

Learner name:

Kolu 2016_Trainee self assessment

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If available, BACB Task List Item	Check or "x" the appropriate box(es) that best describe your experience with each topic below	<i>Taken a class on this area</i>	<i>Obtained supervised experience in this area</i>	<i>...Used the procedure or program</i>	<i>...Developed a program based on this topic or procedure</i>	<i>...Taught others to use the procedure or program</i>	<i>None of these</i>	Notes
Measurement								
A1-7	Measurement (USING frequency, rate, duration, latency, IRT, %occurrence, trials to criterion)							
A10	Measurement (Equal interval graphing)							
A8	Assess and interpret inter-observer agreement							
A11	Measurement (Cumulative records)							
A9	Evaluate measurement reliability							
A12-13	Design and implement systems using both discontinuous procedures and continuous procedures							
A14	Design and implement choice measures							
Experimental Design								
B1	Evaluate interventions based on dimensions of ABA							
B2	Review and interpret articles from the behavior analytic literature							
B3	Arrange IV to demonstrate effect on DV using systematic procedures							
B4-9	Use different designs based on literature (withdrawal; multi-element; changing criterion; multiple baseline; probe; etc)							
B10-11	Determine efficacy and value of individual variables and packages using component and parametric analyses							
C	State, and plan for, potential unwanted side effects of interventions (reinforcement; punishment; extinction)							
Elements of Behavior Change								
D1	Use positive and negative reinforcement							
D2	Use appropriate parameters and schedules of reinforcement							
D3	Use prompts and prompt fading							
D4	Use modeling and imitation training							
D5-6	Use shaping and chaining							
D7	Conduct task analyses							
D8	Use discrete-trial and free-operant arrangements							
D9	Use verbal operants as basis for language assessment							
D10	Use echoic training							
D11	Use mand training							
D12	Use tact training							

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D13	Use intraverbal training							
D14	Use listener training							
D15-16	Identify punishers; use positive and negative punishment							
D17	Use appropriate parameters and schedules of punishment							
D18	Use extinction							
D19	Use punishment and extinction combinations							
D20	Use time-based/ noncontingent reinforcement-based schedules							
D21	Use differential reinforcement (DRO; DRA; DRI; DRL; DRH)							
Specific Behavior Change Procedures								
E1	Manipulate antecedents (motivating operations, discriminative stimuli)							
E2-3	Use discrimination training procedures, instructions, and rules							
E4	Use contingency contracting							
E5	Use independent, interdependent, and dependent group contingencies							
E6	Use stimulus equivalence procedures							
E7	Plan for behavioral contrast effects							
E8	Use matching law and factors that affect choice							
E9	Arrange high-probability request sequences (establish behavioral momentum)							
E10	Use the Premack principle							
E11	Use pairing procedures to establish new conditioned reinforcers							
E12	Use errorless learning procedures							
E13	Use matching to sample procedures							
Behavior Change Systems								
F1	Use self management strategies							
F2	Use token economies and conditioned reinforcement systems							
F3	Use direct instruction							
F4	Use precision teaching							
F5	Use personalized systems of instruction (PSI)							
F6	Use incidental teaching							

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F7	Use functional communication training							
F8	Use augmentative communication systems							
II: CLIENT CENTERED RESPONSIBILITIES: Identification of Behavioral Problems								
G1	Review records and available data at the outset of the case.							
G2	Consider biological/medical variables that may be affecting the client.							
G3	Conduct a preliminary assessment of the client in order to identify the referral problem.							
G4	Explain behavioral concepts using nontechnical language.							
G5	Describe and explain behavior, including private events, in behavior-analytic (non-mentalistic) terms							
G6	Provide behavior-analytic services in collaboration with others who support and/or provide services to one's clients.							
G7	Practice within one's limits of professional competence in applied behavior analysis, and obtain consultation, supervision, and training, or make referrals as necessary.							
G8	Identify and make environmental changes that reduce the need for behavior analysis services							
CLIENT CENTERED RESPONSIBILITIES: Measurement								
H1	Construct measurement system to obtain representative data, given the dimensions of behavior and logistics of observing and recording							
H2	Select a schedule of observation and recording periods.							
H3	Select a data display that effectively communicates relevant quantitative relations.							
H4	Evaluate changes in level, trend, and variability.							
H5	Evaluate temporal relations between observed variables (within & between sessions, time series)							
CLIENT CENTERED RESPONSIBILITIES: Assessment								
I1	Define behavior in observable and measurable terms.							
I2	Define environmental variables in observable and measurable terms.							
I3	Design and implement individualized behavioral assessment procedures.							

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I4	Design and implement the full range of functional assessment procedures.							
I5	Organize, analyze, and interpret observed data.							
I6	Make recommendations regarding behaviors that must be established, maintained, increased, or decreased							
I7	Design and conduct preference assessments to identify putative reinforcers.							
CLIENT CENTERED RESPONSIBILITIES: Interventions								
J1	State intervention goals in observable and measurable terms.							
J2	Identify potential interventions based on assessment results and the best available scientific evidence.							
J3	Select intervention strategies based on task analysis.							
J4	Select intervention strategies based on client preferences.							
J5	Select intervention strategies based on the client's current repertoires.							
J6	Select intervention strategies based on supporting environments.							
J7	Select intervention strategies based on environmental and resource constraints.							
J8	Select intervention strategies based on the social validity of the intervention.							
J9	Identify and address practical and ethical considerations when using experimental designs to demonstrate treatment effectiveness.							
J10	When a behavior is to be decreased, select an acceptable alternative behavior to be established or decreased							
J11	Program for stimulus and response generalization							
J12	Program for maintenance							
J13	Select behavioral cusps as goals for intervention when appropriate							
J14	Arrange instructional procedures to promote generative learning (i.e., derived relations)							

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J15	Base decision-making on data displayed in various formats.							
CLIENT CENTERED RESPONSIBILITIES: Implementation, Management and Supervision								
K1	Provide for ongoing documentation of behavioral services							
K2	Identify the contingencies governing the behavior of those responsible for carrying out behavior-change procedures and design interventions accordingly							
K3	Design and use competency-based training for persons who are responsible for carrying out behavioral assessment and behavior-change procedures							
K4	Design and use effective performance monitoring and reinforcement systems.							
K5	Design and use systems for monitoring procedural integrity							
K6	Design and use systems for monitoring procedural integrity							
K7	Evaluate the effectiveness of the behavioral program							
K8	Establish support for behavior-analytic services from direct and indirect consumers							
K9	Secure the support of others to maintain the client's behavioral repertoires in their natural environments							
K10	Arrange for the orderly termination of services when they are no longer required							
III: FOUNDATIONAL KNOWLEDGE								
FK1-6	Explain and behave in accordance with philosophical assumptions of behavior analysis including lawfulness of behavior, selectionism, empiricism, parsimony, pragmatism							
FK7	Explain and behave in accordance with environmental as opposed to mentalistic explanations of behavior							
FK8	Distinguish between radical and methodological behaviorism							

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FK9	Distinguish between conceptual analysis of behavior, experimental analysis of behavior, applied behavior analysis, and behavioral service delivery.							
Be able to define and provide examples of behavioral terms and concepts								
FK1-42	Demonstrate fluency with respect to defining all: FK 1-42							
FK1-42	Demonstrate fluency by generating examples of all terms/concepts: FK1-42							
FK 43-46	Distinguish between the Verbal Operants							
FK-47	Identify measurable dimensions of behavior							
FK48	State advantages and disadvantages of using continuous and discontinuous measurement procedures							
ABA techniques and methods (may combine multiple procedures and skills)								
	Functional Assessment of Behavior							
	Functional Analysis of Behavior							
	ABC analysis to determine contingencies of reinforcement							
	Task Analyzing behavior of professionals							
	Task Analyzing behavior of clients							
	Developing comprehensive intervention programs							
	Implementing insurance-reimbursed ABA programs for ASD's							
	Errorless Learning							
	Administering ADOS-R							
	Collaborating on diagnostic team							
	Assessing self help and adaptive behavior							
	Overcorrection							
	Toilet Training							
	Generalized Imitation							
	Social Skills Training							
	Peer-mediated Instruction							
	Intensive Language Intervention in general							
	Conducting language assessments including VB-MAPP							
	Naturalistic Teaching							
	Natural Language Paradigm							
	Pivotal Response Training							

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	Functional Communication Training							
	Discrete Trial Instruction							
	Social Stories							
	Self-help Skills							
	PECS (Picture Exchange Communication System)							
	Augmentative and assistive communication							
	Language disorders							
	Collaborating with mental health professionals							
	Collaborating with OT's							
	Collaborating with SLP's							
	Intervening as an Early Child Special Educator							
	Working with various behavior disorders							
	Working with mental health diagnoses							
	Engineering systems support for a new program or approach							
	Comprehensive competency based staff training							
	Family training							
	Supervising junior therapists (or technicians)							
	Feeding disorders							
	Sign language							
	Other:							
	Other:							
	Other:							