Best Practices

For New Jersey Public School Behavior Analysts

New Jersey Department of Education
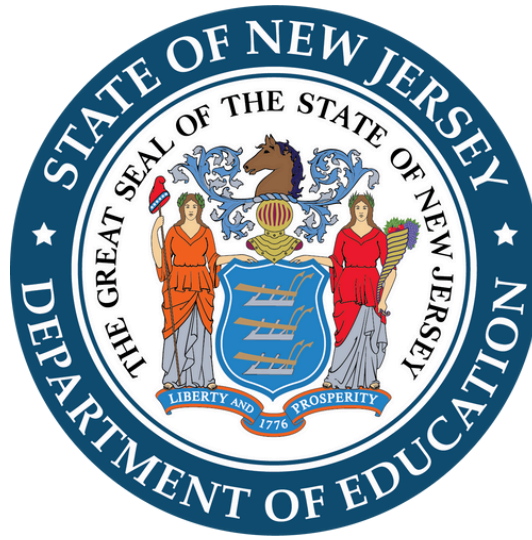
A Resource Document for Public School-Based BCBAs® in New Jersey.

2024

Office of Special Education

Best Practices

For New Jersey Public School Behavior Analysts

The "*Best Practices for New Jersey Public School Behavior Analysts*" is specifically intended for individuals within the state of New Jersey who hold a Board Certified Behavior Analyst (BCBA®) certification from the Behavior Analyst Certification Board (BACB®) and actively engage in the practice of behavior analysis within public school settings. This resource addresses the unique challenges, nuances, and expectations BCBA® professionals encounter while working in New Jersey's public education system.

This resource can serve as a valuable guidance document for BCBA® practitioners dedicated to improving students' learning and behavioral outcomes in educational settings. It offers insights and standards tailored to the unique context of behavior analysis within the state's public schools. Whether directly providing services, indirectly supporting, or contributing to foundational aspects of service delivery, these best practices aim to establish a framework for excellence in applied behavior analysis within New Jersey's dynamic educational landscape.

NEW JERSEY DEPARTMENT OF EDUCATION

Office of Special Education
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INTRODUCTION

Public educational settings present unique challenges and complexities that necessitate specific expertise and skills fro professionals working within them. School-based behavior analysts, or BCBAs®, offer valuable support to public schools. Still, they must possess a comprehensive understanding of their role and be able to collaborate effectively with educators and other service providers in this setting. While the inclusion of behavior analysts in public schools is a relatively recent development compared to other specialized services, behavior analysts, teachers, administrators, and other interested parties must prioritize collaboration to foster success for all students. The responsibilities of school-based behavior analysts are still evolving and can vary across districts and schools. Therefore, having best practices that serve as a foundation for school-based behavior analysts enables them to define their expertise and implement behavior analysis effectively and efficiently within the applied educational environment.

The Behavior Analysis Certification Board (BACB®) has developed a comprehensive set of tasks known as the Board Certified Behavior Analyst® Task List (BCBA®), which serves as the fundamental framework for all BCBAs®. It is important to understand that this task list is not explicitly tailored to school settings. While the Task List is intended for use in various applied settings, including educational environments, school-based behavior analysts must acquire additional context-specific skills and knowledge to effectively and efficiently promote positive behavior change in school settings.

This document aims to establish best practices designed explicitly for Board-Certified Behavior Analysts (BCBAs®) operating within the context of public school settings. These best practices are a foundational framework that complements the BCBA Task List (6th Edition, 2025) and the Ethics Code for Behavior Analysts (2022). Various sources were considered in developing these best practices, including the [Advanced Special Education Preparation Standards from the Council for Exceptional Children](#) (CEC; 2015) and the [Professional Standards of the National Association of School Psychologists](#) (NASP; 2020). This comprehensive approach ensures that the expectations for behavior analysts in school settings align with their diverse and multifaceted responsibilities.

OVERVIEW

Throughout the creation of this resource document, Office of Special Education staff deliberated and discussed fundamental values and objectives with the Advisory Panel Committee. The panel was comprised of individuals with varying levels of experience who held BCBA certification and had either worked in the New Jersey school system in the past or were currently serving as BCBAs. To ensure broad representation, committee members were selected based on factors such as their region and years of experience. These diverse perspectives were crucial in shaping the development process and ultimately influenced the best practices outlined in the document.

GOALS

The primary objectives of creating a guidance document for best practices for school-based behavior analysts are as follows:

To establish a comprehensive framework that encompasses the foundational knowledge required for education-specific practices by behavior analysts.

To enhance existing resources, such as the BACB® task list, BACB® Code of Ethics, and CEC Advanced Preparation Standards, by integrating applied behavior analysis and education.

To provide a structured framework that enables school-based behavior analysts to comprehend and delineate their roles and responsibilities within educational settings.

To aid school administrators, human resources professionals, and other interested parties in comprehending the intricate and distinctive roles performed by school-based behavior analysts.

PROCESS

The best practices were specifically crafted to enhance and complement existing resources. Thus, the best practices align with the BCBA® Task List 6th Edition (2025) and the Ethics Code for Behavior Analysts (2022). The development process took into account the Advanced Special Education Preparation Standards from the CEC (2015) and the National Educational Leadership Preparation Program Recognition Standards from the National Policy Board for Educational Administration (2018; NPBEA) to ensure that the expectations placed upon behavior analysts in school settings are aligned with their multifaceted responsibilities.

Staff from the Office of Special Education collaborated on developing these best practices. The team reviewed current documents from the BACB®, the CEC, NASP, and the NPBEA. During this review, comparisons between documents looking for shared content were completed. The team also drew on their expertise, experiences, concerns, successes, and journeys in educational settings as school-based behavior analysts. Based on this work, standards of practice and domains were developed to create this document. These guidance practices were defined and refined through multiple reviews.

Once developed, the guidance document and best practices were shared with the Advisory Panel Committee. The advisory panel consisted of individuals who held the credentials of either BCaBA©, BCBA©, or BCBA-D© and possessed prior or current experience working in public education settings. The panel was sensitive to the diversity within New Jersey, ensuring representation from various divisions across the state that varied in size, geographical location, and the utilization and definition of roles for school-based behavior analysts. Feedback was gathered from the committee to refine the best practices further and represent the varied roles and responsibilities of school-based behavior analysts in New Jersey.

FOUNDATIONAL TENETS AND PRINCIPLES

In the initial stages of development, discussions surrounding school-based behavior analysts, their roles, and the field's progression within education led to the identification of shared tenets. It was identified that school-based BCBAs® provide comprehensive and integrated services across four standards of practice with ten general domains of best practices, Figure 2. These comprehensive and integrated services align with the BACB® Task List 6th Edition (2025) and the Ethics Code for Behavior Analysts (2022). The following tenets and foundational principles form the foundation for the "Best Practices for New Jersey Public School Behavior Analysts."

Tenets

- Applied behavior analysis (ABA) has proven effective within educational settings.

- Students and their positive outcomes remain the primary focus for school-based behavior analysts.

- School-based behavior analysts fulfill various roles within the educational environment.

- Given the diverse responsibilities, school-based behavior analysts must define and ensure their scope of competence.

- Adherence to the BACB® Code of Ethics is imperative for school-based behavior analysts.

- School-based behavior analysts are valuable colleagues and team members in educational settings, emphasizing the necessity for collaboration.

Principles

- School-based BCBAs® possess a foundational understanding of behavior analysis and education, encompassing theories, models, research, evidence-based practices, and implementation strategies. They are adept at communicating essential principles and concepts.

- School-based BCBAs® use effective strategies and skills to help students succeed socially, behaviorally, and emotionally.

- School-based BCBAs® apply their knowledge and skills by creating and maintaining safe, supportive, equitable, and effective learning environments and enhancing family, school, and community collaboration for all students.

- School-based BCBAs® demonstrate knowledge and skills relevant to professional practices and work characteristics in education and ABA.

- School-based BCBAs® ensure that their knowledge, skills, and professional practices reflect an understanding and respect for human diversity and promote effective services for all students, families, and schools.

- School-based BCBAs® integrate knowledge and professional skills across the ten domains of school-based best practices as they deliver a comprehensive range of services in professional practice that result in direct, measurable outcomes for students, families, schools, and/or other consumers.

WHAT IS APPLIED BEHAVIOR ANALYSIS?

Applied Behavior Analysis (ABA) has emerged as a valuable and dynamic approach in education, particularly within the school setting. Initially rooted in psychology, ABA is a systematic and evidence-based methodology focusing on understanding and modifying socially significant behaviors to achieve meaningful and positive outcomes. In recent years, ABA has garnered increased attention and recognition for its effectiveness in addressing a diverse range of behaviors and supporting the diverse needs of students.

Traditionally associated with clinical and therapeutic settings, ABA's entry into schools represents a transformative shift in educational practices. Its application in schools is driven by the recognition of its potential to enhance the learning experience for students, facilitate skill development, and create an inclusive and supportive environment. This approach, once primarily associated with individuals with autism spectrum disorder, has expanded to benefit a broader student population, contributing to improved post-school outcomes, social interactions, and overall well-being.

As ABA's influence in schools grows, considering who can provide behavior-analytic services becomes increasingly important. Board-certified behavior analysts (BCBAs®) are highly trained professionals with the expertise to implement ABA strategies effectively. Beyond direct intervention, BCBAs® can serve various roles, such as consultants, trainers, and program developers, enhancing outcomes for all interested parties. By collaborating with educators, support staff, and parents, BCBAs® tailor interventions to address individualized goals and behavioral objectives, fostering a holistic approach to school and/or student support. This collaborative effort ensures a comprehensive and coordinated approach, ultimately promoting school success and the development of essential life skills for all students.

WHO ARE SCHOOL-BASED BEHAVIOR ANALYSTS?

School-based behavior analysts in New Jersey are professionals who hold a certification in applied behavior analysis from the Behavior Analyst Certification Board as a Board Certified Behavior Analyst (BCBA®) and work within educational settings to support districts, schools, and/or individuals with behavioral, social, and/or communication challenges. It's important to note that the specific roles, range of services, and responsibilities of school-based BCBAs® may vary depending on the individual school district and the needs of the clients they serve.

Behavior analysts possess the expertise to offer their services to clients with diverse needs. Their work encompasses enhancements in organizational functioning (e.g., staff performance, management, interventions, etc.), addressing skill deficits (e.g., communication, adaptive behavior, etc.), and tackling challenging behaviors (e.g., aggression, self-injurious behavior, etc.), among other areas of focus, within the four identified standards of practice.

Roles of BCBAs® in Public School Settings
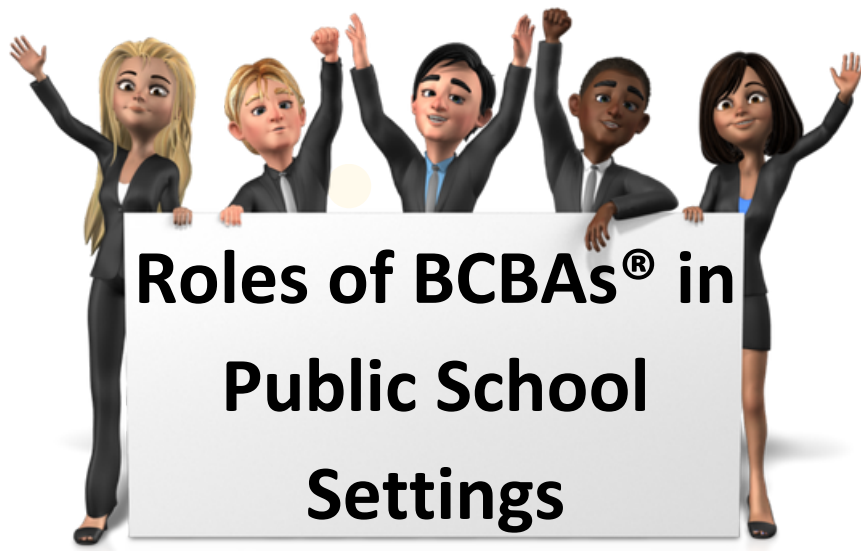
Within educational settings, BCBAs® can fulfill various roles (Layden, et al., 2023). These roles can include, but are not limited to the following:

Conducting professional development sessions for school staff and parents on behavior management techniques, data collection methods, and the principles of Applied Behavior Analysis (ABA).

Contributing to the development of transition plans, including the use of task analysis, to facilitate smooth transitions for students.

Aiding school teams and administrators in evaluating the effectiveness of intervention plans and assessing implementation outcomes.

Conducting assessments, selecting appropriate behavior change interventions, and evaluating their effectiveness.

Supporting school staff working with students who have Individualized Education Programs (IEPs), data collection, creating procedural descriptions, and developing data-based decision-making skills.

Creating and executing efficient behavior management programs tailored to students facing challenges in social and emotional domains and those exhibiting complex or severe behaviors.

Assisting teams in creating a school environment that is safe, compassionate, and tailored to meet the individual needs of students.

Note:
The list of BCBA® roles is an illustrative example of possible roles within the field. It is not exhaustive and should not be utilized as a definitive checklist for job descriptions or evaluations. BCBA® roles can vary significantly, and different positions may overlap. Individual job descriptions, organizational structures, and industry demands may influence the exact nature of a BCBA's® role. Therefore, this list is a general guide rather than an exhaustive framework. Considering the unique requirements and expectations associated with each specific position or organization is advisable.

Who is the "Client"?

READ MORE

According to the Ethics Code for Behavior Analysis (2022) a client is *"the direct recipient of the behavior analyst's services. At various times during service provision, one or more interested parties may simultaneously meet the definition of a client (e.g., the point at which they receive direct behavior analytic services, for example, training or consultation). In some contexts, the client might be a group of individuals (e.g., with organizational behavior management services; District, School, Classroom, Teacher, etc.)"* (p. 3). For school-based BCBAs®, identifying the client can be complex due to the potential overlap of one or more interested party being serviced simultaneously or, in more complex cases, multiple people (interested parties) requiring assistance to support the primary client. While these interested parties are not considered "clients" in the traditional sense, they are integral team members contributing to a collaborative approach that ensures the comprehensive well-being and success of the client. Effective communication and cooperation among all interested parties are essential to create a supportive and consistent environment for the student's behavioral development and academic progress.

Example

When a school-based BCBA® identifies the primary client as the student, several secondary "clients" or interested parties may benefit from support and collaboration to support the primary client. While the secondary "clients" are not receiving direct behavior analytic services, the secondary support can add additional workload onto the BCBA®. This should be considered when determining the caseload and workload of BCBAs® in public schools.
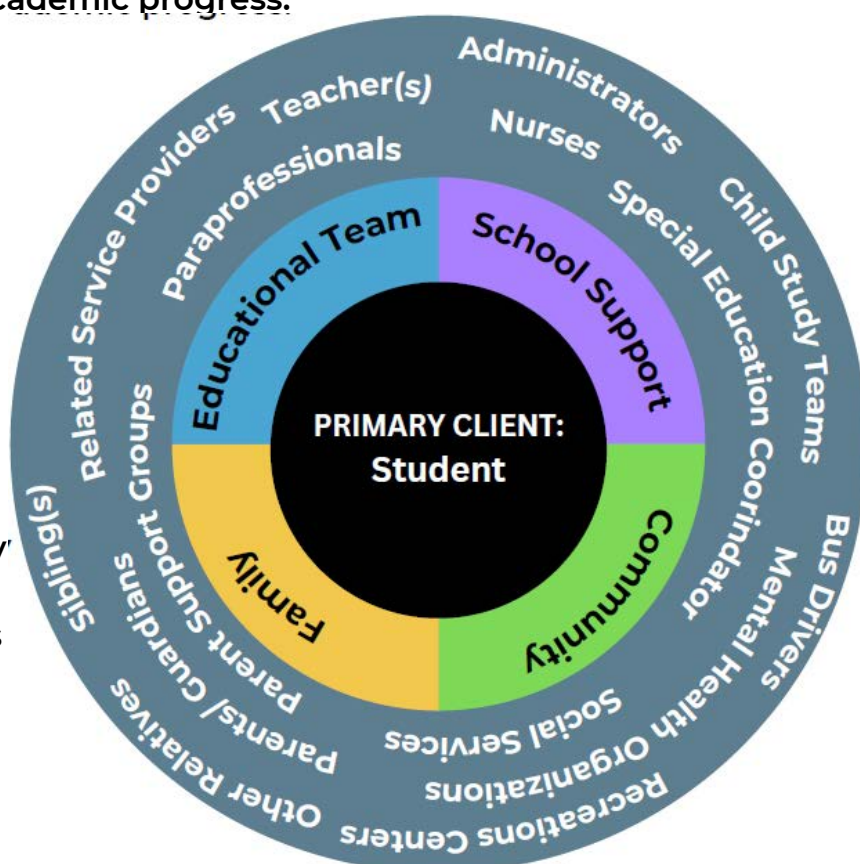
Image 1. *Visual of Interlocking Interested Parties for the Primary Client*

*Note: this is an example and varies based on the complexity of the client's needs and who is identified as the primary client.

Range of Services for School-Based BCBAs®

Behavior analysts provide a range of services in public schools tailored to meet the diverse needs of students, staff, and the educational environment. It's important to recognize that there isn't a one-size-fits-all approach, and the selection of service delivery methods depends on each district's specific requirements and goals. Multiple service delivery methods can coexist simultaneously to address various challenges within the school community. BCBAs® customize their services to align with the unique needs of each district, ensuring that interventions and supports are effectively implemented. These services are adaptable and can be tailored to address behavioral and learning challenges within the district's context. By offering a variety of service delivery methods, BCBAs® strive to promote positive outcomes for students and create a supportive and inclusive learning environment within schools.

Indirect Involvement with Students

Program Evaluations
BCBAs® may be involved in program evaluation and planning within the school setting. They analyze data, conduct assessments, and evaluate the effectiveness of existing behavior support programs or interventions. Based on their findings, BCBAs® collaborate with school teams to develop or modify behavior support plans, create data-driven decision-making processes, and establish systems for progress monitoring and outcome evaluation.

Consultations
BCBAs® may serve as consultants to teachers, administrators, and other school personnel. They might provide guidance and support in developing and implementing behavior management strategies, data collection systems, and individualized education programs (IEPs). Consultation services may involve regular meetings, collaboration, and ongoing training to ensure effective implementation of behavior support practices.

PD and Trainings
BCBAs® play a crucial role in providing professional development and training to school staff. They offer workshops, seminars, and in-service training sessions on behavior management techniques, data collection and analysis, positive behavior support, and evidence-based strategies. These training opportunities help educators and support staff enhance their skills and knowledge in behavior analysis.

Small Group Interventions
In this model, the BCBA® works with small groups of students who exhibit similar behavioral challenges or skill deficits. They design and implement group-based interventions targeting specific needs, such as social skills training or behavior management programs. The BCBA may collaborate with classroom teachers to ensure consistency in implementation.

Intensive Individualized Supports
BCBAs® can directly work with students by providing individualized behavior intervention services. This may involve conducting functional behavior assessments (FBAs), developing behavior intervention plans (BIPs), and implementing evidence-based behavior strategies. Behavior analysts may also provide direct instruction and skill-building sessions to address specific behavioral needs.

Crisis Intervention and Behavior Supports
BCBAs® can provide on-site support during crises or challenging behaviors. They can be part of a risk assessment team, help develop crisis intervention plans, train staff on de-escalation techniques, and provide guidance on maintaining a safe and supportive environment.

Direct Involvement with Students

Figure 1. *Continuum of Service from Indirect Involvement to Most Direct Involvement with Students*

Range of Services for School-Based BCBAs Continued

The Continuum of Services provided in [Figure 1](#) illustrates the types of services BCBAs® may offer within the field. This continuum is not exhaustive; the determination of BCBA's® services is contingent upon their specific roles and responsibilities. BCBAs® may operate across a spectrum of service delivery models, and their engagement in various services is not necessarily exclusive. It is important to recognize that this continuum is not a checklist but a representation of possible approaches a BCBA® may adopt based on individual circumstances, client needs, and organizational requirements.

BCBAs® are empowered to provide multiple service delivery methods within their caseload or workload, tailoring their approaches to the unique needs of their clients and the settings in which they work. The nature of a BCBA's® role and the specific demands of their caseload can influence the selection and adaptation of the services delivered.

This continuum emphasizes the diversity and adaptability inherent in the provision of behavior analytic services, acknowledging that BCBAs® may fluidly navigate multiple service delivery models to meet the needs of their clients and the populations they serve.

Standards of Practices for School-Based Behavior Analysts

Standards of practice are established guidelines that delineate the ethical and professional expectations for individuals within a specific field. In the context of school-based BCBAs® in New Jersey, four key standards of practice (Figure 3) have been identified, in which ten domains of best practices fall. These standards collectively provide a comprehensive framework for guiding the role/model of service and best practices of school-based BCBAs®, ensuring a high level of professionalism, individualized client support, systems-level impact, and a solid foundation for service delivery within the educational setting.

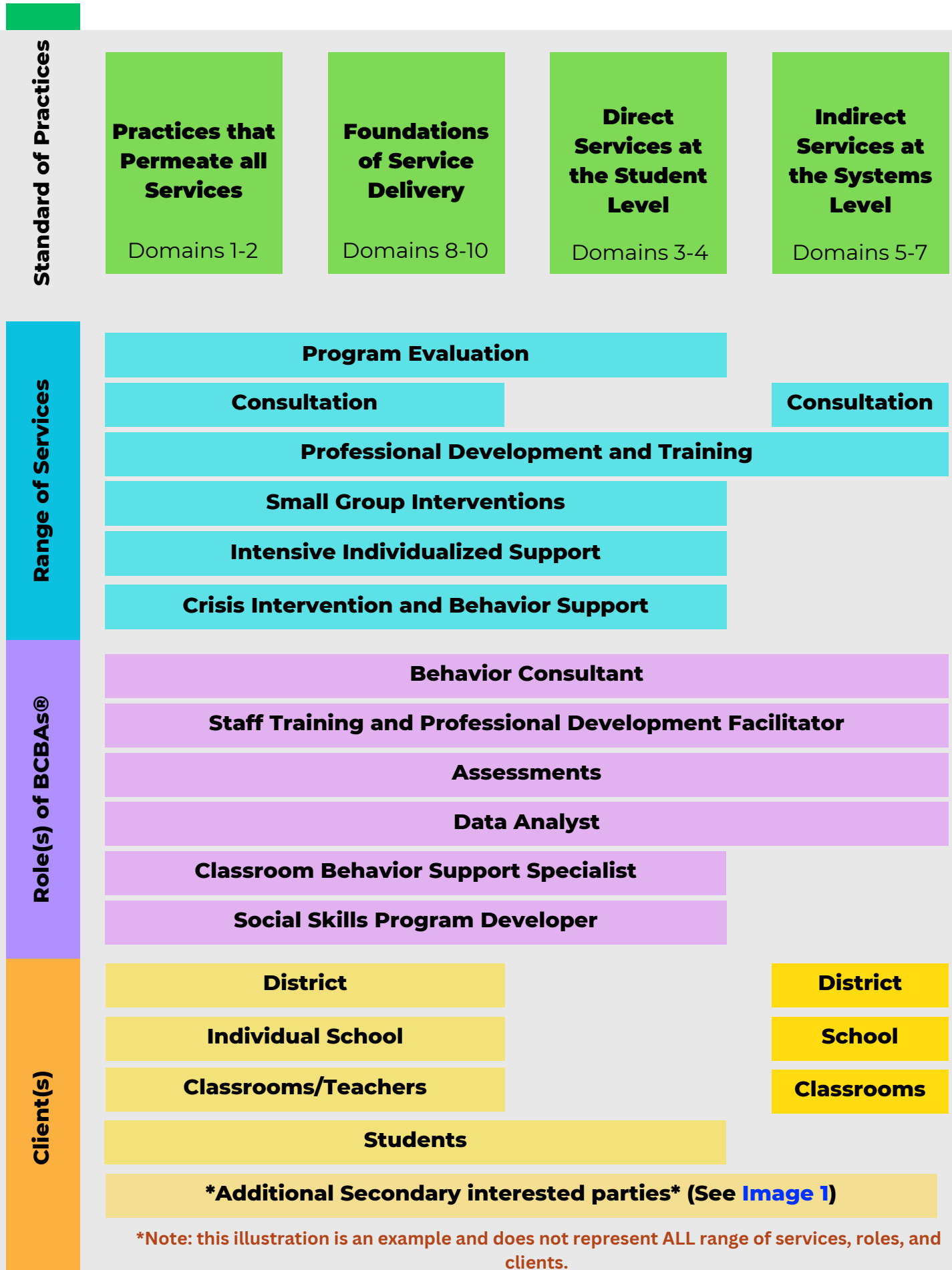# Aligning the Standards of Practice to Range of Services, Roles, and Clients

Standard of Practices

Practices that Permeate all Services	Foundations of Service Delivery	Direct Services at the Student Level	Indirect Services at the Systems Level
Domains 1-2	Domains 8-10	Domains 3-4	Domains 5-7

Range of Services

Program Evaluation

Consultation — Consultation

Professional Development and Training

Small Group Interventions

Intensive Individualized Support

Crisis Intervention and Behavior Support

Role(s) of BCBAs®

Behavior Consultant

Staff Training and Professional Development Facilitator

Assessments

Data Analyst

Classroom Behavior Support Specialist

Social Skills Program Developer

Client(s)

District	District
Individual School	School
Classrooms/Teachers	Classrooms
Students	
Additional Secondary interested parties (See Image 1)	

*Note: this illustration is an example and does not represent ALL range of services, roles, and clients.

Image 2. An illustrative example of how different range of services, roles, and clients can align with the Standards of Practice for BCBAs.

APPENDIX A

Best Practices for New Jersey Public School Behavior Analysts

NEW JERSEY DEPARTMENT OF EDUCATION

Office of Special Education

2024

BEST PRACTICES FOR NEW JERSEY PUBLIC SCHOOL BEHAVIOR ANALYSTS

The *Best Practices for New Jersey Public School Behavior Analysts* addresses the delivery of behavior analytic services within the context of educational programs and educational settings. This document aligns with the BACB® Ethics Code of Behavior Analysts (2020) foundational principles, which serve as a framework for the ethical standards of all behavior analysts. The scope of practice for school-based behavior analysts can be summarized under four standards of practice with ten general domains. Behavior analysts should have or work towards competence and proficiency in all of the domains for school-based settings.

Figure 2. *Framework for Best Practices for New Jersey Public School BCBAs*

The BACB® ethics standards are guided by four fundamental principles that behavior analysts are encouraged to integrate into their practice. These principles serve as the ethical framework, and behavior analysts should utilize them to interpret and implement the standards outlined in the Code. The four central principles emphasize that behavior analysts should promote the well-being of others, approach others with compassion, dignity, and respect, uphold a standard of integrity in their conduct, and continually ensure and demonstrate their competence (BACB®, 2020).

Core Principles
BACB® Ethics Code
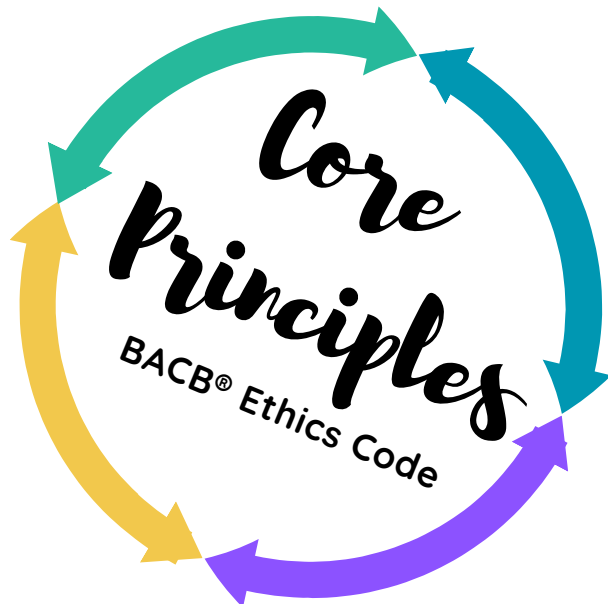
Behavior analysts strive to enhance benefits and prevent harm to clients by:

- Prioritizing the welfare and rights of clients above all else.
- Safeguarding the well-being and rights of other individuals they engage with professionally.
- Considering both short- and long-term consequences of their professional endeavors.
- Proactively recognize and address potential negative effects of their physical and mental health on their professional duties.
- Actively addressing diverse factors that may contribute to conflicts of interest, misuse of their position, or adverse effects on their professional activities.
- Engaging in effective and respectful collaboration with others.

1. Promote the Well-Being of Others

2. Show Compassion, Dignity, and Respect to Others

Behavior analysts demonstrate compassion, dignity, and respect by:

- Interact with Compassion, Dignity, and Respect.
- Treat others equitably, irrespective of age, disability, ethnicity, gender expression/identity, immigration status, marital/relationship status, national origin, race religion, sexual orientation, socioeconomic status, or any or any other characteristic that is legally protected from discrimination.
- Uphold privacy and confidentiality.
- Actively support clients' self-determination, especially with vulnerable populations.
- Emphasize the importance of personal choice in service delivery by providing necessary information for informed decision-making.

Behavior analysts ensure their proficiency by:

- Demonstrate honesty and trustworthiness in their conduct.
- Avoid misrepresentation of themselves, their work, or the work of others, and refrain from engaging in fraudulent activities.
- Fulfilling obligations and commitments promptly.
- Holding themselves accountable for their work.
- Staying informed about and uploading the requirements.
- Actively contributing to creating professional environments that adhere to the core principles.
- Respectfully educating others about the ethical requirements for behavior analysts and the procedures for addressing professional misconduct.

3. Act with Integrity

4. Maintain Professional Competence

Behavior analysts ensure their proficiency by:

- Operating within the defined scope of the profession.
- Staying updated and enhancing their knowledge of best practices and advancements in ABA, engaging in ongoing professional development.
- Staying informed about interventions that might be present in the field of education.
- Understanding, operating within, and consistently reassessing the limits of their expertise.
- Actively pursuing ongoing education to enhance their knowledge and skills related to cultural responsiveness and service to diverse groups.

STANDARDS OF PRACTICE

PRACTICES THAT PERMEATE ALL SERVICES

Practices that permeate all services refer to the consistent application of specific practices across various service delivery models and roles. This involves making data-informed decisions and working in a collaborative team with other professionals.

DIRECT SERVICES: STUDENT LEVEL

Direct services at the student level refer to specific strategies, interventions, and activities that are implemented directly with individual students. In a school or educational context, these practices are designed to address the unique needs, challenges, and goals of students at an individual level.

INDIRECT SERVICES: SYSTEMS LEVEL

Indirect services at the systems level for school-based behavior analysts refer to activities and strategies that are implemented at a broader, systemic level rather than directly with individual students. In this context, behavior analysts work to influence and improve the overall systems, structures, and processes within the school environment.

FOUNDATIONS OF SERVICE DELIVERY

The foundations of service delivery for school-based behavior analysts refer to the fundamental principles, methods, and frameworks that underpin their professional practices and the provision of effective services. These foundations encompass various elements.

Domain 1

Data-Based Decision Making

School-based BCBAs® play a pivotal role in enhancing educational environments through practices that permeate all services. These professionals serve a wide range of clients, including schools, classrooms, teachers, and districts. Employing a problem-solving framework within an interprofessional collaborative model, they ensure comprehensive data gathering from diverse sources. This approach enables them to consider ecological factors as the backdrop for assessment and intervention decisions. BCBAs® adeptly utilize assessments, leveraging technological resources to inform their practices.

Central to their role is utilizing assessment data to comprehend the unique challenges faced by their clients. By implementing evidence-based behavior analytic services, they effectively tailor interventions to address identified needs. Furthermore, BCBAs® analyze data to assess progress in achieving objectives, continually monitoring the effectiveness of interventions and ensuring fidelity to the proposed strategies.

Through their expertise, school-based BCBAs® support districts in creating supportive and inclusive educational environments that promote positive outcomes for all interested parties. Their collaborative approach fosters synergy among various interested parties, facilitating the development and implementation of evidence-based interventions that are responsive to their client's diverse needs.

Domain 1
Data-Based Decision Making

School-based behavior analysts operate within a problem-solving framework and excel in systematically gathering and analyzing data from diverse sources. They leverage assessment data to understand client's needs, implement evidence-based services and interventions, and continuously monitor progress, ensuring services and interventions are executed with integrity and fidelity. School-based behavioral analysts prioritize data-driven decision-making to optimize student academic and behavioral outcomes by evaluating interventions' effectiveness and modifying them as needed.

Domain	Best Practice	Description of Best Practice	
1.1	Problem Solving Framework	Utilize an evidence-based problem-solving framework within all professional collaborations, facilitate the resolution of issues, and pinpoint the issues underlying causes/function (see Resource List).	
		BACB® 6th Edition Task List	**BCBA® Code of Ethics**
		F1-F8, G14, H16, H8	1.02, 1.03, 1.05, 1.07, 2.01, 2.02, 2.08, 2.09, 2.10, 2.11, 2.14, 2.19, 3.11
1.2	Comprehensive Data Gathering	Systematically collect data from diverse sources, considering ecological factors as a backdrop for assessment and intervention decisions.	
		BACB® 6th Edition Task List	**BCBA® Code of Ethics**
		C1-C12, D6, E1, F1-F8, H2, H6-9	1.02, 1.03, 1.05, 1.07, 1.10, 2.01, 2.02, 2.11, 2.12, 2.17, 2.18, 3.11
1.3	Utilization of Assessment Data	Use assessment data to understand systems and/or client profiles to implement behavior-analytic best practices and/or services.	
		BACB® 6th Edition Task List	**BCBA® Code of Ethics**
		C8-C11, E1, F7-F8, H2-H8	1.02, 2.01, 2.13, 2.14, 2.17, 2.18, 3.11
1.4	Progress Monitoring	Analyze data to evaluate school systems progress, student achievement of behavioral objectives, and the effectiveness of interventions or programs by regularly analyzing data to guide continuous decision-making and determining necessary modifications.	
		BACB® 6th Edition Task List	**BCBA® Code of Ethics**
		C8-C11, E1, F7-F8, H2-H8	1.02, 2.01, 2.13, 2.14, 2.17, 2.18, 3.11
1.5	Fidelity of Interventions	Assess the fidelity of interventions (e.g., student, classroom, school-wide, etc.) to ensure accurate and consistent implementation.	
		BACB® 6th Edition Task List	**BCBA® Code of Ethics**
		C8, C12, E1, H6-H7, I5	1.02, 2.02, 2.15, 2.17, 2.18, 2.19, 3.11

Consultation and Interprofessional Collaboration

Domain 2

School-based BCBAs® demonstrate expertise in diverse consultation and collaboration models, aiming to enhance client outcomes within the educational setting. Their focus on culturally sensitive and contextually aligned interventions is critical to fostering an inclusive learning environment. Collaborating with educators, administrators, and parents, they actively seek diverse perspectives to tailor interventions to individual client needs.

Going beyond behavior analytic techniques, they continuously deepen their understanding of cultural diversity and contextual factors, engaging in ongoing professional development to refine their skills. The ultimate goal is to create an empowering educational environment, fostering positive and socially significant behavior change for all clients' holistic development and success. Their professional practices encompass employing a consultative problem-solving process for planning, implementing, and evaluating all behavior analytic services. They facilitate effective communication and collaboration among families, teachers, community providers, and other interested parties, utilizing consultation and collaboration approaches when working at the individual, classroom, school, or systems levels. Additionally, they advocate for changes at the individual student, classroom, building, district, state, or national levels, as appropriate.

Domain 2
Consultation and Interprofessional Collaboration

School-based behavior analysts engage in culturally-informed collaboration, engaging with diverse interested parties to tailor interventions to individual students' unique contexts unique cultural contexts. Through continuous professional development, a consultative problem-solving approach, effective communication facilitation, and advocacy for systemic changes, they create an inclusive and empowering educational environment, promoting positive behavior change and holistic student success.

Domain	Best Practice	Description of Best Practice	
2.1	Culturally Informed Collaboration	Engage in culturally-informed collaborations with students, school personnel (e.g., educators, administrators, related service providers, paraprofessionals, child study team, 504 coordinators, etc.), families, community providers, and other relevant interested parties to seek diverse perspectives	
		BACB® 6th Edition Task List	**BCBA® Code of Ethics**
		E1, E8-E10, H8	1.07, 1.08, 1.10, 2.10, 2.01
2.2	Continuous Professional Development	Actively participate in reflective practices and stay updated on research and best practices to continually refine skills and knowledge by pursuing opportunities to expand knowledge within ABA and beyond behavior analytic principles, encompassing instructional methodologies, social-emotional, behavioral health, and other educational disciplines based on cultural and contextual frameworks.	
		BACB® 6th Edition Task List	**BCBA® Code of Ethics**
		E3	1.06, 1.05, 1.07, 1.10, 2.18
2.3	Consultative Problem-Solving	Employ a consultative problem-solving process (see Domain 1.1) for planning, implementing, and evaluating programmatic and behavior-analytic services. Use this approach at various levels, including individual, classroom, school, and system to foster effective outcomes.	
		BACB® 6th Edition Task List	**BCBA® Code of Ethics**
		H8	2.14, 2.01, 2.10, 2.08, 3.01, 2.09, 2.18, 2.15, 3.06, 3.12
2.4	Communication and Collaboration Facilitation	Engage in effective communication and collaboration among families, teachers, community providers, and other interested parties. Strengthen partnerships through clear communication channels, ensuring a holistic understanding of students' needs and strengths.	
		BACB® 6th Edition Task List	**BCBA® Code of Ethics**
		E8-E9, H8	2.04, 2.08, 2.09, 2.10, 3.06, 2.19, 3.01, 3.02, 3.12, 3.13

Interventions and Supports

Domain 3

School-based BCBAs® leverage applied behavior analysis expertise to enhance programs and support systems within the school. Collaborating with others, they skillfully employ assessment and data collection methods to improve socially significant skills, aiming to enhance student outcomes and promote positive behavior change. Behavior analysts conduct comprehensive assessments at the student level, analyze data, and develop individualized behavior intervention plans, collaborating with various interested parties for effective implementation. At the classroom level, they collaborate with teachers to create inclusive environments, offering guidance on instructional strategies, behavior management, and data collection procedures. By empowering teachers and addressing the diverse needs of students, behavior analysts contribute to overall improvements in classroom instruction and student engagement.

Professional practices encompass implementing evidence-based interventions to enhance student engagement and learning, using assessment data to devise and implement evidence-based instructional strategies to improve student performance, collaborating with other school personnel to ensure the achievement of state and local benchmarks for all students, disseminating information about research high-leverage practices, instructional strategies, and advocating for utilizing instructional strategies tailored to diverse learners and addressing individual learning needs.

Domain 3
Interventions and Supports

At the student and classroom levels, behavior analysts contribute to enhancing instructional programs, services, and supports by leveraging their expertise in applied behavior analysis within the context of broader school-wide systems. While they do not directly engage with academic content, behavior analysts can collaborate to facilitate access to the learning environment and curriculum, ensuring that students receive appropriate support and accommodations to maximize their educational experience.

Domain	Best Practice	Description of Best Practice	
3.1	Enhancing Student Access and Success through Behavior Analytic Professional Knowledge	Utilize behavior analytic professional knowledge, including principles of reinforcement, antecedent-based interventions, verbal behavior, etc., to enhance student access to the least restrictive environment (LRE), support specialized instruction, and enhance overall student success through consultation and training.	
		BACB® 6th Edition Task List	**BCBA® Code of Ethics**
		B1-B24, E3, G1-G19, H1-H8	1.05, 1.06, 2.01, 2.13, 2.14, 2.15, 2.16, 3.01, 3.02
3.2	Utilizing Data-Driven Assessment Processes	Conduct functional assessments and collaborate on relevant skills-based and behavioral assessments to foster a data-based approach that enhances student outcomes when working with general and special education teams (see Resource List).	
		BACB® 6th Edition Task List	**BCBA® Code of Ethics**
		C1-C12, E1, E8, F1-F8, H1-H8	2.08, 2.09, 2.10, 2.12, 2.13, 2.17, 3.06, 3.12
3.3	Optimizing Student Behavior through Interventions	Develop and implement behavior intervention plans (BIPs), and create skills-based programs to enhance positive outcomes by using multiple data sources (see Domain 3.2) and interventions that are supported by research.	
		BACB® 6th Edition Task List	**BCBA® Code of Ethics**
		C1-12, F1-F8, G1-G19, H1-H8	2.08-2.18
3.4	Monitoring and Tailoring Interventions for Student Success	Utilize data-driven processes like fidelity measures and progress monitoring to drive socially significant learning and behavioral outcomes, adapting research-based interventions accordingly. Through collaborative approaches with interprofessional teams, tailor individualized intervention plans, continuously monitor progress, and adjust strategies/interventions based on data analysis and stakeholder feedback to optimize student behavior and promote positive outcomes.	
		BACB® 6th Edition Task List	**BCBA® Code of Ethics**
		F1-F8, G1-G19, H1-H8	2.13-2.16, 3.01, 3.12, 3.13

Social-Emotional and Behavioral Health Services

Domain 4

School-based BCBAs® support students' social-emotional and behavioral well-being within the educational setting. While they do not provide direct mental health services, they collaborate with other professionals, such as school psychologists, social workers, and counselors, to ensure comprehensive student support. Their expertise lies in utilizing evidence-based strategies to enhance social-emotional functioning and behavioral well-being, aligning with behavioral objectives as appropriate. This collaboration involves using assessment and data collection methods to inform interventions and evaluate their effectiveness in fostering students' socialization, learning, and overall behavioral health. Through their contributions, behavior analysts can collaborate with developing and implementing behavior change programs tailored to individual, group, classroom, and schoolwide levels, ultimately contributing to a supportive and inclusive learning environment.

Professional practices encompass working closely with school psychologists, social workers, counselors, and other professionals to ensure comprehensive support for students' social-emotional and behavioral well-being. They employ evidence-based strategies to enhance social-emotional functioning and behavioral well-being, ensuring alignment with behavioral objectives when appropriate. Behavior analysts use assessment and data collection methods to inform interventions, identify areas of concern, and evaluate the effectiveness of interventions in fostering students' socialization, learning, and overall behavioral health.

Domain 4
Social-Emotional and Behavioral Health Services

School-based behavior analysts collaborate to deliver comprehensive social-emotional and behavioral health services, ensuring students gain access to the learning environment. Working closely with an interprofessional team, including school social workers, psychologists, mental health workers, and counselors, they prioritize the holistic development of students' social-emotional and behavioral well-being. Utilizing systematic behavioral assessments, they identify antecedents, consequences, and functions of behavioral difficulties, subsequently designing and implementing multi-level behavior change programs.

Domain	Best Practice	Description of Best Practice	
4.1	Comprehensive Behavioral Health Services	Deliver comprehensive behavioral health services by systematically assessing, planning, and implementing evidence-based interventions to support the social, emotional, and behavioral needs of all students. This includes proactive strategies, individualized supports, and crisis interventions, ensuring that services are culturally responsive and align with the diverse needs of the student population. BCBAs® collaborate with school teams, families, and community resources to create an integrated, multi-tiered system of supports (MTSS), promoting student well-being and fostering positive school environments.	
		BACB® 6th Edition Task List	**BCBA® Code of Ethics**
		E8-E11, H2-H8	2.04, 2.08, 2.09, 2.10,2.19, 3.01, 3.02, 3.06, 3.12, 3.13
4.2	Collaboration with Mental Health Providers	Collaborate with mental health providers (e.g., therapists, counselors, doctors, psychologists, nurses, etc.) to develop programs supporting mental health and student growth (see Domains 7.2 and 7.3).	
		BACB® 6th Edition Task List	**BCBA® Code of Ethics**
		E8-E11, H2-H8	2.04, 2.08, 2.09, 2.10,2.19, 3.01, 3.02, 3.06, 3.12, 3.13
4.3	Integration of Supports Across Learning Environments	Integrate social-emotional and behavioral supports and services for behavioral objectives across learning environments to ensure alignment and promote overall student success.	
		BACB® 6th Edition Task List	**BCBA® Code of Ethics**
		E10, F3, F8, G1, H2	1.02, 1.05, 1.07, 1.08, 1.10, 2.10, 2.13-2.16, 2.19, 3.01, 3.06, 3.12, 3.13

Domain 4 - Continued
Social-Emotional and Behavioral Health Services

School-based behavior analysts collaborate to deliver comprehensive social-emotional and behavioral health services, ensuring students gain access to the learning environment. Working closely with an interprofessional team, including school social workers, psychologists, mental health workers, and counselors, they prioritize the holistic development of students' social-emotional and behavioral well-being. Utilizing systematic behavioral assessments, they identify antecedents, consequences, and functions of behavioral difficulties, subsequently designing and implementing multi-level behavior change programs.

Domain	Best Practice	Description of Best Practice	
4.4	Curriculum Development for Social-Emotional Skills	Facilitate and/or collaborate on the development and delivery of curricula aimed at enhancing students' essential life skills, such as self-regulation, planning, organization, empathy, social skills, and decision-making.	
		BACB® 6th Edition Task List	**BCBA® Code of Ethics**
		E10, F3, F8, H2, H8	2.01, 2.04, 2.08, 2.09-2.19, 3.01, 3.02, 3.12
4.5	Systematic Behavioral Assessment	Utilize systematic decision-making processes to assess the antecedents, consequences, and functions that impact behavioral health difficulties, enabling a comprehensive understanding of targeted interventions.	
		BACB® 6th Edition Task List	**BCBA® Code of Ethics**
		C1-C6, C9-11, F1-F8	1.02, 2.02, 2.08-2.18, 3.01, 3.12
4.6	Multi-Level Behavior Change Programs	Develop and implement behavior change programs across system levels, including individual, group, classroom, and schoolwide initiatives, fostering positive social-emotional and behavioral outcomes.	
		BACB® 6th Edition Task List	**BCBA® Code of Ethics**
		B1, B4, B6, B7, B9, B16-17, B18, G1-G19	2.01, 2.13-2.19, 3.01, 3.02, 3.12
4.7	Evidence-Based Intervention Evaluations	Evaluate the effectiveness of evidence-based interventions to enhance the social-emotional, and behavioral wellness of individual students, ensuring a data-driven approach to intervention refinement and optimization.	
		BACB® 6th Edition Task List	**BCBA® Code of Ethics**
		C8-C11, D9, F7-F8, H1-H8	1.02, 2.01, 2.13, 2.14, 2.17, 2.18, 3.11

Domain 5

School-Wide Practices to Promote Learning

School-based BCBAs® within this domain support the implementation of a comprehensive array of strategies to enhance educational outcomes for all students at the systems-wide level. Central to their approach is the integration of differentiated tiered systems of support, inclusion efforts, and evidence-based practices.

School-based behavior analysts should work towards or already possess a deep understanding of school and systems structure and organizational theory, spanning general and special education domains. Collaborating closely with their colleagues, they develop and/or implement strategies to establish and sustain effective and supportive learning environments. Key elements of their professional toolkit include utilizing universal screening programs to identify students needing support services, advocating for comprehensive policies and practices, establishing multi-tiered continuums of services, and fostering positive school environments.

Moreover, their commitment extends beyond mere implementation; they prioritize expanding competence and intervention fidelity among school personnel. They continuously assess and refine their practices through data-informed evaluation processes, ensuring that interventions are delivered precisely and consistently, ultimately driving improvements in student outcomes.

Domain 5
School-Wide Practices to Promote Learning

School-based behavior analysts possess working knowledge specifically of schools and system structures, including general and special education (e.g., IDEA, IEP, 504) and evidence-based practices. They collaborate with all relevant interested parties to support effective positive learning environments, functionally-based assessments, and implementation of function-based interventions for behavior management and skill acquisition, as well as the social-emotional and behavioral well-being of all students.

Domain	Best Practice	Description of Best Practice	
5.1	Differentiated Tiered Systems of Support	Utilize and promote ongoing adherence in the implementation of support frameworks for Multi-Tiered Systems of Support to enhance student success across multiple domains (e.g., social-emotional, behavioral, communication, etc.).	
		BACB® 6th Edition Task List	**BCBA® Code of Ethics**
		G1-G19, H2-H7	1.02, 1.06, 1.07, 2.10, 2.13, 2.14, 2.19
5.2	School-Wide Practices	Implement inclusive school-wide practices that create a compassionate, positive, and supportive learning environment for all students ensuring equity, engagement, social-emotional, and behavioral success.	
		BACB® 6th Edition Task List	**BCBA® Code of Ethics**
		A1, A5, B1-B24	1.02, 2.01, 2.13, 2.14, 2.17, 2.18, 3.11
5.3	Expanding Staff Competence and Intervention Fidelity	Offer professional development opportunities using various training methods (e.g., behavioral skills training, coaching, etc.) based on training needs assessments to expand staff comprehension and proficiency in implementing behavioral interventions and supports with fidelity.	
		BACB® 6th Edition Task List	**BCBA® Code of Ethics**
		I1, I5, I6	4.06, 4.08, 2.10, 4.02
5.4	Data-Informed Evaluation for Expanding School Personnel Competence	Assess the impact of professional development, behavioral skills training, coaching, and other training methods (see Domain 5.3) through data-based evaluations to analyze, guide, and maintain ongoing school personnel development and training needs.	
		BACB® 6th Edition Task List	**BCBA® Code of Ethics**
		I5, I6, F7, F8	4.02, 4.06, 4.08, 4.10, 4.11, 2.10,

Domain 6

Services to Promote Safe and Supportive Schools

School-based BCBAs® are equipped with or working towards a deep understanding of principles and research surrounding resilience and risk factors affecting learning and behavioral health. They possess expertise in identifying and utilizing services within school and community settings to support multi-tiered prevention efforts and employ evidence-based strategies for crisis response.

Through collaboration with various interested parties, these professionals actively promote services to enhance learning outcomes and behavioral and physical well-being by leveraging protective and adaptive factors. Their proficiency extends to implementing comprehensive crisis preparation, response, and recovery measures as appropriate.

Professional practices in this domain encompass applying knowledge of risk and protective factors to address a spectrum of issues, including school completion, truancy, bullying, youth suicide, and school violence. They collaborate with other professionals to assist with designing, implementing, and evaluating prevention and intervention programs tailored to mitigate precursors to severe learning and behavioral challenges. Additionally, they may play a role in school crisis prevention and response teams, contributing to creating safe and supportive environments for all interested parties.

Furthermore, their engagement may extend beyond the confines of the school walls; they actively collaborate with the Behavioral Threat Assessment and Management (BTAM) team and engage in community partnerships to foster multi-tiered prevention efforts, ensuring a holistic approach to promoting safety and support within the school environment.

Domain 6
Services to Promote Safe and Supportive Schools

School-based behavior analysts work collaboratively with a multidisciplinary team to apply risk and protective factors to address critical issues. When appropriate, behavior analysts actively engage in crisis prevention and response teams, collaborate for multi-tiered prevention, and demonstrate excellence in crisis preparation and response implementation. These practices collectively foster a proactive and comprehensive approach to promoting student well-being in the face of challenges.

Domain	Best Practice	Description of Best Practice	
6.1	Collaboration with the Behavioral Threat Assessment and Management (BTAM) Team	Collaborate with the BTAM team and apply behavior analytic knowledge to help decrease risk factors and increase protective factors related to critical issues such as school completion, truancy, bullying, youth suicide, and school violence.	
		BACB® 6th Edition Task List	**BCBA® Code of Ethics**
		E1, E8-E11, H1, H8	1.04-1.07, 2.10, 3.06
6.2	Comprehensive Prevention and Intervention Programs	Collaborate with interprofessional teams (e.g., PBSIS, RTI, I&RS) to design, implement, train, and/or evaluate prevention and intervention programs that specifically target precursors to learning and behavioral challenges, ensuring a proactive approach to fostering student wellbeing.	
		BACB® 6th Edition Task List	**BCBA® Code of Ethics**
		E1, E8-E11, H1-H8, I5	1.04-1.08, 1.10, 2.01, 2.10, 2.13-2.19, 3.01, 3.02, 3.06, 4.06
6.3	Crisis Prevention and Response Teams	Participate actively in school crisis prevention and response teams, contributing expertise to enhance the effectiveness of crisis preparation, response, and recovery efforts.	
		BACB® 6th Edition Task List	**BCBA® Code of Ethics**
		E1, E9-E12, G1-G19, H1-H8	1.02-1.07, 2.01, 2.10, 2.15, 2.18, 2.19, 3.01, 3.06
6.4	Community Collaboration for Multi-Tiered Prevention	Collaborate with schools and communities to support multi-tiered prevention, leveraging evidence-based strategies to enhance learning, social-emotional and behavioral health, safety, and physical well-being through a tiered system of support.	
		BACB® 6th Edition Task List	**BCBA® Code of Ethics**
		B1, B4, B6, B7, B9, B16-17, B18, G1, G3-G5, G10, G14, G16 G18	1.02, 1.05, 1.07, 1.08, 1.10, 2.10, 2.19, 3.06

Family, School, and Community Collaboration

School-based BCBAs® should understand principles and research related to family systems, strengths, needs, and cultures. They utilize evidence-based strategies to foster positive family impacts on learning and behavioral health and actively cultivate collaboration between families and schools when appropriate.

School behavior analysts collaborate with various interested parties and other professionals to develop, implement, and assess services that are responsive to culture and context. They assist with facilitating partnerships between families and schools and interactions with community agencies, with the aim of improving academic and social-behavioral outcomes for children.

Professional practices associated with family, school, and community collaboration include recognizing and honoring diversity within family systems, advocating for strategies promoting safe and nurturing parenting, considering the unique needs of children and youth in nontraditional settings, facilitating linkages among schools, families, and community providers, working with families to address barriers to school engagement, and educating the school community about the importance of family involvement in academic success.

Domain 7

Domain 7
Family, School, and Community Collaboration

Collaborating with interested parties, school-based behavior analysts enhance their competency and broaden their scope of practice to promote student outcomes. This collaborative approach involves designing, implementing, and evaluating culturally appropriate services to improve socially significant behaviors.

Domain	Best Practice	Description of Best Practice	
7.1	**Collaboration with District and/or School Administration**	Collaborate with administrators and/or central office (e.g., district level) staff to foster comprehension of behavior analytic principles and strategies. Contribute to the development and enhancement of systems change, programs, and/or services to improve outcomes for students.	
		BACB® 6th Edition Task List	**BCBA® Code of Ethics**
		A1, A4, A5, B1-24, E8, H8	1.07, 2.08, 2.10, 2.19, 3.01, 3.12
7.2	**Collaboration with School Personnel**	Work collaboratively with school personnel, including teachers, related service providers, child study team members (e.g., school psychologists, school social workers, LDTC), other school-based behavior analysts, paraprofessionals, and others as applicable. Utilize behavioral strategies and interventions to teach a range of skills—behavioral, communication, social, vocational, and daily living—aiming to enhance the outcomes for students.	
		BACB® 6th Edition Task List	**BCBA® Code of Ethics**
		A4, B1-B24, G1-G19, H1-H8, E9, E8, E10	1.03, 1.04, 1.05, 1.06, 1.07, 2.09, 2.10, 3.01, 3.06, 3.12, 3.13, 4.06, 4.07
7.3	**Collaboration with Outside Providers**	Engage in collaboration with providers who are not associated with the district (e.g., home-based behavior analysts, speech-language pathologists, occupational therapists, physical therapists, medical/psychiatric practitioners, etc.), who are involved with the student and family, creating a culturally responsive and comprehensive team approach to support plans, understanding of other contributing factors to the student's profile, promote generalization, and maintenance of socially significant behaviors across various settings.	
		BACB® 6th Edition Task List	**BCBA® Code of Ethics**
		F1-F2, E1-E9, H8	1.04, 1.05, 1, 07, 1.11, 2.10, 3.06, 3.12
7.4	**Collaboration with Families**	Actively engage with families, including guardians and caregivers, to provide family training and collaborate on assessments and interventions. Address and collaborate on parental concerns or goals for the student, ensuring a comprehensive approach to their education. Additionally, emphasize the generalization of skills from school to home, fostering continuity and reinforcement of learning.	
		BACB® 6th Edition Task List	**BCBA® Code of Ethics**
		F1-F2, F8, H1-H3, H8, G15-G16, G19, E9-E10	1.07, 1.11, 2.08, 2.09, 2.11, 2.13, 2.14, 2.16 2.17, 2.19, 3.12, 3.14, 3.16

Equitable Practices for Diverse Populations

Domain 8

School-based BCBAs® possess knowledge of and inherent respect for individual differences, abilities, disabilities, and other diverse characteristics and their impact on development and learning. They also comprehend principles and research related to diversity in children, families, schools, and communities, encompassing factors such as child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School behavior analysts employ evidence-based strategies to enhance general and special education services, addressing potential diversity-related influences. They demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School behavior analysts acknowledge that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special education opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

Examples of professional practices that respect diversity and promote equity include the following: Apply an understanding of the influence of culture, background, and individual learner characteristics when designing and implementing interventions for optimal learning and behavioral outcomes. Use inclusive language and provide culturally-responsive and equitable practices for diverse individuals, families, schools, and communities in all service delivery domains. Collaborate with families and community liaisons to understand and address the needs of diverse learners and acknowledge biases and personal beliefs, remaining aware of their impact on professional decisions, interactions, and activities.

Domain 8
Equitable Practices for Diverse Populations

School-based behavior analysts uphold equitable practices for diverse populations by integrating cultural responsiveness into interventions, designing comprehensive services while acknowledging and incorporating individual differences, and employing inclusive language. Their specialized support extends to diverse learners, fostering collaboration with families, leveraging strengths for multilingual learners, and actively addressing personal biases. Anchored in a commitment to equity and social justice, these professionals recognize and promote inclusivity, advocating for safe, supportive, and diverse learning environments for all students.

Domain	Best Practice	Description of Best Practice	
8.1	Culturally Responsive Interventions	Apply an understanding of cultural influence, background, and individual learner characteristics when designing and implementing interventions, ensuring optimal learning and behavioral outcomes for diverse student populations.	
		BACB® 6th Edition Task List	**BCBA® Code of Ethics**
		F1-F2,F4, F8, E9, E10	1.07, 1.08, 1.09 1.10, 2.16, 2.09, 2.10, 2.13, 2,14, 3.01, 3.02, 4.07, 5.01, 5.03
8.2	Comprehensive Service Design	Collaborate with others (see Domain 7) to consider individual differences, strengths, backgrounds, talents, and needs in designing, implementing, and evaluating services, fostering improved social-emotional and behavioral outcomes across home, school, and community settings.	
		BACB® 6th Edition Task List	**BCBA® Code of Ethics**
		F1-F8, G1-G19, H1-H8	1.07, 1.08, 1.09 1.10, 2.16, 2.09, 2.10, 2.13, 2,14, 3.01, 3.02, 4.07, 5.01, 5.03
8.3	Inclusive and Culturally Responsive Practices	Utilize inclusive language and incorporate culturally responsive and equitable practices across all service delivery domains, promoting an inclusive and supportive environment for diverse individuals, families, schools, and communities.	
		BACB® 6th Edition Task List	**BCBA® Code of Ethics**
		H2, H8, E9, E10	1.07, 1.08, 1.09 1.10, 2.16, 2.09, 2.10, 2.13, 2,14, 3.01, 3.02, 4.07, 5.01, 5.03
8.4	Specialized Support for Diverse Learners	Apply and/or obtain advanced knowledge to expand competency in special education and related services, promoting specialized instructional and support practices that address the diverse needs of students with disabilities within special education settings.	
		BACB® 6th Edition Task List	**BCBA® Code of Ethics**
		E2 H2, H3	1.07, 1.08, 1.09 1.10, 2.16, 2.09, 2.10, 2.13, 2,14, 3.01, 3.02, 4.07, 5.01, 5.03

Domain 8 - Continued
Equitable Practices for Diverse Populations

School-based behavior analysts uphold equitable practices for diverse populations by integrating cultural responsiveness into interventions, designing comprehensive services while acknowledging and incorporating individual differences, and employing inclusive language. Their specialized support extends to diverse learners, fostering collaboration with families, leveraging strengths for multilingual learners, and actively addressing personal biases. Anchored in a commitment to equity and social justice, these professionals recognize and promote inclusivity, advocating for safe, supportive, and diverse learning environments for all students.

Domain	Best Practice	Description of Best Practice	
8.5	Strengths-Based Approach for Multilingual Learners with Disabilities	Employ a strengths-based approach to address the learning needs of multilingual learners with disabilities, recognizing and incorporating their unique strengths for educational success.	
		BACB® 6th Edition Task List	**BCBA® Code of Ethics**
		F1-F3, F8, E9, E10	1.07, 1.08, 1.09 1.10, 2.16, 2.09, 2.10, 2.13, 2,14, 3.01, 3.02, 4.07, 5.01, 5.03
8.6	Bias Awareness and Mitigation	Acknowledge and address personal biases, including, but not limited to, race, class, gender, cultural bias, etc., to ensure unbiased professional decisions, interactions, and activities. Collaborate with relevant professionals (e.g., DEI Advisor, human resource, principal, etc.) to promote respect for diversity, equity, and inclusion to maintain an inclusive and supportive educational environment.	
		BACB® 6th Edition Task List	**BCBA® Code of Ethics**
		H2, E7, E18, E11	1.07, 1.08, 1.09 1.10, 2.16, 2.09, 2.10, 2.13, 2,14, 3.01, 3.02, 4.07, 5.01, 5.03
8.7	Equity Promotion and Advocacy	Recognize within- and between-group differences when working with diverse student populations and actively promote equity and social justice in educational programs and services. Engage in efforts to address factors limiting equity and access to educational opportunities.	
		BACB® 6th Edition Task List	**BCBA® Code of Ethics**
		F1-F2, F8, E8-E10	1.07, 1.08, 1.09 1.10, 2.16, 2.09, 2.10, 2.13, 2,14, 3.01, 3.02, 4.07, 5.01, 5.03

Research and Evidence-Based Practices

Domain 9

School-based BCBAs® possess knowledge of research design, statistics, measurement, and various data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist-practitioners, they evaluate and apply research as a foundation for service delivery and, in collaboration with others, utilize various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels. Examples of professional practices associated with research and evidence-based practice encompass evaluating, interpreting, and synthesizing a cumulative body of research findings as a foundation for effective service delivery.

They advocate for using evidence-based educational practices in social-emotional learning and positive behavioral supports at the individual, group, school, and district levels. Additionally, behavior analysts apply knowledge of evidence-based interventions and programs in designing, implementing, and evaluating the fidelity and effectiveness of school-based intervention plans. They assist in analyzing, interpreting, and using empirical foundations to support effective school practices and evaluate, select, and interpret evidence-based strategies leading to meaningful school improvement, enhancing school climate, academic achievement, and a sense of safety. Furthermore, they communicate knowledge about statistics and measurement principles to inform practices and decision-making, understanding principles of implementation science and program evaluation and applying these in various settings to support other school leaders in developing, implementing, and monitoring programs for improved outcomes for all children and youth.

Domain 9
Research and Evidence-Based Practices

School-based behavior analysts play a pivotal role in enhancing service delivery by leveraging a comprehensive understanding of research design, statistics, and measurement. They advocate for evidence-based practices, ensuring their integration across instructional domains and intervention plans while actively contributing to improving school practices by applying statistical and measurement principles. With expertise in implementation science and program evaluation, they collaborate with school leaders to develop, implement, and monitor programs, fostering positive outcomes for the diverse needs of all learners.

Domain	Best Practice	Description of Best Practice	
9.1	Informed Service Delivery	Evaluate, interpret, and synthesize cumulative research findings to inform and enhance service delivery, ensuring practices are grounded in the latest evidence and research.	
		BACB® 6th Edition Task List	BCBA® Code of Ethics
		E2, H2	6.03
9.2	Advocacy for Evidence-Based Practices	Advocate for the integration of evidence-based educational practices at various levels, including social-emotional learning, behavioral skill acquisition, and positive behavioral supports, fostering a commitment to effective practices across individual, group, school, and district levels.	
		BACB® 6th Edition Task List	BCBA® Code of Ethics
		H2, H6-H8	6.03, 1.06, 3.01, 3.12
9.3	Implementation of Evidence-Based Interventions	Apply knowledge of evidence-based interventions and programs in the design, implementation, and evaluation of school-based intervention plans, ensuring fidelity and effectiveness for meaningful outcomes.	
		BACB® 6th Edition Task List	BCBA® Code of Ethics
		H1-H8	2.01, 2.14, 2.16, 2.17, 2.18
9.4	Empirical Foundations for School Practices	Provide expertise in analyzing, interpreting, and utilizing empirical foundations to support effective school practices, ensuring a data-driven approach to decision-making.	
		BACB® 6th Edition Task List	BCBA® Code of Ethics
		C1-C12, D1-D9, H6-H7	1.05, 1.06,6.03, 3.01, 2.01

Domain 9 - Continued
Research and Evidence-Based Practices

School-based behavior analysts play a pivotal role in enhancing service delivery by leveraging a comprehensive understanding of research design, statistics, and measurement. They advocate for evidence-based practices, ensuring their integration across instructional domains and intervention plans while actively contributing to improving school practices by applying statistical and measurement principles. With expertise in implementation science and program evaluation, they collaborate with school leaders to develop, implement, and monitor programs, fostering positive outcomes for the diverse needs of all learners.

Domain	Best Practice	Description of Best Practice	
9.5	Selection of Evidence-Based Strategies	Evaluate, select, and interpret evidence-based strategies, contributing to meaningful school improvement by enhancing school climate, academic achievement, and the overall sense of safety within the educational environment.	
		BACB® 6th Edition Task List	**BCBA® Code of Ethics**
		G1-G19, H1-H4	2.01, 2.10, 2.17, 3.01, 3.02
9.6	Statistical and Measurement Expertise	Communicate knowledge about statistics and measurement principles to inform practices and decision-making, providing valuable insights into the quantitative aspects of educational social-emotional, and behavioral interventions.	
		BACB® 6th Edition Task List	**BCBA® Code of Ethics**
		C1-C12, D1-D9	2.13, 2.17,2.18
9.7	Implementation Science and Program Evaluations	Understand principles and elements of implementation science (e.g., continuous improvement planning) and program evaluations, applying this knowledge to support school leaders in developing, implementing, and monitoring programs that enhance outcomes for all learners.	
		BACB® 6th Edition Task List	**BCBA® Code of Ethics**
		C11, F3-F8, G16, G19, H1-H8	2.01, 2.13, 2.17,2.18, 4.8

Legal, Ethical, and Professional Practices

Domain 10

School-based BCBAs® play a vital role in upholding ethical and professional practices within their scope of competence while ensuring strict compliance with applicable laws, regulations, and policies, including the Family Educational Rights and Privacy Act (FERPA) and the Individuals with Disabilities Education Act (IDEA). With a profound understanding of these laws, school-based behavior analysts safeguard the privacy and confidentiality of student information, maintaining the highest standards of confidentiality in accordance with FERPA. They navigate the IDEA's intricate landscape, ensuring students with disabilities receive appropriate educational services and support. By integrating the principles of FERPA and the IDEA into their practice, school-based behavior analysts prioritize protecting students' rights, dignity, and access to quality education. Their commitment to ethical conduct and professionalism sets the foundation for building trusting relationships, collaborating with interested parties, and promoting positive outcomes for all individuals within the educational setting.

As school-based behavior analysts navigate their roles within educational settings, several best practices can guide their practice and ensure effective and ethical implementation. Here are some key best practices for school-based behavior analysts. Professional practices for school behavior analysts include staying informed about ethical and professional standards in the field, assisting administrators, other school personnel, and parents in comprehending regulations relevant to both general and special education, participating in ongoing professional development and lifelong learning to stay current, and utilizing supervision and mentoring to enhance effective practices.

Domain 10
Legal, Ethical, and Professional Practice

School-based behavior analysts uphold ethical and professional standards within their area of expertise and adhere to all relevant state laws, regulations, and policies.

Domain	Best Practice	Description of Best Practice	
10.1	Adhering to Ethical Guidelines	Adhere to the BACB Code of Ethics and other relevant ethical guidelines for behavior analysts.	
		BACB® 6th Edition Task List	**BCBA® Code of Ethics**
		E1-E12	Full Code
10.2	Adhering to State and Federal School Regulations	Adhere to federal, state, and local regulations set forth by the state and/or local educational agency, actively prioritizing student confidentiality, informed consent, and privacy rights. Ensure compliance with state and federal regulations at all times.	
		BACB® 6th Edition Task List	**BCBA® Code of Ethics**
		E12	2.03, 2.04, 2.05, 3.10, 1.02, 2.11
10.3	Modeling Professionalism in Schools	Model professionalism in schools by upholding certification requirements, nurturing interprofessional relationships, actively engaging in the school community, and comprehending the roles and responsibilities of other professionals within the public school system.	
		BACB® 6th Edition Task List	**BCBA® Code of Ethics**
		E2-E4, E7-E11	2.02, 2.03, 2.04, 2.05, 2.10
10.4	Practicing within Scope of Competency	Recognize and practice within one's scope of competency by acknowledging the capacity to deliver effective services grounded in professional training and experience (e.g., Competence and Confidence Checklist).	
		BACB® 6th Edition Task List	**BCBA® Code of Ethics**
		A1-A5, B1-B24, C1-C12, D1-D9, E1-E12, F1-F8, G1-G19, H1-H8	1.01, 1.03, 1.04, 1.05, 1.06, 1.07, 1.08, 1.09, 1.10

School-based behavior analysts uphold ethical and professional standards within their area of expertise and adhere to all relevant state laws, regulations, and policies.

Domain	Best Practice	Description of Best Practice	
10.5	Engaging in Professional Development and Collaboration	Participate in continuous professional development to remain abreast of current research and best practices relevant to legal, ethical, and professional standards. Proactively seek guidance and collaborate with peers to strengthen knowledge and skills in these 10 domains. Advocate for external collaboration to ensure adherence to legal, ethical, and professional guidelines, when needed.	
		BACB® 6th Edition Task List	**BCBA® Code of Ethics**
		A1-A5, B1-B24, C1-C12, D1-D9, E1-E12, F1-F8, G1-G19, H1-H8	1.01, 1.03, 1.04, 1.05, 1.06, 1.07, 1.08, 1.09, 1.10
10.6	Advancing Behavior Analysis in Educational Settings	Advance behavior analysis in education by effectively implementing behavior analytic principles and educating interested parties through various methods (e.g., discussions, training, etc.).	
		BACB® 6th Edition Task List	**BCBA® Code of Ethics**
		A1-A5, B1-B24, C1-C12, D1-D9, E1-E12, F1-F8, G1-G19, H1-H8	2.01, 2.12, 2.13, 2.14, 2.16, 2.17, 2.18, 2.19, 3.01

APPENDIX B
Making Optimal Use of School-Based Behavior Analytic Services

NEW JERSEY DEPARTMENT OF EDUCATION

Office of Special Education

2024

Making Optimal Use of School-Based Behavior Analytic Services

Identifying the Role to Establish Manageable Workloads and Build Scope of Competency

School-based behavior analysts are important in promoting positive student outcomes within educational settings. Their expertise in behavior analysis and data-driven interventions can significantly impact student learning, behavior, and overall well-being. However, to fully harness their potential, districts must effectively identify and delineate their roles. This involves understanding the scope of their responsibilities, collaborating with school-based Board Certified Behavior Analysts (BCBAs®), and establishing clear guidelines for caseload management.

Identifying the Role within the District

The first step in optimizing the use of school-based behavior analysts is to identify their role within the district. This often involves distinguishing between roles at the student level and systems level. At the student level, behavior analysts work directly with individual students, conducting assessments, developing behavior intervention plans, and providing ongoing support to address specific behavioral and learning needs. At the systems level, behavior analysts may focus on implementing school-wide behavior management systems, providing staff training, and developing district-wide policies and procedures to support positive behavior.

Establishing a Management Caseload/Workload

To ensure that school-based behavior analysts can effectively meet the needs of students and staff, it is essential to consider factors such as the complexity of individual cases, the diversity of student needs, the level of staff support required, available resources, and time constraints. By developing clear guidelines for caseload management, districts can prevent burnout, ensure equitable distribution of workload, and maximize the impact of behavior analysts across the district.

Supporting the BCBA's® Professional Development

Professional development is crucial for BCBAs® to stay abreast of the latest research, trends, and best practices in behavior analysis. Districts can support the professional development of school-based BCBAs® by providing access to training opportunities, workshops, conferences, and peer supervision. Additionally, districts can encourage BCBAs® to pursue continuing education and certification programs to enhance their skills and knowledge base. By investing in the professional development of BCBAs®, districts can ensure that they are equipped to provide high-quality services to students and staff.

Making Optimal Use of School-Based Behavior Analytic Services

Scope of Practice vs Scope of Competency

In employing Board Certified Behavior Analysts (BCBAs®) in school settings, understanding the distinction between scope of practice and scope of competency is important for optimizing their utilization and ensuring effective implementation of behavior analytic services.

Scope of Practice

The scope of practice refers to the range of services and interventions BCBAs® are legally permitted and ethically empowered to perform. These include conducting functional behavioral assessments, developing behavior intervention plans, providing staff training, and collaborating with interdisciplinary teams to support students with behavioral challenges, among other tasks. School administrators should be aware of the scope of practice outlined by the BACB® professional ethical guidelines to ensure that BCBAs® operate within ethical boundaries.

Scope of Competency

On the other hand, the scope of competency refers to the specific skills, knowledge, and expertise that individual BCBAs® possess within their professional practice. While BCBAs® may have the authority to perform certain interventions within their scope of practice, their level of competency in implementing these interventions may vary based on their training, experience, and ongoing supervision/professional development needs. School administrators can optimize the use of BCBAs® in school settings by assessing their competencies and aligning their roles and responsibilities accordingly. This may involve ongoing training, supervision, and collaboration opportunities with other professionals to enhance their skills and ensure high-quality service delivery.
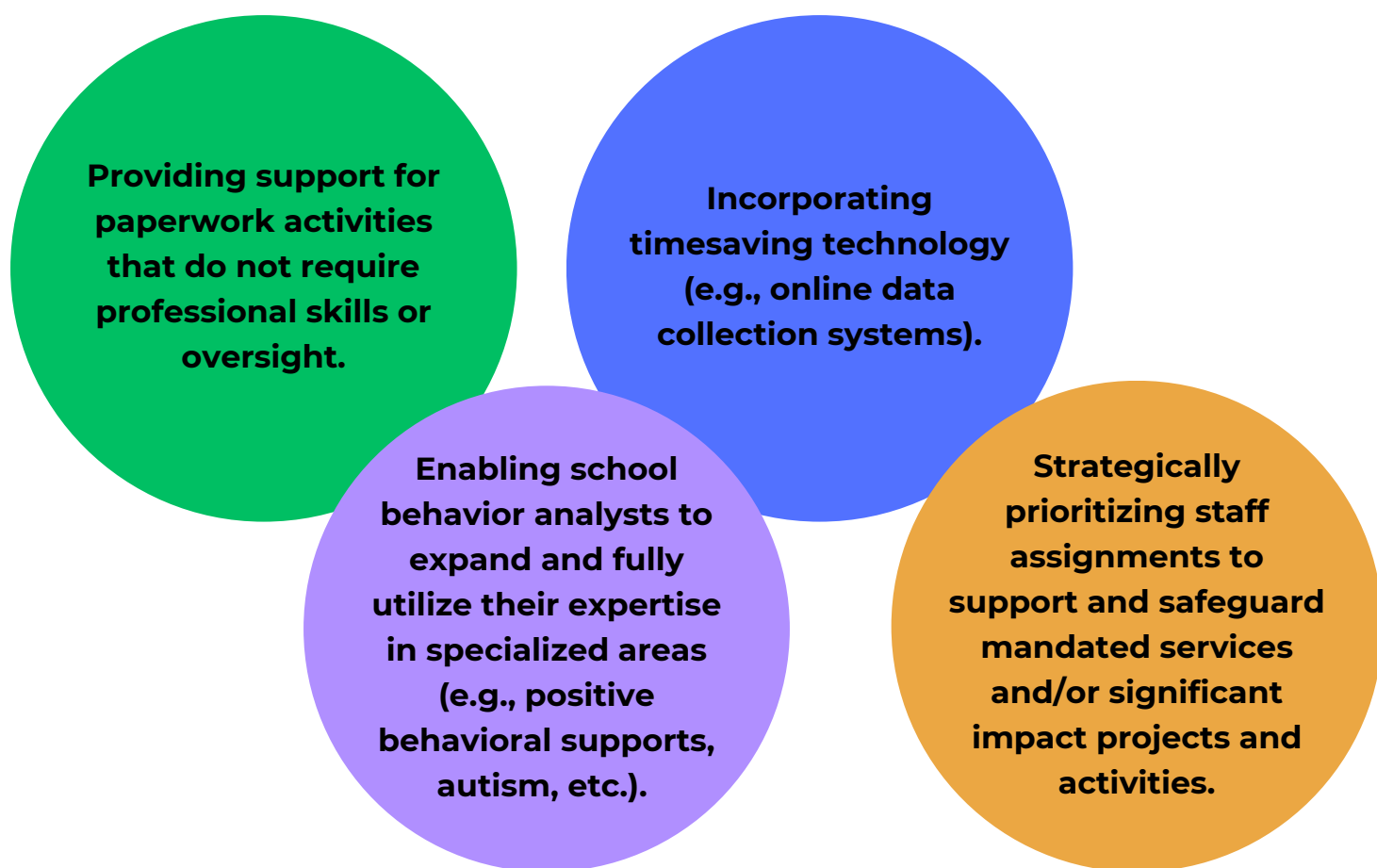
By understanding the difference between the scope of practice and the scope of competency, school administrators can effectively leverage the expertise of BCBAs® to address the unique needs of students with behavioral challenges in school settings. By ensuring that BCBAs® operate within their legal and ethical boundaries while also maximizing their competencies through ongoing professional development and support, administrators can promote the successful implementation of behavior-analytic services and enhance student outcomes.

Making Optimal Use of School-Based Behavior Analytic Services Continued

School district leaders can consider optimizing the utilization of the valuable resources represented by school behavior analysts. While maintaining their crucial role in evaluations (e.g., FBAs), there can also be a focus on prevention, consultation, collaboration, and indirect services to proactively support students, averting failures and diminishing the necessity for more costly and intrusive interventions. School district leaders are urged to familiarize themselves with this document's outlined domains of best practice for a comprehensive understanding of behavior analytic services. Collaboration between school district leaders and behavior analysts is encouraged to experiment with innovative deployments of school behavior analysts within districts. To ensure effective and efficient resource utilization, school district leaders can leverage the skills of school behavior analysts in database decision-making and program evaluation, as well as their knowledge of empirically supported interventions.

Strategies to optimize the use of school behavior analysts' services include, but are not limited to:

Providing support for paperwork activities that do not require professional skills or oversight.

Incorporating timesaving technology (e.g., online data collection systems).

Enabling school behavior analysts to expand and fully utilize their expertise in specialized areas (e.g., positive behavioral supports, autism, etc.).

Strategically prioritizing staff assignments to support and safeguard mandated services and/or significant impact projects and activities.

Determining Caseloads/Workloads

FOR SCHOOL-BASED BEHAVIOR ANALYSTS

Unlike the staffing considerations for regular education programs, which are typically determined by projected student enrollment, class size limits, and budget constraints, the allocation of school behavior analysts is not solely based on the number of children in attendance or program size. Instead, it considers the intensity and duration of services required for students in need of special education and related services.

It is important to differentiate between caseload and workload when deciding on the responsibilities of school behavior analysts.

Caseload

The caseload for a school-based behavior analyst refers to the total number of clients for whom the analyst provides direct behavior analytic services within an educational setting. Clients may include students, teachers, classrooms, schools, or a school district. The caseload encompasses the individuals or entities directly receiving behavior-analytic services from the analyst.

Workload

The workload consists of all the activities required to manage the caseload effectively. These tasks are essential for supporting students' educational programs, supporting additional interested parties, implementing best practices for school behavior analysts, ensuring compliance with educational mandates, and fulfilling responsibilities associated with working in a school setting.

School-based BCBAs® do not adhere to a set caseload number for several reasons: There is insufficient research to advocate for a specific caseload size. Clients' requirements and intensity of needs for behavior analysis services differ significantly, and a fixed caseload number fails to accommodate this diversity.

However, determining the caseload/workload for a school-based behavior analyst involves considering various factors related to the analyst's responsibilities and the client's needs. While there isn't a one-size-fits-all formula, BCBAs® can use a set of considerations to guide the decision-making process around identifying low, medium, or high caseload/workloads.

Listed below are some factors that may be included when considering a behavior analyst's caseload/workload. These factors are subjective and can vary given the range of services and role the behavior analyst plays in the school.

Number of Clients:
- Consider the total number of clients that receive direct behavior analytic services (e.g., schools, students, teachers, etc.)
- Evaluate the severity and complexity of each clients need.

Intensity of Support:
- Assess the level of support required for each client. Each client may need more intensive intervention, while others may require less.
- Tier 1 - minimal support, Tier 2 - moderate support, Tier 3 - intense support

Type of Intervention:
- Differentiate between the types of interventions needed.
- Consider the time required for assessment, development, and implementation.

Consultation Time:
- Account for time spent consulting with teachers, parents, and other staff members.
- Consider collaborative efforts and team meetings.

Paperwork and Documentation:
- Factor in the time spent on paperwork, progress monitoring, and maintaining accurate records and data.

Training & Professional Development:
- Consider the time spent on continuous professional development and training for both the behavior analyst and other staff.

School Size and Structure:
- The size and structure of the school can impact the caseload. A larger school may require more time and resources.

Administrative Tasks:
- Include time spent on administrative tasks such as scheduling, meetings, and communication.

Feedback and Evaluation
- Establish a feedback loop for ongoing evaluation and adjustments of caseload based on effectiveness and efficiency.

Caseload Adjustment Factors:
- Develop adjustment factors based on specific circumstances, such as unexpected crises or high-stress periods.
- Adjust as needed (e.g., yearly, quarterly, etc.)

Collaborating with school administrators, special education teams, and other interested parties ensures a reasonable and manageable caseload. Additionally, staying informed about relevant regulations and professional guidelines is crucial to making informed decisions.

The above-listed factors are subjective and can be adapted to fit the range of services and roles the behavior analysts play within the district.

Resource List!

PROBLEM SOLVING FRAMEWORKS

- **Collaborative & Proactive Solutions (CPS)**
- **5 Whys**
- **Six Sigma DMAIC**
- **NJTSS Framework**
- **Fishbone**
- **PDCA Cycle**
- **NJPBSIS**

BEHAVIORAL ASSESSMENTS

- Vineland Adaptive Behavior Scales
- Functional Behavioral Assessment (FBA)
- Behavior Assessment System for Children (BASC-3)
- Behavioral and Emotional Rating Scale (BERS-2)
- Motivation Assessment Scale (MAS)
- Functional Analysis Screening Tool (FAST)
- Questions About Behavioral Function (QABF)
- Behavior Rating Inventory of Executive Function (BRIEF)
- Aberrant Behavior Checklist (ABC)
- Direct Behavior Rating (DBR)

SKILL BASED ASSESSMENTS

- Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP)
- Assessment of Basic Language and Learning Skills (ABLLS-R)
- Assessment of Functional Living Skills (AFLS)
- Essential for Living (EFL)
- PEAK Relational Training
- Skills for Autism
- Social Skills Improvement Systems (SSIS)

Note: The resources listed above are provided for informational purposes only. The Department of Education does not endorse or recommend any specific tool or assessment method. It is important to choose assessments based on the unique needs of the individual and the specific context of their use. Furthermore, these resources should only be administered and interpreted by individuals who have the appropriate training, qualifications, and competency to ensure the validity and reliability of the results. Always consult with a qualified professional before implementing any behavioral assessment.

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Glossary

This resource provides access to a list of commonly used terms and acronyms in special education and behavior analysis.

A

Academics: Academics refer to the learning content set forth by the state.

Adapted Supports: These are the changes or modifications to existing instructional materials, resources, or tools that reflect the student's individual needs to enhance independence within the educational environment.

Antecedent: A stimulus such as a verbal cue, physical prompt, person, or event that precedes a behavior.

Antecedent-Based Interventions: These are proactive strategies in behavior analysis that modify the environment or conditions preceding a behavior to prevent or reduce the occurrence of challenging behaviors, emphasizing the manipulation of factors that trigger or influence the behavior.

Applied Behavior Analysis (ABA): ABA is the science of studying observable behavior patterns and environmental interactions. The techniques allow the observer to clearly understand how specific interventions or techniques may be affecting certain behaviors.

Assessment: The gathering of information to decide what actions should be taken.

Assessments in Behavior Analysis: Behavior analysis assessments are systematic procedures used to collect information about an individual's behavior, environment, and relevant variables. These assessments are grounded in behavior analysis principles and aim to understand and analyze behavior systematically and objectively. Some common assessments in behavior analysis include FBAs, behavioral skills assessments, preference assessments, ABC Analysis, direct observation, functional analysis, etc.

B

Baseline: The condition or phase in which there is no intervention. The baseline data are then compared to data collected during an intervention to determine whether behavior change has occurred.

Behavior: Behavior is a living organism's observable and measurable activity.

Behavior Analyst: A behavior analyst is a professional who specializes in the field of behavior analysis. Behavior analysts often work to identify and address socially significant behaviors related to learning, communication, and social interactions. They apply principles of behavior to create behavior change strategies, often working with individuals with developmental disorders, autism, mental health issues, or other behavioral challenges. Evidence-based interventions aim to enhance adaptive behaviors and reduce problematic behaviors.

Behavioral Engagement: This is the observable act of students being involved in learning; it refers to the student's participation in academic activities and efforts to perform academic tasks.

Behavior Intervention Plan (BIP): A complete description of the assessment and interventions conducted and/or planned for a student's problem behavior. The plan contains specific information regarding the functional assessment conducted, the hypothesis statement stating the possible function of the problem behavior, an explicit description of the antecedent and consequent interventions implemented or planned, and the new skills that will be taught to replace the problem behavior.

B

Board Certified Behavior Analysts (BCBA): A BCBA is a professional with expertise in behavior analysis who holds certification from the Behavior Analyst Certification Board, demonstrating advanced knowledge and skills in applying behavioral principles to assess, design, and implement effective interventions for behavior change, often working in areas such as education, healthcare, or applied behavior analysis programs.

C

Caseload: The caseload for a school-based behavior analyst refers to the total number of clients or individuals for whom the analyst provides behavior analysis services within an educational setting.

Client: According to the Ethics Code for Behavior Analysis (2022), a client is "the direct recipient of the behavior analyst's services. At various times during service provision, one or more interested parties may simultaneously meet the definition of client (e.g., the point at which they receive direct training or consultation). In some contexts, the client might be a group of individuals (e.g., with organizational behavior management services)" (p. 3).

Collaboration: Collaboration for school-based behavior analysts involves working closely with educators, parents, and other professionals to create a unified approach to addressing students' behavioral needs. This entails sharing information, coordinating interventions, and fostering open communication to promote a supportive and consistent student environment.

Consultation: Consultation for school-based behavior analysts involves providing expertise and guidance to educators, staff, and parents regarding behavioral assessments, interventions, and strategies. It emphasizes a supportive role where the behavior analyst offers recommendations, training, and ongoing support to enhance the overall effectiveness of the school's behavioral support systems.

Consultative Problem-Solving: In the school context, behavior analysts involve a collaborative and systematic process where behavior analysts provide expertise and guidance to support educators, staff, and other interested parties in addressing challenges related to student behavior and learning. It includes problem identification, data collection and analysis, development of strategies, implementation support, progress monitoring, evaluation, and refinement.

Culturally Informed Collaboration: Involves working together in a way that recognizes, respects, and integrates cultural diversity and sensitivity into the collaborative process. It emphasizes understanding and valuing different cultural perspectives, norms, and practices, fostering open communication, and adapting collaborative strategies to be inclusive and culturally responsive. This approach ensures that collaboration considers the cultural backgrounds and experiences of individuals involved, promoting effective and respectful teamwork in diverse contexts.

Curriculum: The curriculum is what is taught to students in school.

D

Data: Data refers to factual information or observations that can be systematically collected, measured, and analyzed. In various contexts, data can include numerical figures, qualitative descriptions, or other forms of information that provide a basis for decision-making, analysis, and understanding patterns or trends.

Data-Based Decision-Making: Data-based decision-making in the school context refers to using collected data to inform and guide choices regarding intervention strategies, program modifications, and overall decision-making processes. It emphasizes the importance of relying on empirical evidence to make informed choices that can positively impact student behavior and outcomes.

E

Evidence-Based Practices: Evidence-based practices (EBPs) refer to interventions, strategies, or approaches that have been systematically researched, tested, and proven effective through empirical evidence and scientific studies. These practices are grounded in reliable data and are considered best practices in a particular field or context based on their demonstrated positive outcomes.

F

Fidelity: In the context of school behavior analysts, refers to the degree to which an intervention or program is implemented as it was designed or intended. It involves ensuring that the strategies and procedures outlined in behavior intervention plans or other programs are carried out accurately and consistently. High-fidelity implementation indicates that the intervention is being delivered by the specified guidelines, increasing the likelihood of achieving the intended outcomes. Monitoring fidelity is crucial for maintaining the integrity and effectiveness of behavior interventions in school settings, as deviations from the prescribed methods may impact the validity of assessment results and the success of interventions.

Functional Behavioral Assessment (FBA): FBAs are a systematic and collaborative process in behavior analysis that involves identifying and analyzing the antecedents, behaviors, and consequences of problematic behavior to understand its function and inform the development of effective behavior intervention plans. Refer to NJDOE General Information on FBAs.

I

Implementation Science: Implementation science in schools refers to the systematic study and application of strategies to effectively integrate evidence-based practices and interventions into educational settings. It involves understanding and addressing the challenges and factors that influence the successful adoption, implementation, and sustainability of educational programs or practices, with a focus on improving student outcomes. Implementation science in schools aims to bridge the gap between research and practice by promoting the effective translation of evidence-based interventions into routine educational settings through careful planning, collaboration, and ongoing evaluation.

Interprofessional Collaboration: occurs when two or more professionals learn about, from, and with each other to enable effective collaboration and improve outcomes (WHO, 2010).

Interventions: interventions have been rigorously researched and shown to be effective through empirical evidence. These interventions are informed by scientific data, ensuring that they are systematically applied and have a demonstrated impact on the targeted behavior or outcome.

M

Mental Health: For school-based behavior analysts, mental health encompasses the emotional, social, and psychological well-being of students within the school setting. It involves understanding and addressing factors that contribute to a student's overall mental well-being, including emotional regulation, social skills, coping mechanisms, and the ability to engage positively in academic and social environments. School-based behavior analysts work to support and enhance mental health by implementing evidence-based interventions, fostering a positive school climate, and collaborating with educators and other professionals to create a supportive and inclusive learning environment.

P

Problem-Solving Framework: A problem-solving framework is a systematic and structured approach used to analyze and address challenges or issues. It involves a series of steps designed to identify, define, analyze, develop solutions, implement interventions, and evaluate outcomes. The goal is to methodically work through problems, consider relevant information, and make informed decisions. Problem-solving frameworks are often iterative, allowing for continuous refinement of strategies based on ongoing assessment and feedback. This approach is widely used in various professional fields, including behavior analysis, education, business, and healthcare, to promote effective decision-making and solution development.

Progress Monitoring: In the context of school behavior analysts involves systematically and regularly assessing a student's academic or behavioral progress over time. It includes the ongoing collection of data to measure the effectiveness of interventions and to determine whether the student is making the expected improvements. High-quality progress monitoring entails consistent and accurate data collection, utilizing appropriate measures aligned with the goals and objectives of the intervention plan. Analyzing progress data allows behavior analysts to make informed decisions, modify interventions as needed, and ensure that students are on track to meet their academic and behavioral targets.

R

Reinforcement: In schools, reinforcement is the strategic use of positive or negative stimuli to strengthen or weaken specific behaviors among students, teachers, or schools. Positive reinforcement involves providing rewards or incentives to encourage desired behaviors, such as praise, privileges, or tangible rewards. Negative reinforcement involves removing aversive stimuli or consequences following desired behaviors, thereby increasing the likelihood of those behaviors recurring. Reinforcement is a fundamental principle in ABA and is often employed by educators to promote learning, foster positive classroom environments, and shape students' behavior toward desired outcomes.

S

Strength-Based Approach: A strength-based approach for Multilingual Learners involves recognizing and building upon the existing linguistic and cultural assets of students who are acquiring English as an additional language. Instead of focusing solely on deficits or language challenges, this approach emphasizes identifying and leveraging the individual strengths, cultural backgrounds, and linguistic abilities of English learners to support their academic and social development. It aims to create an inclusive and empowering learning environment that values the diversity and unique assets that Multilingual Learners bring to the educational setting.

V

Verbal Behavior: As conceptualized by B.F. Skinner in behavior analysis, refers to the behavior of an individual that involves the use of words, vocalizations, or other forms of communication to interact with and influence their environment. It focuses on understanding the functional relationships between verbal responses and their consequences, emphasizing the role of language in social interactions and the shaping of behavior.

W

Workload: Workload encompasses all activities undertaken by the school behavior analyst, including the caseload (e.g., individual students served) and other tasks essential for supporting students' educational programs, implementing best practices for school behavior analysts, ensuring compliance with educational mandates, and fulfilling responsibilities associated with working in a school setting.

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