



	Self-Assessment Rating	Supervisor Baseline Rating	Trained to Mastery Criterion Date	Maintenance Probe Ratings & Dates	Notes
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).					



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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.					



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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.					



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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).					

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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.					



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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.					



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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					



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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.					



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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.					



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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.					

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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.					

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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.					

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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.					



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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.					



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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.					



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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).					