|  | **Self-Assessment Rating** | **Supervisor Baseline**  **Rating** | **Trained to Mastery Criterion Date** | **Maintenance Probe Ratings & Dates** | **Notes** |
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| **A. Philosophical Underpinnings** |  |  |  |  |  |
| A-1. Identify the goals of behavior analysis as a science (i.e., description, prediction, control). |  |  |  |  |  |
| A-2. Explain the philosophical assumptions underlying the science of behavior analysis (e.g., selectionism,  determinism, empiricism, parsimony, pragmatism). |  |  |  |  |  |
| A-3. Describe and explain behavior from the perspective of radical behaviorism. |  |  |  |  |  |
| A-4. Distinguish among behaviorism, the experimental analysis of behavior, applied behavior analysis, and  professional practice guided by the science of behavior analysis. |  |  |  |  |  |
| A-5. Describe and define the dimensions of applied behavior analysis (Baer, Wolf, & Risley, 1968). |  |  |  |  |  |
| **B. Concepts and Principles** |  |  |  |  |  |
| B-1. Define and provide examples of behavior, response, and response class. |  |  |  |  |  |
| B-2. Define and provide examples of stimulus and stimulus class. |  |  |  |  |  |
| B-3. Define and provide examples of respondent and operant conditioning. |  |  |  |  |  |
| B-4. Define and provide examples of positive and negative reinforcement contingencies. |  |  |  |  |  |
| B-5. Define and provide examples of schedules of reinforcement. |  |  |  |  |  |
| B-6. Define and provide examples of positive and negative punishment contingencies. |  |  |  |  |  |
| B-7. Define and provide examples of automatic and socially mediated contingencies. |  |  |  |  |  |
| B-8. Define and provide examples of unconditioned, conditioned, and generalized reinforcers and punishers. |  |  |  |  |  |
| B-9. Define and provide examples of operant extinction. |  |  |  |  |  |
| B-10. Define and provide examples of stimulus control. |  |  |  |  |  |
| B-11. Define and provide examples of discrimination, generalization, and maintenance. |  |  |  |  |  |
| B-12. Define and provide examples of motivating operations. |  |  |  |  |  |
| B-13. Define and provide examples of rule-governed and contingency-shaped behavior. |  |  |  |  |  |
| B-14. Define and provide examples of the verbal operants. |  |  |  |  |  |
| B-15. Define and provide examples of derived stimulus relations. |  |  |  |  |  |
| **C. Measurement, Data Display, and Interpretation** | |  |  |  |  |
| C-1. Establish operational definitions of behavior. |  |  |  |  |  |
| C-2. Distinguish among direct, indirect, and product measures of behavior. |  |  |  |  |  |
| C-3. Measure occurrence (e.g., frequency, rate, percentage). |  |  |  |  |  |
| C-4. Measure temporal dimensions of behavior (e.g., duration, latency, interresponse time). |  |  |  |  |  |
| C-5. Measure form and strength of behavior (e.g., topography, magnitude). |  |  |  |  |  |
| C-6. Measure trials to criterion. |  |  |  |  |  |
| C-7. Design and implement sampling procedures (i.e., interval recording, time sampling). |  |  |  |  |  |
| C-8. Evaluate the validity and reliability of measurement procedures. |  |  |  |  |  |
| C-9. Select a measurement system to obtain representative data given the dimensions of behavior and the logistics of observing and recording. |  |  |  |  |  |
| C-10. Graph data to communicate relevant quantitative relations (e.g., equal-interval graphs, bar graphs,  cumulative records). |  |  |  |  |  |
| C-11. Interpret graphed data. |  |  |  |  |  |
| **D. Experimental Design** |  |  |  |  |  |
| D-1. Distinguish between dependent and independent variables. |  |  |  |  |  |
| D-2. Distinguish between internal and external validity. |  |  |  |  |  |
| D-3. Identify the defining features of single-subject experimental designs (e.g., individuals serve as their own  controls, repeated measures, prediction, verification, replication). |  |  |  |  |  |
| D-4. Describe the advantages of single-subject experimental designs compared to group designs. |  |  |  |  |  |
| D-5. Use single-subject experimental designs (e.g., reversal, multiple baseline, multielement, changing  criterion). |  |  |  |  |  |
| D-6. Describe rationales for conducting comparative, component, and parametric analyses. |  |  |  |  |  |
| **E. Ethics** |  |  |  |  |  |
| E-1. Introduction |  |  |  |  |  |
| E-2. Responsibility as a Professional |  |  |  |  |  |
| E-3. Responsibility in Practice |  |  |  |  |  |
| E-4. Responsibility to Clients and Stakeholders |  |  |  |  |  |
| E-5. Responsibility to Supervisees and Trainees |  |  |  |  |  |
| E-6. Responsibility to Public Statements |  |  |  |  |  |
| E-7. Responsibility in Research |  |  |  |  |  |
| **F. Behavior Assessment** |  |  |  |  |  |
| F-1. Review records and available data (e.g., educational, medical, historical) at the outset of the case. |  |  |  |  |  |
| F-2. Determine the need for behavior-analytic services. |  |  |  |  |  |
| F-3. Identify and prioritize socially significant behavior-change goals. |  |  |  |  |  |
| F-4. Conduct assessments of relevant skill strengths and deficits. |  |  |  |  |  |
| F-5. Conduct preference assessments. |  |  |  |  |  |
| F-6. Describe the common functions of problem behavior. |  |  |  |  |  |
| F-7. Conduct a descriptive assessment of problem behavior. |  |  |  |  |  |
| F-8. Conduct a functional analysis of problem behavior. |  |  |  |  |  |
| F-9. Interpret functional assessment data. |  |  |  |  |  |
| **G. Behavior-Change Procedures** |  |  |  |  |  |
| G-1. Use positive and negative reinforcement procedures to strengthen behavior. |  |  |  |  |  |
| G-2. Use interventions based on motivating operations and discriminative stimuli. |  |  |  |  |  |
| G-3. Establish and use conditioned reinforcers. |  |  |  |  |  |
| G-4. Use stimulus and response prompts and fading (e.g., errorless, most-to-least, least-to-most, prompt  delay, stimulus fading). |  |  |  |  |  |
| G-5. Use modeling and imitation training. |  |  |  |  |  |
| G-6. Use instructions and rules. |  |  |  |  |  |
| G-7. Use shaping. |  |  |  |  |  |
| G-8. Use chaining. |  |  |  |  |  |
| G-9. Use discrete-trial, free-operant, and naturalistic teaching arrangements. |  |  |  |  |  |
| G-10. Teach simple and conditional discriminations. |  |  |  |  |  |
| G-11. Use Skinner’s analysis to teach verbal behavior. |  |  |  |  |  |
| G-12. Use equivalence-based instruction. |  |  |  |  |  |
| G-13. Use the high-probability instructional sequence. |  |  |  |  |  |
| G-14. Use reinforcement procedures to weaken behavior (e.g., DRA, FCT, DRO, DRL, NCR). |  |  |  |  |  |
| G-15. Use extinction. |  |  |  |  |  |
| G-16. Use positive and negative punishment (e.g., time-out, response cost, overcorrection). |  |  |  |  |  |
| G-17. Use token economies. |  |  |  |  |  |
| G-18. Use group contingencies. |  |  |  |  |  |
| G-19. Use contingency contracting. |  |  |  |  |  |
| G-20. Use self-management strategies. |  |  |  |  |  |
| G-21. Use procedures to promote stimulus and response generalization. |  |  |  |  |  |
| G-22. Use procedures to promote maintenance. |  |  |  |  |  |
| **H. Selecting and Implementing Interventions** | |  |  |  |  |
| H-1. State intervention goals in observable and measurable terms. |  |  |  |  |  |
| H-2. Identify potential interventions based on assessment results and the best available scientific evidence. |  |  |  |  |  |
| H-3. Recommend intervention goals and strategies based on such factors as client preferences, supporting  environments, risks, constraints, and social validity. |  |  |  |  |  |
| H-4. When a target behavior is to be decreased, select an acceptable alternative behavior to be established or  increased. |  |  |  |  |  |
| H-5. Plan for possible unwanted effects when using reinforcement, extinction, and punishment procedures. |  |  |  |  |  |
| H-6. Monitor client progress and treatment integrity. |  |  |  |  |  |
| H-7. Make data-based decisions about the effectiveness of the intervention and the need for treatment  revision. |  |  |  |  |  |
| H-8. Make data-based decisions about the need for ongoing services. |  |  |  |  |  |
| H-9. Collaborate with others who support and/or provide services to clients. |  |  |  |  |  |
| **I. Personnel Supervision and Management** | |  |  |  |  |
| 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). |  |  |  |  |  |
| I-2. Establish clear performance expectations for the supervisor and supervisee. |  |  |  |  |  |
| I-3. Select supervision goals based on an assessment of the supervisee’s skills. |  |  |  |  |  |
| I-4. Train personnel to competently perform assessment and intervention procedures. |  |  |  |  |  |
| I-5. Use performance monitoring, feedback, and reinforcement systems. |  |  |  |  |  |
| I-6. Use a functional assessment approach (e.g., performance diagnostics) to identify variables affecting  personnel performance. |  |  |  |  |  |
| I-7. Use function-based strategies to improve personnel performance. |  |  |  |  |  |
| I-8. Evaluate the effects of supervision (e.g., on client outcomes, on supervisee repertoires). |  |  |  |  |  |