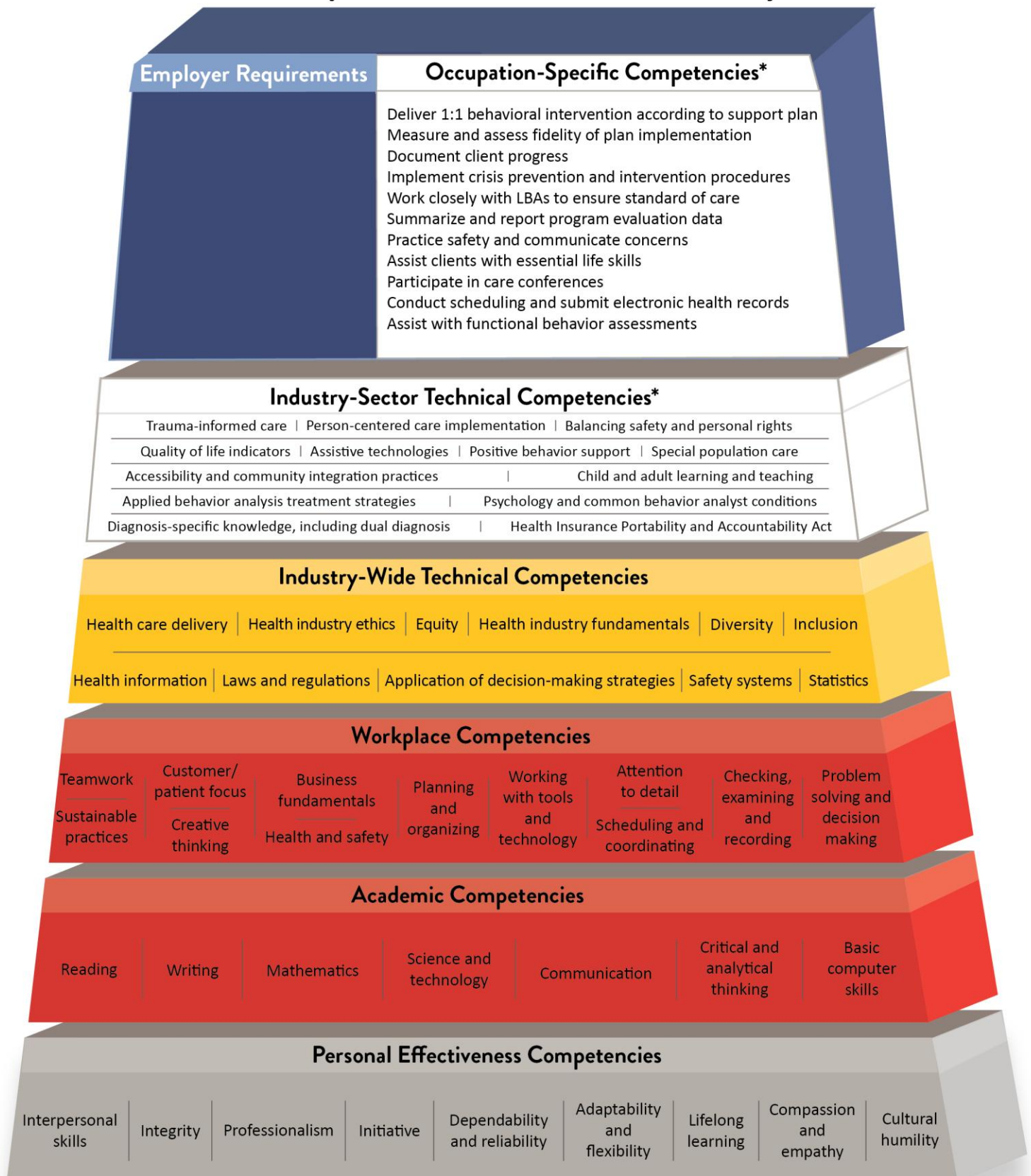


# Minnesota Dual-Training Pipeline

## Competency Model for Health Care Services

### Occupation: Assistant Behavior Analyst



Based on: Fundamentals of Health Care Competency Model, Employment and Training Administration, United States Department of Labor, February 2025. For more detailed information about competency model creation and sources, visit [dli.mn.gov/business/workforce/health-care-services](https://dli.mn.gov/business/workforce/health-care-services).



## DRAFT Competency Model for Assistant Behavior Analyst

**Assistant Behavior Analyst** – An Assistant Behavior Analyst is a mid-level health care service provider that holds a high level of expertise and competence in applied behavior analysis principles and practices. Those in this position work under the supervision of a Board Certified Behavior Analyst (BCBA) to provide therapy and support to individuals with behavioral needs. The individual in that role operates under guidelines per Minn. Rule 9544.0040 Functional Behavior Assessment. National Board Certified assistant Behavior Analyst (BCaBA) for this occupation is completed through the National Behavior Analyst Certification Board.

\*Pipeline recommends the Industry-Sector Technical Competencies as formal training opportunities (provided through related instruction) and the Occupation-Specific Competencies as on-the-job (OJT) training opportunities.

### Industry-Sector Technical Competencies

**Related Instruction** for dual training means the organized and systematic form of education resulting in the enhancement of skills and competencies related to the dual trainee's current or intended occupation.

- **Trauma-informed care** – Knowledge about how trauma impacts the physical, mental, behavioral, social, and spiritual aspects for the patient's life and how to align care with the unique circumstances of the patient.
- **Person centered care implementation** – Understand and be able to implement approaches to planning, delivery, and evaluation of care that are grounded in respectful principles that support people in living, learning, working, and enjoying life in the most integrated settings, and living lives that are meaningful, as defined by the person.
- **Balancing safety and personal rights** – Ability to find a balance between the need for safety and the person's legal rights while also ensuring regular opportunities for people to make their own choices.
- **Quality of life indicators** – Ability to measure the quality of an individual's daily life, an assessment of their well-being or lack thereof.

- **Assistive technologies** – Working knowledge of assistive technology (AT), any device, software or equipment that helps people with disabilities carry out daily activities, communicate and take part in their communities, from adaptive utensils to communication software.
- **Positive behavior support** – Knowledge of positive behavior support practices, a set of research-based strategies used to increase quality of life and decrease problem behavior by teaching new skills and making changes in a person's environment.
- **Special population care** – Knowledge of care of abuse victims, pediatric and geriatric patients and individuals who exhibit challenging behaviors as well as co-occurring mental disorders or neuro-cognitive disorders.
- **Accessibility and community integration practices** – Knowledge of the policies, programs, and practices that enable people with disabilities to have a meaningful life.
- **Child and adult learning and teaching** – Understand how children and adults learn and have a basic understanding of how to teach children and adults new skills, including new ways to address issues with behavior.
- **Applied behavior analysis treatment strategies** – Understand the variety of strategies used to effectively provide applied behavior analysis which may include approaches such as discrete trail training, pivotal response training, verbal behavior intervention, and naturalistic teaching.
- **Psychology and common behavior analyst conditions** – Understanding of the human mind, how it operates and the impact it has on behavior in a situation or activity. Know common conditions that interact with behavior treatment such as autism spectrum disorder, ADHD, OCD, anxiety disorders and depression.
- **Diagnosis-specific knowledge, including dual diagnosis** – Ability to learn about a person's condition and how multiple diagnoses might require a unique support need and coordination among multiple disciplines.
- **Health Insurance Portability and Accountability Act** – Understand the Health Insurance Portability and Accountability Act of 1996 (HIPAA) for standards for electronic health record transactions, privacy and security.

## Occupation-Specific Competencies

**On-the-Job Training** is hands-on instruction completed at work to learn the core competencies necessary to succeed in an occupation. Common types of OJT include job shadowing, mentorship, cohort-based training, assignment-based project evaluation and discussion-based training.

- **Deliver 1:1 behavioral intervention according to support plan** – Understand the person-centered behavior support plan and how best to see that its objectives are met. Deliver interventions according to the plan.
- **Measure and assess fidelity of plan implementation** – Know how to measure and assess if the plan is being consistently implemented by all members of the care team.
- **Document client progress** – Understand team support of client progress and intervention at the time of client visit or consultation.
- **Implement crisis prevention and intervention procedures** – Ability to be empathetic and make non-judgmental decisions while respecting a client's personal decisions. Ability to avoid overreacting, use non-threatening body language and focus on feelings. Ability to use individualized positive support practices to prevent crises, respond to crises and help a person return to baseline after a crisis.
- **Work closely with LBAs to ensure standard of care** – Work under guidance and supervision of a Licensed Behavior Analyst. Coordinate behavior plans, evaluations, and outcomes to ensure a high standard of care for clients.
- **Summarize and report program evaluation data** – Understand the purpose of data and how its findings are used, who the users are, and the most appropriate type of reporting.
- **Practice safety and communicate concerns** – Know how to prevent and respond to safety concerns in treatment and care. Communicate questions or concerns about clients to LBAs or organizational leadership.
- **Assist clients with essential life skills** – Understand how to assist individuals in performing essential life skills such as personal hygiene, interpersonal communication, and navigating the community. Teach and reinforce skills to help people become more independent.
- **Participate in care conferences** – Know how to participate in client care conferences along with the licensed behavior analyst. Understand common techniques for data collection including interviews, communication logs, participant observation, etc. Support utilizing data to inform intervention planning.
- **Conduct scheduling and submit electronic health records** – Know how to schedule appointments for the client as well as how to update and make changes to electronic health records.

- **Assist with functional behavior assessments** – Understand techniques for evaluating why someone might engage in an interfering behavior. Follow the requirements of Minn. Rule 9544.0040 Functional Behavior Assessment.

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