Qualified Applied Behavior Analyst Certification Board
Applied Behavior Analyst Technician Competencies

1-Autism Core Knowledge

1.1 Describe why Autism is considered a spectrum disorder
1.2 Identify the historical definitions of Autism
1.3 Identify the currently accepted prevalence rates of Autism
1.4 Identify what is meant by the triad of impairments
1.5 Demonstrate an understanding of the possible causes of Autism
1.6 Identify the common characteristics of Autism
1.7 Demonstrate an understanding of all the aspects of Autism

3-Principles of ABA

3.1 Identify the common functions of Behavior
3.2 Identify the Main Causes of Behavior
3.3 Describe what is a Target Behavior
3.4 Describe what is an Observable and Measureable behavior
3.5 Identify the difference between Classical Conditioning and Operant Conditioning
3.6 Identify the difference between primary and secondary reinforcers.
3.7 What is meant by the three-part contingency? How ABC analysis can be applied.
3.8 Identify the two main types of behavior.

4-Instructional Interventions

4.1 Identify the difference between skill deficits and performance deficits.
4.2 Implement strategies to help overcome skill and performance deficits.
4.3 Compare and contrast the differences between traditional structured methods and naturalistic methods of teaching individuals with Autism.
4.4 Implement naturalistic teaching methods
4.5 Identify the steps for an ABAT in preparing for a session
4.6 Implement implementation strategies;
- Task Analyzed chaining procedures
- Discrimination training
- Stimulus control transfer
- Stimulus fading
- Prompt and prompt fading

5-Principles of working with Autism Effectively

5.1 Identify the different sources of sensory information.
5.2 Explain the impact of different sensory challenges for people with Autism.
5.3 Identify events that can increase anxiety for people with Autism, and techniques they can use to manage this.
5.4 Define restrictive problem solving.
5.5 Evaluate the validity of different biomedical approaches to mitigate the effects of Autism.
5.6 Identify appropriate indicators to use to signify transitioning.
5.7 Identify ways to enable smoother transitions between activities.
5.8 Explain what visual supports are, and how they are used.
5.9 Demonstrate understanding of the goal of visual supports.
5.10 Identify the different types of cards that can be used, and the purpose of each.
5.11 Recall what you need to remember when creating visuals

6-Proactive and Reactive Models of Behavior Support

6.1 Identify the Phases of Behavior
6.2 Describe the role of the ABAT during any of the Phases of Behavior.
6.3 Explain the concept of Episodic Severity, and apply these skills to a scenario.
6.4 Identify and evaluate the core concepts of proactive models of support.
6.5 Identify and evaluate the core concepts of reactive models of support.
6.6 Identify primary and secondary reinforcers
6.7 Demonstrate a understanding on how to implement different Types of Reinforcement
6.8 Demonstrate an understanding of a 3-part Contingency

7-Data Collection and Evaluation

7.1 Demonstrate an understanding on how to prepare for data collection
7.2 Analyze the reliability of data that is gathered.
7.3 Explain how to collect and utilize data in effective and reliable ways.
7.4 Demonstrate how graphs can be used in behavior support.
7.5 Identify why we gather data about challenging behaviors
7.6 Explain the methods used to gather information about challenging behaviors.
7.7 Implement continuous measurement procedures
7.8 Implement discontinuous measurement procedures

8-Positive Behavior Supports

8.1 Describe what Positive Behavior Support (PBS) is
8.2 Identify what makes up the foundation of PBS
8.3 Explain A-B-C relationships
8.4 Identify the function of behavior
8.5 Identify proactive, teaching, and reactive strategies used in PBS

9. Introduction to Discrete Trial Teaching

9.1 Identify the purpose of Discrete Trial Teaching.
9.2 Explain how Discrete Trial Teaching is conducted
9.5 Identify the different types of prompts, and explain the hierarchy of prompts.

10-Pivotal Response Treatment

10.1 List and describe the components of Pivotal Response Treatment that target motivation.
10.2 Describe what a pivotal behavior is.
10.3 Identify the four empirically supported pivotal behaviors?
10.4 Distinguish between good and poor examples of the components of PRT
10.5 Identify and describe the three main prompting strategies used in PRT

11-Person Centered Planning

11.1 Define Person Centered Planning.
11.2 Describe how Person Centered Planning works to help to enable individuals with disabilities to increase their self-determination and independence.
11.3 Demonstrate the understanding of Self Determination
11.4 Identify how traditional models have disempowered individuals with disabilities
11.5 Explain why there is a need to move towards patterns that support individuals to have a more positive connection with their community.
11.6 Explain why self-determination is important to all individuals

12-Functional Analysis

12.1 Define Functional behavioral assessment, and explain how this can help people with challenging behaviors.
12.2 List the techniques of Indirect and Direct Assessment.
12.3 Analyze given data.
12.4 Demonstrate an understanding of an hypothesis statement.
12.5 Explain why FBAs are conducted.

14-Legal and Ethical Considerations

14.1 Demonstrate an understanding of the scope of practice. (Code of Ethics)
14.2 Demonstrate an understanding of the Health Insurance Portability and Accountability Act
14.3 Identify those conducts and acts which can be construed to be unprofessional by general ethical standard of practice for an ABAT.
14.4 Demonstrate an understanding of the objectives of HIPAA, in particular the Privacy Rule and the Security Rule
14.5 Summarize the legal and ethical requirements regarding client confidentiality.
14.6 Demonstrate an understanding of confidentiality in practice.
14.7 List exceptions to client confidentiality.
14.8 Explain a ABATs obligations in regard to reporting suspected or known child, elder adult, and dependent adult abuse or neglect.
14.9 Define and compare the "duty to warn" and the "duty to protect".
14.10 Demonstrate an understanding of unethical relationships and how those relationships may occur.