

Amount, Duration and Scope of Medical and Remedial Care and Services Provided to the Categorically Needy

**State Supplement A to Attachment 3.1A**

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- e) Teaching new behaviors: Treatment, intervention and behavior modification services include Shaping; Chaining; Task Analysis; Discrete Trial Teaching; Verbal Behavior; Echoic Training; Mand Training; Tact Training; Intraverbal Training; Listener Training; Discrete Trial Teaching; and Verbal Behavior.
- f) Preventing and reducing maladaptive behavior: Treatment, intervention and behavior modification services include Antecedent Methods and Procedural Packages for Preventing or Reducing Maladaptive Behavior; Redirecting; Use Activity Schedule; Distracting with a Preferred Event; Behavioral Momentum/High-Probability Request Sequence; Providing Choice; Reducing Response Effort; Applying Non-Contingent Reinforcement; Modeling; Social Stories; and Social Skills Training.
- g) Consequential methods for reducing maladaptive behavior: Treatment, intervention and behavior modification services include Differential Reinforcement of Alternative Behaviors; Differential Reinforcement of Other Behavior or Omission Training; Differential Reinforcement of Low Rates; Differential Reinforcement of Diminishing Rates; Response Cost; Time Out; Overcorrection; Negative Practice; Punishment; Manipulation of Antecedents; Stimulus Equivalence; Stimulus Generalization Training; Behavioral Contrast Effects; Matching Law and Factors Influencing Choice; High Probability Request Sequence/Behavior Momentum; Premack Principle; Errorless Learning; and Matching to Sample.
- h) Extinction: Treatment, intervention and behavior modification services include Differential Reinforcement of Alternative Behaviors.
- i) Behavior-change systems: Treatment, intervention and behavior modification services include Self-management Strategies; Token Systems and Other Conditioned Reinforcement Systems; Direct Instruction; Precision Teaching; Personalized Systems of Instruction; Incidental Teaching; Functional Communication Training; Natural Environment Teaching; Lovaas Model of AIS; Augmentative Communication; PECS (Picture Exchange Communication Systems).

**Stage 3 AI Services Practitioner Requirements**

The practitioners who render Stage 3 services are BAs who have the qualifications described above, and a BT. A BT must receive at least one hour of case supervision from the BA for every 10 hours of intervention the BT renders per individual. ~~There are two avenues through which a practitioner may qualify as a BT. BTs must:~~

- a) ~~A Be a Registered Behavioral Technician® (RBT®) by the BACB®; or~~
- b) ~~A Board Certified Autism Technician (BCAT) by the Behavioral Intervention Certification Council (BICC); or~~
- c) ~~An Applied Behavior Analysis Technician (ABAT) by the Qualified Applied Behavior Analysis Credentialing Board (QABA); or~~
- d) ~~Have documented training in Behavior Analysis without (RBT®) credentials and meet the following requirements:~~
  - 1. ~~Be at least 18 years of age;~~
  - 2. ~~Possess a minimum of a high school diploma or equivalent;~~
  - 3. ~~Complete a minimum of four hours of training in ASD including training on prevalence, etiology, core symptoms, characteristics, and learning differences;~~
  - 4. ~~Complete at least 40 hours of training in AI toward the requirements for RBT® credentialing by BACB®.~~
- e) ~~Documented training in Behavior Analysis without (RBT®) credentials and meet the following requirements:~~
  - 1. ~~Be at least 18 years of age;~~
  - 2. ~~Possess a minimum of a high school diploma or equivalent;~~
  - 3. ~~Complete a minimum of four hours of training in ASD including training on prevalence, etiology, core symptoms, characteristics, and learning differences;~~

- ~~4. Complete at least 40 hours of training in AI toward the requirements for RBT® credentialing by BACB®.~~
- ~~f) A Board Certified Autism Technician (BCAT) by the Behavioral Intervention Certification Council (BICC).~~

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