

Guidelines for the Coordination of Applied Behavior Analysis Services in Schools

EAST BATON ROUGE PARISH SCHOOL SYSTEM EXCEPTIONAL STUDENT SERVICES

PURPOSE

The purpose of this document is to provide the framework for coordinated services with Applied Behavior Analysis (ABA) Service Agencies/Providers and East Baton Rouge Parish School System (EBRPSS) Exceptional Student Services (ESS) in hopes of improving student care. These guidelines should be used to support Behavioral Analysts, and their affiliated agencies, when developing and implementing treatment programs for implementation within EBRPSS schools.

It is expected that each Behavioral Analyst will be able to plan, manage, and monitor their own professional work in a manner that aligns with the standards of Applied Behavior Analysis (ABA) service delivery, ESS, State and Federal mandates. It is expected that ABA individual service providers will have varied treatment goals that are specifically designed to address the students' needs within the school environment.

Pursuant to the Office of Exceptional Student Services goal of seeking to improve the overall performance of students with disabilities and assist in narrowing the achievement gap by ensuring equal access to the curriculum and differentiated instruction in the least restrictive environment (LRE), these guidelines recognize the need for ABA coordinated care.

ESS expects that:

1. Records and information on mutually served clients will be exchanged by the parties as needed in strict compliance with all applicable policies governing confidentiality. FERPA and HIPAA regulations apply. Both parties shall abide by laws and regulations concerning confidentiality with safeguard of information and in accordance with FERPA and HIPAA.
2. ABA Agency/Provider must comply with legal mandates related to the populations being served (e.g. background checks for staff in contact with children) as provided by the Louisiana Child Protection Act (RS 15:587.1).
3. Continued access to the school environment will be based on service delivery effectiveness. ABA Analyst shall be responsible for scheduling data review sessions with a ESS Designee or designee and school principal. If 6-month summative data do not indicate progress, access to the school environment will be recommended for termination.
4. School entry can be terminated if any term of Personal Identifiable Information (PII) agreement is breached.
5. These guidelines will be reviewed by ESS at least annually and revised as needed.

GUIDELINES

Prior to Approval to Provide Services	<p>In order to initiate coordination of services within the EBRPSS ESS, the below must be submitted to the Director of Exceptional Student Services and/or the designee:</p> <ol style="list-style-type: none">1. List of Students for which analyst/agency intends to provide services in schools2. Signed PII Agreement3. Signed Reciprocal Release of Information for every student4. Copies of certificates/license for each of the Louisiana Licensed Behavior Analyst, Board Certified Behavior Analysts (BCBA) or Board Certified Assistant Behavior Analyst (BCaBA)5. Written release (waiver) of liability for injury while on school grounds
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	<p>Service delivery shall be conducted by or under the supervision a Louisiana Licensed Behavior Analyst, Board Certified Behavior Analysts (BCBA) or Board Certified Assistant Behavior Analyst (BCaBA).</p> <ol style="list-style-type: none"> 1. If services are conducted by a registered behavior technician, line technician or interventionist, their supervision schedule (i.e., supervision that requires a school campus visit) should be provided to the Director of Exceptional Student Services and/or the designee. 2. The ABA service provider shall provide a treatment plan for the school setting to include: <ul style="list-style-type: none"> • Identified targeted skill • Defined approach within the classroom • Measurable goals • ABA provider's supervision schedule by the agency supervisor <p>After receipt of all required documentation by Exceptional Student Services a letter will be sent indicating that all documents have been received and a meeting can be scheduled with the school, along with a designee from Exceptional Student Services to coordinate service delivery.</p> <p>The proposed number of hours of service delivery and the service delivery schedule will be reviewed for appropriateness within the school environment for each student. Continued access to the school environment will be based on service delivery effectiveness. ABA Analyst shall be responsible for scheduling data review sessions with an ESS Designee and school principal. If 6-month summative data do not indicate progress, access to the school environment will be recommended for termination.</p>
ABA Service Provider	<ol style="list-style-type: none"> 1. Shall not engage in service coordination without the consent of the Director of Exceptional Student Services. This includes, but is not limited to contact with other school based mental health professionals, school based medical professionals, teachers, support staff, and related school based therapists who are currently involved with the student's care and treatment. 2. Shall not provide treatment consultation or training without the consent of the Director of Exceptional Student Services. This includes, but is not limited to consultation with other school based mental health professionals, school based medical professionals, teachers, support staff, and related school based therapists who are currently involved with the student's care and treatment. 3. Shall not solicit business while on school grounds. 4. Pair all services with objective quantitative measures. 5. Shall initiate communication relative to service delivery/treatment plan changes. Changes to service delivery/treatment must be communicated to the Director of Exceptional Student Services Director and designee. 6. If requested, shall provide monthly data related to the treatment plan within the school setting to the Director of Exceptional Student Services and/or designee. 7. If requested, shall provide evidence of supervision by agency supervisor to the Director of Exceptional Student Services and/or designee.
Students	<p>Pupil Appraisal Services understands that behavioral services should be individualized to the student's needs, and that intervention is not specific to a particular disorder or age range. Service provision shall:</p> <ol style="list-style-type: none"> 1. Exclude students with a diagnosis of Autism Spectrum Disorder (ASD) who display significant delays in development as well as severe behavior disorders. A student is not an ideal participant for agency ABA service delivery in the classroom when the disorder is so severe that student is unlikely to succeed in a

	<p>regular classroom without substantial one-to-one support.</p> <ol style="list-style-type: none"> 2. Include students with a diagnosis of Autism Spectrum Disorder, Emotional Disturbances Disorder, or Developmental Delayed Disorder that display aberrant behaviors and/or require skill building. 3. Shall include students for whom the goal of treatment is to restore normal functioning as much as possible (e.g., preparing a student for mainstreaming or enhancing skills for a student that is currently mainstreamed). 4. Shall include students who demonstrate strong response to treatment on objective quantitative measures.
School Environment	<p>While in the school environment:</p> <ol style="list-style-type: none"> 1. The classroom teacher's participation shall not be identified as a key component of service delivery/treatment, unless approved by the School Principal and Special Education Director/ or designee. 2. The clinical focus of the analyst shall be limited to observation, language development, social skills development, management of aberrant behaviors, and skill development while in the classroom. 3. Services shall be delivered within the student's typical school schedule. It can include the classroom, cafeteria, playground, etc. as stipulated by the School Principal and agreed upon during the service coordination meeting. 4. The proposed number of hours of service delivery and the service delivery schedule will be reviewed for appropriateness within the school environment for each student. Continued access to the school environment will be based on service delivery effectiveness. ABA Analyst shall be responsible for scheduling data review sessions with an ESS Designee and school principal. If 6-month summative data do not indicate progress, access to the school environment will be recommended for termination.

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