

**BEHAVIOR TECHNICIAN  
(Time-Based)**

**APPENDIX A**

O\*NET-SOC CODE: 29-2053.00

This training outline is a minimum standard for Work Processes and Related Instruction. Changes in technology and regulations may result in the need for additional on-the-job or classroom training.

**WORK PROCESSES**

**Approximate Hours**

<b>A. Maintaining a Safe Environment</b>	<b>100</b>
1. Become familiar with the center and ensure its safety.	
2. Keep indoor and outdoor areas free of dangerous conditions and materials.	
3. Participate effectively in evacuation procedures.	
4. Check daily that all equipment and materials are in safe, working order. Maintain equipment and materials. Limit the people using equipment to a safe number.	
5. Maintain order and safe behavior among persons while recognizing their need to explore and be curious.	
6. Instruct persons on safety rules and enforce them consistently.	
7. Lead people in clean-up activities.	
8. Maintain first aid supplies. Know what items are in the kit and use them appropriately.	
<b>B. Establishing a Healthy Environment</b>	<b>100</b>
1. Identify, treat, and report minor injuries/illnesses.	
2. Note people's appearance for any evidence of illness, injury, or change in behavior.	
3. Recognize indicators of abuse and maltreatment, seek resources for information and support, follow state law in response.	
4. Conduct daily health checks, clean toys, materials, and equipment.	
5. Establish good handwashing practices.	

### **C. Creating a Positive Learning Environment**

**200**

1. Arrange physical space and materials to create a dynamic aesthetic and stimulating environment.
2. Ensure the environment supports a broad array of experiences.
3. Provide a reliable routine together with a stimulating choice of materials, activities, and relationships.
4. Provide a variety of opportunities for actions and interactions between and among children and adults (where applicable).
5. Provide a balance between active and restful times, social and private times, receptive and productive activities, making choices and following the lead of others, helping others and being helped.
6. Encourage decision-making choices.
7. Recognize and respect cultural diversity, which is reflected in activities and materials.
8. Provide a caring, bias-free climate that supports people's feelings of competence and self-worth. Provide for recognition of group and individual accomplishments.

### **D. Assessing Individual Behavioral Needs**

**400**

1. Identify an individual's preferred items or activities to assist determining appropriate reinforcement using different types of preference assessments.
2. Understand the different types of reinforcement and schedules of reinforcement, ensuring delivery occurs immediately after the behaviors and using a variety of reinforcers.
3. Recognize the four functions of behavior: as attention, escape, access to tangibles, and automatic reinforcement.
4. Assist in identifying factors contributing to the occurrence of challenging behavior, using skills such as for direct observation, interview, and data analysis.
5. Develop awareness of the steps to a Functional Behavior Assessment, and understand Behavior Technician's role in the process.

### **E. Development of Skill Acquisition**

**650**

1. Become familiar with shaping behavior process when reinforcing behaviors that are closer to the target behavior.

Utilize the 10 laws of shaping, such as starting with easy behaviors and reinforcing successive approximations.

2. Develop an understanding of prompting and prompt fading by recognizing different types of prompts, such as physical, verbal, or gestural and how to fade them over time.
3. Implement time-based system of prompting, including probe trials, teaching trials, hierarchy-based, error-based and clinical judgment-based prompts to teach new behaviors.
4. Gain an understanding of direct trail teaching by teaching a behavior through direct instruction and repetition.
5. Facilitate naturalistic teaching through the individual's natural environment such as at home, daycare, or in the community setting.
6. Become familiar with generalization of skills but applying the learned behavior in different situations and settings.
7. Ensure learned behavior is maintained over time by offering opportunities to practice learned skills and reinforcing where appropriate.
8. Incorporate strategies for promoting stimulus control such as using visual aids and consistent prompts.
9. Perform task analysis and chaining by breaking down complex behaviors into smaller, more manageable steps and teaching the steps in a specific order that forms a chain of behaviors.
10. Utilize a variety of strategies such as prompting, reinforcement, and shaping to teach new behaviors.
11. Implement new skills through modeling, rehearsal, feedback and reinforcement.
12. Provide social skills training to individuals in a group setting.

## **F. Implementing Behavior Management Strategies**

**300**

1. Learn how to handle Atypical Behaviors by understanding the function of the behaviors and how to address them effectively.
2. Understand when to implement time-out and time-in procedures as a behavior reduction strategy.
3. Know when and how to use "response cost".
4. Gain an understanding of the different types of antecedent-based strategies such as stimulus control and functional communication and how to implement them effectively.

5. Understand how to handle crisis situations and emergencies.
6. Identify and understand the components of a behavior reduction plan.

**G. Documentation & Reporting** **150**

1. Collect and graph behaviors and interventions to understand whether individuals are making progress.
2. Gain an understanding of the components of a session note such as objective and measurable information and how to write notes that are clear and concise.
3. Know the ethical principles and standards when documenting and reporting.

**H. Professional Conduct and Scope of Practice** **100**

1. Become familiar of different workplace settings such as clinics, schools, homes, and community settings.
2. Learn the importance of working with teachers, classroom, and school when designing behavior plans for students and the ethical considerations in the school environment.
3. Become aware of the different types of reach designs and methods and how to use research findings to inform practice in school setting.

**Approximate Total Hours** **2000**

*Apprenticeship work processes are applicable only to training curricula for apprentices in approved programs. Apprenticeship work processes have no impact on classification determinations under Article 8 or 9 of the Labor Law. For guidance regarding classification for purposes of Article 8 or 9 of the Labor Law, please refer to <https://dol.ny.gov/public-work-and-prevailing-wage>.*

## **BEHAVIOR TECHNICIAN**

### **APPENDIX B**

#### **RELATED INSTRUCTION**

##### **Safety & Health**

1. General Workplace Safety
2. Mandated Reporter
3. Prevention and Identification of Brain Injuries
4. Preventing Sudden Infant Death Syndrome
5. Safe Sleeping Practices
6. Emergency Preparedness
7. Sexual Harassment Prevention Training – must comply with section 201-g of the Labor Law

##### **Trade Theory and Science**

1. Origins and History of Applied Behavior Assessment
2. Individualized Assessments
3. Data Collection
4. Behavioral Plans
5. Documentation and Reporting
6. Early Intervention
7. Behavior Management
8. Neurological Disorders
9. Supervision of People
10. Language Development
11. Professional Conduct

A minimum of 144 hours of Related Instruction is required for each Apprentice for each year.

Appendix B topics are approved by New York State Education Department.