técnico en comportamiento.**

RBT Ethics Standards

Section 3—Responsibilities to the BACB and BACB-Required Supervisor

3.05 RBTs do not misuse the intellectual property of the BACB (e.g., certification titles, examination content) or others (e.g., an employer's proprietary materials).

3.05 Los RBT no hacen un uso indebido de la propiedad intelectual del BACB (por ejemplo, títulos de certificación, contenido del examen) u otros (por ejemplo, materiales patentados de un empleador).

RBT Ethics Standards

Section 3—Responsibilities to the BACB and BACB-Required Supervisor

3.06 RBTs named in a Notice of Alleged Violation or who receive a required action from the BACB (e.g., RBT Supervision Audit, Educational Memorandum, Notice of RBT Required Action, Disciplinary or Appeal Determination, Notice of Summary Suspension or Revocation) immediately share the document with their supervisor and work collaboratively to respond to any correspondence and comply with all BACB requirements.

3.06 Los RBT mencionados en un Aviso de Supuesta Violación o que reciben una acción requerida del BACB (por ejemplo, Auditoría de Supervisión de RBT, Memorando Educativo, Aviso de Acción Requerida de RBT, Determinación Disciplinaria o de Apelación, Aviso de Suspensión o Revocación Sumaria) comparten inmediatamente el documento con su supervisor y trabajan en colaboración para responder a cualquier correspondencia y cumplir con todos los requisitos del BACB.

RBT Ethics Standards

Section 3—Responsibilities to the BACB and BACB-Required Supervisor

3.07 RBTs regularly (e.g., monthly) check their BACB account to ensure their personal information (e.g., name, email address, mailing address) is accurate. Within 24 hours of becoming aware of a change to their certification status (e.g., inactive, expired, suspended, revoked), RBTs report the change to their supervisor and subsequently comply with applicable BACB requirements related to practice, billing, and use of the RBT title.

3.07 Los RBT revisan regularmente (por ejemplo, mensualmente) su cuenta del BACB para asegurarse de que su información personal (por ejemplo, nombre, dirección de correo electrónico, dirección postal) sea precisa. Dentro de las 24 horas posteriores a darse cuenta de un cambio en su estado de certificación (por ejemplo, inactivo, vencido, suspendido, revocado), los RBT informan el cambio a su supervisor y posteriormente cumplen con los requisitos aplicables del BACB relacionados con la práctica, facturación y uso del título de RBT.

F-01 POP QUIZ

Which of the following is NOT a role of the RBT in the Service Delivery System?

A. Train caregivers

B. Implement behavior reduction program

C. Documentation and reporting.

D. Maintain professional conduct .

F-01
POP
QUIZ

Which of the following is NOT a role of the RBT in the Service Delivery System?

A. **Train caregivers**

B. Implement behavior reduction program

C. Documentation and reporting.

D. Maintain professional conduct .

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F-Professional Conduct and Scope of Practice.

F-2 Respond appropriately to feedback and maintain or improve performance accordingly.

F-3 Communicate with stakeholders (e.g., family, caregivers, other professionals) as authorized.

F-4 Maintain professional boundaries (e.g., avoid dual relationships, conflicts of interest, social media contacts).

F-5 Maintain client dignity.

Ethical Considerations based on the RBT Ethics Code 2.0

F-PROFESSIONAL CONDUCT AND SCOPE OF PRACTICE.

Your Analyst has the responsibility to support your professional development. One of the most important ways to train you is by providing feedback. **Feedback** is how our professional behavior is shaped. One of the key ingredients to a successful training is to properly accept feedback in order to learn and grow.

F-PROFESSIONAL CONDUCT AND SCOPE OF PRACTICE.

Training form your Analyst may include *corrective* ***feedback*** to help you understand areas for improvement and offer general reminders and further clarification.

Feedback will also include *encouragement* for skills that you are doing well with, and your supervisor would like to see you continue to maintain.

F-02
Respond appropriately to feedback and maintain or improve performance accordingly.

F-02 Respond appropriately to feedback and maintain or improve performance accordingly.

What is the purpose of feedback:

1. To provide assistance in performance improvement. (learning)
2. To help develop clinical skills.
3. To enable professional development.
4. To help ensure the best quality of care.

F-02 Respond appropriately to feedback and maintain or improve performance accordingly.

What are some common problems with working relationships:

1. Personality differences
2. Different communication styles
3. Background and history
4. Personal relationships

F-02 Respond appropriately to feedback and maintain or improve performance accordingly.

What are some social contingencies of giving and receiving feedback:

1. Being new to a position and having new responsibilities and roles
2. Fear of asking too many questions
3. Social stigma of being wrong
4. Fear of confrontation
5. Feedback feeling too personal

F-02 PART 1 POP QUIZ

Without feedback there is not…?

A. Compensation

B. Learning

C. Punishment

D. Praise

F-02 PART 1 POP QUIZ

Without feedback there is not…?

A. Compensation

B. Learning

C. Punishment

D. Praise

F-02 PART 2 POP QUIZ

Why is feedback Important?

A. It increases your self-esteem

B. It shows us where our current performance is in relation to past performances.

C. It looks good on resumes and jobs applications.

D. It is not important.

F-02 PART 2 POP QUIZ

Why is feedback Important?

A. It increases your self-esteem

B. It shows us where our current performance is in relation to past performances.

C. It looks good on resumes and jobs applications.

D. It is not important.

F-PROFESSIONAL CONDUCT AND SCOPE OF PRACTICE.

RBT's primary task is to implement ABA intervention as designed by their supervisor. RBTs do not often provide formal communication with stakeholders.

However, any communication that takes place must be respectful and professional in nature.

F-03
Communicate with stakeholders (e.g., family, caregivers, other professionals) as authorized.

F-03 Communicate with stakeholders (e.g., family, caregivers, other professionals) as authorized.

Who is a stakeholder?

A stakeholder is someone who has an interest or concern in another person or object.

In ABA a stakeholder is anyone with valid interests or concerns regarding the client

Examples: parents, guardian, direct care staff, teacher, or another professional that interacts with the client.

F-03 Communicate with stakeholders (e.g., family, caregivers, other professionals) as authorized.

What information can RBT's Provide

Communicate only about things within the role of the RBT

- **Examples**:
  - General ABA concepts
  - Information and resources about ABA
  - Schedule and other logistics

F-03 Communicate with stakeholders (e.g., family, caregivers, other professionals) as authorized.

What information can RBT's Provide

RBT may participate in team meetings with the client's caregiver and sometimes other professionals, such as teachers or other service providers like speech therapists or occupational therapists.

As an RBT, it is important to remember that your supervisor should be making all clinical decisions regarding the case you are working on.

An RBT should support the supervisor and direct any questions or concerns from the caregiver to the supervisor for further assistance above what the RBT has already been trained to respond to.

F-03 Communicate with stakeholders (e.g., family, caregivers, other professionals) as authorized.

What information can RBT's Provide

In a school meeting (such as for an IEP-Individualized Education Plan meeting), an RBT may participate to give their input as to the status of ABA services, but all decisions and recommendations should come from the supervisor.

RBTs should display respectful and professional communication at all times.

F-03 Communicate with stakeholders (e.g., family, caregivers, other professionals) as authorized.

What information RBTs CAN NOT Provide

1. Questions/comments outside of the scope of the RBT role
2. Rationale for a plan/procedure
3. How a plan could be modified
4. Future plans for a learner's intervention
5. In-depth question about research behind procedures
6. Ethical justification for procedures
7. Questions they don't know the answer to

F-03 Communicate with stakeholders (e.g., family, caregivers, other professionals) as authorized.

Communicate with compassion and confidentiality:

1. Ask for their help
2. Respect their prior history
3. Be sensitive to the demands of caring for an individual with a disability
4. Listen to information the caregivers provide and concerns they may have (then pass along to your supervisor)
5. Parents may ask about other children they know, respect confidentiality Do NOT talk to clients or stakeholders about other clients!

F-03 POP QUIZ

Who from the following are NOT considered a Stakeholder

A. Parents

B. Grandparents

C. Mother's Friends

D. Teachers

F-03 POP QUIZ

Who from the following are NOT considered a Stakeholder

A. Parents

B. Grandparents

C. Mother's Friends

D. Teachers

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F-Professional Conduct and Scope of Practice.

F-4 Maintain professional boundaries (e.g., avoid dual relationships, conflicts of interest, social media contacts).

F-5 Maintain client dignity.

Ethical Considerations based on the RBT Ethics Code 2.0

F-PROFESSIONAL CONDUCT AND SCOPE OF PRACTICE.

Sometimes families are so grateful for services and may become friendly with an RBT, however, in line with the RBT ethics code, the RBT's should be friendly but set professional boundaries and not enter a dual relationship with the family

F-04
Maintain professional boundaries (e.g., avoid dual relationships, conflicts of interest, social media contacts).

F-04 Maintain professional boundaries

What are considered professional boundaries ?

1. Not accepting gifts.
2. Not attending a family party outside of work hours.
3. Not babysitting for a current client.
4. Not interacting over social media accounts.
5. Do not purchase or sell things to your clients or their families.

F-04 Maintain professional boundaries

What is a dual relationship?:

Dual relationships (also known as "multiple relationships"), refer to a situation in which multiple roles exist between a therapist and a client.

➢For example:

- When a client is also a friend or family member.
- If a client is also an employee or employer.
- If an RBT regularly comes across a client in any setting outside of the session.

F-04 Maintain professional boundaries

How to avoid dual relationships?:

Social situations with families and clients can be difficult to manage at times, especially in a world that has various modes of social interaction including social media. One of the simplest ways to politely decline from entering a dual relationship is to make the client or parent aware of your ethical code.

- Example: if a parent sends you an Instagram friend request, you can simply say " Thanks for the request, but unfortunately, social media contacts with clients and their families aren't allowed within the parameters of my ethical guidelines as a practicing RBT.

RBT Ethics Standards (Related to Task list F)

Section 1—General Responsibilities

1.10 RBTs avoid multiple relationships with clients, coworkers, and supervisors. Multiple relationships occur when there is a mixing of two or more relationships (e.g., friend, family member, employee/employer) that may result in conflicts of interest and risk of harm to the client. If RBTs find that a multiple relationship has developed, they immediately inform their supervisor, work to resolve it, and document these actions. If the multiple relationship involves their supervisor, RBTs should report it to their supervisor's manager or other appropriate entity (e.g., human resources, BACB) and document this communication.

1.10 Los RBT evitan las relaciones múltiples con clientes, compañeros de trabajo y supervisores. Las relaciones múltiples ocurren cuando se mezclan dos o más relaciones (por ejemplo, amigo, miembro de la familia, empleado/empleador) que pueden resultar en conflictos de interés y riesgo de daño al cliente. Si los RBT encuentran que se ha desarrollado una relación múltiple, informan inmediatamente a su supervisor, trabajan para resolverla y documentan estas acciones. Si la relación múltiple involucra a su supervisor, los RBT deben informarlo al gerente de su supervisor u otra entidad apropiada (por ejemplo, recursos humanos, BACB) y documentar esta comunicación.

RBT Ethics Standards (Related to Task list F)

Section 1—General Responsibilities

1.11 Because the exchange of gifts can lead to conflicts of interest and multiple relationships, RBTs do not give gifts to or accept gifts from clients, stakeholders, or supervisors with a monetary value of more than $10 US dollars (or the equivalent purchasing power in another currency). A gift is acceptable if it functions as an occasional expression of gratitude and does not result in financial benefit to the recipient. Instances of giving or accepting ongoing or cumulative gifts may rise to the level of a violation of this standard if the gifts become a regularly expected source of income or value to the recipient. If an employer has a stricter policy regarding gift exchange (e.g., prohibiting gift exchange), RBTs follow that policy.

1.11 Dado que el intercambio de regalos puede llevar a conflictos de interés y relaciones múltiples, los RBT no dan regalos ni aceptan regalos de clientes, partes interesadas o supervisores con un valor monetario de más de $10 dólares estadounidenses (o el equivalente en poder adquisitivo en otra moneda). Un regalo es aceptable si funciona como una expresión ocasional de gratitud y no resulta en beneficio financiero para el destinatario. Los casos de dar o aceptar regalos continuos o acumulativos pueden llegar al nivel de una violación de este estándar si los regalos se convierten en una fuente regularmente esperada de ingresos o valor para el destinatario. Si un empleador tiene una política más estricta con respecto al intercambio de regalos (por ejemplo, prohibir el intercambio de regalos), los RBT siguen esa política.

RBT Ethics Standards (Related to Task list F)

Section 1—General Responsibilities

1.12 RBTs do not engage in romantic or sexual relationships with current clients, stakeholders, or supervisors. They do not engage in romantic or sexual relationships with former clients or stakeholders for a minimum of two years from the date the professional relationship ended. They do not engage in romantic or sexual relationships with former supervisors until the parties can document that the professional relationship has ended (i.e., completion of all professional duties). They do not receive supervision from individuals with whom they have had a past romantic or sexual relationship until at least six months after the relationship has ended.

1.12 Los RBT no participan en relaciones románticas o sexuales con clientes actuales, partes interesadas o supervisores. No participan en relaciones románticas o sexuales con clientes anteriores o partes interesadas durante un mínimo de dos años desde la fecha en que terminó la relación profesional. No participan en relaciones románticas o sexuales con supervisores anteriores hasta que las partes puedan documentar que la relación profesional ha terminado (es decir, completar todos los deberes profesionales). No reciben supervisión de personas con las que han tenido una relación romántica o sexual en el pasado hasta al menos seis meses después de que termine la relación.

F-04 PART 1 POP QUIZ

According to the ethics code, how can an RBT have professional relationships?

A. The RBT must avoid multiple relationships with clients and supervisors

B. The RBT must have no sexual relations with clients or supervisors for at least 2 years after the working relationship has ended

C. The RBT must have awareness of personal issues that may impact quality of care

D. All of the Above

F-04 PART 1 POP QUIZ

According to the ethics code, how can an RBT have professional relationships?

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B. The RBT must have no sexual relations with clients or supervisors for at least 2 years after the working relationship has ended

C. The RBT must have awareness of personal issues that may impact quality of care

D. All of the Above

F-04 PART 2 POP QUIZ

John, an RBT, has a friend whose child requires ABA services. John's friend inquired about him providing services to his child because he is currently on a waitlist for services at multiple companies. He accepted the offer and was paid by the family for his services at the same rates of reimbursement that the insurance company offers. John informed the family that this situation would be temporary and would only be providing these services until they were able to receive services from another organization.

Is this an Ethical Violation?

A. Yes. Given the relationship between John and his friend, it would be inappropriate for him to provide services.

B. No. Since John accepted just temporarily and let them know about it its not considered a violation

F-04 PART 2 POP QUIZ

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F-PROFESSIONAL CONDUCT AND SCOPE OF PRACTICE.

Dignity refers to “the state or quality of being worthy of honor or respect.”

All people have the right to be treated with dignity. To treat people with dignity and maintain client dignity, consider your attitude, behavior, compassion, and dialogue.

F-05
Maintain client dignity.

F-05 Maintain client dignity.

How can you maintain client's dignity?

- Showing respect at all times.
- Maintaining privacy and confidentiality.
- Communicating effectively and professionally.
- Do not talk down to your clients or belittle them.

F-05 Maintain client dignity.

How can you maintain client's dignity?

- Always treat your clients as human people, not just a number or a problem.
- Don't be overly friendly or overly aggressive.
- Make sure that your personal views and judgments do not interfere with providing quality treatment.
- Allow more opportunities for the client to have independence and a voice.

F-05 Maintain client dignity.

How can you maintain client's dignity?

- Your behavior toward clients and their family must be based on kindness and respect.
- Avoid wasting your clients time in personal matters when you are supposed to be focusing on your client.
- Be compassionate and empathetic toward your clients.

F-05 Maintain client dignity.

How can you maintain client's dignity?

- Your dialogue with a client should be focused on them as a person and not just another client.

- Make sure their appearance is presentable if they are unable to do it for themselves.

RBT Ethics Standards

Section 2—Responsibilities in Providing Behavior-Technician Services

2.01 RBTs do no harm and work to support the best interest of their clients. They are knowledgeable about and comply with mandated-reporting requirements.

2.01 Los RBT no hacen daño y trabajan para apoyar el mejor interés de sus clientes. Están informados y cumplen con los requisitos de informes obligatorios.

RBT Ethics Standards

Section 2—Responsibilities in Providing Behavior-Technician Services

2.07 RBTs take necessary actions to protect clients when they become aware that a client's legal rights are being violated or that there is risk of harm to a client. In these instances, RBTs report the matter to their supervisor, follow organization policies, and document these actions. In some instances, RBTs may need to contact relevant authorities (e.g., law enforcement, BACB, licensure board).

2.07 Los RBT toman las medidas necesarias para proteger a los clientes cuando se dan cuenta de que se están violando los derechos legales de un cliente o que existe un riesgo de daño para un cliente. En estos casos, los RBT informan el asunto a su supervisor, siguen las políticas de la organización y documentan estas acciones. En algunos casos, los RBT pueden necesitar comunicarse con las autoridades relevantes (por ejemplo, las fuerzas del orden, el BACB, la junta de licencias).

F-05 PART 1 POP QUIZ

You need to help Liz, a 13-year-old girl learning to put on deodorant independently. Which environment would you choose to teach this skill in order to preserve her dignity?

A. In front of other RBT's so she can be reinforced from more people

B. In the school public bathroom.

C. In a private bathroom.

D. At the class with all he peers.

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F-05 PART 2 POP QUIZ

When is OK to talk about your client?

A. In front of your co-workers at a conference meeting.

B. With your supervisor on a restaurant.

C. With your friends in a private place where no one is listening.

D. With your supervisor in a safe setting where the information can't be misled.

F-05 PART 2 POP QUIZ

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F. PROFESSIONAL CONDUCT

TASK F
F1-F5

Share your NOTES with us!!!!

At the end of each task, you will be prompted to do a summary of the complete chapter as **a class activity**, it will count as **20%** of your Final Grade, **Final Exam is 80%**

