

APD Behavioral Services Unit

Behavior Assistance/Tech Task List V. 1.0

CONTENT AREA 1: ETHICAL CONSIDERATIONS	
#	TASK
1-1	Solicit or otherwise influence clients only through the use of truthful and accurate representations of intervention efficacy and one's professional competence in applied behavior analysis.
1-2	Practice within one's limits of professional competence in applied behavior analysis, and obtain consultation, supervision, training, or make referrals as necessary.
1-3	Maintain competence by engaging in ongoing professional development activities.
1-4	Obtain informed consent within applicable legal and ethical standards.
1-5	Assist the client with identifying life style or systems change goals and targets for behavior change that are consistent with:
a.	the applied dimension of applied behavior analysis (Baer, Wolf, & Risley 1968).
b.	applicable laws.
c.	the ethical and professional standards of the profession of applied behavior analysis.
1-6	State and plan for the possible unwanted effects of the use of punishment.
1-7	Identify and reconcile contingencies that compromise the practitioner - client covenant, including relationships among the practitioner, the client and other parties
1-8	Use the most effective assessment and behavior change procedures within applicable ethical standards taking into consideration the guideline of minimal intrusiveness of the procedure to the client.
1-9	Protect confidentiality.
1-10	Truthfully and accurately represent one's contributions and those of others to the practice, discipline and profession of applied behavior analysis.
1-11	Ensure that the dignity, health and safety of one's client are fully protected at all times.
1-12	Give preference to assessment and intervention methods that have been scientifically validated, and use scientific methods to evaluate those that have not yet been scientifically validated.
1-13	Identify and address practical and ethical considerations in using various experimental designs.

CONTENT AREA 2: DEFINITION AND CHARACTERISTICS	
#	TASK
2-1	Explain and behave in accordance with the philosophical assumptions of behavior analysis, such as the lawfulness of behavior, empiricism, experimental analysis, and parsimony.
2-2	Explain determinism as it relates to behavior analysis.
2-3	Distinguish between mentalistic and environmental explanations of behavior.
2-4	Distinguish among the experimental analysis of behavior, applied behavior analysis, and behavioral technologies.
2-5	Describe and explain behavior, including private events, in behavior analytic (non-mentalistic) terms.
2-6	Use the dimensions of applied behavior analysis (Baer, Wolf, & Risley 1968) for evaluating interventions to determine if they are behavior analytic.
2-7	Define and provide examples of positive and negative reinforcement.
2-8	Define and provide examples of conditioned and unconditioned reinforcement.
2-9	Define and provide examples of positive and negative punishment.

2-10	Define and provide examples of conditioned and unconditioned punishment.
2-11	Define and provide examples of behavioral contingencies.
2-12	Define and provide examples of functional relations.
2-13	Define and provide examples of extinction.
2-14	Define and provide examples of generalization and discrimination.
2-15	Describe and provide examples of the respondent conditioning paradigm.
2-16	Describe and provide examples of the operant conditioning paradigm.
2-17	Define and provide examples of contingency-shaped and rule governed behavior and distinguish between examples of each.

CONTENT AREA 3: BEHAVIORAL ASSESSMENT	
#	TASK
3-1	State the primary characteristics of and rationale for conducting a descriptive assessment.
3-2	Gather descriptive data.

CONTENT AREA 4: MEASUREMENT OF BEHAVIOR	
#	TASK
4-1	Identify the measurable dimensions of behavior (e.g., rate, duration, latency, or inter-response times).
4-2	Define behavior in observable and measurable terms.
4-3	State the advantages and disadvantages of using continuous measurement procedures and sampling techniques (e.g., partial- and whole-interval recording, momentary time sampling).
4-4	Select the appropriate measurement procedure given the dimensions of the behavior and the logistics of observing and recording.
4-5	Select a schedule of observation and recording periods.
4-6	Use frequency (i.e., count).
4-7	Use rate (i.e., count per unit time).
4-8	Use duration.
4-9	Use latency.
4-10	Use inter-response time (IRT).
4-11	Use percent of occurrence.
4-12	Use trials to criterion.
4-13	Use interval recording methods.

CONTENT AREA 5: DISPLAYING AND INTERPRETING BEHAVIORAL DATA	
#	TASK
5-1	Select a data display that effectively communicates quantitative relations.
5-2	Use data displays that highlight patterns of behavior (e.g., scatter plot).
5-3	Interpret and base decision-making on data displayed in various formats.

CONTENT AREA 6: INTERVENTION OUTCOMES AND STRATEGIES	
#	TASK
6-1	Conduct a task analysis.
6-2	Use Stop-Pivot-Redirect Technique
6-3	State target intervention outcomes in observable and measurable terms.

6-4	Make recommendations to the treating behavior analyst regarding intervention strategies based on such factors as: client preferences, task analysis, current repertoires, supporting environments, constraints, social validity, assessment results and best available scientific evidence.
6-5	Make recommendations to the treating behavior analyst regarding behaviors that must be established, strengthened, and/or weakened to attain the stated intervention outcomes.
6-6	When a behavior is to be weakened, select an acceptable alternative behavior to be established or strengthened.
6-7	Determine and make environmental changes that reduce the need for behavior analysis services.
6-8	Identify the contingencies governing the behavior of those responsible for carrying out behavior change procedures and design interventions accordingly.
6-9	Use positive and negative reinforcement:
a.	Identify and use reinforcers.
b.	Use appropriate parameters and schedules of reinforcement.
c.	Use response-deprivation procedures (e.g., Premack principle).
d.	State and plan for the possible unwanted effects of the use of reinforcement.
6-10	Use extinction.
a.	Identify possible reinforcers maintaining behavior and use extinction.
b.	State and plan for the possible unwanted effects of the use of extinction.
6-11	Use response-independent (time-based) schedules of reinforcement.
6-12	Use differential reinforcement.
6-13	Use discrimination training procedures.
6-14	Use prompt and prompt fading.
6-15	Use instructions and rules.
6-17	Use modeling and imitation.
6-18	Use shaping.
6-19	Use chaining.
6-20	Use incidental teaching techniques.
6-21	Use extinction for behavior maintained by attention (planned ignoring)
6-22	Use independent, interdependent and dependent group contingencies?
6-23	Use stimulus equivalence procedures.
6-24	Plan for behavioral contrast effects.
6-25	Use behavioral momentum.
6-26	Use behavior change procedures to promote stimulus and response generalization.
6-27	Use behavior change procedures to promote maintenance.