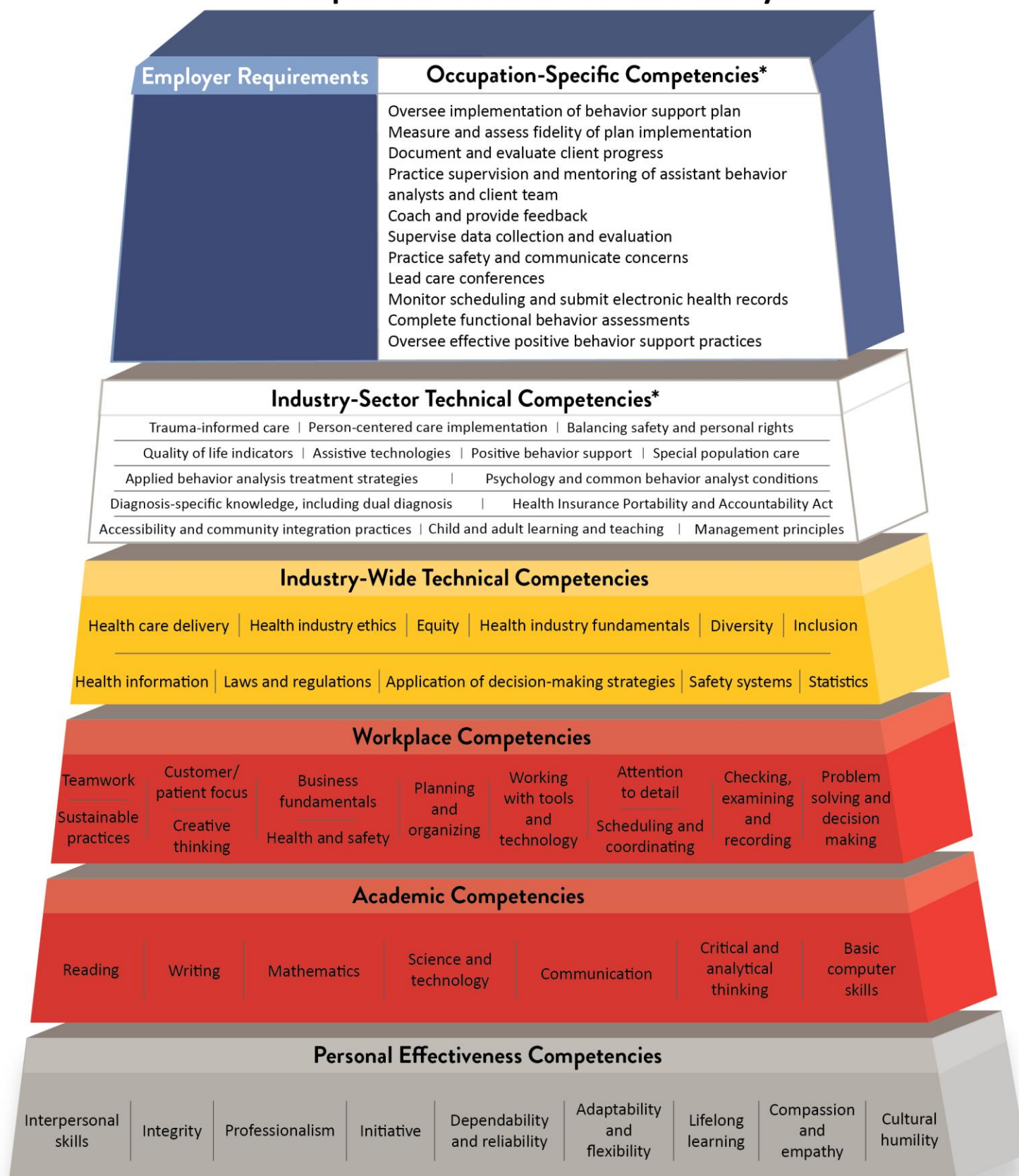


# Minnesota Dual-Training Pipeline

## Competency Model for Health Care Services

### Occupation: Licensed 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 Licensed Behavior Analyst

**Licensed Behavior Analyst** – Licensed Behavior Analysts are independent practitioners who provide healthcare focused behavior-analytic services and supervise the work of Assistant Behavior Analysts, Behavior Technicians, and other professionals who implement behavior-analytic interventions. Licensure is conducted under guidelines per Minn. Rule 148.9983 Requirements for Licensure and the individual in that role operates under guidelines per Minn. Rule 9544.0040 Functional Behavior Assessment. National Board Certified Behavior Analyst (BCBA) certification for this occupation is completed through the 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.
- **Applied behavior analysis treatment strategies** – Understand the variety of strategies used to effectively provide applied behavior analysis which may include approaches such as discrete trial 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.
- **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.
- **Management principles** – Understand basics of how to provide professional development and overall supervision of staff such as assistant behavior analysts and others on the care team.

## 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.

- **Oversee implementation of behavior support plan** – Understand and oversee staff who are working to implement the person-centered behavior support plan and work to determine how best to see that its objectives are being met.
- **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 and evaluate client progress** – Understand team support of client progress and intervention while being able to keep record of intervention milestones and setbacks and assess how progress is/ is not moving forward.
- **Practice supervision and mentoring of assistant behavior analysts and client team** – Ability to oversee staff engaged in an activity or task and ensure that they perform it correctly.
- **Coach and provide feedback** – Know how to provide coaching and feedback to the assistant behavior analyst and other team members for behavior management strategies. Observe client behavior, model intervention strategies, and provide behavior training, queueing and feedback to clients and team members.
- **Supervise data collection and evaluation** – Ensure the data collection and evaluation process is appropriate, data is of high quality and evaluation meets expectations.
- **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.
- **Lead care conferences** – Lead client care conferences. Understand common techniques for data collection including interviews, communication logs, participant observation, etc. Support utilizing data to inform intervention planning.
- **Monitor scheduling and submit electronic health records** – Monitor staff scheduling appointments for the client as well as how to update and make changes to electronic health records.

- **Complete 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.
- **Oversee effective positive behavior support practices** – Understand how to set expectations for people who provide supports.

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