

## **Fitness for the Profession of Behavior Analysis**

*A Policy Statement from the Faculty and Staff of the Department of Counseling and Human Services, Panuska College of Professional Studies, University of Scranton.*

### *Professional and Personal Development*

Entry into the profession of Behavior Analysis is more than initiating a new career path or beginning a new job. It is similar to starting a lifelong journey. As in many other fields of endeavor, there is an intensive and rigorous training program to complete, which has academic and clinical requirements attached. However, because Applied Behavior Analysis is both a profession that deals with human living and a way of living in its own right, there are professional and personal challenges that students will encounter.

Meeting these challenges and learning to grow from them is an integral part of succeeding in the Behavior Analysis profession. As Behavior Analysis educators, the faculty and staff of the Department of Counseling and Human Services are committed to facilitating the professional development and personal growth of students, and to the education, supervision and mentoring of students in all aspects of their professional Behavior Analysis journey.

The education of professional Behavior Analysis demands evaluation of one's values, beliefs, attitudes and behavior patterns. In many ways the deepest challenge students will encounter is the combined task of self-assessment, self-correction and self-direction in collaboration with others and across many areas of life: academic, clinical, professional and personal. It is our hope and expectation that each student who joins the Department will succeed in these tasks.

To that end, we list below a number of the attributes, characteristics or behaviors that we believe are important for success in both counselor training and for the practicing professional counselor.

Students in Behavior Analysis programs will be evaluated on a continuing basis (student evaluations) with reference to these professional and personal attributes (see table below) as well as to their academic performance and growing clinical skill. The list below is not exhaustive but is meant to provide a firm basis for discussion between students and faculty. Descriptions are given to help students in evaluating their own strengths and growing edges in each domain.

An important note: The faculty hope that providing these characteristics will help students understand what is expected of them and will stimulate self-assessment for continued growth. Ongoing professional and personal growth is an important practice, whether one is a counselor-in-training or a counseling professional. It is in this sense, then, that the faculty and staff of the Department commit themselves to fostering the development of our

students as well as of one another. It is our hope to become a learning community of fellow professionals – faculty, staff and students.

For all of us, it is to be hoped that growth will build upon our uniqueness as individuals while moving us toward professional excellence. With this in mind, the following attributes are provided to aid in our ongoing development.

## Professional/Personal Attributes: Applied Behavior Analysis

<b>Professional/Personal Attributes</b>	<i>Description</i>
<b>1. Commitment to Wellness</b>	<p>Wellness is a way of life oriented toward optimal health and well-being in which body, mind and spirit are integrated by the individual to live life more fully. It is particularly important as it impacts professional and clinical practice. “Commitment” includes:</p> <p>An understanding of, and decision to pursue, wellness as a lifestyle over the life span. Willingness to assess issues of wellness in one’s lifestyle and life-environments; an ongoing choice to become the best one can be spiritually, mentally, emotionally, physically, socially, and vocationally.</p>
<b>2. Commitment to Learning</b>	<p>Demonstrated ability to self-assess, self-correct, and self-direct; to identify needs and sources of learning; to continually seek new knowledge and understanding.</p> <p>Demonstrated academic- and life-management skills: For example, ability to prioritize and manage a variety of commitments, time and stress; critical thinking skills; problem-solving and ethical decision-making skills; quality participation in class exercises and assignments; timeliness.</p> <p>Commitment to excellence as a Behavior Analysis professional.</p>
<b>3. Core Academic and Clinical Competencies</b>	<p>The Behavior Analysis profession, through its various accrediting and certifying agencies (e.g. BACB™, ABAI, APBA) has identified the knowledge-base that is essential for success in professional Behavior Analysis. These core areas are reflected in the BACB™ 5<sup>th</sup> Edition Task List. Acceptable performance in these academic areas is essential.</p> <p>In addition, clinical competency and an acceptable level of functioning in Supervised Fieldwork Experience is required and expected. The ability to form effective collegial working relationships with peers and supervisors.</p> <p>It should be noted that, in a number of academic courses involving these core academic and clinical areas, students will be challenged to review their own values, attitudes, experiences, beliefs, behaviors and biases. Willingness to engage in this self-review, its challenges and potential growth, is a critical element in growing as a professional counselor.</p>
<b>4. Professional Identity</b>	<p>Commitment to ongoing development as a professional Behavior Analyst and member of the “helping professions.”</p> <p>Commitment to high standards of practice as a Behavior Analysis professional.</p> <p>An understanding of one’s motivation for choosing the Behavior Analysis profession. The ability to critically assess one’s own values, attitudes, beliefs and behaviors as they</p>

	<p>relate to the standards of excellence and ethics, and the best practices, of the Behavior Analysis profession.</p> <p>The ability to exhibit appropriate professional attitudes and conduct; ability to represent the profession ethically and effectively. Willingness to assume roles of service and advocacy.</p> <p>Ability to demonstrate <b>theory-into-practice</b>, that is, to translate learned values and content knowledge into professional/personal attitudes and action.</p> <p>Developing participation in the varied roles of the professional Behavior Analysis and participation in professional organizations through membership, service and scholarship.</p> <p>Ability to see oneself as connected to a wider whole of regional/global needs, helping systems, and resources. A commitment to advocacy on behalf of clients and larger society, as well as to the pursuit of social justice, as consistent with one's professional Behavior Analysis identity.</p>
<p><b>5. Personal Maturity</b></p>	<p>Ability to live and function at an appropriate level of emotional, psychological, and relational well-being; freedom from significant impairments that would affect one's ability to perform as a professional Behavior Analysis. The ability to tolerate ambiguity and to patiently address areas of growth. Ability to balance personal and professional self-awareness.</p>
<p><b>6. Responsibility</b></p>	<p>Demonstrated ability to fulfill professional commitments and to be accountable for actions and outcomes. Demonstration of effective work habits and attitudes (e.g. reliability), evident in classes, assistantship assignments, and other areas of student performance.</p> <p>Demonstrated ability to act and respond in a variety of situations with honesty and integrity. Knowledgeable about professional ethical standards and competent in applying those standards to concrete situations.</p>
<p><b>7. Interpersonal Skills</b></p>	<p>Demonstrated ability to interact effectively with clients, families, colleagues, other helping professionals, and the community and to deal effectively with multiple diversities in a pluralistic society.</p> <p>Effectiveness in establishing positive interpersonal relationships on an individual and group basis; openness to constructive criticism; tolerance and openness toward differences; ability to develop appropriate support systems.</p> <p>The ability to identify sources of and seek out appropriate feedback from faculty and peers, and to utilize and provide feedback for improving personal and professional interactions; "supervis-ability."</p> <p>Ability to be appropriately assertive and self-advocating.</p>
<p><b>8. Problem-solving</b></p>	<p>In both professional performance and personal development, the ability to recognize and define problems, analyze data from varied sources, develop and implement solutions, and</p>

	evaluate outcomes. The ability to seek out resources for help, support, and insight.
<b>9. Stress Management</b>	The ability to identify sources of stress that (potentially) affect personal and professional functioning, and to develop effective coping behaviors. Existence of appropriate boundaries between personal stressors and professional performance. Obtaining appropriate supports, resources and help when needed.

## STUDENTS' COMPETENCY RATING SCALES AND BEGINNING STUDENT ASSESSMENT

The following rating scales will be utilized by students engaged in their Supervised Fieldwork Experience and their site supervisors to assess the Supervised Fieldwork Experience student's growth and development in competency areas required for professionals. There is a Summary Rating and Individual Rating Scales that correspond to each of the 9 competencies listed. Consult with your individual supervisor as to how he/she will specifically utilize these scales. Given your engagement in a Supervised Fieldwork Experience in your journey to certification, we expect you to successfully complete a Supervised Fieldwork Experience. However, in the event a student is not demonstrating competency that is expected and required, he/she will have a remediation plan developed. This plan will be consistent with the *Fit for the Profession* document that is provided in the Program Manual.

## SUMMARY RATING

### ABA SUPERVISED FIELDWORK EXPERIENCE COMPETENCY CHECKLIST

SUPERVISED FIELDWORK EXPERIENCE STUDENT: \_\_\_\_\_

INSTRUCTOR: \_\_\_\_\_

SITE SUPERVISOR: \_\_\_\_\_

DATES: \_\_\_\_\_

Directions: The typical standard for competent performance in Supervised Fieldwork Experience is a 3.0 in each area. Final course grades will be determined by the instructor.

**1 = Does not meet criteria**

**2 = Approaching Standards  
(Needs Improvements)**

**3 = Meets  
Standards**

**4 = Exceeds  
Standards**

	<u>Preliminary Rating</u>	<u>Mid-term Rating</u>	<u>Final Rating</u>
<b>DATE COMPLETED:</b>			
<b>DATE REVIEWED WITH STUDENT:</b>			
<b>COMPETENCIES</b>			
1. Philosophical Underpinnings			
2. Concepts and Principles			
3. Measurement, Data Display, and Interpretation			
4. Experimental Design			
5. Ethics			
6. Behavior Assessment			
7. Behavior-Change Procedures			
8. Selecting and Implementing Interventions			
9. Personnel Supervision and Management			
<b>FINAL RATING AVERAGE</b>			

Supervisor: \_\_\_\_\_ Student \_\_\_\_\_

Comments:

## ABA 605: PHILOSOPHICAL UNDERPINNINGS

SUPERVISED FIELDWORK EXPERIENCE STUDENT: \_\_\_\_\_

INSTRUCTOR: \_\_\_\_\_

SITE SUPERVISOR: \_\_\_\_\_

DATE: \_\_\_\_\_

A-1 Identify the goals of behavior analysis as a science (i.e., description, prediction, control).

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

A-2 Explain the philosophical assumptions underlying the science of behavior analysis (e.g., selectionism, determinism, empiricism, parsimony, pragmatism).

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

A-3 Describe and explain behavior from the perspective of radical behaviorism.

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

A-4 Distinguish among behaviorism, the experimental analysis of behavior, applied behavior analysis, and professional practice guided by the science of behavior analysis.

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

A-5 Describe and define the dimensions of applied behavior analysis (Baer, Wolf, & Risley, 1968).

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use



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Supervisor

COMMENTS (comments on additional philosophical underpinnings issues are warranted):

FORMULA FOR SUMMARY RATING:  $\frac{\text{Sum of Scores}}{\text{\# of questions}} = \text{Section Score}$

## ABA 600: CONCEPTS AND PRINCIPLES

SUPERVISED FIELDWORK EXPERIENCE STUDENT: \_\_\_\_\_

INSTRUCTOR: \_\_\_\_\_

SITE SUPERVISOR: \_\_\_\_\_

DATE: \_\_\_\_\_

B-1 Define and provide examples of behavior, response, and response class.

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

B-2 Define and provide examples of stimulus and stimulus class.

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

B-3 Define and provide examples of respondent and operant conditioning.

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

B-4 Define and provide examples of positive and negative reinforcement contingencies.

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

B-5 Define and provide examples of schedules of reinforcement.

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

B-6 Define and provide examples of positive and negative punishment contingencies.

1	2	3	4
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Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use
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B-7 Define and provide examples of automatic and socially mediated contingencies.

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

B-8 Define and provide examples of unconditioned, conditioned, and generalized reinforcers and punishers.

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

B-9 Define and provide examples of operant extinction.

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

B-10 Define and provide examples of stimulus control.

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

B-11 Define and provide examples of discrimination, generalization, and maintenance.

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

B-12 Define and provide examples of motivating operations.

1	2	3	4
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Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use
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B-13 Define and provide examples of rule-governed and contingency-shaped behavior.

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

B-14 Define and provide examples of the verbal operants.

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

B-15 Define and provide examples of derived stimulus relations

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

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Supervisor

COMMENTS (comments on additional concepts and principles issues are warranted):

FORMULA FOR SUMMARY RATING:  $\frac{\text{Sum of Scores}}{\text{\# of questions}} = \text{Section Score}$

## ABA 640: MEASUREMENT, DATA DESIGN, AND INTERPRETATION

SUPERVISED FIELDWORK EXPERIENCE STUDENT: \_\_\_\_\_

INSTRUCTOR: \_\_\_\_\_

SITE SUPERVISOR: \_\_\_\_\_

DATE: \_\_\_\_\_

C-1 Establish operational definitions of behavior.

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

C-2 Distinguish among direct, indirect, and product measures of behavior.

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

C-3 Measure occurrence (e.g., count, frequency, rate, percentage).

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

C-4 Measure temporal dimensions of behavior (e.g., duration, latency, interresponse time).

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

C-5 Measure form and strength of behavior (e.g., topography, magnitude).

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

C-6 Measure trials to criterion.

1	2	3	4

Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use
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C-7 Design and implement sampling procedures (i.e., interval recording, time sampling).

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

C-8 Evaluate the validity and reliability of measurement procedures.

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

C-9 Select a measurement system to obtain representative data given the dimensions of behavior and the logistics of observing and recording.

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

C-10 Graph data to communicate relevant quantitative relations (e.g., equal-interval graphs, bar graphs, cumulative records).

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

C-11 Interpret graphed data.

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

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Supervisor

COMMENTS (comments on additional measurement, data design, and interpretation issues are warranted):

FORMULA FOR SUMMARY RATING:  $\frac{\text{Sum of Scores}}{\text{\# of questions}} = \text{Section Score}$

## ABA 640: EXPERIMENTAL DESIGN

SUPERVISED FIELDWORK EXPERIENCE STUDENT: \_\_\_\_\_

INSTRUCTOR: \_\_\_\_\_

SITE SUPERVISOR: \_\_\_\_\_

DATE: \_\_\_\_\_

D-1 Distinguish between dependent and independent variables.

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

D-2 Distinguish between internal and external validity.

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

D-3 Identify the defining features of single-subject experimental designs (e.g., individuals serve as their own controls, repeated measures, prediction, verification, replication).

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

D-4 Describe the advantages of single-subject experimental designs compared to group designs.

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

D-5 Use single-subject experimental designs (e.g., reversal, multiple baseline, multielement, changing criterion).

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

D-6 Describe rationales for conducting comparative, component, and parametric analyses.

1	2	3	4



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Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use
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Supervisor

COMMENTS (comments on additional experimental design issues are warranted):

FORMULA FOR SUMMARY RATING:  $\frac{\text{Sum of Scores}}{\text{\# of questions}} = \text{Section Score}$

# ABA 610: ETHICS

SUPERVISED FIELDWORK EXPERIENCE STUDENT: \_\_\_\_\_

INSTRUCTOR: \_\_\_\_\_

SITE SUPERVISOR: \_\_\_\_\_

DATE: \_\_\_\_\_

## E-2 Responsibility as a Professional

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

## E-3 Responsibility in Practice

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

## E-4 Responsibility to Clients and Stakeholders

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

## E-5 Responsibility to Supervisees and Trainees

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

## E-6 Responsibility in Public Statements

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

## E-7 Responsibility in Research

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1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

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Supervisor

COMMENTS (comments on additional ethics issues are warranted):

FORMULA FOR SUMMARY RATING:  $\frac{\text{Sum of Scores}}{\text{\# of questions}} = \text{Section Score}$

## ABA 615: BEHAVIOR ASSESSMENT

SUPERVISED FIELDWORK EXPERIENCE STUDENT: \_\_\_\_\_

INSTRUCTOR: \_\_\_\_\_

SITE SUPERVISOR: \_\_\_\_\_

DATE: \_\_\_\_\_

F-1 Review records and available data (e.g., educational, medical, historical) at the outset of the case.

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

F-2 Determine the need for behavior-analytic services.

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

F-3 Identify and prioritize socially significant behavior-change goals.

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

F-4 Conduct assessments of relevant skill strengths and deficits.

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

F-5 Conduct preference assessments.

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

F-6 Describe the common functions of problem behavior.

1	2	3	4

Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use
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F-7 Conduct a descriptive assessment of problem behavior.

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

F-8 Conduct a functional analysis of problem behavior.

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

F-9 Interpret functional assessment data.

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

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Supervisor

COMMENTS (comments on additional behavior assessment issues are warranted):

FORMULA FOR SUMMARY RATING:  $\frac{\text{Sum of Scores}}{\text{\# of questions}} = \text{Section Score}$

## ABA 625: BEHAVIOR-CHANGE PROCEDURES

SUPERVISED FIELDWORK EXPERIENCE STUDENT: \_\_\_\_\_

INSTRUCTOR: \_\_\_\_\_

SITE SUPERVISOR: \_\_\_\_\_

DATE: \_\_\_\_\_

G-1 Use positive and negative reinforcement procedures to strengthen behavior.

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

G-2 Use interventions based on motivating operations and discriminative stimuli.

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

G-3 Establish and use conditioned reinforcers.

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

G-4 Use stimulus and response prompts and fading (e.g., errorless, most-to-least, least-to-most, prompt delay, stimulus fading).

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

G-5 Use modeling and imitation training.

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

G-6 Use instructions and rules.

1	2	3	4

Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use
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G-7 Use shaping.

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

G-8 Use chaining.

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

G-9 Use discrete-trial, free-operant, and naturalistic teaching arrangements.

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

G-10 Teach simple and conditional discriminations.

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

G-11 Use Skinner's analysis to teach verbal behavior.

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

G-12 Use equivalence-based instruction.

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

G-13 Use the high-probability instructional sequence.

25

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

G-14 Use reinforcement procedures to weaken behavior (e.g., DRA, FCT, DRO, DRL, NCR).

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

G-15 Use extinction.

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

G-16 Use positive and negative punishment (e.g., time-out, response cost, overcorrection).

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

G-17 Use token economies.

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

G-18 Use group contingencies.

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

G-19 Use contingency contracting.

1	2	3	4
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Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use
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G-20 Use self-management strategies.

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

G-21 Use procedures to promote stimulus and response generalization.

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

G-22 Use procedures to promote maintenance.

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

\_\_\_\_\_  
Supervisor

COMMENTS (comments on additional behavior change procedures issues are warranted):

FORMULA FOR SUMMARY RATING: 
$$\frac{\text{Sum of Scores}}{\text{\# of questions}} = \text{Section Score}$$

## ABA 625: SELECTING AND IMPLEMENTING INTERVENTIONS

SUPERVISED FIELDWORK EXPERIENCE STUDENT: \_\_\_\_\_

INSTRUCTOR: \_\_\_\_\_

SITE SUPERVISOR: \_\_\_\_\_

DATE: \_\_\_\_\_

H-1 State intervention goals in observable and measurable terms.

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

H-2 Identify potential interventions based on assessment results and the best available scientific evidence.

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

H-3 Recommend intervention goals and strategies based on such factors as client preferences, supporting environments, risks, constraints, and social validity.

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

H-4 When a target behavior is to be decreased, select an acceptable alternative behavior to be established or increased.

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

H-5 Plan for possible unwanted effects when using reinforcement, extinction, and punishment procedures.

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

H-6 Monitor client progress and treatment integrity.

1	2	3	4

Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use
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H-7 Make data-based decisions about the effectiveness of the intervention and the need for treatment revision.

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

H-8 Make data-based decisions about the need for ongoing services.

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

H-9 Collaborate with others who support and/or provide services to clients.

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

\_\_\_\_\_  
Supervisor

COMMENTS (comments on additional selecting and implementing interventions issues are warranted):

FORMULA FOR SUMMARY RATING:  $\frac{\text{Sum of Scores}}{\text{\# of questions}} = \text{Section Score}$

## ABA 635: PERSONNEL SUPERVISION AND MANAGEMENT

SUPERVISED FIELDWORK EXPERIENCE STUDENT: \_\_\_\_\_

INSTRUCTOR: \_\_\_\_\_

SITE SUPERVISOR: \_\_\_\_\_

DATE: \_\_\_\_\_

I-1 State the reasons for using behavior-analytic supervision and the potential risks of ineffective supervision (e.g., poor client outcomes, poor supervisee performance).

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

I-2 Establish clear performance expectations for the supervisor and supervisee.

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

I-3 Select supervision goals based on an assessment of the supervisee's skills.

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

I-4 Train personnel to competently perform assessment and intervention procedures.

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

I-5 Use performance monitoring, feedback, and reinforcement systems.

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

I-6 Use a functional assessment approach (e.g., performance diagnostics) to identify variables affecting personnel performance.

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

30

I-7 Use function-based strategies to improve personnel performance.

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

I-8 Evaluate the effects of supervision (e.g., on client outcomes, on supervisee repertoires).

1	2	3	4
Does not list or identify	Seems sporadically aware of appropriate usage, but struggles to follow through	Consistently describes but does not define the targets	Demonstrates exceptional ability to state and use skill appropriately <i>and</i> provides rationale for use

\_\_\_\_\_  
Supervisor

COMMENTS (comments on additional personnel supervision and management issues are warranted):

FORMULA FOR SUMMARY RATING:  $\frac{\text{Sum of Scores}}{\text{\# of questions}} = \text{Section Score}$

# of questions