

# **1.0 Conduct**

Coaches uphold high standards of professional behavior at all times.

## **1.01 Reliance on Scientific Knowledge.**

Coaches rely on scientific research when making professional judgments and when performing professional duties.

## **1.02 Competence.**

a) Coaches provide services within the boundaries of their competence, based on their education, training, and professional experience.

b) Coaches undertake ongoing efforts to develop and maintain competence within the areas of behavior analysis and PBIS.

## **1.03 Professional Development.**

Coaches regularly read current research and publications on PBIS and applied behavior analysis, and attend conferences and workshops if applicable, to maintain competency in their field.

## **1.04 Integrity.**

a) Coaches are truthful and honest. They follow through with professional obligations and commitments that produce high quality work. Coaches will only make commitments that s/he may reasonably keep.

b) Coaches act and work in a lawful and moral way.

c) Coaches are aware of and respect cultural, individual and community diversity within schools.

# **2.0 Responsibility to the Client.**

The coach maintains the best interest of clients.

## **2.01 Definition of Client.**

The term “client” refers to whomever the coach is providing services, whether an individual student or staff member at a school, or entity such as a school or district.

## **2.02 Accepting Consultations.**

Coaches accept clients based on school-team referrals and through the use of data-based decisions.

## **2.03 Responsibility.**

The coach's responsibility is to all parties involved.

## **2.04 Consultations.**

a) Coaches arrange for referrals based on the best interest of their client. This includes appropriate consent as well as other applicable considerations such as applicable law and professional responsibilities.

b) When necessary, the coach will cooperate and collaborate with other professionals to provide the most appropriate and effective service to their clients.

## **2.05 Maintaining Confidentiality.**

a) Coaches have the primary obligation to take precautions to protect the confidentiality of their clients. Legal guidelines for which each coach is affiliated should be followed.

b) Clients have the right to confidentiality. Coaches discuss the boundaries of confidentiality at the outset of all client relationships as appropriate.

c) To lessen infringement on privacy, only information relevant to the purpose will be included in written and oral notes, consultations, etc.

d) Coaches discuss confidential information obtained in team meetings or consulting relationships only for appropriate professional purposes and only with people who are intended to receive such information.

## **2.06 Maintaining Consultation Records.**

Coaches maintain confidentiality when creating, storing, accessing, transferring, and disposing of any records they are responsible for. Coaches maintain and dispose of records based on school policy and legal regulations, if applicable.

## **2.07 Program Efficacy.**

Developed by the Nevada PBIS Project

- a) Clients have a right to effective treatment.
- b) The coach recommends only scientifically supported and effective programs and interventions. Effective programs and interventions are those that have been validated to have both long-term and short-term benefits to clients and society.
- c) Coaches will review all potential programs, including those provided by other professionals, and including no intervention, when selecting a program for a client.
- d) Coaches consider all factors when selecting programs and interventions, including efficiency and cost-effectiveness, potential risks and side-effects, client strengths and preferences, and practitioner experience and training.

### **2.08 Program Objectives.**

Coaches describe, in writing, the goals of the behavior change intervention to the client or client-practitioner before implementing the intervention.

## **3.0 Coach as Teacher/Observer.**

Coaches only delegate responsibilities to others who may be expected to perform competently.

### **3.01 Designing Competent Professional Development.**

When responsible for developing professional development training programs, the coach will ensure the training is competently designed by:

- a) Clearly stating intended learning outcomes
- b) Accurately and succinctly conveying major training concepts

### **3.02 Presenting Professional Development.**

When responsible for teaching professional development training programs, the coach will:

- a) Display in-depth knowledge as evidenced by clear explanations, examples and answers to questions.
- b) Review major concepts frequently to embed in participants' repertoire.

c) Use appropriate personal experiences and/or analogies for reinforcing intended outcomes.

### **3.03 Defining Observation Requirements.**

When providing consultations to educators, the coaches will provide a clear description of the requirements for the observations of the educators' performance at the start of the consultations.

### **3.04 Providing Feedback to Schools/Teams/Individuals.**

a) Coaches provide constructive feedback with respect to performance of schools, teams, or individuals in terms of each technical assistance consultation visit.

b) Coaches provide constructive feedback to schools, teams, or individuals in a manner that increases the probability the above stated will benefit from the feedback.

### **3.05 Reinforcing School/Team/Individual Behavior.**

The coach uses positive reinforcement to reinforce school, team, and/or individual behavior as frequently as possible.

### **3.06 Employing Behavior Analysis Principles in Teaching.**

The coach employs as many principles of behavior analysis as possible within the boundaries of their competence, based on the coaches training, and professional experience.

## **4.0 The Coach and the Workplace**

The coach adheres to job commitments, works within his/her scope of training, and develops interventions that benefit the System/Team/Individual. The coach resolves conflicts in a professional demeanor and within these guidelines.

### **4.01 Adhere to the Expectation Matrix.**

The coach adheres to job commitments designated by the expectation matrix and assigned schools.

### **4.02 Assessing Team Interactions.**

The coach assesses the behavior-environment interactions (team members or teacher to student) before assisting in intervention or program development.

### **4.03 Consultation Notes.**

The coach will complete consultation notes after each meeting. Prior to scheduled consultations, the coach will review notes in order to be on current programs/interventions for designated schools.

### **4.04 Interventions.**

The coach assists in developing interventions that benefit system and student outcomes.

### **4.05 Student and Staff Health and Well Being**

The coach assists in developing interventions that enhance the social and behavior wellness of all students and staff.

### **4.06 Conflicts.**

If the requests or demands of a school with which the coach is affiliated conflict with the Coaches Code, the coach will assess the conditions of the conflict, publicize his/her commitment to the Coaches Code, and to the extent possible, seek resolution of the conflict that allows for adherence to the Coaches Code.

## **5.0 Responsibility to Behavior Analysis & PBIS in your District/Community**

The coach has a responsibility to support the principles of Behavior Analysis and PBIS, to disseminate the work/outcomes to their communities, to be fluent with the Coaches Code, and to discourage misrepresentation by others.

### **5.01 Dissemination to the Community.**

The coach assists the SW-PBIS effort through making the work/outcomes available to the community.

### **5.02 Public Statements.**

a) Coaches observe the Coaches Code when making public statements relating to their professional role regarding behavior analysis and PBIS.

b) Public statements may include but are not limited to advertising, brochures, personal resumes/vitae, and interviews for the media, legal proceeding statements,

lectures, and presentations.

c) When a coach provides public advice or comment via any modality, they take precautions to ensure their statements are based on their professional knowledge, training/experience in accordance with recent literature and practice.

d) Coaches refrain from making public statements that are deceptive, false, misleading, or fraudulent, either because of what they specifically state, convey, or imply or because of what they omit, concerning their professional role.

### **5.03 Know the Code.**

The coach has the responsibility to be familiar with the Coaches Code as well as applicable ethic codes relating to the teaching profession and/or their affiliated school districts.

### **5.04 Deterring Misrepresentation.**

The coach deters misrepresentation from practitioners and/or community members.