JOB MODEL

Position:

Supervisor:

Job Mission/Purpose:

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| Job Responsibility/Performance | BACB Skills Required |
|  | Section I  Measurement  A-01 Measure frequency (i.e., count).  A-02 Measure rate (i.e., count per unit time).  A-03 Measure duration.  A-04 Measure latency.  A-05 Measure interresponse time (IRT).  A-06 Measure percent of occurrence.  A-07 Measure trials to criterion.  A-08 Assess and interpret interobserver agreement.  A-09 Evaluate the accuracy and reliability of measurement procedures.  A-10 Design, plot, and interpret data using equal-interval graphs.  A-11 Design, plot, and interpret data using a cumulative record to display data.  A-12 Design and implement continuous measurement procedures (e.g., event recording).  A-13 Design and implement discontinuous measurement procedures (e.g., partial & whole interval, momentary time sampling).  A-14 Design and implement choice measures.  Experimental Design  B-01 Use the dimensions of applied behavior analysis (Baer, Wolf, & Risley, 1968) to evaluate whether interventions are behavior analytic in nature.  B-02 Review and interpret articles from the behavior-analytic literature.  B-03 Systematically arrange independent variables to demonstrate their effects on dependent variables.  B-04 Use withdrawal/reversal designs.  B-05 Use alternating treatments (i.e., multielement) designs.  B-06 Use changing criterion designs.  B-07 Use multiple baseline designs.  B-08 Use multiple probe designs.  B-09 Use combinations of design elements.  B-10 Conduct a component analysis to determine the effective components of an intervention package.  B-11 Conduct a parametric analysis to determine the effective values of an independent variable.  Behavior-Change Considerations  C-01 State and plan for the possible unwanted effects of reinforcement.  C-02 State and plan for the possible unwanted effects of punishment.  C-03 State and plan for the possible unwanted effects of extinction.  Fundamental Elements of Behavior Change  D-01 Use positive and negative reinforcement.  D-02 Use appropriate parameters and schedules of reinforcement.  D-03 Use prompts and prompt fading.  D-04 Use modeling and imitation training.  D-05 Use shaping.  D-06 Use chaining.  D-07 Conduct task analyses.  D-08 Use discrete-trial and free-operant arrangements.  D-09 Use the verbal operants as a basis for language assessment.  D-10 Use echoic training.  D-11 Use mand training.  D-12 Use tact training.  D-13 Use intraverbal training.  D-14 Use listener training.  D-15 Identify punishers.  D-16 Use positive and negative punishment.  D-17 Use appropriate parameters and schedules of punishment.  D-18 Use extinction.  D-19 Use combinations of reinforcement with punishment and extinction.  D-20 Use response-independent (time-based) schedules of reinforcement (i.e., noncontingent reinforcement).  D-21 Use differential reinforcement (e.g., DRO, DRA, DRI, DRL, DRH).  Specific Behavior-Change Procedures  E-01 Use interventions based on manipulation of antecedents, such as motivating operations  and discriminative stimuli.  E-02 Use discrimination training procedures.  E-03 Use instructions and rules.  E-04 Use contingency contracting (i.e., behavioral contracts).  E-05 Use independent, interdependent, and dependent group contingencies.  E-06 Use stimulus equivalence procedures.  E-07 Plan for behavioral contrast effects.  E-08 Use the matching law and recognize factors influencing choice.  E-09 Arrange high-probability request sequences.  E-10 Use the Premack principle.  E-11 Use pairing procedures to establish new conditioned reinforcers and punishers.  E-12 Use errorless learning procedures.  E-13 Use matching-to-sample procedures.  Behavior-Change Systems  F-01 Use self-management strategies.  F-02 Use token economies and other conditioned reinforcement systems.  F-03 Use Direct Instruction.  F-04 Use precision teaching.  F-05 Use personalized systems of instruction (PSI).  F-06 Use incidental teaching.  F-07 Use functional communication training.  F-08 Use augmentative communication systems.  Section II  Identification of the Problem  G-01 Review records and available data at the outset of the case.  G-02 Consider biological/medical variables that may be affecting the client.  G-03 Conduct a preliminary assessment of the client in order to identify the referral problem.  G-04 Explain behavioral concepts using nontechnical language.  G-05 Describe and explain behavior, including private events, in behavior-analytic (nonmentalistic) terms.  G-06 Provide behavior-analytic services in collaboration with others who support and/or provide services to one’s clients.  G-07 Practice within one’s limits of professional competence in applied behavior analysis, and obtain consultation, supervision, and training, or make referrals as necessary.  G-08 Identify and make environmental changes that reduce the need for behavior analysis services.  Measurement  H-01 Select a measurement system to obtain representative data given the dimensions of the behavior and the logistics of observing and recording.  H-02 Select a schedule of observation and recording periods.  H-03 Select a data display that effectively communicates relevant quantitative relations.  H-04 Evaluate changes in level, trend, and variability.  H-05 Evaluate temporal relations between observed variables (within & between sessions, time series).  Assessment  I-01 Define behavior in observable and measurable terms.  I-02 Define environmental variables in observable and measurable terms.  I-03 Design and implement individualized behavioral assessment procedures.  I-04 Design and implement the full range of functional assessment procedures.  I-05 Organize, analyze, and interpret observed data.  I-06 Make recommendations regarding behaviors that must be established, maintained, increased, or decreased.  I-07 Design and conduct preference assessments to identify putative reinforcers.  Intervention  J-01 State intervention goals in observable and measurable terms.  J-02 Identify potential interventions based on assessment results and the best available scientific evidence.  J-03 Select intervention strategies based on task analysis.  J-04 Select intervention strategies based on client preferences.  J-05 Select intervention strategies based on the client’s current repertoires.  J-06 Select intervention strategies based on supporting environments.  J-07 Select intervention strategies based on environmental and resource constraints.  J-08 Select intervention strategies based on the social validity of the intervention.  J-09 Identify and address practical and ethical considerations when using experimental designs to demonstrate treatment effectiveness.  J-10 When a behavior is to be decreased, select an acceptable alternative behavior to be established or increased.  J-11 Program for stimulus and response generalization.  J-12 Program for maintenance.  J-13 Select behavioral cusps as goals for intervention when appropriate.  J-14 Arrange instructional procedures to promote generative learning (i.e., derived relations).  J-15 Base decision-making on data displayed in various formats.  Implementation, Management, and Supervision  K-01 Provide for ongoing documentation of behavioral services.  K-02 Identify the contingencies governing the behavior of those responsible for carrying out  behavior-change procedures and design interventions accordingly.  K-03 Design and use competency-based training for persons who are responsible for carrying out behavioral assessment and behavior-change procedures.  K-04 Design and use effective performance monitoring and reinforcement systems.  K-05 Design and use systems for monitoring procedural integrity.  K-06 Provide supervision for behavior-change agents.  K-07 Evaluate the effectiveness of the behavioral program.  K-08 Establish support for behavior-analytic services from direct and indirect consumers.  K-09 Secure the support of others to maintain the client’s behavioral repertoires in their natural environments.  K-10 Arrange for the orderly termination of services when they are no longer required. |
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