



ABAT Competency Standards

The QABA offers the ABAT certification for those with at least a high school diploma or equivalency. ABATs work by directly implementing treatment plans, behavior reductions, and/or programs written by either supervisor (QBAs or BCBAs) or assistants (QASP-S or BCaBA). Data collection by the ABAT provides supervisors the information to ensure appropriate treatment for clients. It is not within the scope of practice of an ABAT to create or modify treatment plans. ABATs are supervised for at least 5% of their direct hours in the field.

Domains

A. Autism Core Knowledge

1. ASD and common characteristics and deficits
2. Autism as a spectrum disorder and its core deficits as outlined in the DSM-V.
3. 'Red flags' used in early diagnosis
4. Risk factors to autism spectrum disorders
5. Terminology associated with diagnosis, such as pragmatic language, receptive and expressive language, sensory-motor, social skills, joint attention, stereotypy
6. How and when disorders are commonly associated in differential diagnosis, such as learning disabilities, processing disorders, etc.
7. Identify co-morbid disorders associated with ASD

B. Legal, Ethical, and Professional Considerations

1. Scope and role of practice for the ABAT BOARD SIMPLIFY
2. QABA code of ethics, policies and procedures
3. Limitations of confidentiality - Mandated Reporting
4. Define and understand HIPAA
5. Advocacy and collaborative approach to intervention BOARD
6. Identify the following acronyms: IEP, IDEA

C. Core Principles of ABA

1. Behaviorism and behavior modification



2. Classical and operant conditioning, conditioned and unconditioned reinforcement and punishment
3. Three-part contingency; antecedents, behaviors, consequences (ABC data)
4. Foundational behavioral terminology including, extinction, extinction burst, spontaneous recovery, deprivation, satiation, stimulus, discriminative stimulus, stimulus control, responses, motivation operations, establishing operations, setting events
5. Principles and types of schedules of reinforcement and punishment
6. Contingent and non-contingent; primary and secondary reinforcement and punishment
7. Terms and definitions of Applied Verbal Behavior (AVB)

D. Antecedent Interventions

1. Define and identify positive behavior support systems
2. Identify and explain the Premack principle, behavioral momentum, priming, forced choice
3. Identify common environment and visual supports and benefits of each such as, functional communication training, PECS, TEACCH, social stories, video modeling, visual schedules

E. Skill Acquisition Programming

1. Elements of effective goals and objectives
2. Implementation of task analysis
3. Types of prompts- Identify least to most
4. Prompt dependence and fading
5. Demands and demand fading
6. Identify and define pairing
7. Modeling
8. Imitation
9. Identify the six verbal operants
10. Mimetic behavior



11. Motor behavior
12. Describe the implementation of Errorless learning and Error Correction procedures.
13. Define Stimulus control and transfer
14. The ABAT's role in Transfer trials
15. Understand the phases of Discrete trial teaching (DTT)
16. Discrimination training
17. Define Shaping and understand its implementation
18. Describe the differences between backward and forward chaining
19. Natural environment teaching (NET) and implementation
20. Understand the purpose of generalization and maintenance
21. Define pivotal behavior
22. Pivotal response training (PRT)

F. Behavior Reduction Interventions

1. Identify the components and purpose of a Behavior Intervention Plan (BIP)
2. Identify and describe the 4 functions of behavior and define FBA
3. Contingency interventions, such as token economy, positive practice, over-correction, response cost, time out
4. Differential reinforcement procedures: DRO, DRA, DRI, DRL, DRH

G. Data Collection and Analysis

1. Define reliability and validity
2. Describe components of operational definitions
3. Types of assessments: preference, self-monitoring, ABC, environmental evaluation
4. Types of measurement, such as frequency/event recording, duration, time sampling, interval, partial interval, and latency



5. Types of continuous and discontinuous; direct and indirect data recording
6. Identify and interpret basic graphs; line, scatterplot, bar
7. Define and identify the benefits of IOA