



CAMBRIDGE CENTER FOR BEHAVIORAL STUDIES



GUIDELINES for COMPLETING the BEHAVIORAL SAFETY PROGRAM DESCRIPTION and ACCREDITATION APPLICATION

The Cambridge Center for Behavioral Studies™
Commission for the Accreditation of Behavioral Safety Programs

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INTRODUCTION	2
SECTION A: Cover Page	2
A1. Applying Organization	2
A2. Parent Organization	2
A3. Company Representative	2
SECTION B. Organizational Information and Leadership.....	3
B1. The Company.....	3
B2. The Workforce.....	3
B3. Organizational Leadership.....	3
B4. Significant Changes or Events since Previous Accreditation (if applicable).....	3
SECTION C. Behavioral Safety Program Elements.....	3
C1. Safety Team	3
C1.1 Make Up or Composition of the Safety Team	3
C1.2 Team Turnover	4
C1.3 Recruitment of Safety Team	4
C1.4 Safety Team Meetings	4
C1.5 Attendance	4
C1.6 Safety Team Training	4
C1.7 Training Courses.....	4
C1.8 Training Quality.....	4
C1.9 Knowledge and Training Effectiveness	4
C2. Management Support and Engagement	4
C3. Employee Knowledge, Skills, and Involvement.....	5
C3.1 Worker Knowledge and Awareness	5
C3.2 Worker Engagement	5
C3.3 Worker Input and Suggestions.....	5
C4. Risk Analysis, Behavioral Observations, and Pinpointing	5
C4.1 Risk Analysis.....	5
C4.2 Pinpointing (Prioritizing Behavioral Targets)	5
C4.3 Behavioral Observations.....	6
C5. Goal Setting and Incentives	6
C6. Effective Performance Feedback and Safety Communication	7
C7. Evidence of Program Effectiveness.....	7
C8. Continuous Improvement and Succession Plans	8
C9. Extended Applications of Behavioral Technologies.....	8
C10. Corporate Responsibility and Outreach	8
SECTION D. Other Safety Initiatives and Accomplishments	9
SECTION E. Attachments and Other Supporting Documents	9
SECTION F. Signature Page	9

INTRODUCTION

CCBS Accreditation of a Behavioral Safety Program signifies that the program, the results of the program, and a written description of both the program and results have been thoroughly reviewed and have been found to meet certain standards set by the Commission for the Accreditation of Behavioral Safety Programs (hereafter, the Commission) of the Cambridge Center for Behavioral Studies (CCBS).

A review of the submitted *Behavioral Safety Program Description and Accreditation Application* (hereafter *Program Description*) and a subsequently scheduled site visit to the organization will provide the information on which your organization's program will be assessed for certification or accreditation.

Guidance in Completing the *Program Description*

Representatives of the organization managing the application for certification or accreditation of their behavioral safety program should carefully read all instructions provide below. These guidelines provide detailed descriptions and examples of the criteria used by the CCBS Commissioners in evaluating the required elements and other important features of an effective behavioral safety program. This document is electronically available through the CCBS website at <http://www.behavior.org>.

For further assistance in completing the written *Program Description*, you are also encouraged to consult the document titled *CCBS Behavioral Safety Certification and Accreditation Standards and Criteria*, which can be accessed and downloaded [here](#). This document organizes the accreditation standards across different certification and accreditation award levels in a table format.

General Requirements

For convenience, an already formatted and fillable version of the form is available for download [here](#). The downloadable form contains all required sections and elements of the written *Program Description*. If not using this form, you must adhere to the following general requirements and outline:

1. Lines – single spaced.
2. Pages – single or double sided.
3. Pages – numbered.
4. All sections and subsections – labeled with headings consistent with the required outline as described below.
5. Tables and figures – numbered, titled, adequately labeled, and, if appropriate, annotated with figure captions or additional explanations.
6. Final versions of the document – submit to CCBS as a single document in PDF format.

Additional Assistance

For additional assistance and guidance, consult the *Application Checklist*, which can be downloaded at the CCBS website located [here](#).

Required Sections and Subsections of the *Program Description*

The *Program Description* must include all of the following sections and subsections in the order that they appear below. Use the same section headings and lettering/numbering as they appear below.

SECTION A: Cover Page

At the top of the cover page, include the title “BEHAVIORAL SAFETY ACCREDITATION PROGRAM DESCRIPTION and APPLICATION” and the date of the final submission. Also include the following information:

A1. Applying Organization

Provide the name and address of the company or site under review and the name of the behavioral safety program. Any logos, trademarks, slogans associated with the program may be included here.

A2. Parent Organization

Provide the name and address of the parent company, if different from company or site under review. Any logos or trademarks of parent company may be included here.

A3. Company Representative

Provide the name and title or position of the individual who will be managing the application for certification or accreditation. Also, provide contact information for the company representative, including an address, phone number, fax number, and email address must be provided here.

SECTION B. Organizational Information and Leadership

B1. The Company

Provide a brief description of the company, its industry sector (e.g., manufacturing, construction, etc.; alternatively, provide the NAICS code), and the products or services provided. A good description includes a brief summary of the different work conditions and potential safety hazards and risks that workers may encounter.

B2. The Workforce

Describe the characteristics of the site's workforce, including the number of employees (including temporary or contract workers) and types of occupations or trades that they represent. Note whether the workforce is represented by a union and the extent to which the local union leadership supports the behavioral safety program. Note also whether the workforce has a high turnover rate resulting in a significant portion of the workforce being new or inexperienced. And provide any additional information about ethnic and cultural diversities of the workforce, especially if they pose language barriers or other challenges.

B3. Organizational Leadership

Include a list, table, or chart of key organizational leaders at the site under review. At minimum, the director, manager, or chief executive, the senior or supervisory safety officer, and the director or coordinator of the behavioral safety program should be included. Other organizational leaders that play key supportive roles in the operation of the behavioral safety program should also be included in this section. An organizational chart showing reporting structures is recommended.

B4. Significant Changes or Events since Previous Accreditation (if applicable)

If you are applying for recertification or reaccreditation, use this section to highlight any significant changes to your behavioral safety program in response to specific CCBS recommendations and any other significant program changes (e.g., changes in training, steering committee leadership or makeup, observation methods, data analysis and reporting, etc.). For every change in the program since last accreditation or certification, note the reason for the change and its impact and provide or describe any data supporting its impact.

Additionally, use this section to describe any significant organizational events or changes that may have impacted the behavioral safety program. Include events such as leadership changes, workforce changes, production changes, expansions or reductions in infrastructure, technology changes, economic factors, etc.

SECTION C. Behavioral Safety Program Elements

C1. Safety Team

The following subsection solicits information about the safety team that manages the behavioral safety program. **IMPORTANT:** Do not identify individual workers by name. Provide copies of three (3) recent safety team meeting minutes in *Section E: Attachments and Other Supporting Documents*.

C1.1 Make Up or Composition of the Safety Team

In a table, provide the total number of current safety team members with separate totals for each type of employment (e.g., hourly-full time, hourly part-time, temporary, contract, or other type). Also, for each type of employment, provide the percentage of the safety team members from the total number of workers.

For example, if the total number full-time hourly workers on the safety team is 5 and the total number of full-time hourly workers employed at the site is 200, then the percentage for full-time hourly workers should be listed as 2.5% ($5 \div 200 \times 100 = 2.5\%$).

C1.2 Team Turnover

How often are safety team members replaced? Provide a rate of turnover as a number of team members per unit of time (e.g., monthly, quarterly, or yearly). For example, if there are 20 team members at the beginning of the year and during the year 10 leave and are replaced, turnover = 50%/year.

C1.3 Recruitment of Safety Team

Describe how safety team members are selected. Describe the process for recruiting new members, and list any qualifications that are required and/or preferred (e.g., length of employment, type of employment, previous safety experience, etc.). Note whether membership on the safety team is voluntary and whether members receive any additional benefits or rewards.

C1.4 Safety Team Meetings

Note how often the safety team meets. Provide the number (or average number) of meetings per unit of time (e.g., weekly, monthly, quarterly, or yearly).

C1.5 Attendance

How often do employees, safety professionals, and members of management regularly attend the safety meetings? Note also any other types of employees that may be invited to attend regularly or occasional guests, such as union leaders or safety experts. Do safety team members attend other safety meetings or communicate with other safety teams (e.g., process safety team)?

C1.6 Safety Team Training

Who is generally responsible for conducting the training of safety team members (e.g., behavioral safety program coordinator, safety officer, supervisor, or manager)? Enter only positions or titles. If this varies or if it depends on the type of training, explain. **IMPORTANT:** Do not provide individual names.

C1.7 Training Courses

What training is offered to safety team members on the topics of behavioral safety and applied behavioral science/technology? Provide the name and/or description of the training courses, the number of hours of the training, the frequency of the training, and the position title of the trainer. **IMPORTANT:** Do not provide individual names.

It is optional but helpful to include some examples of the training materials used in these courses. These materials can be placed in *Section E: Attachments and Supporting Documents*.

C1.8 Training Quality

Describe how the quality of the training on behavioral safety processes and applied behavioral technology is assessed or measured. Quality in this context is defined as the accuracy of the training materials/content and effectiveness/efficiency in methods. And evidence of quality is usually evaluated by comparing or measuring the training objectives, materials, methods, and outcomes against some standard. For example, describe some ways in which you know that workers are learning accurate and relevant safety information. Where do the training materials come from? Do you ask for feedback from workers about the training materials and methods in order to improve them? Without providing names of individuals, note who (e.g., safety professional, consultant, coworker, safety team, supervisor, manager, etc.) is responsible for assessing the quality of the training and what are their (e.g., years of training experience, certifications, workshop or conference attendance)?

C1.9 Knowledge and Training Effectiveness

How is the team's working knowledge and effectiveness of behavioral safety principles and technology assessed? Provide some examples of how you know that workers are receiving the correct information and learning the required skills. For example, do you administer post-training tests or quizzes or ask for in-training or post-training demonstrations of skills (e.g., conduct observations, provide positive performance feedback, or write quality narratives or comments on observation score sheets)?

C2. Management Support and Engagement

C2.1 Organizational Leadership Roles and Support

For each type of organizational leader, manager, supervisor, and safety professional in your organization, describe their role, if any, in the behavioral safety program. Roles can range from general support and guidance to direct responsibilities and task assignments for specific program elements. For example, roles for the organization's safety officer (or safety professional) might include the following: (1) review and approve safety training materials, (2) review observational data and summary reports, (3) attend and officiate all safety team meetings, (4) present status reports to upper management, and so on. Include any other examples of how leaders support the behavioral safety program.

C2.2 Documentation of Management Support

Describe how management support and engagement in the behavioral safety program (as listed in Section C2.1) are documented or recorded. As examples: Is management's attendance or participation in safety meetings recorded in the meeting's minutes? Is there a record of organization-wide emails or other safety-related announcements from members of management on safety-related issues? Is there a record of celebrations or other types of recognitions from members of management?

C2.3 Program "Ownership"

How can the behavioral safety program best be described? : (1) Employee-Owned and Employee-Operated, (2) Management-Owned and Employee-Operated, (3) Management-Owned and Management-Operated, (4) Jointly-Owned and Employee-Operated, or (5) Jointly-Owned and Jointly-Operated. If other, describe.

C2.4 Examples of Management Accountability

How are members of management, from supervisors to senior executives, and safety professionals held accountable for their roles in the success of the behavioral safety program? Cite specific examples for each of the various roles of management listed in Section C2.1. As examples: Are their roles specified in their performance evaluation criteria? Are they required to report evidence for their support to their superiors or in management meetings?

C3. Employee Knowledge, Skills, and Involvement

C3.1 Worker Knowledge and Awareness

Provide data or estimates of the current number and percentage of workers who know about or are aware of the program. Provide separate estimates for different worker types: full-time hourly, part-time hourly, temporary, salaried, contract, and other. Are these estimates based on opinions or survey data? Percentages should sum to 100%

C3.2 Worker Engagement

Provide data or estimates of the current number and percentage of workers that have been or are eligible to be observed by and receive feedback from safety team members. Provide separate estimates for different worker types: full-time hourly, part-time hourly, temporary, salaried, contract, and other. Percentages for type should sum to 100%

C3.3 Worker Input and Suggestions

What are some of the ways workers can offer suggestions for program improvements (e.g., suggestion boxes, open safety-team meetings, etc.)? Give some examples of recent worker suggestions that have led to program changes. Are these suggestions and changes documented? How?

C4. Risk Analysis, Behavioral Observations, and Pinpointing

C4.1 Risk Analysis

Describe the various and typical steps taken to identify and assess safety risks. List the various sources of information and data used to help assess risks (e.g., injury rate, near misses, safety audits, interviews, surveys, etc.)? Also note how often risk analyses are conducted.

C4.2 Pinpointing (Prioritizing Behavioral Targets)

Describe how behavioral targets (pinpoints) for observation or intervention are identified and prioritized. Note whether high priority targets are managed separately or differently from lower priority targets. List examples of pinpoints here and/or attach a copy of a recent observation scorecard or checklist in Section

E: Attachments and Other Supporting Documents.

C4.3 Behavioral Observations

C4.3.1 Consent and Anonymity

Indicate whether observations are voluntary and conducted with the full consent of the workers being observed. Is the information from observations kept anonymous (i.e., “no name, no blame”)? If the program is not fully voluntary or if observational data are not anonymous, then provide a brief explanation. With advances in technologies, such as video monitoring and wearable GPS trackers, automated collection of behavioral data may become more common. These technologies hold great promise, but they also create challenges. If your program relies on technologies that preclude obtaining worker consent and preserving anonymity, describe steps taken or policies implemented to ensure that worker trust in the behavioral safety program is not compromised. In general, the detection/recording of unsafe or at-risk behaviors by any observation system should prompt or encourage further training and/or positive corrective feedback rather than blame and punitive consequences.

C4.3.2 Observation procedures

How are behavioral observations conducted? How is the information collected (i.e., checklists or scorecards)? If checklists or scorecards are used, insert or paste copies below or in *Section E: Attachments and Other Supporting Documents*. How often (e.g., never, sometimes, often, or always) do observers provide performance feedback during the observation procedure.

C4.3.3 Observation Number, Frequency, or Rate

How many (number) observations are conducted daily, weekly, monthly, and/or yearly? Describe any goal or quota established for the number of observations. Indicate whether the goals or quotas are mandatory. Include metrics such as contact rate, percentage of workers observed, probability of being observed, etc.).

Note: A table or graph showing the number, frequency, or rate of observations across time is required—Insert the tables or graphs in this section or attach them to *Section E: Attachments and Other Supporting Documents*.

C4.3.4 Analysis of Observational Data

How frequently does the safety team analyze, summarize, and post reports of observations? Describe and provide examples of any summary sheets, dashboards, flyers, posters, reports, etc. used to share observation results. Are data from observations combined with other safety data to show multiple indicators in one place (e.g., on a *dashboard*).

C4.3.5 Observation Quality and Accuracy

How is the quality and accuracy of observations assessed? Note especially how underreporting of injuries or near misses and pencil whipping are detected and prevented. Do observers receive regular or periodic training or coaching? If so, describe the training or coaching process.

C5. Goal Setting and Incentives

C5.1 Performance or Safety Goals

Are safety-related performance goals or safety goals set? If goals are set, provide some examples and explain how those goals were determined. How frequently are they reassessed? What happens when goals are achieved (and not achieved)? An example of a safety performance goal might be “100% of workers observed correctly used a ladder when working at heights.”

C5.2 Integration of goals with other Organizational Priorities

Are behavioral safety performance goals or safety goals integrated with other organization-wide safety initiatives? For example, are safety-related goals discussed in management meetings, during non-safety focused training sessions, or strategic planning meetings? Are specific performance or safety goals set for supervisors and managers? Provide examples.

C5.3 Incentives

Are incentives (e.g., rewards, prizes, celebrations, or awards) used or relied on to achieve any safety-related performance goals? If so, describe these incentives and their intended purpose? Is the effectiveness of incentives or their necessity ever evaluated? How and how often? How are misuses or abuses of incentive schemes (e.g., underreporting of injuries or near misses and pencil whipping) prevented?

C6. Effective Performance Feedback and Safety Communication

C6.1 Performance Feedback

Describe all ways in which performance feedback is provided to workers (e.g., safety briefings, meetings, poster, flyers, one-on-one interactions, verbal feedback during observations, etc.). Is performance feedback positive or negative? Is it delayed or provided immediately? Provide examples.

C6.2 Safety Communication

Are safety concerns, including physical and environmental hazards, communicated with the workers? If so, are follow up or corrective actions taken by the program or organization also communicated? Provide examples.

C6.3 Evaluation of Feedback and Communication

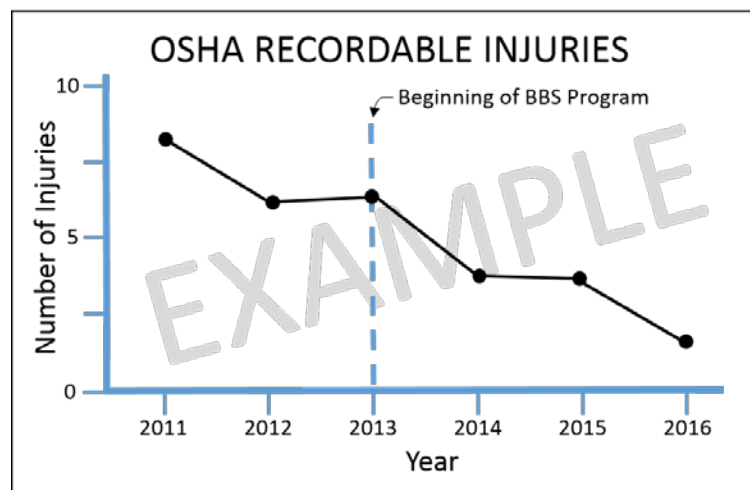
Is the quality of safety and health communication and performance feedback evaluated? If so, how, how often, and by whom?

C7. Evidence of Program Effectiveness

C7.1 Impact on Lagging Indicators

Describe the impact of the behavioral safety program on lagging safety and health indicators, such as incident rate, time off work, etc. Indicate contributing or influencing factors, program or organization changes, or leadership changes that correspond to significant trends or inflection points. If possible, describe the impact of behavioral safety program on other business-related metrics such as productivity, quality, profits/losses, workers compensation costs, etc. Provide graphic evidence of program effectiveness on lagging safety and health-related metrics.

Provide a graph of data on OSHA recordable rates for your company and the industry average across 3 years. It is helpful and more informative to show these data across more than 3 years from original inception of the behavioral safety program through subsequent changes to the program or other major changes in the company. See the figure below for a sample graph of a lagging indicator. The impact on



other lagging indicators such as time off work, productivity, workers compensation claims/premiums, etc., should be presented in similar graphs. Properly title, number, and label each graph and attach them to *Section E: Attachments and Supporting Documents*. Use as much space as necessary for the description and graphs.

C7.2 Impact on Leading Indicators

What is the impact of the behavioral safety program on leading safety and health indicators, such as observation rates, audit frequencies, near misses, etc. Provide graphic evidence of program effectiveness on safety processes metrics (i.e., leading indicators), such as observation rate, audit frequency, near misses, etc. Use a graph format similar to the example in Section C7.1 above. Properly title, number, and label each graph and attach them to *Section E: Attachments and Supporting Documents*. Use as much space as necessary for the description and graphs.

C8. Continuous Improvement and Succession Plans

C8.1 Program Improvements

Briefly describe the origins of behavioral safety program and a timeline of major changes to the program over the years. What recent changes have improved the program? What changes or improvements are currently being planned?

C8.2 Continuous Improvement Plan

Has a continuous improvement plan for the behavioral safety program been proposed? Implemented? If so, describe this plan and provide examples of program improvements or corrective actions implemented based on the plan. Have these improvements or corrective actions been documented?

C8.3 Succession Planning

Has a succession plan for members of the safety team been proposed or implemented? If so, describe this plan. Does the succession plan address potential changes in other company leaders or members of management? Describe leadership changes that have occurred recently, and how those changes affected the operation and effectiveness of the behavioral safety program.

C9. Extended Applications of Behavioral Technologies

C9.1 Other Applications of Behavioral Technologies

Has the application of behavioral technologies (e.g., goal setting, conducting observations, providing feedback) been explored or implemented in other operations (e.g., productivity, quality) within the company? If so, describe these applications.

C10. Corporate Responsibility and Outreach

C10.1 Transparency of Safety Processes

Are safety processes open for review and reported to the workforce? Are safety processes and records transparent and reported to other parts of the company?

C10.2 Transparency of Safety Outcomes

Are safety program successes and failures shared with the workforce? Are they shared with company partners, contractors, and temporary workers across all operations? Are successes and failures shared industry-wide? Provide examples.

C10.3 Promotion of Behavioral Safety

Are company partners, contractors, and temporary workers a) encouraged, or b) required to adopt behavioral technologies and other safety-related best practices? How?

C10.4 Industry Outreach

Describe some ways the company has promoted the use of behavioral safety technologies industry-wide? For example, have representatives of the company, safety team, or BBS team presented their success stories at safety conferences or trade or industry-specific meetings? Have members of the safety team or BBS team been asked to speak at safety conferences or workshops? Have representatives of the company shared their successes with other sites within the company or with other companies, either directly (e.g., through a consulting or other contractual service) or indirectly (e.g., hosting a workshop or seminar).

C10.5 Research

Has the company supported or collaborated with safety researchers to help advance safety science and best practices? Provide examples.

SECTION D. Other Safety Initiatives and Accomplishments

Use this section to list and describe other safety initiatives and accomplishments not directly related to the behavioral safety program. Examples can include other site-specific or company-wide safety campaigns, industry awards, ISO or ANSI certifications, OSHA VVP certification, etc.

SECTION E. Attachments and Other Supporting Documents

Attach all supporting documents and information here. Include documents such as your observation checklist or score card, data graphs, training materials, safety team meeting minutes (at least 3 recent meetings), or any document requested in the previous sections. Label each attachment E1, E2, E3, etc., and number and title each attachment or document.

SECTION F. Signature Page

Submission of the *Behavioral Safety Program Description and Accreditation Application* will be considered complete only with the signatures of the key organizational personnel who are knowledgeable and accountable for the behavioral safety program. Enter the names and titles for the following individuals:

- (1) Behavioral Safety Program Coordinator: This is the individual responsible for coordinating, managing, and/or leading the behavioral safety program.
- (2) Safety Professional: This is the senior safety professional, officer, director, or manager responsible for managing, directing, and/or coordinating all safety and health operations and programs at the site.
- (3) Site Manager/Executive: This is the senior manager or executive with decision-making authority in all business functions and operations at the site.