

Worksheets and Checklists

Provided to Supplement

Fieldwork and Supervision for Behavior Analysts

A Handbook

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NOTE: This ancillary contains editable worksheets and checklists to accompany the 10 BACB competencies.


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**WORKSHEET 9.1.1 RISK–BENEFIT ANALYSIS TEMPLATE
MODIFIED FROM BAILEY AND BURCH (2016)**

Situation:

Decision:

<i>Risks</i>	<i>Notes/Analysis</i>
(1)	
(2)	
(3)	
(4)	
(5)	
<i>Benefits</i>	<i>Notes/Analysis</i>
(1)	
(2)	
(3)	
(4)	
(5)	

Summary of risks versus benefits for decision:

Source: Bailey, J., & Burch, M. (2016). *Ethics for behavior analysis* (3rd ed.). New York, NY: Routledge.

**WORKSHEET 9.1.2 COMPLETED RISK–BENEFIT ANALYSIS
WORKSHEET CONSIDERING CASE SCENARIO 9.1.1 AND GOING
ALONG WITH ALTERNATIVE TREATMENTS**

Situation: Parents want to include alternative treatments (diets, vitamins, and facilitated communication) as part of treatment plan for client.

Decision: Go along with parents' plan; provide great services and hope they change their mind.

<i>Risks</i>	<i>Notes/Analysis</i>
(1) Other treatments could result in lower-quality services	These treatment options could interfere with the current programming and inhibit the progress of the client.
(2) Any gains could be wrongly attributed to alternative treatments	This could result in the family discontinuing ABA services, resulting in potential harm to the client's development and false hope for the family.
(3) Fail to meet ethical standards	This could be a violation of ethical codes 1.01, 2.09, and 6.01.
(4) If these alternative treatments fail, parents may pursue other, riskier options	This could result in client harm (if specific treatments are used) and could inhibit the success of the program.
(5) Family may ask me to implement the alternative treatments.	I would have to refuse and risk conflict with the family or go along and violate my ethical standards.

<i>Benefits</i>	<i>Notes/Analysis</i>
(1) Parents will definitely allow us to continue services	No risk of family leaving because I am agreeing with their course of action.
(2) It is possible that the alternative treatments will result in positive change	Some of the research on these items indicates that they can work in some situations. Probability and evidence are low but are potentially nonzero.
(3) Minimizes conflict with the family	If I don't disagree, there is no discussion of other options that might be aversive to parents.
(4) Parents are pursuing anything to help their child	Commitment to my treatment methods may be better because they are willing to go to any cost.

Summary of risks versus benefits for decision: The primary benefit of this decision is the elimination of conflict between myself and the parents. Given that none of the treatment options are empirically validated, the likelihood of success is low, especially as compared to ABA treatment options. If my treatment options are effective, there is a strong likelihood that the gains will be attributed to the other treatments (since previous ABA was not effective), thereby lessening my involvement and increasing the likelihood that the family will focus on these treatment options.

ABA, applied behavior analysis.

**WORKSHEET 9.1.3 COMPLETED RISK–BENEFIT ANALYSIS
WORKSHEET CONSIDERING CASE SCENARIO 9.1.1
BY PROVIDING EVIDENCE FOR ABA AS SUPERIOR TO
NON-EVIDENCE-BASED TREATMENTS**

Situation: Parents want to include alternative treatments (diets, vitamins, and facilitated communication) as part of the treatment plan for the client.

Decision: Present the evidence for ABA and against the other treatments and allow them to make their decision.

<i>Risks</i>	<i>Notes/Analysis</i>
(1) Family could fire me	Given that we are going to be in disagreement, the family may ask for my removal from the case or to leave our agency. This will look bad for me.
(2) Family may not accept my evidence and pursue treatments anyway	I cannot force them into a decision. However, I can set up data-gathering methods to control for the targeted areas. I can target different items than those the alternative treatments evaluate and obtain data on the change based on my programs and those of the alternative treatments. Data might be more convincing.
(3) May lose buy-in from family	The work I have done to get the family on board may be lost and I may have to restart. Given their history, this may be a very difficult task.
(4) I might not be able to find convincing evidence and will look like I don't know what I am talking about	I have never evaluated these treatments. I don't know where to look, so I would need assistance from someone more familiar with this research.
(5) I am wrong	The alternative treatments are efficacious for this client.

<i>Benefits</i>	<i>Notes/Analysis</i>
(1) I am adhering to my ethical standards	I will not be at risk for violating standards because I am advocating for the most evidence-based decision.
(2) This process could convince the family to avoid these alternative treatments or, at worst, allow for an objective evaluation of them	I can provide additional evidence that these treatments don't work and the family might decide to hold off on implementing them. Also, if they pursue the treatments, I can at the very least teach them about evaluating options and show the effects of the decision.
(3) I will learn how to best evaluate the evidence for a specific case	There is research (Kay & Vyse, 2005; Schreck & Miller, 2010) to guide me in how to complete this process.

(continued)

WORKSHEET 9.1.3 (continued)

Situation: Parents want to include alternative treatments (diets, vitamins, and facilitated communication) as part of the treatment plan for the client.

- | | |
|--|---|
| (4) This decision could potentially result in the greatest level of client improvement and parent knowledge in the long term | If (2) is effective, then the client will show progression in the areas on which I am working and not miss out on services (as in the case where I terminate). I can also potentially increase buy-in through honest discussion and proof of process. |
|--|---|
-

Summary of risks versus benefits for decision: The benefits of this decision primarily involve utilizing the principles of science to evaluate the treatment. ABA treatment continues and the data are used to evaluate efficacy. At worst, the client does not improve in areas targeted by the alternative treatments and the parents learn how to better evaluate treatments. At best, they choose to stick with evidence-based treatments. The risks are primarily on my end in terms of having to deal with a conflict or failing to convince the family to change. There are more avenues to deal with the risks, however, than I had initially thought.

COMPETENCY TASK LIST 9.1.1 CONSIDER INITIATING AND COMPLETING THE FOLLOWING TASKS WITH YOUR SUPERVISOR

	(Mark done or record benchmark)
I. Review BACB ethical guidelines	
<p>A. Review and discuss with supervisor</p> <ul style="list-style-type: none"> • Responsible conduct of a behavior analyst • The behavior analyst’s responsibility to clients • The behavior analyst as teacher and/or supervisor • The behavior analyst and the workplace • The behavior analyst’s ethical responsibility to the field of behavior analysis • The behavior analyst’s responsibility to colleagues • The behavior analyst’s ethical responsibility to society • The behavior analyst and research • Review state-specific laws with regard to behavior-analytic services 	
II. Review BACB Task List, Fifth Edition	
<p>A. Use suggested readings to learn</p> <ul style="list-style-type: none"> • How the BACB Task List is formulated • The history of the training and BACB certification • The difference between licensure and certification • The importance of maintaining the integrity and future of BCBA certification 	
III. Review BACB Disciplinary Actions	
<p>A. Review the BACB disciplinary actions</p> <ul style="list-style-type: none"> • Steps you should take when you find a colleague is not adhering to legal, professional, and ethical codes • The ramifications of violating ethical guidelines 	
IV. Review Ethical Code of Conduct for Researchers	
<p>A. National Institutes of Health's online ethics training https://researchethics.od.nih.gov/CourseIndex.aspx</p>	

COMPETENCY TASK LIST 9.1.2 CONSIDER INITIATING AND COMPLETING THE FOLLOWING TASKS WITH YOUR SUPERVISOR

	(Mark done or record benchmark)
I. Review BACB ethical guidelines	
A. Review and discuss with supervisor <ul style="list-style-type: none"> • The behavior analyst's responsibility to clients 	
II. HIPAA and confidentiality	
A. Obtain information regarding HIPAA guidelines and confidentiality that pertain to the state in which you will complete your supervised BACB competences	
B. Obtain information regarding HIPAA guidelines and confidentiality that pertain to your current place of work	
C. Discuss with supervisor: <ul style="list-style-type: none"> • Record keeping • Email and any electronic transmission of confidential information • Use of smartphones and protection of electronic files 	
III. Consent	
A. Discuss with supervisor: <ul style="list-style-type: none"> • Informed, surrogate, guardian, and conservator consent 	
B. Discuss with supervisor the difference between consent and assent; discuss when consent and assent should be used	
C. Obtain and review consent and assent forms used at your current place of employment or internship	
D. Keep a sample of the consent and assent forms for your records for this competency	
IV. Obtain informed consent	
A. Before your first use of the <i>consent procedure</i> <ol style="list-style-type: none"> a. Role-play with the supervisor the following: <ol style="list-style-type: none"> i. Introducing the forms ii. Explaining the forms using nontechnical verbal behavior iii. Obtaining a signature from the client(s) 	
B. Obtain immediate feedback and practice until you meet the criteria set by the supervisor	
V. Review mandated reporting training and videos	
A. Complete this online mandated reporter module: http://educators.mandatedreporterca.com	
B. Review this video for reporting elder or adult dependent abuse: https://www.youtube.com/watch?v=810mV4zwA6Y	
C. Review this video for mandated reporting of child abuse or neglect: https://www.youtube.com/watch?v=WunricaVsLo	

WORKSHEET 9.2.1 MEASUREMENT CHART TO BE COMPLETED BY SUPERVISEE

Measure	Measurable dimension of behavior	Data collection procedure	When graphing, the y-axis should be labeled	Advantages for using the measure	Disadvantages for using the measure	The measure is appropriate for which type of behaviors or procedures (list at least five behaviors)
Frequency/rate						
Duration per session						
Duration per occurrence						
Latency						
IRT						
Percentage of occurrence						
Trials to criterion						
Whole-interval recording						
Partial-interval recording						
Momentary time sampling						
Planned activity check						
Permanent product						

IRT, inter-response time.

COMPETENCY TASK LIST 9.2.1 CONSIDER INITIATING AND COMPLETING THE FOLLOWING TASKS FOR THE COMPONENT SKILL OF SELECTING AND TARGETING BEHAVIOR FOR CHANGE, WITH YOUR SUPERVISOR

	(Mark done or record benchmark)
I. Review BACB ethical guidelines	
A. Review and discuss with supervisor <ul style="list-style-type: none"> • Ethical practices in selecting and assessing potential target behaviors 	
II. Develop and use worksheets to prioritize target behaviors	
A. Evaluating the social significance of potential target behaviors	
B. Prioritizing potential target behaviors	
III. Define target behaviors in observable and measurable terms	
A. Define behavior topographically (define at least 10 different behaviors) in measurable and observable terms	
1. Discuss definitions with supervisor and make necessary changes	
2. Include the final written operational definitions in this tab	
B. Define behavior functionally (define at least 10 different behaviors) in measurable and observable terms	
1. Discuss definitions with supervisor and make necessary changes	
2. Include the final written operational definitions in this tab	
C. Describe and explain behavior, including private events, in behavior-analytic (non-mentalistic) terms	

**PERFORMANCE MONITORING TOOL 9.2.1 EXAMPLE
PERFORMANCE CHECKLIST YOU AND YOUR SUPERVISOR
CAN USE TO GAUGE YOUR PERFORMANCE IN THIS
COMPONENT SKILL**

Competency	Criterion	Rating	Performance Feedback
I. Review BACB ethical guidelines and discuss with supervisor			
A. Ethical practices in assessing and selecting potential target behaviors	<ul style="list-style-type: none"> • Presented a written summary of ethical practices in selection of target behaviors that included: <ul style="list-style-type: none"> A. Definition of client B. Responsibility to client and others C. Consultation and third-party requests for services D. Client rights 	<input type="checkbox"/> Met the criterion as it is written <input type="checkbox"/> Did not meet the criterion as it is written	Given on ___/___/___
B. Include a written summary of ethical practices in selection of target behaviors in this tab	<ul style="list-style-type: none"> A. Definition of client B. Responsibility to client and others C. Consultation and third-party requests for services D. Client rights 		
II. Show competency developing and using worksheets to prioritize target behaviors			
A. Evaluating the social significance of potential target behaviors	<ul style="list-style-type: none"> • Correctly used a worksheet to evaluate the social significance of potential target behaviors at least on <i>two different occasions</i> 	<input type="checkbox"/> Met the criterion as it is written <input type="checkbox"/> Did not meet the criterion because the worksheet was not completed correctly	Given on ___/___/___
B. Prioritizing potential target behaviors	<ul style="list-style-type: none"> • Correctly used the worksheet to evaluate the social significance of potential target behaviors at least on <i>two different occasions</i> 	<input type="checkbox"/> Met the criterion as it is written <input type="checkbox"/> Did not meet the criterion because the worksheet was not completed correctly	Given on ___/___/___
III. Define behavior in observable and measurable terms			
A. Show competency defining behavior topographically (define at least five different behaviors) in measurable and observable terms	<ul style="list-style-type: none"> • The topographical definitions of all five target behaviors must be <ul style="list-style-type: none"> o Technological (passed the stranger rule) o Observable (passed the Dead Man's test) o Measurable (includes a measurable dimension of the behavior) 	<input type="checkbox"/> Met the criterion (definition included all the components described in the criterion for this competency) <input type="checkbox"/> Did not meet the criterion (definition did not include <i>one or more</i> of the components described in the criterion for this competency)	Given on ___/___/___

(continued)

PERFORMANCE MONITORING TOOL 9.2.1 (continued)

Competency	Criterion	Rating	Performance Feedback
	<ul style="list-style-type: none"> o If necessary, include exclusionary factors (e.g., a student can leave his or her seat if given permission) o Parsimonious (e.g., aggression, self-injury, and elopement are defined as separate behaviors and not as part of a “tantrum”) 		
<p>B. Show competency defining behavior functionally (define at least five different behaviors) in measurable and observable terms</p>	<ul style="list-style-type: none"> • The functional definitions of all five target behaviors must be: <ul style="list-style-type: none"> • Technological (passed the stranger rule) • Observable (passed the Dead Man’s test) • Measurable (includes a measurable dimension of the behavior) • If necessary, include exclusionary factors (e.g., a student can leave his or her seat if given permission) • Parsimonious (e.g., aggression, self-injury, and elopement are defined as separate behaviors and not as part of a “tantrum”) 	<ul style="list-style-type: none"> <input type="checkbox"/> Met the criterion (definition included all the components described in the criterion for this competency) <input type="checkbox"/> Did not meet the criterion (definition did not include <i>one or more</i> of the components described in the criterion for this competency) 	<p>Given on ___/___/___</p>
<p>C. Included revised operational definitions for each behavior reviewed with the supervisor in the supervision folder under Tab B</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Met the criterion as it is written <input type="checkbox"/> Did not meet the criterion as it is written 	<p>Given on ___/___/___</p>

COMPETENCY TASK LIST 9.2.2 CONSIDER INITIATING AND COMPLETING THE FOLLOWING TASKS FOR THE COMPONENT SKILL OF MEASURING TARGET BEHAVIORS USING VARIOUS DIRECT OBSERVATION MEASUREMENT METHODS, WITH YOUR SUPERVISOR

	(Mark done or record benchmark)
I. Review BACB ethical guidelines	
A. Review and discuss with supervisor <ul style="list-style-type: none"> Ethical practices relevant to data collection and data-based decision making 	
II. Select a <i>measurement system</i> to obtain representative data given the dimensions of the behavior and the logistics of observing and recording the behavior	
A. Create a basic table for the advantages and disadvantages of using continuous and discontinuous measurement procedures <ul style="list-style-type: none"> Discuss the summary table with supervisor and include the final product in this tab 	
B. When conducting assessments or developing treatment plans, select an appropriate measurement method and design data collection forms for the measurement methods listed below <ul style="list-style-type: none"> Discuss your selection and the data collection forms with supervisor, obtain feedback, and include the final product in this tab 	
➤ Design continuous measurement procedures	
1. Frequency/rate	
2. Duration	
3. Latency	
4. IRT	
5. Percentage of occurrence	
6. Trials to criterion	
➤ Design discontinuous measurement procedures	
7. Partial-interval recording	
8. Whole-interval recording	
9. Momentary time sampling	
10. Planned activity check	
11. Permanent product (e.g., number of math facts completed)	

(continued)

COMPETENCY TASK LIST 9.2.2 (continued)

		(Mark done or record benchmark)
III. Select a <i>schedule of observation</i> and recording periods and measure the target behavior for change		
A. When conducting assessments or monitoring progress during the intervention phase, select appropriate observation periods and collect baseline or intervention data using an appropriate measurement procedure <ul style="list-style-type: none"> • Discuss your selection with supervisor and obtain feedback 		
B. Collect data and share the results with supervisor <ul style="list-style-type: none"> • Evaluate if changes need to be made to your data sheet and make necessary changes 		
C. Graph the results and obtain feedback from supervisor		
> Implement continuous measurement procedures		
A-02	1. Measure frequency/rate	
A-03	2. Measure duration	
A-04	3. Measure latency	
A-05	4. Measure IRT	
A-06	5. Measure percentage of occurrence	
A-07	6. Use trials to criterion	
> Implement discontinuous measurement procedures		
A-13	7. Use partial-interval recording	
	8. Use whole-interval recording	
	9. Use momentary time sampling	
	10. Measure behavior by permanent product	
IRT, inter-response time.		

**PERFORMANCE MONITORING TOOL 9.2.2.A EXAMPLE
PERFORMANCE CHECKLIST YOU AND YOUR SUPERVISOR
CAN USE TO GAUGE YOUR PERFORMANCE IN THIS
COMPONENT SKILL**

Competency	Criterion	Rating 1	Rating 2	Rating 3
III. Use data recording forms and directly measure target behavior for change				
Use of technology	<input type="checkbox"/> Used stopwatch with count up and down options or appropriate smartphone application with similar options	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Data collection	<ul style="list-style-type: none"> Collected data using every measurement method listed below with 90% IOA. Used each measurement method at least twice with 90% IOA. 	IOA 1	IOA 2	IOA 3
A.	Frequency/rate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A.	Duration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A.	Latency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A.	IRT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A.	Momentary time sampling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A.	Partial-interval recording	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A.	Whole-interval recording	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A.	Trials to criterion or percentage of occurrence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A.	Planned activity check	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IOA, interobserver agreement; IRT, inter-response time.

**PERFORMANCE MONITORING TOOL 9.2.2.B ANOTHER
EXAMPLE PERFORMANCE CHECKLIST YOU AND YOUR
SUPERVISOR CAN USE TO GAUGE YOUR PERFORMANCE
FOR THE PREVIOUS COMPONENT SKILL (COOPER, HERON, &
HEWARD, 2007)**

Performance Monitoring Tool: Rate/Frequency Data Collection

Date				
Step	Mark +, -, or N/A			
1. Gathered all necessary materials before beginning the session (e.g., pen, data sheet)				
2. Prepared data sheet				
a. Wrote date and initials at the top of the data sheet				
b. Recorded the target behavior(s) to be observed				
c. Recorded the start time of the observation session (e.g., hour:min a.m./p.m.)				
3. Each time the target behavior(s) occurred, marked a tally on the data sheet within 3–5 seconds of its occurrence ¹				
4. At the end of the observation session, recorded the end time (e.g., hour:min a.m./p.m.)				
5. Recorded the total number of tallies marked ¹				
6. Calculated the total number of observation minutes using the recorded start and end times				
7. Calculated the rate of the target behavior(s) (total count of the behavior(s)/total number of observation minutes) ¹				
8. Recorded the frequency of the target behavior(s) as count/minute on the data sheet				
Percent correct (number of steps with “+”/total number of steps with “+” or “-”)				
Comments:				

Source: Cooper, J. O, Heron, T. E., & Heward, W. L. (2007). *Applied behavior analysis* (2nd ed.). Upper Saddle River, NJ: Pearson.

**COMPETENCY TASK LIST 9.2.3 CONSIDER INITIATING
AND COMPLETING THE FOLLOWING TASKS FOR THE
COMPONENT SKILL OF ASSESSING QUALITY OF BEHAVIORAL
MEASUREMENT, WITH YOUR SUPERVISOR**

	(Mark done or record benchmark)
--	---------------------------------------

I. Create a basic table that summarizes threats to measurement accuracy, validity, and reliability

<p>A. Include a table in this tab that summarizes the variables that could threaten:</p> <ul style="list-style-type: none"> • Validity of behavioral data • Reliability of behavioral data • Accuracy of behavioral data 	
--	--

II. Assess and interpret interobserver agreement

<p>A. Determine an appropriate method to obtain (sample) interobserver data for the given data collection method</p> <ul style="list-style-type: none"> • Discuss the chosen method with the supervisor and make necessary changes 	
<p>B. Create a summary table that includes</p> <ul style="list-style-type: none"> • Type of IOA • Method of calculation for each type of IOA • Acceptable level of IOA • Format for reporting IOA 	
<p>C. Conduct, interpret, and report IOA</p> <ul style="list-style-type: none"> • When collecting baseline or intervention data, use IOA to evaluate the accuracy and reliability of data and measurement procedures • When supervising implementation of treatment plans, use IOA to evaluate the accuracy and reliability of data collection • Calculate IOA using an appropriate method for the given data and report the IOA data • Use IOA data to make changes to measurement procedures or use Behavior Skills Training to improve data collection skills of implementers 	
Use total count IOA and report the results	
Use total duration IOA and report the results	
Use mean duration per occurrence IOA and report the results	
Use interval-by-interval IOA and report the results	
Use scored and unscored interval IOA and report the results	
Use trial-by-trial IOA and report the results	

IOA, interobserver agreement.

**PERFORMANCE MONITORING TOOL 9.2.3 EXAMPLE
PERFORMANCE CHECKLIST YOU AND YOUR SUPERVISOR
CAN USE TO GAUGE YOUR PERFORMANCE IN THIS
COMPONENT SKILL**

IOA method	Type of data collection method for which the IOA is appropriate	When to use this IOA method	Calculating IOA using this procedure	Example	Advantages of using the IOA	Disadvantages of using the IOA
Total count IOA						
Mean count per interval IOA						
Exact count per interval IOA						
Trial-by-trial IOA						
Total duration IOA						
Mean duration per occurrence IOA						
Mean latency per response						
Mean IRT per response						
Interval-by-interval IOA						
Scored interval IOA						
Unscored interval IOA						

IOA, interobserver agreement; IRT, inter-response time.

COMPETENCY TASK LIST 9.2.4 CONSIDER INITIATING AND COMPLETING THE FOLLOWING TASKS FOR THE COMPONENT SKILL OF GRAPHING AND ANALYZING DATA, WITH YOUR SUPERVISOR

	(Mark done or record benchmark)
I. Review BACB ethical guidelines	
A. Review ethical guidelines relevant to data collection, visual display, and analysis	
B. Discuss the guidelines with supervisor	
II. Design, plot, and interpret data	
A. Plot data using equal-interval graphs (A-10)	
o Use Excel or other graphing tools to generate	
• Bar graphs	
• Multiple baseline graphs	
• Multiple probe graphs	
• ABAB graphs	
• Alternating treatments	
• Multi-element	
• Simultaneous	
• Chaining criterion graphs	
B. Plot and interpret data using SCCs	
C. Plot data using a cumulative record (A-11)	
D. Interpret visually displayed data using baseline logic (A-10 and A-11)	
o Draw level and trend lines	
o Evaluate changes in level, trend, and variability	
o Measure effect size using	
• Points of nonoverlap	
• Dual-criterion method	
E. Print and place all graphs in this tab	

SCCs, Standard Celeration Charts.

**PERFORMANCE MONITORING TOOL 9.2.4 EXAMPLE
PERFORMANCE CHECKLIST YOU AND YOUR SUPERVISOR
CAN USE TO GAUGE YOUR PERFORMANCE IN THIS
COMPONENT SKILL**

	Yes	No
1. The graph has a title that describes the data it depicts		
2. The graph represents the data correctly (e.g., bar graph for categorical or nominal data, line graph for continuous data such as sessions or days)		
3. The y-axis is the same range across participants		
4. The y-axis is labeled correctly (e.g., percentage of correct responses)		
5. The x-axis is labeled correctly (e.g., sessions)		
6. The x-axis ticks appear aligned with the data points		
7. There are condition labels (e.g., baseline, DRA, withdrawal) that represent the condition (or independent variables)		
8. There are condition phase lines between conditions (for each independent variable): solid lines between conditions with clear IV change and dashed lines between condition that share components		
9. The data path is not connected across the conditions		
10. The grid lines on the graphs have been removed		
11. The graph for each subject aligns with the ones below it (sessions line up)		
12. x-Axis ticks appear aligned with the data points		
13. The graph contains a legend if there are multiple dependent variables or data paths		

DRA, differential reinforcement of alternative behavior; IV, independent variable.

**PERFORMANCE MONITORING CHECKLIST 9.3.1 PMC FOR
INDIRECT ASSESSMENT**

Indirect Assessment PMC			
Date			
Preparation			
(1) Three business cards to give caregiver(s)			
(2) Copy of Vineland-II			
(3) Copy of all required paperwork (e.g., consent to assess, financial responsibility, privacy practices)			
(4) Confirmed address and approximate drive time			
(5) Memorized client and caregiver(s) names			
Arrival			
(1) Arrived at least 10 minutes before scheduled appointment			
(2) Confirmed all required items on person			
(3) Arrived in professional dress			
Introduction			
(1) Introduced self with eye contact			
(2) Included name, company, and reminder of appointment in introduction			
(3) Asked if caregiver is ready for interviewee			
(4) Asked caregiver where interview would take place			
(5) Went to the area indicated by caregiver			
Required paperwork			
For consent to assess, financial responsibility, and privacy practices			
(1) Described each specific form to caregiver			
(2) Explained reason for each form to be signed and how to proceed if form is not signed			
(3) Asked if caregiver had questions about the form			
(4) Accurately answered any questions delivered by caregiver			
(5) Obtained caregiver signature on form OR noted reason parent did not sign document			
(6) Scanned and emailed copy of documents to caregiver(s)			
Interview form (IISCA, FAI, or other)			
(1) Informed parent of the purpose of the interview form			
(2) Presented 80% or more of questions as open-ended questions			

(continued)

PERFORMANCE MONITORING CHECKLIST 9.3.1 (continued)

Indirect Assessment PMC			
(3) Read all questions clearly			
(4) Recorded caregiver's responses to questions			
(5) Answered any questions asked by caregiver			
Vineland-II			
(1) Informed parent of the purpose of the interview form and rules to be followed (e.g., floor and ceiling)			
(2) Presented response sheet (scale to be used to answer all questions) in front of caregiver			
(3) Read all questions clearly			
(4) When required, prompted caregiver to use response sheet (minimum 80% of provided opportunities)			
(5) Recorded caregiver's responses to questions			
(6) Answered any questions asked by caregiver			
(7) Transitioned between various scales of Vineland (minimum 80% of provided opportunities)			
Interviewing skills (measured throughout interview forms)			
(1) Asked caregiver if a break was needed at least once during interview			
(2) Gave eye contact when posing questions and during caregiver's responses			
(3) Posed questions and clarifications objectively (not leading questions) for 80% or more of presented questions/clarifications			
(4) Maintained a professional tone and demeanor throughout the interview forms			
(5) Completed the interview in an appropriate time frame (maximum = 2.5 hours)			
Completing interview			
(1) Thanked caregiver for completing the interview			
(2) Asked caregiver if there are any additional questions			
(3) Informed caregiver about the next steps of the assessment process			
(4) Confirmed next assessment visit date/time			
(5) Provided caregiver with copies of business cards and number to call to be reached			
Total Yes/41			

WORKSHEET 9.3.1 BASIC SCRIPT FOR ROLE-PLAYING INTERVIEW WITH SUPERVISEE

Content guide

- (1) Part of PMC targeted
 - a. Specific task/verbal behavior of assessor: *Example of what might be said*
 - i. Potential responses to assessor's statements
 1. Follow-up to response (assessor)
 - a. Follow-up to assessor (last portion of role-play for this section)
- (2) Introduction
 - a. Assessor greets caregiver(s): *Good morning, my name is Darren Jeffers. I am a behavior analyst from ABC and we spoke about having our first assessment appointment today at 9:00 a.m. Is this still a good time for the interview?*
 - i. Affirmative (*Yes, this is a good time for the interview.*)
 1. Assessor to move to b.
 - ii. Negative (*Sorry, something has come up and I cannot do the interview at this time.*)
 1. Assessor to set up a new appointment: *I am sorry this time does not work. If it would be okay, I would like to call you later today and set up a day and time that might work better.*
 - a. Affirmative (*Okay, I will wait for your call.*)
 - b. Negative (*I am not sure I will have any time available.*)
 - c. Propose a time (*Would you be able to come back at 10 a.m.?*)
 - b. Assessor asks caregiver where the interview will take place: *Mrs. Gonzales, where would you like to conduct the interview today?*
 - i. Convenient location (e.g., dining room, kitchen table, place with space to take notes)
 1. Assessor to proceed to location and set up for step 3.
 - ii. Inconvenient location (e.g., sitting on floor, in the kitchen while a parent prepares a meal, in the living room with TV on and a parent watching)
 1. Assessor to ask if more appropriate space is available: *I apologize but I was hoping to set up my computer so I can take notes. Is there a location where we can talk and I can take notes? If not, I am happy to conduct the interview wherever it is convenient.* Move to step 3.
 - a. Affirmative (*Yes, we have a spot where that will be possible.*)
 - b. Negative (*No, this is the best place for me to do the interview.*)
 - i. Assessor to move to the correct location.

(continued)

WORKSHEET 9.3.1 (continued)**(3) Required paperwork**

- a. Introduction to consent for assessment: *This first document details what the assessment will entail. If you sign the document, you are consenting for me to run the assessment. You can revoke your consent at any time and can revoke it for specific portions of the assessment or all parts. If you choose not to sign the document, we will end the assessment process and discuss the next steps. Do you have any questions before you sign this form?*
- i. Affirmative (*I will sign the document.*)
 1. Assessor thanks the caregiver and moves to step b. *Thank you very much for signing this document. Next...*
 - ii. Negative (*I will not sign the document.*)
 1. Assessor confirms decision, asks for questions, if any, and informs the caregiver) of the next step. *Thank you for telling me your decision. Do you have any questions that I can answer before we confirm your decision regarding this? Okay, then the next steps will be ...*
 - a. Confirmation of no consent
 - b. Question regarding form (*Can you please explain ____ portion of this form?*)
 - iii. Question (*Can you please explain ____ portion of this form?*)
 1. Assessor accurately answers question based on form: *Thank you for your question. That portion of the form refers to.... Did I answer your question?*
 - a. Affirmative (*Yes you did answer that question for me. I am comfortable to sign this document.*) Move to step b.
 - b. Negative (*Actually you did not answer my question.*)
 - i. Assessor attempts to answer question more clearly.
 - c. Question (*Can you please answer ____ for me?*)
- b. Financial responsibility form: *This form details the cost of the assessment for you based on your insurance. By signing this document, you are confirming that you are willing to be responsible for the cost listed on this form. If you are unable to pay that cost and choose not to sign, we will end the assessment at this time and I will walk you through the next steps to take.*
- i. Affirmative (*I will sign the document.*)
 1. Assessor thanks and moves to step b. *Thank you very much for signing this document. Next...*
 - ii. Negative (*I will not sign the document.*)
 1. Assessor confirms decision, asks for questions, if any, and informs the caregiver of the next step. *Thank you for telling me your decision. Do you have any questions that I can answer before we confirm your decision regarding this? Okay, then the next steps will be ...*
 - a. Confirmation of no consent
 - b. Question regarding form (*Can you please explain ____ portion of this form?*)

(continued)

WORKSHEET 9.3.1 (continued)

- iii. Question (*Can you please explain _____ portion of this form?*)
 - 1. Assessor accurately answers question based on the form: *Thank you for your question. That portion of the form refers to.... Did I answer your question?*
 - a. Affirmative (*Yes you did answer that question for me. I am comfortable to sign this document.*) Move to step b.
 - b. Negative (*Actually you did not answer my question.*)
 - i. *Assessor attempts to answer question more clearly.*
 - c. Question (*Can you please answer _____ for me?*)

COMPETENCY TASK LIST 9.3.1 CONSIDER INITIATING AND COMPLETING THE FOLLOWING TASKS FOR THE COMPONENT SKILL OF COMPLETING A FUNCTIONAL BEHAVIOR ASSESSMENT, WITH YOUR SUPERVISOR

	(Mark done or record benchmark)
I. Review BACB ethical guidelines 1.0, 2.0, and 3.0 and discuss with supervisor	
<p>A. Ethical practices in conducting behavior assessments</p> <p>B. Discuss with supervisor the ethical practices and the importance of practicing within one’s limits of professional competence and obtaining consultation, supervision, training, or making referrals as necessary</p>	
II. Conduct a preliminary assessment to identify the referral problem	
A. Obtain informed consent for assessment	
B. Identification of the problem	
<p>1. Conduct indirect assessment</p> <ul style="list-style-type: none"> • Review records and available data • Conduct interviews using semi-structured format (e.g., FAI) • Use rating scales <ul style="list-style-type: none"> i. FAST ii. MAS iii. SIT • Consider biological/medical variables that may be affecting the client • Include completed indirect assessment forms and notes on your interview under this tab 	
<p>2. Observe the client in the natural environment</p> <ul style="list-style-type: none"> • Identify variables that could have an evocative effect on target behaviors 	
C. Develop a hypothesis statement based on the preliminary assessment of the client	
<ul style="list-style-type: none"> • For each target behavior, identify potential <ul style="list-style-type: none"> i. Biological/medical variables that may affect the client ii. Immediate antecedents iii. Consequences 	
D. Define target behaviors in observable and measurable terms	
<ul style="list-style-type: none"> • Operationally define target behaviors in measurable and observable terms before conducting direct assessment • Discuss the definitions with the supervisor and make necessary changes 	

(continued)

COMPETENCY TASK LIST 9.3.1 (continued)

	(Mark done or record benchmark)
III. Use direct observation to collect baseline data	
<p>A. Select observation periods to obtain baseline data given the dimensions of the behavior and the logistics of observing and recording the data</p> <ul style="list-style-type: none"> • Use scatterplot data to select observation periods, or • Use information obtained from interviews to select observation periods 	
<p>B. Select a measurement system to obtain baseline data given the dimensions of the behavior and the logistics of observing and recording</p>	
<ul style="list-style-type: none"> • Create a basic table incorporating: <ul style="list-style-type: none"> o Fundamental measures (e.g., count, duration, temporal locus) o Procedures for measuring behavior (e.g., event recording, time sampling) o Examples of behaviors you may measure using each method and procedure of data collection • For each measurement system, develop data recording sheets to be used for data collection 	
<p>C. Directly observe the target behavior(s)</p>	
<ul style="list-style-type: none"> • Use the data recording sheet to obtain baseline data given the dimensions of the behavior 	
<ul style="list-style-type: none"> o Obtain baseline data o Discuss baseline data with supervisor o Conduct IOA o Evaluate whether changes need to be made to your data collection method or recording sheets 	
<p>D. Select and use a data display that effectively communicates relevant quantitative relations</p>	
<ul style="list-style-type: none"> • Use Excel to generate graphs to display results of baseline data • Graphs must include <ul style="list-style-type: none"> o Correctly labeled y- and x-axes o Title o Correct data points and markers o Figure captions • Analyze and interpret observed data 	
IV. Identify variables that influence the occurrence of problem behavior	
<p>A. Create a basic table that includes uses and limitations of</p> <ul style="list-style-type: none"> • ABC recording and functional analysis (FA) • Response-dependent ABC recording and response-independent (scheduled observation) ABC recording 	

(continued)

COMPETENCY TASK LIST 9.3.1 (continued)

	(Mark done or record benchmark)
<ul style="list-style-type: none"> • Discuss with supervisor what information can be obtained from ABC recording • Discuss with supervisor the many limitations of ABC recording and why behavior analysts cannot draw accurate conclusions regarding function when using descriptive assessments • If ABC recording is used <ul style="list-style-type: none"> o Define environmental variables in observable and measurable terms (e.g., define antecedents and consequences) o Evaluate temporal relations between observed variables 	
B. Design and conduct functional analysis	
<ul style="list-style-type: none"> • Create a table that includes <ul style="list-style-type: none"> o Various types of FA procedures o Examples of target behaviors assessed using each type of FA procedure o Limitations of each type of FA procedure 	
<ul style="list-style-type: none"> • Choose an appropriate FA procedure for the given target behavior <ul style="list-style-type: none"> o Discuss with supervisor the risks associated with the assessment o Discuss how to reduce the risks o Propose the FA procedure that is most appropriate for the given target behavior and that minimizes the risk to the client 	
<ul style="list-style-type: none"> • Obtain informed consent to conduct FA from caregiver or client 	
<ul style="list-style-type: none"> • Conduct FA under direct supervision of supervisor <ul style="list-style-type: none"> o Graph and analyze the FA results o Evaluate temporal relations between observed variables 	
V. Write functional behavior assessment (FBA) report	
<ul style="list-style-type: none"> • The FBA should include the following components: <ul style="list-style-type: none"> A. Reason for referral B. Background information C. Behavior-analytic description of reported target behaviors and environmental variables that could influence the target behaviors D. Hypothesis statement for each target behavior E. Baseline data F. FA results G. Summary 	

(continued)

COMPETENCY TASK LIST 9.3.1 (continued)

	(Mark done or record benchmark)
H. Recommendations <ul style="list-style-type: none"> o Make recommendations regarding behaviors that must be established, maintained, increased, or decreased <ul style="list-style-type: none"> i. State intervention goals in observable and measurable terms o Identify potential interventions based on assessment results and the best available scientific evidence • Include the completed FBAs in this tab (de-identify client information first) 	

FAI, Functional Assessment Inventory; FAST, Functional Assessment Screening Tool; MAS, Motivation Assessment Scale; SIT, Self-Injury Trauma Scale.

PERFORMANCE MONITORING CHECKLIST 9.3.2 EXAMPLE PERFORMANCE CHECKLIST YOU AND YOUR SUPERVISOR CAN USE TO GAUGE YOUR PERFORMANCE IN THIS COMPONENT SKILL

Task Analysis	Y/N/NA			Feedback
	S1	S2	S3	
1. Assessor checked whether the data collector was ready				
2. Assessor provided the client with moderately preferred items				
3. Assessor had the client attend to the items				
4. Assessor said, "I am going to do some work; you can play with these"				
5. Assessor turned away from the client and pretended to be busy				
6. In 100% of opportunities, contingent on hand biting, assessor provided social attention in the form of a verbal reprimand (e.g., "Don't do that." "Stop it.") and light physical contact				
7. Used a natural tone when providing verbal attention				
8. In 100% of opportunities, after delivering the attention, the assessor turned away from the client and pretended to be busy				
9. In 100% of opportunities, any other behavior (inappropriate or appropriate) was ignored by the assessor				
10. Condition was completed within set time interval				

WORKSHEET 9.3.2 EXAMPLE INFORMED CONSENT DOCUMENT

Informed Assent

This informed assent form explains all terms and conditions for the services that will be provided by _____ under the supervision of _____.

I, _____, understand that my parents /guardian have/has given permission (said it's okay) for me to get direct services (help with work completion, planning, organization) from _____.

I understand that I have the following rights:

- I understand that any personal information I share with _____ will be kept confidential **unless I break the law and/or there's a direct danger to myself or others.**
- I have the right to get information regarding my treatments, services, or tests, including risks and benefits of the treatments, services, or tests.
- I have the right to get enough information to make the best decision about accepting or refusing the treatments, services, or tests.
- I have the right to have _____ give me a written and/or oral explanation of any and all treatments, services, or tests in a way that I can fully understand and that includes the following:
 - o Test results
 - o Nature of the treatments, services, and/or tests/procedures
 - o Dosage or frequency of services
 - o Expected end of services
 - o Any expected benefits
 - o Known side effects and risks
 - o Whether other services are available
 - o Information on what can happen if treatments, services, and/or tests are not used

Services will be on _____ (day(s) of the week & time frame).

If _____ have to cancel a session they will call my parents /guardian and let them know that they will be cancelling the session for the day at least 30 minutes before the session starts.

_____ will also let my parents know when they plan on rescheduling the session.

If I or my parents have to cancel the session, my parents will let _____ know at least 30 minutes before the session starts for that day. I promise to let my parents know if I have to cancel a session so that they can let the _____ know as soon as possible.

Contact Information

If you have any questions, comments, or concerns please feel to contact the case supervisors

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I am taking part in these services because I want to and because I understand the risks and benefits.

Signature _____ Date _____

Student Intern Signature _____ Student Intern Signature _____

COMPETENCY TASK LIST 9.3.2 CONSIDER INITIATING AND COMPLETING THE FOLLOWING TASKS FOR THE COMPONENT SKILL OF CONDUCTING PREFERENCE ASSESSMENTS, WITH YOUR SUPERVISOR

	(Mark done or record benchmark)
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I. Design and conduct preference assessments to identify putative reinforcers (A-14)

<p>A. Create a basic table that includes uses and limitations of:</p> <ul style="list-style-type: none"> o Indirect preference assessment o Direct observation (approach based) o Systematic assessment of preferred stimuli <ul style="list-style-type: none"> o Multiple stimulus presentations without replacement (MSWO) o Multiple stimulus presentations with replacement (MSW) o Paired stimulus presentation (PS) 	
<p>B. Design and conduct preference assessment</p> <ul style="list-style-type: none"> i. Taking the resources in the setting, type of stimuli being examined, and client’s level of functioning into consideration, design a preference assessment for the client ii. Discuss the designed preference assessment with supervisor 	
<p>C. Conduct MSWO, PS, and approach-based preference assessments under direct supervision of supervisor</p>	
<p>D. Develop a performance monitoring checklist to evaluate the fidelity of preference assessments and have the supervisor use the form to rate and give feedback on conducting preference assessments (see Tab 24)</p>	
<p>E. Include the completed checklist with feedback in this tab and Tab 24</p>	

II. Write summary of preference assessment results

<ul style="list-style-type: none"> ➤ Summarize the preference assessment results using the appropriate visual display ➤ Present the summary of the preference assessment results to the supervisor and make necessary changes 	
<ul style="list-style-type: none"> ➤ Share the results with parents or teachers 	

COMPETENCY TASK LIST 9.3.3 CONSIDER INITIATING AND COMPLETING THE FOLLOWING TASKS FOR THE COMPONENT SKILL OF CONDUCTING REINFORCER ASSESSMENTS, WITH YOUR SUPERVISOR

	(Mark done or record benchmark)
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I. Design and conduct reinforcer assessments to identify putative reinforcers

<p>A. Design a reinforcer assessment</p> <ul style="list-style-type: none"> i. Conduct a literature search and develop a procedure for reinforcer assessment ii. Discuss with supervisor the procedure and make necessary changes iii. Include the procedure in this tab 	
<p>B. Conduct a reinforcer assessment</p> <ul style="list-style-type: none"> i. Conduct the approved reinforcer assessment under direct supervision of supervisor 	
<p>C. Develop a performance monitoring checklist to evaluate the fidelity of reinforcer assessments and have the supervisor use the form to rate and give feedback on conducting the assessment (see Tab 24)</p>	
<p>D. Include the completed checklist with feedback in this tab and Tab 24</p>	

II. Write a summary of reinforcer assessment results

<ul style="list-style-type: none"> • Summarize the assessment results using the appropriate visual display • Present the summary of the reinforcer assessment results to the supervisor and make necessary changes 	
<ul style="list-style-type: none"> • Share the results with parents or teachers 	

**PERFORMANCE MONITORING CHECKLIST 9.3.4 EXAMPLE
PERFORMANCE CHECKLIST YOU AND YOUR SUPERVISOR
CAN USE TO GAUGE YOUR PERFORMANCE IN THIS
COMPONENT SKILL**

Simple reinforcer assessment

Task Analysis	Y/N/NA			Feedback
	S1	S2	S3	
1. Assessor chose a behavior that is in the learner's repertoire and occurs in a free operant arrangement				
2. Assessor operationally defined the behavior being used to conduct reinforcer assessment				
3. Assessor conducted at least three baseline observation sessions to determine current rate of occurrence for behavior				
4. Assessor did not deliver items/activities or other specific consequences contingent on behavior occurring				
5. Assessor chose item/activity to serve as reinforcer				
6. Assessor set time frame for assessment of specific reinforcer being evaluated				
7. Assessor delivered item/activity contingent on occurrence of target behavior in 100% of observed opportunities				
8. Assessor conducted at least three reinforcer observation sessions to determine if any behavior change was observed				
9. Assessor completed a reversal to the baseline conditions				
10. Assessor accurately determined if the item/activity evaluated functioned as a reinforcer				

COMPETENCY TASK LIST 9.3.4 CONSIDER INITIATING AND COMPLETING THE FOLLOWING TASKS FOR THE COMPONENT SKILL OF CONDUCTING A PARAMETRIC ANALYSIS, WITH YOUR SUPERVISOR

		(Mark done or record benchmark)
I. Design and conduct parametric analysis		
<p>A. Design parametric analysis</p> <p>i. Conduct a literature search and develop a procedure for parametric analysis for:</p> <ul style="list-style-type: none"> • Assessing the effects of various schedules of reinforcement on target behaviors • Assessing the effects of various magnitudes of reinforcement on target behaviors • Assessing the effects of various tasks (for escape maintained behaviors) on target behaviors <p>ii. Discuss with supervisor the proposed design and make necessary changes</p> <ul style="list-style-type: none"> • Include the procedures in this tab 		
<p>B. Conduct a parametric analysis</p> <p>i. Conduct the parametric assessment under the direct supervision of supervisor</p> <p>ii. Develop a performance monitoring checklist to evaluate the fidelity of the parametric assessment and have the supervisor use the form to rate and give feedback on conducting the assessment</p> <ul style="list-style-type: none"> • Include the completed checklist with feedback in this tab 		
II. Write a summary of assessment results		
<p>i. Summarize the parametric assessment results using the appropriate visual display</p> <p>ii. Present the summary of the assessment results to the supervisor and make necessary changes</p> <p>iii. Use the assessment results in treatment planning</p>		
<p>iv. Share the results with parents or teachers</p>		

**PERFORMANCE MONITORING CHECKLIST 9.3.5 EXAMPLE
PERFORMANCE CHECKLIST YOU AND YOUR SUPERVISOR
CAN USE TO GAUGE YOUR PERFORMANCE IN THIS
COMPONENT SKILL**

Performance monitoring checklist for parametric analysis

Scoring key: 1 = step completed correctly; 0 = step completed incorrectly; NA = no opportunity to observe

Task Analysis

Pre-assessment preparation	1	2	3	4	5	6	7	8	9	10	Comments
1. All required materials for data collection were ready											
2. The definition of the target problem behavior was observable and measurable											
3. All required materials for introduction of IV were ready											
4. The criteria for terminating the IV contingent on occurrence and nonoccurrence of the problem behavior were clear and measurable											
5. The presentation of the sequence for the levels of IV was correctly listed on the data sheet (e.g., starting with 1 trial, then 2, ...)											

Conducting parametric analysis

6. Made sure the client was ready before presenting the first level of IV (e.g., made sure the client was attending to the assessor before the instruction correlated with the trial was provided; or made sure that the client was engaged with the preferred activity before starting the timer for access to the activity)											
7. Presented the levels of IV from lowest to highest magnitude											
8. Contingent on occurrence of the problem behavior, stopped the assessment and recorded correct data											

(continued)

PERFORMANCE MONITORING CHECKLIST 9.3.5 (continued)

9. Contingent on nonoccurrence of the problem behavior, continued to increase levels of IV when criteria for change were met																				
10. Replicated the results to establish the functional relationship between levels of IV and the problem behavior by showing verification and replication																				
11. Graphed the assessment results																				
Total %																				

Feedback:

Goals for the next session:

Supervisor Signature: _____ Date: _____

Therapist Signature: _____ Date: _____

WORKSHEET 9.4.1 DETERMINING EVIDENCE BASE FOR A NON-BEHAVIOR-ANALYTIC INTERVENTION

Select a common intervention, medication, or supplement (e.g., Emergency-C; Collagen, Airborne) and conduct a brief research. Keep your search as well as your search question simple. Answer the following questions:

1. What is the intervention, medication, or supplement? (1 point)
2. What are the claimed gains of the intervention? (1 point)
3. Who are the main consumers of the product or intervention? (1 point)

Is there any scientific evidence that the intervention is effective? Support your claim by providing information regarding the evidence below.

4. Did you find peer-reviewed empirical research that evaluated the intervention?
 - A. If yes, provide the citations in the American Psychological Association (APA) format and answer the following questions. (2 points)
 - a. Was the intervention the independent variable in the study(ies)? (1 point)
 - b. Was the dependent variable (DV; what was supposed to improve) the claim made about the product? (1 point)
 - c. Use APA standards to demonstrate if the claims are evidence based.
 - i. Used randomized clinical trials, control groups, and other design factors? (2 points)
 - ii. Had two independent research teams support these claims? (2 points)
 - iii. If a single-subject design, had more than nine participants across studies? (2 points)
 - iv. The studies used
 1. a treatment manual? (1 point)
 2. reliable and valid outcome measures? (1 point)
 3. appropriate analyses? (1 point)
 - v. Was the study behavioral (DV was measurable and observable; 2 points)?
 - B. If no, clearly explain which methods of search and keywords you used (2 points). Suggest another intervention for evaluation until you find one that has some empirical evidence.

PERFORMANCE MONITORING CHECKLIST 9.4.1 PMC FOR EVIDENCE DESCRIPTION PRESENTATION

Criteria	Met?
General formatting, grammar, and APA style	
1 The following headings were included and adhered to APA Style Manual: Introduction, Method, Results, Discussion, References	Y/N/NA
2 The following subheadings were included under the Method section and adhered to the APA Style Manual: Participants and Setting, Dependent Variable (or Response Measurement), Interobserver Agreement, Design, Procedure	Y/N/NA
3 The following subheadings appeared and adhered to the APA Style Manual as subheadings under Procedure: Baseline and Intervention	Y/N/NA
4 Font size was 32 points (or minimum of 28 points) and easy to see	Y/N/NA
5 Font type was professional and easy to read (e.g., Arial)	Y/N/NA
6 Font color was either white against black (or dark background) or black against a light color (white) for an easy contrast between font and background colors	Y/N/NA
7 Background color and images did not detract from the content of the slides	Y/N/NA
8 In-text citations adhered to APA style	Y/N/NA
9 Content on each slide was well digested such that few words appeared on each slide	Y/N/NA
10 Slides were spelling error free (i.e., no more than one misspelling)	Y/N/NA
11 Citations and quotations were accurate and correctly referenced	Y/N/NA
12 Author refrained from using subjective (e.g., “he understands”) or mentalistic (“his anxiety”) words and refrained from using circular thinking (“because he knows”)	Y/N/NA
Total	()/12
% age	
Sections of the presentation	
Introduction	
The title was unique but accurately described the project	Y/N/NA
Introduction began with a general statement related to the project (e.g., the problem behavior and its social significance or how ABA is related to the intervention)	Y/N/NA
– Included a summary of a relevant research study (what was the objective of the study, who were the participants, what did the researchers do, what were their findings)	Y N NA

(continued)

PERFORMANCE MONITORING CHECKLIST 9.4.1 (continued)

Criteria	Met?
-Connected how the research study mentioned was related to the project	Y/N/NA
-Ended with a correct statement of the purpose or goal of the project (essentially, a statement of the research question)	Y/N/NA
Method	
Participant and Setting had information about the participants, their age, their gender, and information relevant to project (e.g., breed of the dog, if it had previous formal training, and if it was adopted)	Y/N/NA
-Included information about the setting in which the intervention was conducted	Y/N/NA
-Included enough information so that a reader could decide to whom the intervention is applicable and in what setting	Y/N/NA
The Dependent Variable (or Response Measurement) section referred to the target behavior and provided an observable and measurable <i>definition</i> of the behavior that was measured	Y/N/NA
-Included information on how the behavior was measured	Y/N/NA
-If a response sheet (e.g., math sheet) was used, the author explained exactly what the material looked like, so that another person could replicate the materials to develop the same measures for collecting data on the target behavior	Y/N/NA
The Interobserver Agreement (IOA) included the percentage of sessions that were observed	Y/N/NA
-Included the mean agreement for IOA	Y/N/NA
-Included how the second observer was trained	Y/N/NA
-Included how the second observer collected data	Y/N/NA
The Design included the name of the design that was used	Y/N/NA
The Baseline subsection under Procedure provided information, in detail, regarding exactly what the participant(s) experienced at baseline	Y/N/NA
The Intervention subsection provided information, in detail, regarding what the participant(s) experienced in the intervention phase	Y/N/NA
-Included information about criteria if different criteria were used	Y/N/NA
-Included exact information about the task analysis (e.g., how many steps) if a task analysis was used	Y/N/NA
-Included information about reinforcers if they were used	Y/N/NA
-If reinforcers were used, included which type of preference assessment was used (if applicable) and the results	Y/N/NA

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PERFORMANCE MONITORING CHECKLIST 9.4.1 (continued)

Criteria	Met?
-If a mastery criterion was used such that the next step was not taught unless the participants' performance met a certain criterion, the criterion was explained (if applicable)	Y/N/NA
-If the author used a particular type of teaching (e.g., forward chaining, total task chaining, discrete trials, or differential reinforcement), the procedure was named correctly	Y/N/NA
Results	
Provided a summary statement about how participant(s) did at baseline (e.g., at baseline, Joe completed seven problems, on average, on his own during 2 minutes)	Y/N/NA
Provided a summary statement about how participant(s) did in the intervention (e.g., during the intervention, Joe completed 22 problems, on average, on his own during the 2-minute session)	Y/N/NA
Provided a summary statement of outcomes (e.g., the intervention was effective because there was a significant change in the level of responding and the trend was increasing)	Y/N/NA
The graph matched the data measurement mentioned in the Dependent Variable (or Response Measurement) section	Y/N/NA
The graph matched the design mentioned	Y/N/NA
The graph was correct (e.g., y- and x-axes are labeled, data paths are not connected between conditions)	Y/N/NA
When explaining the graph, oriented audience to the x-axis, then the y-axis, and explained the legend or data on the plane	Y/N/NA
Discussion	
Provided a statement about the conclusions that can be drawn (e.g., based on these findings, it seems differential reinforcement was effective in increasing Joe's math completion)	Y/N/NA
Provided a general statement about IOA (if it was acceptable, and if not, what needs to change in the future)	Y/N/NA
Explained the limitations of the project (e.g., "One limitation in this study was that there was not enough time to collect data on a separate behavior to replicate the effects of the treatment and determine if the intervention was effective")	Y/N/NA
Explained what the author will do differently in the future (e.g., future researchers should consider collecting data on two behaviors simultaneously and several weeks earlier)	Y/N/NA
References	
Used correct APA style	Y/N/NA

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PERFORMANCE MONITORING CHECKLIST 9.4.1 (continued)

Criteria	Met?
Total	()/()
Percentage	
Overall Grade	
General Formatting Percentage	
Subsection Percentage	
Mean Percentage	

COMPETENCY TASK LIST 9.4.1 CONSIDER INITIATING AND COMPLETING THE FOLLOWING TASKS FOR THE COMPONENT SKILL OF OBTAINING, SUMMARIZING, AND EVALUATING RESEARCH ARTICLES AS PART OF RECOMMENDATIONS AND DEVELOPMENT OF INTERVENTION PLANS, WITH YOUR SUPERVISOR

	(Mark done or record benchmark)
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I. Review and interpret articles from the behavior-analytic literature

<p>A. Obtain and summarize research articles</p> <ul style="list-style-type: none"> I. Search behavior-analytic journals for peer-reviewed articles that address: <ul style="list-style-type: none"> i. Problem behaviors with similar functions as those identified in treatment plans that you are implementing <ul style="list-style-type: none"> • Or ii. Problem behaviors with similar functions that you are developing a treatment plan for iii. Skill acquisition for specific skill acquisition programs that you are implementing <ul style="list-style-type: none"> • Or iv. Skill acquisition for specific skills that you are developing for skill acquisition programs 	
<p>B. Summarize the articles and include the summary for each article in this tab</p> <ul style="list-style-type: none"> I. Summary should include: <ul style="list-style-type: none"> i. Reference to the article in APA style ii. Subjects iii. Target behaviors with operational definitions iv. Type of FBA conducted and results v. Procedure used for the intervention vi. Results of the intervention vii. Strengths and limitations of the articles viii. How are you planning to use the information obtained from the article for your case? 	

FBA, functional behavior assessment.

**PERFORMANCE MONITORING CHECKLIST 9.4.2 EXAMPLE
PERFORMANCE CHECKLIST YOU AND YOUR SUPERVISOR
CAN USE TO GAUGE YOUR PERFORMANCE IN THIS
COMPONENT SKILL**

Criteria	Met?
1 Reference to the article is in APA style	Y/N/NA
2 Description of participants presented accurately	Y/N/NA
3 All target behaviors accompanied by their respective operational definitions	Y/N/NA
4 Description of all assessment procedures presented accurately	Y/N/NA
5 Procedure used in the article described technologically	Y/N/NA
6 Intervention results described accurately	Y/N/NA
7 Strengths of articles discussed	Y/N/NA
8 Limitations of article discussed	Y/N/NA
9 Described potential uses of the article with regard to specific client/participant	Y/N/NA
10 Written material contained three or fewer spelling or grammatical errors	Y/N/NA

COMPETENCY TASK LIST 9.4.2 CONSIDER INITIATING AND COMPLETING THE FOLLOWING TASKS FOR THE COMPONENT SKILL OF RECOMMENDING INTERVENTION STRATEGIES BASED ON THE ASSESSMENT RESULTS AND THE BEST AVAILABLE SCIENTIFIC EVIDENCE, WITH YOUR SUPERVISOR

	(Mark done or record benchmark)
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I. Recommend intervention strategies based on FBA results

<p>A. Taking the client’s needs, best practices, available resources, FBA results, and the best available scientific evidence into consideration, recommend conceptually systematic and effective strategies for intervention</p>	
<p>B. The recommendations should include, but not be limited to:</p> <ul style="list-style-type: none"> i. Antecedent interventions to address identified MOs and/or SDs and decrease problem behavior (provide reference) ii. Consequence-based interventions to increase socially acceptable adaptive behaviors and decrease maladaptive behaviors (provide reference) iii. Appropriate initial reinforcement schedule and criteria for thinning iv. Shaping of replacement behaviors if not in the client’s repertoire (e.g., FCT; provide reference) v. How to address the problem behavior if it occurs during intervention (provide reference) vi. Training of support staff and/or parents (provide reference) vii. Monitoring fidelity of implementation (provide reference) viii. Data collection, monitoring, and data-based decision making 	

II. Recommend intervention strategies based on skills assessment results (VB-MAPP results)

<p>A. Taking the client’s needs, best practices, available resources, skills assessment results, and the best available scientific evidence into consideration, recommend conceptually systematic and effective strategies for skill acquisition interventions</p>	
<p>B. The recommendations should include, but not be limited to:</p> <ul style="list-style-type: none"> i. Goals for each skill deficit ii. Appropriate teaching methods for each skill (DTT, NET) iii. Appropriate chaining method iv. Appropriate method of programming for generality v. Monitoring fidelity of implementation vi. Data collection, monitoring, and data-based decision making 	

DTT, discrete trial training; MOs, motivating operations; NET, natural environment teaching; SDs, discriminative stimuli.

**PERFORMANCE MONITORING CHECKLIST 9.4.3 EXAMPLE
PERFORMANCE CHECKLIST YOU AND YOUR SUPERVISOR
CAN USE TO GAUGE YOUR PERFORMANCE IN THIS
COMPONENT SKILL**

Functional Behavior Assessment and Recommendations Rubric

Criteria for Components of the FBA

- **Identifying information**

 - **Reason for referral**
 - a. Clearly stated the source of referral (teacher, parent, regional center)
 - b. Stated the reason the child/adolescent was referred, including a general description of the problem (target) behaviors (e.g., elopement or tantrum).
 - c. If the target behaviors have been present in the past, included information on worsening or improvement in target behavior to justify the need for assessment

 - **The purpose of the FBA**
 - a. Gather baseline (e.g., frequency, duration) data on target behavior(s)
 - b. Identify setting-related events that could support occurrence of the problem behavior(s)
 - c. Identify antecedents that evoke the target behavior(s)
 - d. Identify the function(s) of the target behavior(s)
 - e. Recommend intervention strategies that address necessary environmental changes, function-based interventions, and teaching strategies that will increase occurrence of socially acceptable behaviors and decrease occurrence of the problem behaviors
-

Reason for referral sentence structure

BACKGROUND INFORMATION

- **Includes information about the methods used to obtain background information**
 - **If records are available**
 - Record review as well as interviews with parents and/or teacher(s) must be included as methods in this section
-

Format of family history

Content of family history

- a. Family members with whom the child/adolescent lives
 - b. Primary caretakers and their availability for parent training
 - c. History of household changes, including changes in family members
 - d. Recent moves
 - e. Home language
 - f. Regional center involvement
 - Home-based behavior services
 - g. Department of Child and Family Services (DCFS) involvement
 - Placement in foster home
-

(continued)

PERFORMANCE MONITORING CHECKLIST 9.4.3 (continued)

Format of medical history

Medical history (in a paragraph format)

- a. Any health, vision, and hearing issues that might impact learning and current behaviors
- b. Relevant medication information
- c. History of hospitalizations and recent injuries

Format of educational history

Educational history (in a paragraph format)

- a. History of schools attended
- b. Date of initial IEP and eligibility (if applicable)
- c. Instructional setting(s) and past and current services
- d. History of specific behavior difficulties (e.g., difficulties that are documented in school records)
 - Frequency, duration, and intensity of each behavior
 - Include all problem behaviors documented in school records with appropriate references
 - o Example: According to IEP dated November 14, 2011, John exhibited aggressive behaviors toward peers and adults.
 - Discipline history
 - o Office discipline referrals (ODRs)
 - o Suspensions or expulsions
 - Include a graph, if there are available data, to visually show the occurrence of problem behaviors over time
- e. Brief discussion of current achievement history to document impact of behavior on access to academic curriculum
 - a. Report card information (if available)
 - b. Current work samples and classroom test performance (if available)

Intervention history

Summary of indirect assessments

- **Includes information about the methods used to obtain indirect assessment information**
- **If records are available**
 - Record review as well as interviews with parents and/or teacher(s) must be included as Methods in this section
 - Use of a structured interview and/or rating scales (e.g., FAI, FAST, MAS, QABF) or unstructured interview (provide a sample of questions)
 - Relevant dates of interviews included
- **The table for identification of the problem behaviors must include:**
 - a. Behavior (general description is okay)
 - b. Occurrence (could have a range)
 - c. Duration
 - d. Severity

(continued)

PERFORMANCE MONITORING CHECKLIST 9.4.3 (continued)

- **Possible response class hierarchy** is described if the indirect assessment results show that the parents or the teachers observe sequences of behaviors ranging from less severe to more severe

- **Appropriate behaviors**
 - a. **Appropriate behaviors in the child’s repertoire (including any basic verbal operant, adaptive, and social skills) are clearly described**

- **Immediate antecedents**
- **The table for identifying possible antecedents must include:**
 - a. Behavior (from indirect assessment)
 - b. Immediate antecedents (from indirect assessment)

- **Possible maintaining consequences**
- **The table for identifying possible consequences must include:**
 - a. Behavior (from indirect assessment)
 - b. Consequences (from indirect assessment)

- **Setting-related events affecting problem behavior**
 - a. The setting-related events are described using language that is not technical
 - b. If specific setting-related events are identified, the report should address the following for each setting-related event:
 - I. List the setting-related events identified and possible factors that could have an evocative effect on the behavior
 - II. Identify the possible relationship between the setting event and the target behavior (e.g., poor sleep: On days when John gets less than 8 hours of sleep, the frequency and duration of tantrums have been reported to increase)
 - I. Setting events are possible correlates. Without an experimental test, authors should refrain from making causal statements.

- **Summary of indirect assessments and hypothesized predictor(s) (setting-related events and immediate antecedents) and potential function(s) of problem behavior(s) table must include for each target behavior:**
 - a. Setting-related events related to each target behavior
 - b. Immediate antecedents that could evoke the target behavior
 - c. Possible function(s) (from indirect assessments)

DIRECT ASSESSMENT

- **The table describing direct observation session must include:**
 - a. The observer
 - b. The dates and times of each observation session

- **Operational definition of target behaviors**
 - a. Definition is objective, is clear, and discriminates between what is and what is not an instance of the target behavior
 - b. Definitions are observable and measurable; they are situation specific and individualized
 - I. Target behaviors are defined topographically or functionally

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PERFORMANCE MONITORING CHECKLIST 9.4.3 (continued)

- **Baseline data for target behaviors**
 - a. Average level is reported
 - b. References to graphs are included
 - c. Graphs are present and axes are correctly labeled (based on data collection method)
 - d. Data are correctly plotted

DESCRIPTIVE ASSESSMENT (DA)

- **Description of DA method (e.g., ABC data, event recording) is technological**

- **Results**
 - a. Data are summarized using an appropriate measure (e.g., conditional probabilities for ABC data)
 - b. Graphs of results are included and correctly labeled

- **Summary**
 - a. Summary statements are relevant to the indirect assessment and the data collected in the DA
 - b. Hypotheses about function are tentative

FUNCTIONAL ANALYSIS (FA)

The procedures for FA are technological

- a. You can act out the procedure without having any questions about how to do it
- b. Procedure includes a reference to an article that was used as a reference for the assessment

If parametric analysis is used, the procedure is technological

- a. You can act out the procedure without having any questions about how to do it
- b. The materials used during the analysis are clearly described
- c. Procedure includes a reference to an article that was used as a reference for the assessment

For severe problem behaviors (e.g., self-injury, elopement, aggression), the FA procedure describes how the child's safety was addressed. Also, the assessor indicates that consent was obtained and by whom.

Results of functional analysis (see task analysis for sample)

- **For each target behavior:**
 - a. Reference to the graph is made
 - b. Function is stated and matches the results shown on the graph
 - c. Antecedent evoking the TB is stated (antecedent manipulated during the FA)

FA graph

- a. All axes are correctly labeled
- b. Data are correctly plotted
- c. All graphing requirements (see Cooper, Heron, & Heward, 2007) are met (e.g., black data points, conditions are labeled)

(continued)

PERFORMANCE MONITORING CHECKLIST 9.4.3 (continued)

SUMMARY OF FUNCTIONAL BEHAVIOR ASSESSMENT

Summary has three separate paragraphs

First paragraph includes the following:

- a. Referral question
 - b. School of attendance, grade, and class
 - c. Eligibility for special education and current services
 - d. Current academic performance
 - e. Previous and current interventions and their effectiveness
 - f. Medical history
-

Second paragraph includes the following:

- a. Reported setting events match the setting events included in the report
 - b. Reported baseline data match the baseline data included in the report
-

Third paragraph includes the following:

- **For each behavior**
 - a. Antecedents that have most control over the behavior
 - b. Consequence that maintains the behavior
-

RECOMMENDATION

- Recommended antecedent interventions are evidence based
 - Recommendations for antecedent interventions do not need to be technological but have to meet the following criteria:
 - a. For each setting event, there is an antecedent intervention that addresses the setting event
 - b. For each problem behavior, there is a recommended antecedent intervention
 - c. All antecedent interventions include specific details (do not have to be technological) that will help in development of the intervention plans
 - i. Procedure for initial implementation
 - ii. Use of prompts (if needed)
 - iii. How to fade in and out the antecedent stimulus (criteria for fading)
 - Recommended consequence interventions are evidence based
 - Consequence-based interventions do not need to be technological but have to meet the following criteria:
 - a. For each problem behavior, there is a recommend function based on consequence-based intervention
 - b. The least intrusive intervention is recommended
 - c. If recommending punishment strategies (time out or response cost):
 - i. There is a statement as to why the assessor recommends a more restrictive intervention (e.g., research evidence that the intervention is most effective with the presenting problem or evidence that evidence-based, less-restrictive interventions were used but were ineffective)
 - ii. Punishment procedures are combined with reinforcement procedures (i.e., research-based interventions that combine punishment strategies with reinforcement procedures)
-

(continued)

PERFORMANCE MONITORING CHECKLIST 9.4.3 (continued)

- d. All consequence-based interventions must include specific details that will help in development of the intervention plans
 - i. The initial schedule of reinforcement (based on the baseline data)
 - ii. Specific items or actions to be used as possible reinforcers (from preference assessment)
 - iii. Use of prompts
 - iv. When to thin the schedule of reinforcement
-

Data collections and analysis

- a. How often data should be collected
 - b. Data collection forms (include a sample in the Appendix)
 - c. Person responsible for data entry and analysis
 - d. Clear criterion for review of effectiveness of the plan is set
-

FAI, Functional Assessment Inventory; FAST, Functional Assessment Screening Tool; MAS, Motivation Assessment Scale; QABF, Questions About Behavior Function.

PERFORMANCE MONITORING CHECKLIST 9.5.1 PMC FOR EVIDENCE DESCRIPTION PRESENTATION						
Discrete Trial Training: Simultaneous Method						
Observer: _____		Implementer: _____		Date: _____		
<p>Instructions:</p> <p>1. All items will be scored as either "1" or "0."</p> <p>2. For trial scoring, any component scored as "0" will result in the entire trial scored as zero.</p> <p>3. For items 7, 8, and 9, mark "0" for subcomponents that were incorrectly implemented. Marked items will count as zeros toward the overall trial score.</p>						
Before Teaching Trials			Score			
1	Gathered necessary materials (e.g., data sheet, pen, stimuli) ¹					
2	Selected effective reinforcers (e.g., unsatiated stimuli, ranked high on a preference) ¹					
3	Identified the essential components of a written skill acquisition plan (e.g., target responses and prompting method) ^{1&3}					
4	Identified method of stimuli presentation (i.e., simultaneous, sequential) ⁴					
During Teaching Trials		Trials				
		1	2	3	4	5
5	Secured child's attention (e.g., child makes eye contact with therapist or stimuli for 1 seconds) ¹					
6	Presented correct instruction (in accordance with the written plan) ¹					
7	Instruction was ^{2&4} Concise (i.e., delivered without distractors and with minimal words) ⁴	__ Concise	__ Concise	__ Concise	__ Concise	__ Concise
	Neutral (i.e., delivered with minimal voice modulation) ²	__ Neutral	__ Neutral	__ Neutral	__ Neutral	__ Neutral
8	Absent of inadvertent cues ⁴ : Eye gaze: Therapist looked at the client, rather than the stimuli when delivering	__ Eye gaze	__ Eye gaze	__ Eye gaze	__ Eye gaze	__ Eye gaze
	Physical movements: Therapist minimized change in body posture and positioning following instruction (excluding prompted trials)	__ Phys. Mov.	__ Phys. Mov.	__ Phys. Mov.	__ Phys. Mov.	__ Phys. Mov.

(continued)

PERFORMANCE MONITORING CHECKLIST 9.5.1 (continued)						
9	(If applicable) Stimuli were ⁴ : Presented equidistant apart Rotated systematically across trials	__Equidistant	__Equidistant	__Equidistant	__Equidistant	__Equidistant
		__Rotated	__Rotated	__Rotated	__Rotated	__Rotated
10	Correct prompt delivered ⁴ (<i>Skip if no prompt was used</i>)					
	Prompt Level⁴: Repeat verbal instruction, partial verbal, full verbal, textual, visual, gestural, model, positional cue, partial physical, full physical, etc.	_____	_____	_____	_____	_____
If correct response						
11	<i>Reinforcer was delivered¹</i>	1	1			
12	<i>Reinforcer was delivered immediately (within 2 seconds)¹</i>	1	1			
13	<i>Appropriate potency/amount/size of reinforcer⁴</i>	1	1			
If incorrect response						
14	<i>Blocked response and removed materials¹</i>	1	1			
General Criteria						
15	<i>Begun next trial within 3–5 seconds¹</i>	1	1			
16	<i>Collected data¹</i>	1	1			
Totals		0/1	1/1	/1	/1	/1
Percent correct (Total trials scored as 1/Total trials)		/5 = _____ x 100 = _____ %				
<p><i>Note.</i></p> <ol style="list-style-type: none"> 1. Components on DTTEF (Fazio et al., 2007). 2. Components found on PMTs outside of DTTEF. 3. BACB Registered Behavior Technician Task List. 4. Components absent from DTT training literature. 						

COMPETENCY TASK LIST 9.5.1 CONSIDER INITIATING AND COMPLETING THE FOLLOWING TASKS FOR THE COMPONENT SKILL OF CONDUCTING FORMAL ASSESSMENT USING VB-MAPP OR ABLLS-R, WITH YOUR SUPERVISOR

	(Mark done or record benchmark)
I. Review BACB ethical guidelines 1.0, 2.0, and 3.0 and discuss with supervisor	
A. Ethical practices in conducting behavior assessments	
B. Discuss with supervisor the ethical practices and the importance of practicing within one’s limits of professional competence, and obtaining consultation, supervision, or training, or making referrals as necessary	
II. Conduct formal assessment	
A. Obtain informed consent for assessment	
B. Administer the entire VB-MAPP or ABLLS-R	
C. Develop a performance monitoring form to evaluate the administration of VB-MAPP or ABLLS-R and have the supervisor use the form to give you feedback on administration of VB-MAPP or ABLLS-R i. Include the feedback in this tab	
D. Score and graph completed VB-MAPP or ABLLS-R	
E. Discuss the results with the supervisor	
III. Write assessment report	
A. The skills assessment report should include the following components: <ul style="list-style-type: none"> • Reason for referral (see scoring rubric) • Background information • Results for each area assessed • Summary • Recommendations 	
B. Include the final product in this tab	

COMPETENCY TASK LIST 9.5.2 CONSIDER INITIATING AND COMPLETING THE FOLLOWING TASKS FOR THE COMPONENT SKILL OF IMPLEMENTING SKILLS ACQUISITION PROGRAMS TO TEACH VERBAL BEHAVIOR, IMITATION, AND DISCRIMINATION USING DIRECT INSTRUCTION (E.G., DTT), PRECISION TEACHING, AND/OR NATURAL ENVIRONMENT/INCIDENTAL TEACHING, WITH YOUR SUPERVISOR

	(Mark done or record benchmark)
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I. Review BACB ethical guidelines

<p>A. Before beginning to work with your first client (as an implementer) and before developing your first treatment plan, review the ethical guidelines for your work with the client</p> <p>For example, if you are implementing or developing behavior change plans that are not part of a research program, you would review:</p> <ul style="list-style-type: none"> i. 1.0 Responsible Conduct of a Behavior Analyst ii. 2.0 The Behavior Analyst’s Responsibility to Clients iii. 3.0 Assessing Behavior iv. 4.0 The Behavior Analyst and the Individual Behavior Change Program v. 6.0 The Behavior Analyst and the Workplace vi. 8.0 The Behavior Analyst’s Responsibility to Colleagues 	
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II. Implement skill acquisition programs to teach verbal behavior

<p>A. Implement the listed skill acquisition programs and obtain at least 90% implementation fidelity on at least two consecutive performance monitoring checklists for each program</p> <ul style="list-style-type: none"> • Include the completed performance checklists for each program in this tab 		
<ul style="list-style-type: none"> • Use the dimensions of applied behavior analysis (Baer, Wolf, & Risley, 1968) to evaluate whether the interventions you are asked to implement are behavior analytic in nature 		
Skill acquisition program	Teaching method	
	<ul style="list-style-type: none"> • Discrete Trial Training (DTT) • Natural Environment Teaching/ Incidental Teaching (NET/IT) • Precision Teaching (PT) Other: _____ (____) 	

(continued)

COMPETENCY TASK LIST 9.5.2 (continued)

Echoic training		
Mand training with various topographies (at least two)		
Speech		
Pictures		
ASL		
Augmentative devices		
Tact training		
Actions		
Objects		
Color and shapes		
Using prepositions		
Using adjectives		
Using adverbs		
Using complete sentences		
Other		
Other		
Other		
Intraverbal training		
What questions		
When questions		
Where questions		
Who questions		
Answering questions after reading a story		
Other		
Other		
Other		
Listener training		
Attending to speaker		
Following one-component actions		

(continued)

COMPETENCY TASK LIST 9.5.2 (continued)

Following two-component actions		
Selecting a stimulus in an array		
Selecting stimuli based on function, feature, and class		
Following instructions involving prepositions		
Discriminating between different adjectives		
Following two- to three-step directions		
Other		
Other		
III. Implement skill acquisition programs to teach imitation and equivalence		
Motor imitation training		
Gross motor actions (e.g., jumping)		
Fine motor actions (e.g., wiggle fingers)		
Functional skills (e.g., using spoon)		
Other		
Other		
Other		
Stimulus equivalence and discrimination training		
Matching to sample		
Sorting		
Completing patterns and sequences		
Other		
Other		
Other		

(continued)

COMPETENCY TASK LIST 9.5.2 (continued)

IV. Use behavior change elements in skill acquisition programs

Use pairing procedures to establish new conditioned
reinforcers

Use appropriate schedules of reinforcement

Initial implementation phase

Thinning

Maintenance

Use of prompts and prompt fading

Use errorless learning and prompt fading

Use of differential reinforcement

COMPETENCY TASK LIST 9.5.3 CONSIDER INITIATING AND COMPLETING THE FOLLOWING TASKS FOR THE COMPONENT SKILL OF DESIGNING SKILLS ACQUISITION PROGRAMS TO TEACH VERBAL BEHAVIOR, IMITATION, AND DISCRIMINATION USING DIRECT INSTRUCTION (E.G., DTT), PRECISION TEACHING, AND/OR NATURAL ENVIRONMENT/INCIDENTAL TEACHING, WITH YOUR SUPERVISOR

	(Mark done or record benchmark)
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I. Review BACB ethical guidelines

<p>A. Before beginning to work with your first client (as an implementer) and before developing your first treatment plan, review the following ethical guidelines and discuss with supervisor</p> <ul style="list-style-type: none"> i. 1.0 Responsible Conduct of a Behavior Analyst ii. 2.0 The Behavior Analyst’s Responsibility to Clients iii. 4.0 The Behavior Analyst and the Individual Behavior Change Program iv. 6.0 The Behavior Analyst and the Workplace v. 8.0 The Behavior Analyst’s Responsibility to Colleagues vi. 9.0 The Behavior Analyst’s Ethical Responsibility to Society vii. 10.0 The Behavior Analyst and Research 	
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II. Develop skill acquisition programs to teach verbal behavior

<p>A. Select intervention strategies based on assessment results and the best available scientific evidence</p> <ul style="list-style-type: none"> i. Consult with supervisor and offer rational and supporting articles for selected intervention strategies 	
<p>B. Discuss with supervisor and take into account:</p> <ul style="list-style-type: none"> i. Client’s preferences and current repertoires ii. Environmental and resource constraints iii. Social validity of the intervention <p>C. Develop technological and conceptually systematic skill acquisition programs for the following skills:</p> <ul style="list-style-type: none"> i. State goals in observable and measurable terms ii. Program for stimulus and response generalization and maintenance of the skills <p>D. Have the supervisor use written program performance checklists to evaluate whether the written programs are behavior analytic in nature and give feedback</p> <ul style="list-style-type: none"> i. Make needed changes and place the final product and the feedback in this tab 	

(continued)

COMPETENCY TASK LIST 9.5.3 (continued)

		(Mark done or record benchmark)
<p>E. Use Behavior Skills Training to train the staff on how to implement the plans</p> <p>i. Develop and use performance monitoring checklists to monitor procedural integrity during implementation of treatment plans</p>		
<p>F. Evaluate the effectiveness of interventions through ongoing data collection and analysis and make data-based decisions</p>		
<p>BACB task list number</p>	<p>Skill acquisition Programs (see items in implementing section for full description)</p>	<p>Teaching method</p> <ul style="list-style-type: none"> • Discrete Trial Training (DTT) • Natural Environment Teaching/Incidental Teaching (NET/IT) • Precision Teaching (PT) • Other: _____ (____)

COMPETENCY TASK LIST 9.5.4 CONSIDER INITIATING AND COMPLETING THE FOLLOWING TASKS FOR THE COMPONENT SKILL OF IMPLEMENTING DAILY LIVING SKILLS PROGRAMS BASED ON FORMAL ASSESSMENT RESULTS, WITH YOUR SUPERVISOR

		(Mark done or record benchmark)
I. Review BACB ethical guidelines		
A. Before beginning to work with your first client (as an implementer) and before developing your first treatment plan, review the following ethical guidelines and discuss with supervisor <ul style="list-style-type: none"> i. Responsible Conduct of a Behavior Analyst ii. The Behavior Analyst’s Responsibility to Clients iii. The Behavior Analyst and the Individual Behavior Change Program iv. The Behavior Analyst and the Workplace v. The Behavior Analyst’s Responsibility to Colleagues vi. The Behavior Analyst’s Ethical Responsibility to Society vii. The Behavior Analyst and Research 		
II. Implement skill acquisition programs to teach daily living skills		
A. Implement the listed skill acquisition programs and obtain at least 90% implementation fidelity on at least two consecutive performance monitoring checklists for each program <ul style="list-style-type: none"> • Include the completed performance checklists for each program in this tab 		
B. Use the dimensions of applied behavior analysis (Baer et al., 1968) to evaluate whether interventions you are asked to implement are behavior analytic in nature		
Daily living skills Acquisition program	Chaining method <ul style="list-style-type: none"> • Forward • Backward • Total task 	
Dressing		
Clothing selection appropriate for weather		
Putting on and removing shirts, pants, socks		
Putting on and removing jackets		
Putting on and removing shoes		
Other		
Other		
Other		
Toileting		

(continued)

COMPETENCY TASK LIST 9.5.4 (continued)

	(Mark done or record benchmark)
Personal hygiene	
Brushing teeth	
Washing hands and face	
Showering	
Combing hair	
Eating and drinking	
Using utensils	
Drinking from a cup	
Meal preparation	
Use of kitchen appliances	
Other	
Other	
Other	
Household chores	
Cleaning	
Making bed	
Setting and cleaning table	
Washing dishes	
Feeding animals	
Other	
Other	
Other	
Laundry	
Washing and drying clothes	
Folding and putting away washed clothing	
Other	
Other	
Safety awareness	
Abduction-prevention	
Crossing streets	
Safety/danger signs and signals	

(continued)

COMPETENCY TASK LIST 9.5.4 (continued)

	(Mark done or record benchmark)
First aid skills	
Using public transportation	
Money management	
Employment skills	
III. Use behavior change elements in skill acquisition programs	
Use pairing procedures to establish new conditioned reinforcers	
Use appropriate schedules of reinforcement	
Initial implementation phase	
Thinning	
Maintenance	
Use prompts and prompt fading	
Use errorless learning and prompt fading	
Use of differential reinforcements	

COMPETENCY TASK LIST 9.5.5 CONSIDER INITIATING AND COMPLETING THE FOLLOWING TASKS FOR THE COMPONENT SKILL OF DESIGNING DAILY LIVING SKILLS PROGRAMS BASED ON FORMAL ASSESSMENT RESULTS, WITH YOUR SUPERVISOR

	(Mark done or record benchmark)
I. Review BACB ethical guidelines	
<p>A. Before beginning to work with your first client (as an implementer) and before developing your first treatment plan, review the following ethical guidelines and discuss with supervisor</p> <ul style="list-style-type: none"> i. Responsible Conduct of a Behavior Analyst ii. The Behavior Analyst’s Responsibility to Clients iii. The Behavior Analyst and the Individual Behavior Change Program iv. The Behavior Analyst and the Workplace v. The Behavior Analyst’s Responsibility to Colleagues vi. The Behavior Analyst’s Ethical Responsibility to Society vii. The Behavior Analyst and Research 	

(continued)

COMPETENCY TASK LIST 9.5.5 (continued)

		(Mark done or record benchmark)
II. Develop skill acquisition programs to teach daily living skills		
	<p>A. For each daily living skill listed here develop a task analysis</p> <ul style="list-style-type: none"> i. Establish a baseline using the task analysis ii. Graph the baseline data using appropriate graphs iii. Discuss with supervisor the assessment results and the graphs iv. Place task analysis with baseline data in this tab 	
	<p>B. Select intervention strategies based on task analysis results and the best available scientific evidence</p> <ul style="list-style-type: none"> i. Consult with supervisor and offer rational and supporting articles for your selections 	
	<p>C. Discuss with supervisor and take into account:</p> <ul style="list-style-type: none"> i. Client’s preferences and current repertoires ii. Environmental and resource constraints iii. Social validity of the intervention <p>D. Develop technological and conceptually systematic daily living skill acquisition programs for the skills listed here</p> <ul style="list-style-type: none"> i. State goals in observable and measurable terms ii. Program for stimulus and response generalization and maintenance of the skills <p>E. Have the supervisor use written program performance checklists to evaluate whether the written programs are behavior analytic in nature and give feedback</p> <ul style="list-style-type: none"> i. Make needed changes and place the final product and the feedback in this tab 	
	<p>F. Use behavior skills training to train the staff on how to implement the plans</p> <ul style="list-style-type: none"> i. Develop and use performance monitoring checklists to monitor procedural integrity during implementation of treatment plans 	
	<p>G. Evaluate the effectiveness of interventions through ongoing data collection and analysis and make data-based decisions</p>	
BACB task list number	Daily living skills Acquisition programs (see items in implementing section for full description)	Chaining method <ul style="list-style-type: none"> • Forward • Backward • Total task

COMPETENCY TASK LIST 9.5.6 CONSIDER INITIATING AND COMPLETING THE FOLLOWING TASKS FOR THE COMPONENT SKILL OF IMPLEMENTING SOCIAL AND PLAY SKILLS PROGRAMS BASED ON FORMAL ASSESSMENT RESULTS, WITH YOUR SUPERVISOR

		(Mark done or record benchmark)
I. Review BACB ethical guidelines		
<p>A. Before beginning to work with your first client (as an implementer) and before developing your first treatment plan, review the following ethical guidelines and discuss with supervisor</p> <ul style="list-style-type: none"> i. Responsible Conduct of a Behavior Analyst ii. The Behavior Analyst’s Responsibility to Clients iii. The Behavior Analyst and the Individual Behavior Change Program iv. The Behavior Analyst and the Workplace v. The Behavior Analyst’s Responsibility to Colleagues vi. The Behavior Analyst’s Ethical Responsibility to Society vii. The Behavior Analyst and Research 		
II. Implement skill acquisition programs to teach social and play skills		
<p>A. Implement the listed skill acquisition programs and obtain at least 90% implementation fidelity on at least two consecutive performance monitoring checklists for each program</p> <ul style="list-style-type: none"> i. Include the completed performance checklists for each program in this tab 		
<p>B. Use the dimensions of applied behavior analysis (Baer et al., 1968) to evaluate whether interventions you are asked to implement are behavior-analytic in nature</p>		
<p>Social and play skills Acquisition program</p>	<p>Chaining method</p> <ul style="list-style-type: none"> • Forward • Backward • Total task 	
Independent play skills		
Functional play		
Creative play		
Independent indoor play		
Independent outdoor play		

(continued)

COMPETENCY TASK LIST 9.5.6 (continued)

	(Mark done or record benchmark)
Other	
Other	
Other	
Social play	
Sharing toys	
Turn taking	
Initiating and sustaining indoor and outdoor play activities with peers	
Joining in an ongoing indoor or outdoor play activity	
Pretend play with peers	
Team sports and sportsmanship	
Other	
Other	
Other	
Other	
Social interactions	
Initiating and maintaining eye contact	
Greetings	
Beginning and ending intraverbal exchanges	
Intraverbal behavior with others on non-reinforcing topics	
Giving and accepting compliments	
Discriminating and tacting feelings of others	
Offering and receiving help	
Negotiations	
Perspective taking	
Joint attention	
Other	
Other	

(continued)

COMPETENCY TASK LIST 9.5.6 (continued)

	(Mark done or record benchmark)
Other	
III. Program behavior change elements in skill acquisition programs	
Program pairing procedures to establish new conditioned reinforcers	
Program appropriate schedules of reinforcement	
Initial implementation phase	
Thinning	
Maintenance	
Program use of prompts and prompt fading	
Program errorless learning and prompt fading	
Program use of differential reinforcements	

COMPETENCY TASK LIST 9.5.7 CONSIDER INITIATING AND COMPLETING THE FOLLOWING TASKS FOR THE COMPONENT SKILL OF DESIGNING SOCIAL AND PLAY SKILLS PROGRAMS BASED ON FORMAL ASSESSMENT RESULTS, WITH YOUR SUPERVISOR

	(Mark done or record benchmark)
I. Review BACB ethical guidelines	
<p>A. Before beginning to work with your first client (as an implementer) and before developing your first treatment plan, review the following ethical guidelines and discuss with supervisor</p> <ul style="list-style-type: none"> i. Responsible Conduct of a Behavior Analyst ii. The Behavior Analyst's Responsibility to Clients iii. The Behavior Analyst and the Individual Behavior Change Program iv. The Behavior Analyst and the Workplace v. The Behavior Analyst's Responsibility to Colleagues vi. The Behavior Analyst's Ethical Responsibility to Society vii. The Behavior Analyst and Research 	

(continued)

COMPETENCY TASK LIST 9.5.7 (continued)

		(Mark done or record benchmark)
II. Develop skill acquisition programs to teach daily living skills		
	<p>A. For each social and play skill listed here, develop a task analysis</p> <ul style="list-style-type: none"> i. Establish a baseline using the task analysis ii. Graph the baseline data using appropriate graphs iii. Discuss with supervisor the assessment results and the graphs iv. Place task analysis with baseline data in this tab 	
	<p>B. Select intervention strategies based on task analysis results and the best available scientific evidence</p> <ul style="list-style-type: none"> i. Consult with supervisor and offer rational and supporting articles for your selections 	
	<p>C. Discuss with supervisor and take into account:</p> <ul style="list-style-type: none"> i. Client’s preferences and current repertoires ii. Environmental and resource constraints iii. Social validity of the intervention <p>D. Develop technological and conceptually systematic daily living skill acquisition programs for skills listed here</p> <ul style="list-style-type: none"> i. State goals in observable and measurable terms ii. Program for stimulus and response generalization and maintenance of the skills <p>E. Have the supervisor use written program performance checklists to evaluate whether the written programs are behavior-analytic in nature and give feedback</p> <ul style="list-style-type: none"> i. Make needed changes and place the final product and the feedback in this tab 	
	<p>F. Use behavior skills training to train the staff on how to implement the plans</p> <ul style="list-style-type: none"> i. Develop and use performance monitoring checklists to monitor procedural integrity during implementation of treatment plans 	
	<p>G. Evaluate the effectiveness of interventions through ongoing data collection and analysis and make data-based decisions</p>	
BACB task list number	Social and play skills Acquisition program (see items in implementing section for full description)	Chaining method <ul style="list-style-type: none"> • Forward • Backward • Total task

PERFORMANCE MONITORING TOOL 9.6.1 PMT FOR BEHAVIOR REDUCTION PLAN

Behavior Reduction Plan PMT				
		Date		
(1)	All background information is correct (score yes if 100% correct)			
	(a) Participant name			
	(b) Participant identification number (if applicable)			
	(c) Date intervention introduced			
	(d) Name of supervising BCBA			
(2)	Behavior reduction goal is present and appropriate			
	(a) Written in observable terms			
	(b) Written in measurable terms			
	(c) Contains a date to be met (e.g., in 6 months, by January 2019)			
	(d) Contains participant name			
	(e) Contains criteria for goal being met			
(3)	Procedure for taking baseline measurement of problem behavior or summary of baseline data is presented			
(4)	Function of the behavior is noted in plan			
(5)	References for the plan are presented			
(6)	References are presented in APA format			
(7)	Data collection method is presented in plan			
(8)	Data collection matches both baseline measure and goal measure			
(9)	Behavior plan matches function presented in assessment information			
(10)	Specific behaviors are operationally defined correctly			
	(a) Technological (passes stranger rule)			
	(b) Observable (passes Dead Man's test)			
	(c) Measurable (includes a measurable dimension of behavior)			

(continued)

PERFORMANCE MONITORING TOOL 9.6.1 (continued)

Behavior Reduction Plan PMT			
(d) Parsimonious (behaviors are separated as appropriate)			
(e) Objective (no mentalistic language used)			
(11) Behavior reduction procedures are conceptually systematic			
(12) Behavior reduction procedures are written in clear and concise language			
(13) Procedures describe typical antecedent events associated with the problem behaviors targeted			
(14) Procedures describe how to proceed in the event problem behaviors occur			
(15) Plan contains criteria for fading plan			
(16) Plan contains description of fading plan			
(17) If applicable, plan contains safety procedures for participant and interventionist			
(18) Plan contains reinforcement procedure			
(19) Plan contains parent training component			
(20) Plan contains all required steps to implement the procedure			
Total Yes/			

APA, American Psychological Association; BCBA, Board Certified Behavior Analyst; PMT, performance monitoring tool.

COMPETENCY TASK LIST 9.6.1 CONSIDER INITIATING AND COMPLETING THE FOLLOWING TASKS FOR THE COMPONENT SKILL OF IMPLEMENT ANTECEDENT-BASED INTERVENTIONS

	(Mark done or record benchmark)
I. Review BACB ethical guidelines	
<p>A. Before beginning to work with your first client (as an implementer) and before developing your first treatment plan, review the following ethical guidelines and discuss with supervisor</p> <ul style="list-style-type: none"> i. 1.0 Responsible Conduct of a Behavior Analyst ii. 2.0 The Behavior Analyst’s Responsibility to Clients iii. 4.0 The Behavior Analyst and the Individual Behavior Change Program iv. 6.0 The Behavior Analyst and the Workplace v. 8.0 The Behavior Analyst’s Responsibility to Colleagues vi. 9.0 The Behavior Analyst’s Ethical Responsibility to Society vii. 10.0 The Behavior Analyst and Research 	
II. Implement antecedent-based interventions	
<ul style="list-style-type: none"> A. Implement the listed interventions and obtain at least 90% implementation fidelity on at least two consecutive performance monitoring checklists for each program B. Include the completed performance checklists for each program in this tab C. Use the dimensions of applied behavior analysis (Baer, Wolf, & Risley, 1968) to evaluate whether the interventions you are asked to implement are behavior analytic in nature 	

(continued)

COMPETENCY TASK LIST 9.6.1 (continued)

	(Mark done or record benchmark)
Intervention	
Identify and make changes to the physical environment (e.g., manipulate discriminative stimuli)	
Use noncontingent reinforcement for behaviors maintained by:	
Attention	
Escape	
Access to tangibles	
Automatic reinforcement	
Use stimulus fading-in (e.g., food blending or for task refusal)	
Use choice making	
Use high-probability request sequences	
Use task-interspersal (e.g., academic work completion)	
Other	
Other	
III. Use behavior change elements during implementation	
Use appropriate parameters and schedules of reinforcement	
Use fixed and variable time schedules	
Initial implementation phase	
Thinning the schedules	
Use prompts and prompt fading	
Use extinction	
Use the matching law and recognize factors influencing choice	

COMPETENCY TASK LIST 9.6.2 CONSIDER INITIATING AND COMPLETING THE FOLLOWING TASKS FOR THE COMPONENT SKILL OF DEVELOPING ANTECEDENT-BASED INTERVENTIONS, WITH YOUR SUPERVISOR

	(Mark done or record benchmark)
I. Review BACB ethical guidelines	
<p>A. Review the following ethical guidelines and discuss with supervisor</p> <ul style="list-style-type: none"> i. 1.0 Responsible Conduct of a Behavior Analyst ii. 2.0 The Behavior Analyst’s Responsibility to Clients iii. 4.0 The Behavior Analyst and the Individual Behavior Change Program iv. 6.0 The Behavior Analyst and the Workplace v. 8.0 The Behavior Analyst’s Responsibility to Colleagues vi. 9.0 The Behavior Analyst’s Ethical Responsibility to Society vii. 10.0 The Behavior Analyst and Research 	
II. Develop antecedent-based interventions	
<p>A. Select potential antecedent-based intervention or combination of interventions (e.g., noncontingent reinforcement with stimulus fading in) based on assessment results and the best available scientific evidence</p> <ul style="list-style-type: none"> i. Consult with supervisor and offer a rationale and supporting articles for your choice ii. Discuss the limits of each procedure with supervisor and address the limits in the plan iii. Discuss with supervisor and take into account: <ul style="list-style-type: none"> i. Client’s preferences and current repertoires ii. Environmental and resource constraints iii. Social validity of the intervention 	
<p>B. Propose an appropriate single-subject design that will allow evaluation of the effectiveness of the behavioral programs</p>	
<p>C. Develop technological and conceptually systematic treatment plan(s) for the given problem behavior(s) (developing plans for all areas listed here is strongly recommended)</p> <ul style="list-style-type: none"> i. State intervention goals in observable and measurable terms ii. Program for stimulus and response generalization and maintenance iii. Combine antecedent-based procedures with reinforcement and extinction procedures 	

(continued)

COMPETENCY TASK LIST 9.6.2 (continued)

	(Mark done or record benchmark)
iv. Design and include a data collection form to obtain representative data given the dimensions of the behavior and the logistics of observing and recording D. Have the supervisor use a written program performance checklist to evaluate whether the written treatment plans are behavior-analytic in nature and give feedback i. Make needed changes and place the final product and the feedback in this tab	
E. Use behavior skills training to train the staff on how to implement the plans i. Develop and use performance monitoring checklists to monitor procedural integrity during implementation of treatment plans	
F. Evaluate the effectiveness of interventions through ongoing data collection and analysis and make data-based decisions	
Antecedent Interventions	
Identify and make changes to the physical environment (e.g., manipulate discriminative stimuli).	
Use noncontingent reinforcement for behaviors maintained by:	
Attention	
Escape	
Access to tangibles	
Automatic reinforcement	
Use stimulus fading-in (e.g., food blending or for task refusal)	
Use choice making	
Use high-probability request sequences	
Use task-interspersion (e.g., academic work completion)	
Other	
Other	
Other	

(continued)

COMPETENCY TASK LIST 9.6.2 (continued)

	(Mark done or record benchmark)
III. Use behavior change elements during implementation	
Use appropriate parameters and schedules of reinforcement	
Use fixed and variable time schedules	
Initial implementation phase	
Thinning the schedules	
Use prompts and prompt fading	
Use extinction	
Use the matching law and recognize factors influencing choice	

**PERFORMANCE MONITORING TOOL 9.6.2 EXAMPLE
PERFORMANCE CHECKLIST YOU AND YOUR SUPERVISOR
CAN USE TO GAUGE YOUR PERFORMANCE IN THIS
COMPONENT SKILL**

Is the Intervention Proposed Behavior-Analytic?			
Date			
1. Is it applied? (targeting behavior(s) of social significance)			
2. Is it behavioral?			
3. Is it analytic?			
4. Is it technological?			
5. Is it conceptually systematic?			
6. Is it effective?			
7. Is it generalizable?			

COMPETENCY TASK LIST 9.6.3 CONSIDER INITIATING AND COMPLETING THE FOLLOWING TASKS FOR THE COMPONENT SKILL OF IMPLEMENTING CONSEQUENCE-BASED INTERVENTIONS, WITH YOUR SUPERVISOR

	(Mark done or record benchmark)
I. Review BACB ethical guidelines	
<p>A. Before beginning to work with your first client (as an implementer) and before developing your first treatment plan, review the following ethical guidelines and discuss with supervisor</p> <ul style="list-style-type: none"> i. 1.0 Responsible Conduct of a Behavior Analyst ii. 2.0 The Behavior Analyst’s Responsibility to Clients iii. 4.0 The Behavior Analyst and the Individual Behavior Change Program iv. 6.0 The Behavior Analyst and the Workplace v. 8.0 The Behavior Analyst’s Responsibility to Colleagues vi. 9.0 The Behavior Analyst’s Ethical Responsibility to Society vii. 10.0 The Behavior Analyst and Research 	
II. Implement consequence-based interventions	
<p>A. Implement the listed interventions and obtain at least 90% implementation fidelity on at least two consecutive performance monitoring checklists for each program</p> <p>B. Include the completed performance checklists for each program in this tab</p> <p>C. Use the dimensions of applied behavior analysis (Baer et al., 1968) to evaluate whether interventions you are asked to implement are behavior-analytic in nature</p>	
Intervention	
Implement treatment plans using positive and negative reinforcement	
Differential reinforcement of alternative/incompatible behavior	
Functional communication training	
Differential negative reinforcement of alternative/incompatible behavior (DNRA/DNRI)	
Differential reinforcement of other behavior (DRO)	
Differential reinforcement of high rates of behavior (DRH; e.g., reading fluency)	
Differential reinforcement of low rates of behavior (DRL)	

(continued)

COMPETENCY TASK LIST 9.6.3 (continued)

	(Mark done or record benchmark)
Full-session DRL	
Interval DRL	
Spaced-responding DRL	
Implement treatment plans using the Premack principle	
Implement treatment plans using a token economy	
Implement treatment plans using extinction	
Implement treatment plans using positive and negative punishment	
Identify and use punishers	
Time out	
Response cost	
Reprimands	
Response blocking	
Overcorrection	
Implement treatment plans using combinations of reinforcement, punishment, and extinction	
Other	
Other	
Other	
Other	

III. Use behavior change elements during implementation of treatment plans

Appropriate parameters and schedules of reinforcement:	
Fixed and variable time schedules	
Initial implementation phase	
Thinning the schedules	
Use pairing procedures to establish new conditioned reinforcers	
Use appropriate parameters and schedules of punishment	
Use prompts and prompt fading	

COMPETENCY TASK LIST 9.6.4 CONSIDER INITIATING AND COMPLETING THE FOLLOWING TASKS FOR THE COMPONENT SKILL OF DESIGNING CONSEQUENCE-BASED INTERVENTIONS, WITH YOUR SUPERVISOR

	(Mark done or record benchmark)
I. Review BACB ethical guidelines	
<p>A. Before beginning to work with your first client (as an implementer) and before developing your first treatment plan, review the following ethical guidelines and discuss with supervisor</p> <ul style="list-style-type: none"> i. 1.0 Responsible Conduct of a Behavior Analyst ii. 2.0 The Behavior Analyst’s Responsibility to Clients iii. 4.0 The Behavior Analyst and the Individual Behavior Change Program iv. 6.0 The Behavior Analyst and the Workplace v. 8.0 The Behavior Analyst’s Responsibility to Colleagues vi. 9.0 The Behavior Analyst’s Ethical Responsibility to Society vii. 10.0 The Behavior Analyst and Research 	
II. Develop and implement consequence-based interventions	
<p>A. Select a potential consequence-based intervention or combination of interventions (e.g., DRO with token economy and response cost) based on assessment results and the best available scientific evidence</p> <ul style="list-style-type: none"> o Consult with supervisor and offer rationale and supporting articles for your choice o Discuss the limits of each procedure with supervisor and address the limits in the plan o Discuss with supervisor and take into account: <ul style="list-style-type: none"> i. Client’s preferences and current repertoires ii. Environmental and resource constraints iii. Social validity of the intervention 	
<p>B. Before developing treatment plans, discuss with supervisor and plan for possible unwanted effects of:</p> <ul style="list-style-type: none"> o Reinforcement o Punishment o Extinction o Plan for behavioral contrast effects <p>C. Develop technological and conceptually systematic treatment plans for given problem behavior(s) (developing plans for all areas listed here is strongly recommended)</p> <ul style="list-style-type: none"> o State intervention goals in observable and measurable terms o When a behavior is to be decreased, select an acceptable alternative behavior to be established or increased o Program for stimulus and response generalization and maintenance 	

(continued)

COMPETENCY TASK LIST 9.6.4 (continued)

	(Mark done or record benchmark)
<ul style="list-style-type: none"> o If reinforcement and extinction procedures are not effective, consider least restrictive punishment procedure(s) o Design and include a data collection form to obtain representative data given the dimensions of the behavior and the logistics of observing and recording <p>D. Have the supervisor use a written program performance checklist to evaluate whether the written treatment plans are behavior-analytic in nature and give feedback</p> <ul style="list-style-type: none"> o Make needed changes and place the final product and the feedback in this tab 	
<p>E. Use behavior skills training to train the staff on how to implement the plans</p> <ul style="list-style-type: none"> o Develop and use performance monitoring checklists to monitor procedural integrity during implementation of treatment plans 	
<p>F. Evaluate the effectiveness of interventions through ongoing data collection and analysis and make data-based decisions</p>	
Consequence-Based Intervention	
Develop treatment plans using positive and negative reinforcement	
Develop treatment plans using the Premack principle	
Develop treatment plans using a token economy	
Develop treatment plans using extinction	
Develop treatment plans using positive and negative punishment	
Develop treatment plans using combinations of reinforcement, punishment and extinction	
Other	
III. Incorporate behavior change elements into the treatment plans	
Appropriate parameters and schedules of reinforcement	
Fixed and variable time schedules	
Initial implementation phase	
Thinning the schedules	
Use pairing procedures to establish new conditioned reinforcers	
Use appropriate parameters and schedules of punishment	
Prompts and prompt fading	
Consider matching law and recognize factors influencing choice	

COMPETENCY TASK LIST 9.6.5 CONSIDER INITIATING AND COMPLETING THE FOLLOWING TASKS FOR THE COMPONENT SKILL OF IMPLEMENTING GROUP CONTINGENCIES, WITH YOUR SUPERVISOR

	(Mark done or record benchmark)
I. Review BACB ethical guidelines	
<p>A. Before beginning to work with your first client (as an implementer) and before developing your first treatment plan, review the following ethical guidelines and discuss with supervisor</p> <ul style="list-style-type: none"> i. 1.0 Responsible Conduct of a Behavior Analyst ii. 2.0 The Behavior Analyst's Responsibility to Clients iii. 4.0 The Behavior Analyst and the Individual Behavior Change Program iv. 6.0 The Behavior Analyst and the Workplace v. 8.0 The Behavior Analyst's Responsibility to Colleagues vi. 9.0 The Behavior Analyst's Ethical Responsibility to Society vii. 10.0 The Behavior Analyst and Research 	
II. Implement group contingencies	
<p>A. Implement the listed group contingencies and obtain at least 90% implementation fidelity on at least two consecutive performance monitoring checklists for each program</p> <p>B. Include the completed performance checklists for each program in this tab</p> <p>C. Use the dimensions of applied behavior analysis (Baer et al., 1968) to evaluate whether interventions you are asked to implement are behavior-analytic in nature</p>	
Group Contingency	
Use independent group contingencies	
Use interdependent group contingencies	
Use dependent group contingencies	
Other	
III. Use behavior change elements during implementation of treatment plans	
Use positive and negative reinforcement	
Appropriate parameters and schedules of reinforcement	
Fixed and variable time schedules	
Initial implementation phase	
Thinning the schedules	

(continued)

COMPETENCY TASK LIST 9.6.5 (continued)

	(Mark done or record benchmark)
Use prompts and prompt fading	
Use pairing procedures to establish new conditioned reinforcers	
Use appropriate parameters and schedules of punishment	
Use extinction	
IV. Data collection and display	
<ul style="list-style-type: none"> • During implementation of interventions, collect appropriate data and generate graphs • Discuss the visually displayed data with supervisor • Make necessary changes and include the final graph for each skill in this tab 	
Collect data on:	
Rate/frequency	
Duration	
Latency	
IRT	
Plot and interpret data using equal-interval graphs	
Use withdrawal/reversal designs	
Use changing criterion designs	
Use multiple baseline designs	
IRT, inter-response time.	

COMPETENCY TASK LIST 9.6.6 CONSIDER INITIATING AND COMPLETING THE FOLLOWING TASKS FOR THE COMPONENT SKILL OF DESIGNING GROUP CONTINGENCIES, WITH YOUR SUPERVISOR

	(Mark done or record benchmark)
<p>I. Review BACB ethical guidelines</p>	
<p>A. Before beginning to work with your first client (as an implementer) and before developing your first treatment plan, review the following ethical guidelines and discuss with supervisor</p> <ul style="list-style-type: none"> i. 1.0 Responsible Conduct of a Behavior Analyst ii. 2.0 The Behavior Analyst's Responsibility to Clients iii. 4.0 The Behavior Analyst and the Individual Behavior Change Program iv. 6.0 The Behavior Analyst and the Workplace v. 8.0 The Behavior Analyst's Responsibility to Colleagues vi. 9.0 The Behavior Analyst's Ethical Responsibility to Society vii. 10.0 The Behavior Analyst and Research 	
<p>II. Develop group contingencies</p>	
<p>A. Select potential group contingency intervention(s) based on assessment results and the best available scientific evidence</p> <ul style="list-style-type: none"> a. Consult with supervisor and offer a rationale and supporting articles for your choice b. Discuss the limits of each procedure with supervisor and address the limits in the plan c. Discuss with supervisor and take into account: <ul style="list-style-type: none"> i. Client's preferences and current repertoires ii. Environmental and resource constraints iii. Social validity of the intervention 	
<p>B. Before developing treatment plans, discuss with supervisor and plan for possible unwanted effects of:</p> <ul style="list-style-type: none"> a. Reinforcement b. Punishment c. Extinction d. Plan for behavioral contrast effects <p>C. Develop technological and conceptually systematic treatment plans for given problem behavior(s) (developing plans for all areas listed here is strongly recommended)</p> <ul style="list-style-type: none"> a. State intervention goals in observable and measurable terms b. Program for stimulus and response generalization and maintenance 	

(continued)

COMPETENCY TASK LIST 9.6.6 (continued)

	(Mark done or record benchmark)
<p>D. If reinforcement and extinction procedures are not effective, consider least restrictive punishment procedure(s)</p> <p>E. Have the supervisor use a written program performance checklist to evaluate whether the written treatment plans are behavior-analytic in nature and give feedback</p> <p>a. Make needed changes and place the final product and the feedback in this tab</p>	
<p>F. Use behavior skills training to train the staff on how to implement the plans</p> <p>a. Develop and use performance monitoring checklists to monitor procedural integrity during implementation of treatment plans</p>	
<p>G. Evaluate the effectiveness of interventions through ongoing data collection and analysis and make data-based decisions</p>	
Group Contingency	
Develop plans using independent group contingencies	
Develop plans using interdependent group contingencies	
Develop plans using dependent group contingencies	
Other	
Other	
Other	
III. Use behavior change elements during implementation of treatment plans	
Use positive and negative reinforcement	
Appropriate parameters and schedules of reinforcement	
Fixed and variable time schedules	
Initial implementation phase	
Thinning the schedules	
Use prompts and prompt fading	
Use pairing procedures to establish new conditioned reinforcers	
Use appropriate parameters and schedules of punishment	
Use extinction	

COMPETENCY TASK LIST 9.6.7 CONSIDER INITIATING AND COMPLETING THE FOLLOWING TASKS FOR THE COMPONENT SKILL OF IMPLEMENTING SELF-MANAGEMENT STRATEGIES AND CONTINGENCY CONTRACTS, WITH YOUR SUPERVISOR

	(Mark done or record benchmark)
I. Review BACB ethical guidelines	
<p>A. Before beginning to work with your first client (as an implementer) and before developing your first treatment plan, review the following ethical guidelines and discuss with supervisor</p> <ul style="list-style-type: none"> i. 1.0 Responsible Conduct of a Behavior Analyst ii. 2.0 The Behavior Analyst's Responsibility to Clients iii. 4.0 The Behavior Analyst and the Individual Behavior Change Program iv. 6.0 The Behavior Analyst and the Workplace v. 8.0 The Behavior Analyst's Responsibility to Colleagues vi. 9.0 The Behavior Analyst's Ethical Responsibility to Society vii. 10.0 The Behavior Analyst and Research 	
II. Implement self-management procedures and contingency contracts	
<p>A. Implement the listed interventions and obtain at least 90% implementation fidelity on at least two consecutive performance monitoring checklists for each program</p> <p>B. Probe for generalization and maintenance</p> <p>C. Include the completed performance checklists for each program in this tab Use the dimensions of applied behavior analysis (Baer et al., 1968) to evaluate whether the interventions you are asked to implement are behavior-analytic in nature</p>	
Intervention	
Implement self-management plans addressing the following behaviors:	
Task completion	
Reducing problem behaviors	
Following schedules (e.g., time management)	
Weight management and diet	
Exercise	
Repetitive (not self-injurious) behaviors maintained by automatic reinforcement	

(continued)

COMPETENCY TASK LIST 9.6.7 (continued)

	(Mark done or record benchmark)
Medication management (e.g., insulin administration)	
Other	
Other	
Other	
Other	
Implement and monitor contingency contracts	
Implement treatment plans using combination of self-management strategies and contingency contracts	
Other	
Other	
III. Use behavior change elements during implementation	
Appropriate parameters and schedules of reinforcement	
Fixed and variable time schedules	
Initial implementation phase	
Thinning the schedules	
Token economies and other conditioned reinforcement systems	
Pairing procedures to establish new conditioned reinforcers	
Use of appropriate parameters and schedules of punishment	
Prompts and prompt fading	
Use of antecedent manipulation, such as motivating operations and discriminative stimuli	
Use of instructions and rules	
Consider matching law and recognize factors influencing choice	

COMPETENCY TASK LIST 9.6.8 CONSIDER INITIATING AND COMPLETING THE FOLLOWING TASKS FOR THE COMPONENT SKILL OF DESIGNING SELF-MANAGEMENT STRATEGIES AND CONTINGENCY CONTRACTS, WITH YOUR SUPERVISOR

	(Mark done or record benchmark)
<p>I. Review BACB ethical guidelines</p>	
<p>A. Before beginning to work with your first client (as an implementer) and before developing your first treatment plan, review the following ethical guidelines and discuss with supervisor</p> <ul style="list-style-type: none"> i. 1.0 Responsible Conduct of a Behavior Analyst ii. 2.0 The Behavior Analyst’s Responsibility to Clients iii. 4.0 The Behavior Analyst and the Individual Behavior Change Program iv. 6.0 The Behavior Analyst and the Workplace v. 8.0 The Behavior Analyst’s Responsibility to Colleagues vi. 9.0 The Behavior Analyst’s Ethical Responsibility to Society vii. 10.0 The Behavior Analyst and Research 	
<p>II. Develop consequence-based interventions</p>	
<p>A. Select a potential self-management intervention or combination of self-management intervention with a behavior contract based on assessment results and the best available scientific evidence</p> <ul style="list-style-type: none"> a. Consult with supervisor and offer a rationale and supporting articles for your choice b. Discuss the limits of each procedure with supervisor and address the limits in the plan c. Discuss with supervisor and take into account: <ul style="list-style-type: none"> i. Client’s preferences and current repertoires ii. Environmental and resource constraints iii. Social validity of the intervention 	
<p>B. Before developing treatment plans, discuss with supervisor and plan for possible unwanted effects of:</p> <ul style="list-style-type: none"> a. Reinforcement b. Punishment c. Extinction d. Plan for behavioral contrast effects <p>C. Develop technological and conceptually systematic treatment plans for given problem behavior(s) (developing plans for all areas listed here is strongly recommended)</p> <ul style="list-style-type: none"> i. State intervention goals in observable and measurable terms ii. When a behavior is to be decreased, select an acceptable alternative behavior to be established or increased iii. Program for stimulus and response generalization and maintenance iv. Use instructions and rules 	

(continued)

COMPETENCY TASK LIST 9.6.8 (continued)

	(Mark done or record benchmark)
<ul style="list-style-type: none"> v. If antecedent, reinforcement, and extinction procedures are not effective, consider least restrictive punishment procedure(s) vi. Design and include a data collection form to obtain representative data given the dimensions of the behavior and the logistics of observing and recording <p>D. Have the supervisor use written program performance checklists to evaluate whether the written treatment plans are behavior-analytic in nature and give feedback</p> <ul style="list-style-type: none"> i. Make needed changes and place the final product and the feedback in this tab 	
<p>E. Use behavior skills training to train the staff on how to implement the plans</p> <ul style="list-style-type: none"> i. Develop and use performance monitoring checklists to monitor procedural integrity during implementation of treatment plans 	
<p>F. Evaluate the effectiveness of interventions through ongoing data collection and analysis and make data-based decisions</p>	
Intervention	
Develop self-management plans addressing the following behaviors:	
Task completion	
Reducing problem behaviors	
Following schedules (e.g., time management)	
Weight management and diet	
Exercise	
Repetitive (not self-injurious) behaviors maintained by automatic reinforcement	
Medication management (e.g., insulin administration)	
Other	
Other	
Other	
Other	
Develop and monitor contingency contracts	
Develop treatment plans using combination of self-management strategies and contingency contracts	

(continued)

COMPETENCY TASK LIST 9.6.8 (continued)

	(Mark done or record benchmark)
Other	
Other	
III. Incorporate behavior change elements into the treatment plans	
Appropriate parameters and schedules of reinforcement	
Fixed and variable time schedules	
Initial implementation phase	
Thinning the schedules	
Token economies and other conditioned reinforcement systems	
Pairing procedures to establish new conditioned reinforcers	
Use of appropriate parameters and schedules of punishment	
Prompts and prompt fading	
Use of antecedent manipulation, such as motivating operations and discriminative stimuli	
Use of instructions and rules	
Consider matching law and recognize factors influencing choice	

COMPETENCY TASK LIST 9.7.1 CONSIDER INITIATING AND COMPLETING THE FOLLOWING TASKS FOR THE COMPONENT SKILL OF PROGRAMMING AND PROBING FOR STIMULUS AND RESPONSE GENERALIZATION, WITH YOUR SUPERVISOR

	(Mark done or record benchmark)
I. Review BACB ethical guidelines	
<p>A. Before beginning to work with your first client (as an implementer) and before developing your first treatment plan, review the following ethical guidelines and discuss with supervisor</p> <ul style="list-style-type: none"> i. 1.0 Responsible Conduct of a Behavior Analyst ii. 2.0 The Behavior Analyst’s Responsibility to Clients iii. 4.0 The Behavior Analyst and the Individual Behavior Change Program iv. 6.0 The Behavior Analyst and the Workplace v. 8.0 The Behavior Analyst’s Responsibility to Colleagues vi. 9.0 The Behavior Analyst’s Ethical Responsibility to Society vii. 10.0 The Behavior Analyst and Research 	
II. Plan for generalized behavior change	
<p>A. For each skill acquisition or behavior reduction plan, choose a strategy to program for generalized behavior change based on assessment results and the best available scientific evidence</p> <ul style="list-style-type: none"> • Consult with supervisor and offer a rationale and supporting articles for your choice • Discuss the limits of each procedure with supervisor and address the limits in the plan • Discuss with supervisor and take into account: <ul style="list-style-type: none"> i. Client’s preferences and current repertoires ii. Environmental and resource constraints <p>B. Incorporate technological and conceptually systematic procedures for achieving generalization in your skills acquisition and behavior reduction plans</p> <ul style="list-style-type: none"> • Develop observable and measurable goals that will address generalization • Incorporate naturally existing contingencies in the plans <ul style="list-style-type: none"> i. Involve significant others and caregivers in your plan for generalization ii. Use one or a combination of the strategies listed here to support stimulus and response generalization across people and settings: <ul style="list-style-type: none"> a. Teach sufficient examples (stimulus and response; e.g., tact or mand training) b. General case analysis (e.g., doing laundry) c. Programming common stimuli (e.g., job training) d. Programming indiscernible contingencies e. Using “Don’t do it” teaching examples 	

(continued)

COMPETENCY TASK LIST 9.7.1 (continued)

	(Mark done or record benchmark)
<ul style="list-style-type: none"> f. Programming behavior traps g. Incorporating self-management skills <p>C. Have the supervisor use a written program performance checklist to evaluate whether the generalizations are behavior-analytic in nature and give feedback</p> <ul style="list-style-type: none"> • Make needed changes and place the final product and the feedback in this tab 	
<p>D. Use behavior skills training to train the staff on how to implement the plans</p> <ul style="list-style-type: none"> i. Develop and use performance monitoring checklists to monitor procedural integrity during implementation of treatment plans 	
<p>E. Evaluate the effectiveness of interventions through ongoing data collection and analysis and make data-based decisions</p>	

COMPETENCY TASK LIST 9.7.2 CONSIDER INITIATING AND COMPLETING THE FOLLOWING TASKS FOR THE COMPONENT SKILL OF PROGRAMMING AND PROBING FOR MAINTENANCE, WITH YOUR SUPERVISOR

	(Mark done or record benchmark)
<p>I. Review BACB ethical guidelines</p> <p>A. Before beginning to work with your first client (as an implementer) and before developing your first treatment plan, review the following ethical guidelines and discuss with supervisor:</p> <ul style="list-style-type: none"> i. 1.0 Responsible Conduct of a Behavior Analyst ii. 2.0 The Behavior Analyst’s Responsibility to Clients iii. 4.0 The Behavior Analyst and the Individual Behavior Change Program iv. 6.0 The Behavior Analyst and the Workplace v. 8.0 The Behavior Analyst’s Responsibility to Colleagues vi. 9.0 The Behavior Analyst’s Ethical Responsibility to Society vii. 10.0 The Behavior Analyst and Research 	

(continued)

COMPETENCY TASK LIST 9.7.2 (continued)

	(Mark done or record benchmark)
II. Plan for and probe for maintenance	
<p>A. For each skill acquisition or behavior reduction plan, choose a strategy to maintain the behavior change in the natural environment using the best available scientific evidence</p> <ul style="list-style-type: none"> • Consult with supervisor and offer a rationale and supporting articles for your choice • Discuss with supervisor and take into account: <ol style="list-style-type: none"> i. Client’s preferences and current repertoires ii. Environmental and resource constraints iii. Social validity of the intervention 	
<p>B. Incorporate technological and conceptually systematic procedures for achieving maintenance of socially appropriate behaviors</p> <ul style="list-style-type: none"> • Develop observable and measurable goals that will address maintenance • Incorporate naturally existing contingencies in the plans • Involve significant others and caregivers in your plans <p>C. Have the supervisor use a written program performance checklist to evaluate whether the strategies are appropriate and behavior-analytic in nature, and give feedback</p> <ol style="list-style-type: none"> i. Make needed changes and place the final product and the feedback in this tab 	
<p>D. Develop performance monitoring checklists that include measurable components of the maintenance plan</p> <ol style="list-style-type: none"> i. Have the supervisor use performance monitoring checklists to evaluate the objectivity of performance checklist and give feedback ii. Make needed changes and place the final product and the feedback in this tab 	

PERFORMANCE MONITORING CHECKLIST 9.8.1 PMC FOR EVALUATING GRAPHICAL REPRESENTATION OF DATA

Creating Behavior Graphs	Yes	No
1. The graph has a title that describes the data it depicts		
2. The graph represents the data correctly (e.g., bar graph for categorical or nominal data, line graph for continuous data such as sessions or days)		
3. The y-axis is the same range across participants		
4. The y-axis is labeled correctly (e.g., percentage of correct responses)		
5. The x-axis is labeled correctly (e.g., sessions)		
6. The x-axis ticks appear aligned with the data points		
7. There are condition labels (e.g., baseline, DRA, withdrawal) that represent the condition (or independent variables)		
8. There are condition phase lines between conditions (for each independent variable): solid lines between conditions with clear IV change and dashed lines between conditions that share components		
9. The data path is not connected across the conditions		
10. The grid lines on the graphs have been removed		
11. The graph for each subject aligns with the ones below it (sessions line up)		
12. x-Axis ticks appear aligned with the data points		
13. The graph contains a legend if there are multiple dependent variables or data paths		

COMPETENCY TASK LIST 9.8.1 CONSIDER INITIATING AND COMPLETING THE FOLLOWING TASKS FOR THE COMPONENT SKILL OF EVALUATING THE EFFECTIVENESS OF BEHAVIORAL PROGRAMS, WITH YOUR SUPERVISOR

	(Mark done or record benchmark)
<p>I. Review BACB ethical guidelines</p>	
<p>A. Review the following ethical guidelines and discuss with supervisor</p> <ul style="list-style-type: none"> i. 1.0 Responsible Conduct of a Behavior Analyst ii. 2.0 The Behavior Analyst’s Responsibility to Clients iii. 4.0 The Behavior Analyst and the Individual Behavior Change Program iv. 6.0 The Behavior Analyst and the Workplace v. 8.0 The Behavior Analyst’s Responsibility to Colleagues vi. 9.0 The Behavior Analyst’s Ethical Responsibility to Society vii. 10.0 The Behavior Analyst and Research 	
<p>II. Effectiveness of treatment plan, data collection, display, and data-based decision making</p>	
<p>A. For each written treatment plan, propose an appropriate design that will allow evaluation of the effectiveness of the behavioral programs</p> <ul style="list-style-type: none"> • Example: Suppose you are using an intervention to address a problem behavior that occurs in two different settings. You would propose a multiple probe or baseline across settings design to evaluate if there is a functional relationship between your intervention and the problem behaviors. <ul style="list-style-type: none"> o Discuss the proposed design with supervisor and obtain feedback o Make necessary changes to the designs and include the final products in this tab • Use the title of treatment plans to label each design 	

(continued)

COMPETENCY TASK LIST 9.8.1 (continued)

	(Mark done or record benchmark)
<p>B. Use the proposed design to systematically arrange interventions (IV) and to demonstrate their effects on target behaviors (DV)</p> <p>C. Provide for ongoing documentation of behavioral services</p> <ul style="list-style-type: none"> o During implementation of interventions, collect appropriate data and generate graphs o Obtain feedback on construction of graphs o Make necessary changes and include the revised graphs in this tab 	
<p>D. Base decision making on data displayed in various formats</p> <ul style="list-style-type: none"> o Discuss the visually displayed ongoing treatment data with supervisor <p>E. Using baseline logic, evaluate the effectiveness of the treatments and make changes to the treatment plans</p>	

III. Experimental designs

Indicate "Yes" or "No" for each design

Used withdrawal designs

Used reversal designs

Used alternating treatments (i.e., multielement) designs

Used changing criterion designs

Used multiple baseline designs

Used multiple probe designs

Used combinations of design elements

Used Standard Celeration Charts (SCCs)

Used cumulative record

COMPETENCY TASK LIST 9.8.2 CONSIDER INITIATING AND COMPLETING THE FOLLOWING TASKS FOR THE COMPONENT SKILL OF MEASURING PERFORMANCE FIDELITY, WITH YOUR SUPERVISOR

	(Mark done or record benchmark)
I. Review BACB ethical guidelines	
<p>A. Review the following ethical guidelines and discuss with supervisor</p> <ul style="list-style-type: none"> i. 1.0 Responsible Conduct of a Behavior Analyst ii. 2.0 The Behavior Analyst’s Responsibility to Clients iii. 4.0 The Behavior Analyst and the Individual Behavior Change Program iv. 6.0 The Behavior Analyst and the Workplace v. 8.0 The Behavior Analyst’s Responsibility to Colleagues vi. 9.0 The Behavior Analyst’s Ethical Responsibility to Society vii. 10.0 The Behavior Analyst and Research 	
II. Design and use effective performance monitoring systems	
<p>A. For each written treatment plan, design a performance monitoring checklist for monitoring procedural integrity</p> <ul style="list-style-type: none"> o Obtain feedback from supervisor and make needed changes o Include the final product in this tab 	
<p>B. Use performance monitoring checklists to evaluate implementation of the skills acquisition and behavior reduction programs in the field</p> <ul style="list-style-type: none"> o Provide corrective feedback o Obtain supervision during use of checklists and feedback o Use performance monitoring checklists during scheduled supervision visits with implementers o Include the completed checklists in this tab (make sure to de-identify personal information) 	
<p>C. Use performance monitoring checklists to evaluate fidelity of <i>data collection</i> in the field</p> <ul style="list-style-type: none"> o Include the completed checklists in this tab (make sure to de-identify personal information) 	
<p>D. Use performance monitoring checklists to evaluate fidelity of <i>preference assessment</i> in the field</p> <ul style="list-style-type: none"> o Include the completed checklists in this tab (make sure to de-identify personal information) 	

**PERFORMANCE MONITORING CHECKLIST 9.8.2 EXAMPLE
PERFORMANCE CHECKLIST YOU AND YOUR SUPERVISOR
CAN USE TO GAUGE YOUR PERFORMANCE IN THIS
COMPONENT SKILL**

Program Implementation Fidelity PMC	Yes	No
(1) Data sheet is prepared prior to beginning program		
(2) All stimuli for program are within reach of the BI		
(3) SR is within arm's reach of BI but unavailable to the participant		
(4) Waited for participant to make eye contact/gained participant attention		
(5) Delivered SD according to specific program instructions		
(6) Waited a maximum of 5 seconds for participant to respond		
(7) Child response (score only one item, depending on prompt level used)		
(a) IF CORRECT: Delivered SR within 3 seconds		
(b) IF NR/INCORRECT: Redelivered SD and prompted at least intrusive level for program		
(c) IF NR/INCORRECT to SD + Prompt 1: Redelivered SD and prompted at second prompt level for program		
(d) IF NR/INCORRECT to SD + Prompt 2: Redelivered SD and prompted at third prompt level for program		
(8) SR delivered at correct magnitude per prompt level required (+ or prompt level = full magnitude, - = none delivered)		
(9) Consequence delivered within 5 seconds of correct/prompted response		
(10) Data collected within 5 seconds of SR delivery		
(11) Data collected correctly based on prompt level required		
(12) Next SD delivered within 30 seconds (unless moving to a break)		

COMPETENCY TASK LIST 9.8.3 CONSIDER INITIATING AND COMPLETING THE FOLLOWING TASKS FOR THE COMPONENT SKILL OF EVALUATING EFFECTIVENESS OF COMPONENTS OF AN INTERVENTION PACKAGE, WITH YOUR SUPERVISOR

	(Mark done or record benchmark)
I. Review BACB ethical guidelines	
<p>A. Review the following ethical guidelines and discuss with supervisor</p> <ul style="list-style-type: none"> i. 1.0 Responsible Conduct of a Behavior Analyst ii. 2.0 The Behavior Analyst’s Responsibility to Clients iii. 4.0 The Behavior Analyst and the Individual Behavior Change Program iv. 6.0 The Behavior Analyst and the Workplace v. 8.0 The Behavior Analyst’s Responsibility to Colleagues vi. 9.0 The Behavior Analyst’s Ethical Responsibility to Society vii. 10.0 The Behavior Analyst and Research 	
II. Conduct a component analysis to determine the effective components of an intervention package	
<p>A. For treatment plans that consist of multiple procedures, design a component analysis to determine the effectiveness of different components of the intervention package</p> <p>B. Discuss the proposed design with supervisor and obtain feedback</p> <ul style="list-style-type: none"> o Make necessary changes to the designs and include the final products in this tab <ul style="list-style-type: none"> • Use the title of treatment plans to label each design 	
<p>C. Use the proposed design to systematically arrange different components to demonstrate their effects on target behaviors</p> <ul style="list-style-type: none"> o Collect appropriate data and generate graphs o Obtain feedback on construction of graphs o Make necessary changes and include the revised graphs in this tab <p>D. Base decision making on data displayed in various formats</p> <ul style="list-style-type: none"> o Discuss the visually displayed ongoing treatment data with supervisor <p>E. Using baseline logic, evaluate the effectiveness of the different components and make changes to the treatment plans</p>	

(continued)

COMPETENCY TASK LIST 9.8.3 (continued)

III. Experimental designs

	Indicate "Yes" or "No" for each design
Used withdrawal designs	
Used reversal designs	
Used alternating treatments (i.e., multielement) designs	
Used changing criterion designs	
Used multiple baseline designs	
Used multiple probe designs	
Used combinations of design elements	
Used Standard Celeration Charts (SCCs)	
Used cumulative record	

COMPETENCY TASK LIST 9.8.4 CONSIDER INITIATING AND COMPLETING THE FOLLOWING TASKS FOR THE COMPONENT SKILL OF COMPARING THE EFFECTIVENESS OF DIFFERENT INTERVENTIONS, WITH YOUR SUPERVISOR

	(Mark done or record benchmark)
I. Review BACB ethical guidelines	
<p>A. Review the following ethical guidelines and discuss with supervisor</p> <ul style="list-style-type: none"> i. 1.0 Responsible Conduct of a Behavior Analyst ii. 2.0 The Behavior Analyst's Responsibility to Clients iii. 4.0 The Behavior Analyst and the Individual Behavior Change Program iv. 6.0 The Behavior Analyst and the Workplace v. 8.0 The Behavior Analyst's Responsibility to Colleagues vi. 9.0 The Behavior Analyst's Ethical Responsibility to Society vii. 10.0 The Behavior Analyst and Research 	

(continued)

COMPETENCY TASK LIST 9.8.4 (continued)

		(Mark done or record benchmark)
II. Conduct a component analysis to determine the effective components of an intervention package		
<ul style="list-style-type: none"> A. Design an intervention that uses an alternating treatment design to establish the effectiveness of two or more treatments on the DV B. Discuss the proposed design with supervisor and obtain feedback <ul style="list-style-type: none"> o Make necessary changes to the designs and include the final products in this tab <ul style="list-style-type: none"> • Use the title of the treatment plan to label each design 		
<ul style="list-style-type: none"> C. Use the proposed design to alternate different treatments to demonstrate their effects on target behaviors <ul style="list-style-type: none"> o Collect appropriate data and generate graphs o Obtain feedback on construction of graphs o Make necessary changes and include the revised graphs in this tab D. Base decision making on data displayed in various formats <ul style="list-style-type: none"> o Discuss the visually displayed ongoing treatment data with supervisor E. Using baseline logic, evaluate the effectiveness of the different components and make changes to the treatment plans 		
III. Experimental designs		
Indicate "Yes" or "No" for each design		
Multielement design		
Simultaneous design		

PERFORMANCE MONITORING CHECKLIST 9.9.1 PMC FOR TRAINING USING BST

Training Procedure with BST PMC			
Date			
Baseline			
(1) Informed the trainee of the training topic			
(2) Asked the trainee if he or she has any experience with the specific procedure			
(a) If trainee says no, proceeded to step 3			
(b) If trainee says yes, completed performance monitoring checklist (PMC) for procedure			
(3) Informed trainee of his or her performance			
(a) If trainee meets criteria, move to generalization phase			
(b) If trainee does not meet criteria, move to instructions phase			
Instructions			
(1) Delivered written instructions to the trainee			
(2) Written instructions presented steps in a sequential manner			
(3) Written instructions contained no instances of mentalistic language			
(4) Written instructions contained all required steps for the procedure			
(5) Language used was appropriate for the individual being trained on the procedure			
(6) Delivered the rationale for the procedure to the trainee			
(7) Delivered a comprehension check for trainee's understanding of instructions			
(8) Solicited questions about the procedure from the trainee			
Modeling			
(1) At least two individuals participated in the model of the procedure			
(2) Used a script to organize the model for the trainee			
(3) Model included all steps from the written instructions			
(4) Model included steps to take for all likely responses from participant			
(5) If mistake was made during model, the trainee was corrected immediately and the step was repeated			

(continued)

PERFORMANCE MONITORING CHECKLIST 9.9.1 (continued)

(6) Completed a comprehension check regarding at least two portions of the model			
(7) Solicited questions about the model from the trainee			
Rehearsal			
(1) Set criteria for movement to generalization phase (e.g., 5 opportunities at 100% fidelity)			
(2) Informed trainee of criteria and showed trainee PMC being used to evaluate performance			
(3) Took data on trainee’s rehearsal using a PMC			
(4) Rehearsal contained opportunities for trainee to respond to all likely responses from participant			
(5) Delivered feedback on each error made in rehearsal (80% or more errors based on supervisor’s observations)			
(6) Feedback covered items found on PMC			
(7) Rehearsal continued until criteria for moving to generalization were met			
Feedback			
(1) Delivered empathic statement at start of feedback			
(2) Reviewed trainee’s response to previously delivered feedback (e.g., was previous feedback implemented correctly)			
(3) Delivered a minimum of one statement regarding each aspect of the rehearsal done well			
(4) Feedback delivered with specific language and praise (e.g., “Great work with arranging the field again after an incorrect response”)			
(5) No occurrences of a “but” or “however” statement (e.g., “You did really well with thing X BUT you did thing Y poorly”)			
(6) Delivered a minimum of one statement regarding each aspect of the rehearsal that can be improved			
(7) Accurately identified an area for improvement to trainee			
(8) Following identification of area, gave instructions and/or a model for how to improve			
(9) Solicited questions from trainee regarding feedback delivered			
(10) Completed a comprehension check of trainee understanding of feedback			
(11) Solicited questions from trainee regarding feedback			

(continued)

PERFORMANCE MONITORING CHECKLIST 9.9.1 (continued)

(12) Trainee repeated rehearsal opportunity to implement feedback			
(13) Noted if feedback was implemented accurately by the trainee			
(14) Produced a permanent product of all feedback to be delivered to trainee			
Total Yes/41			

COMPETENCY TASK LIST 9.9.1 CONSIDER INITIATING AND COMPLETING THE FOLLOWING TASKS FOR THE COMPONENT SKILL OF DESIGNING AND USING COMPETENCY-BASED TRAINING FOR PERSONS WHO ARE RESPONSIBLE FOR CARRYING OUT BEHAVIOR CHANGE PROCEDURES, WITH YOUR SUPERVISOR

	(Mark done or record benchmark)
I. Review BACB ethical guidelines	
<p>A. Review the following ethical guidelines and discuss with supervisor</p> <ul style="list-style-type: none"> i. 1.0 Responsible Conduct of a Behavior Analyst ii. 2.0 The Behavior Analyst’s Responsibility to Clients iii. 4.0 The Behavior Analyst and the Individual Behavior Change Program iv. 6.0 The Behavior Analyst and the Workplace v. 8.0 The Behavior Analyst’s Responsibility to Colleagues vi. 9.0 The Behavior Analyst’s Ethical Responsibility to Society vii. 10.0 The Behavior Analyst and Research 	
II. Develop an evidence-based staff training	
<p>A. Design competency-based trainings for direct staff that includes the following components:</p> <ul style="list-style-type: none"> o Description of the target skill and purpose o Technological written plan describing how to perform the target skill o Demonstration of the target skill o Opportunity for trainees to practice the target skills o How performance feedback will be given during practice o Set clear criteria for mastery of the skill in the training setting o Set clear criteria for mastery of the skill on the job <p>B. Obtain feedback from supervisor and make needed changes</p> <ul style="list-style-type: none"> o Include the final product in this tab 	
<p>C. Conduct small-group training using the competency-based training</p> <ul style="list-style-type: none"> o Include participant ratings of the group training 	
III. Provide on-the-job training and supervision for behavior-change agents	
<p>A. Conduct on-the-job BST after small-group instruction</p> <ul style="list-style-type: none"> o Use the performance monitoring checklists to evaluate implementation of skills in the field o Give feedback to implementers using the checklists o Obtain supervision during on-the-job BST <p>B. Provide weekly supervision to direct staff that includes:</p> <ul style="list-style-type: none"> o Data collection o Monitoring procedural integrity and corrective feedback o Data analysis and data-based decision making 	

(continued)

COMPETENCY TASK LIST 9.9.1 (continued)

	(Mark done or record benchmark)
<ul style="list-style-type: none"> o Modification of existing programs o Development and implementation of new programs o Orderly termination of services when they are no longer required 	

IV. Develop professional presentations (optional)

- A. Submit an abstract for consideration to a professional conference or organization (sample performance monitoring checklist)
- B. Present empirical research findings, a conceptual paper, or a professional topic at professional conference or organization (see sample performance monitoring checklist)

Condition	S#	S#	S#	Notes
1. Begun with a positive statement about general affect, timing, preparation, and so on	Y N	Y N	Y N	
2. Transitioned quickly between things (observation to giving feedback, session to session, attendees)	Y N	Y N	Y N	
3. Provided FB on each TB for condition (total # of Y/ Y + N)				
If correct, noted and praised (for S#2 & 3, only note as correct if performed incorrectly in the previous session)	/	/	/	
If incorrect, stated specifically what the trainee did (modeled correct behavior if requested)	/	/	/	
4. Provided FB on data collection (only session 1. unless attendee needs more feedback)				
If correct, confirmed and praised	Y N	Y N	Y N	
If incorrect, reviewed data collection with attendee	Y N	Y N	Y N	
5. Provided FB on the use of a timer (only session 1. unless attendee needs more feedback)				
If correct, confirmed and praised	Y N	Y N	Y N	
If incorrect, reviewed use of a timer with attendee	Y N	Y N	Y N	
6. Ended FB session with a positive statement	Y N	Y N	Y N	
7. Asked if the therapist had any other questions	Y N	Y N	Y N	
8. Answered questions correctly (explained function of each step if asked—note the number of questions)	Y N	Y N	Y N	
9. Was generally flexible (diverted from a script when providing feedback and/or answering questions when needed)	Y N	Y N	Y N	

(continued)

COMPETENCY TASK LIST 9.9.1 (continued)

Condition	S#	S#	S#	Notes
10. Balanced and spent equal time (as much as possible) on positive statements versus incorrect responses	Y N	Y N	Y N	
Total (# of correct / 10) Mastery criteria (100%)				

PERFORMANCE MONITORING CHECKLIST 9.10.1 PMC FOR TRAINING USING BST

Group Training PMC			
Date			
Preparation			
(1) Date, time, location, and attendees for training were confirmed at least 24 hours in advance			
(2) If using PowerPoint or another presentation program, ensured all animations, transitions, and hyperlinks were working			
(3) All participant materials were prepared and ready for use in the training (either printed or online)			
(4) Trainer arrived at least 30 minutes prior to scheduled time			
(5) Trainer had space set up for training prior to arrival of first participant			
Training materials			
(1) Training materials were relevant to the presentation			
(2) Training materials contained fewer than five total spelling and/or grammar mistakes			
(3) At least 80% of the materials presented to participants were introduced to the participants			
Training structure			
(1) Trainer introduced self and described qualifications to give talk			
(2) Trainer introduced topic to be covered			
(3) Trainer described objectives of training and any results/competencies that would be obtained			
(4) Trainer transitioned appropriately between topics (e.g., connected topics together, told story about next topic) for 75% or more of the counted transitions			
(5) Topics were presented in a logical order given the goals of the training			
(6) Trainer concluded the training with a reiteration of the main points			
(7) Trainer completed the training in the stated time frame			
Trainer and participant behaviors			
(1) Trainer maintained vocal volume to be heard by all participants in 80% or more of measured intervals (MTS: 5 minutes)			
(2) Trainer solicited participation from group at least once every interval in 80% or more of measured intervals (PITS: 5 minutes)			

(continued)

PERFORMANCE MONITORING CHECKLIST 9.10.1 (continued)

(3) Trainer answered questions from group appropriately (not necessarily knowing the answers) in 80% of presented questions			
(4) At least 50% of audience had eyes oriented at speaker or presentation in 80% of measured intervals (MTS: 5 minutes)			
(5) Trainer emitted five or fewer umms, uhhs, or similar words per 1 hour of presentation time			
(6) Trainer used language inappropriate given the audience (to be defined based on audience) less than once per hour of presentation time			
End of training			
(1) Trainer presented evaluation forms to audience at conclusion of training			
(2) Trainer remained to answer questions until all participants have left the training			
(3) Trainer reviewed all evaluation forms and determined at least two areas of improvement based on forms			
Total Yes/24			

BST, behavior skills training.

COMPETENCY TASK LIST 9.10.1 CONSIDER INITIATING AND COMPLETING THE FOLLOWING TASKS FOR THE COMPONENT SKILL OF DEVELOPING AND PRESENTING A TRAINING MODULE TO INDIVIDUALS UNFAMILIAR WITH BEHAVIOR ANALYSIS, WITH YOUR SUPERVISOR

	(Mark done or record benchmark)
<p>I. Review BACB ethical guidelines</p>	
<p>A. Review the following ethical guidelines and discuss with supervisor</p> <ul style="list-style-type: none"> i. 1.0 Responsible Conduct of a Behavior Analyst ii. 2.0 The Behavior Analyst’s Responsibility to Clients iii. 4.0 The Behavior Analyst and the Individual Behavior Change Program iv. 6.0 The Behavior Analyst and the Workplace v. 8.0 The Behavior Analyst’s Responsibility to Colleagues vi. 9.0 The Behavior Analyst’s Ethical Responsibility to Society vii. 10.0 The Behavior Analyst and Research 	
<p>II. Develop an evidence-based staff training</p>	
<p>A. Design and conduct competency-based trainings for parents and/or teachers using a combination of presentations, demonstrations, and opportunities for trainees to practice the target skills</p> <ul style="list-style-type: none"> o Set clear criteria for mastery of the skill in the training setting o Set clear criteria for mastery of the skill in the natural environment o Provide feedback in all settings <p>B. Assess learning outcomes through tests and demonstrations</p> <ul style="list-style-type: none"> o Include assessment results in this tab <p>C. Obtain feedback from supervisor and make needed changes</p>	

COMPETENCY TASK LIST 9.10.2 CONSIDER INITIATING AND COMPLETING THE FOLLOWING TASKS, FOR THE COMPONENT SKILL OF EXPLAINING BEHAVIORAL CONCEPTS USING NONTECHNICAL LANGUAGE, WITH YOUR SUPERVISOR

	(Mark done or record benchmark)
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I. Review BACB ethical guidelines

<p>A. Review the following ethical guidelines and discuss with supervisor</p> <ul style="list-style-type: none"> i. 1.0 Responsible Conduct of a Behavior Analyst ii. 2.0 The Behavior Analyst’s Responsibility to Clients iii. 4.0 The Behavior Analyst and the Individual Behavior Change Program iv. 6.0 The Behavior Analyst and the Workplace v. 8.0 The Behavior Analyst’s Responsibility to Colleagues vi. 9.0 The Behavior Analyst’s Ethical Responsibility to Society vii. 10.0 The Behavior Analyst and Research 	
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II. Provide behavior-analytic services in collaboration with others who provide services to your clients.

<p>A. Collaborate with other professionals who provide services to your client</p> <ul style="list-style-type: none"> o Reduce problem behaviors to allow other professionals to work on skill acquisition o Provide treatment data to parents to share with physicians for clients who are taking psychotropic medications <p>B. Explain behavioral concepts using nontechnical language</p> <ul style="list-style-type: none"> o During meetings with other professionals and parents, use nontechnical language to explain: <ul style="list-style-type: none"> • Assessment results • Treatment plans • Data analysis and progress 	
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