

QBA Competency Standards

Domains
A. Autism Core Knowledge
1. ASD and common characteristics and deficits
2. Autism as a spectrum disorder with a triad of primary impairments
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
8. Identify how ASD is diagnosed and how results may be utilized in goal development. Review the categories in the Diagnostic and Statistical Manual of Mental Disorders associated with ASD, such as social communication disorder, etc. review assessments utilized in diagnosis of ASD.
B. Legal, Ethical, and Professional Considerations
1. QABA Code of Ethics (e.g., applied behavior)
2. HIPAA regulations (e.g., confidentiality including limitations, mandated reporting, reportable documents, duty to warn vs. duty to protect)
3. collaborations with professionals and family members (e.g., behavior contracts, breaking policies, cancellations, referral methods, communication skills, active listening)
4. educational laws (e.g., IDEA, LRE, IEP, ADA, Rehabilitation Act, 504 Plan)
5. positive behavior supports
6. person-centered planning
7. socially significant behaviors
8. treatment plan (e.g., drafting, development, goal writing, implementation)
9. transitioning services (e.g., thinning of reinforcement, prompt hierarchies, mastery criteria, generalization, maintenance, stakeholder training)
10. responsibilities to clients (e.g., referrals)
11. professional competency (e.g., supervision from competent sources)
12. informed consent
13. risk benefit assessments
C. Core Principles of ABA

1. four-term contingency
2. phylogenetic history vs. ontogenic history
3. classical conditioning
4. stimulus (e.g., stimulus control, discriminative stimulus, stimulus delta, SD-p, generalization, discrimination, response)
5. motivational operations (e.g., abolishing operation, establishing operation, abative, evocative, conditioned motivating operation, unconditioned motivating operation)
6. reinforcement and punishment (e.g., positive and negative)
7. matching law
8. reinforcers and punishers (e.g. primary, secondary, conditioned, unconditioned)
9. measurement (e.g., dimensional quantities, derivative measures, and definition measures)
10. schedules of reinforcement
11. extinction and effects (e.g., spontaneous recovery, resurgence, extinction burst, renewal)
12. verbal operants and extensions
13. conditioned motivating operations (i.e., CMO-R, CMO-T, CMO-S)
D. Antecedent Interventions
1. antecedent strategies (e.g. types, advantages and disadvantages)
2. non-contingent reinforcement (e.g., implementation methods, advantages and disadvantages)
3. effects on motivating operations (e.g., evocative and abative)
4. functional communication training
5. Adaptive Augmentative Communication (e.g., PECS, communication devices)
6. setting events
E. Skill Acquisition Programming
1. treatment plan protocol (e.g., goal writing, mastery criteria measures, targets, maintenance, generalization, skill acquisition domains)
2. topography vs. function
3. prompts (e.g., hierarchy, procedures, fading, types, prompt dependency)
4. schedules of reinforcement
5. stimuli usage (e.g., control, transfer, and threats)
6. error correction procedures
7. skill implementation strategies
8. imitation training
9. behavior chain procedures
10. self-management procedures
11. ABA-based instructional methodologies (e.g., PRT, NET, DTT, incidental teaching)
12. stimulus equivalence
F. Behavior Reduction Interventions
1. assessment tools

2. token economy (e.g., back up reinforcers, generalized reinforcers, response-cost, ratio strain)
3. punishment procedures
4. differential reinforcement procedures
5. behavioral contrast
6. group contingencies
7. contingency contracts
8. extinction procedures
9. limitations of behavior reduction strategies
G. Data Collection and Analysis
1. measurable dimensions of behavior
2. operational definitions
3. graphic displays
4. visual analysis
5. measurement procedures (e.g., continuous and discontinuous)
6. validation of measurement
7. interobserver agreement
H. Assessment
1. assessments (e.g., FBA, FA, preference, reinforcer, indirect, direct/descriptive, conditional probability, environmental analysis)
2. experimental designs
I. Training and Supervision
1. fidelity (i.e., treatment and procedural)
2. documentation (e.g., report writing, training, supervision)
3. mediator analysis (e.g., environmental assessment, sociocultural background, religious affiliations)
4. training procedures (e.g., behavior skills training, parent training)
5. sociocultural values
6. supervision strategies