

☐ **ABA Technician (ABAT®) Credential** coursework requirements.

Eligibility Requirements:

Topic Areas listed with Competencies:

### **Autism Spectrum Disorder (5 hours)**

- ☐ Describe Autism spectrum disorders (ASD) in general.
- ☐ List the five disorders that make up ASD.
- ☐ Identify behaviors that may indicate possible ASD.
- ☐ Identify people and organizations that have played and continue to play an important role in Autism research.
- ☐ Explain why Autism is a biological condition.
- ☐ Correctly identify the currently accepted prevalence of Autism in the United States.
- ☐ Explain possible reasons accounting for the increase in prevalence of Autism.
- ☐ Identify and explain the three features associated with students diagnosed with Autism
- ☐ Demonstrate an understanding of how Asperger's Syndrome is different to Autism.
- ☐ Describe the possible causes of Autism.
- ☐ Explain why there is no single definite cause of Autism.
- ☐ Evaluate the validity of different biomedical approaches to mitigate the effects of Autism.

### **Introduction to ABA (10 hours)**

- ☐ Identify the types of challenging behaviors.
- ☐ Explain how to identify which type of behavior is being displayed
- ☐ Identify and explain strategies you could use to respond to challenging behaviors.
- ☐ List things to avoid when responding to challenging behaviors.
- ☐ Explain what is meant by the conflict cycle, and how to avoid becoming involved in it.
- ☐ The difference between primary and secondary reinforcers.
- ☐ The different types of reinforcers.
- ☐ How best to use reinforcers.
- ☐ What is meant by the three-part contingency.
- ☐ How ABC analysis can be applied.
- ☐ The two main types of behavior.
- ☐ Identify appropriate indicators to use to signify transitioning.
- ☐ Identify ways to enable smoother transitions between activities.
- ☐ Explain what visual supports are, and how they are used.
- ☐ Demonstrate understanding of the goal of visual supports.
- ☐ Identify the different types of cards that can be used, and the purpose of each.
- ☐ Recall what you need to remember when creating visuals.
- ☐ Identify the main causes of challenging behaviors.
- ☐ Explain the functions of behaviors.
- ☐ Describe the role of the Support Staff during any of the Phases of behavior.
- ☐ Explain the concept of Episodic Severity, and apply these skills to a scenario.
- ☐ Identify and evaluate the core concepts of proactive models of support.
- ☐ Identify and evaluate the core concepts of reactive models of support.

### **Data Collection (3 hours)**

- ☐ Explain how to collect and utilize data in effective and reliable ways.
- ☐ Demonstrate how graphs can be used in behavioral support.
- ☐ Implement continuous measurement procedures
- ☐ Implement discontinuous measurement procedures

### **Positive Behavior Supports (10 hours)**

- ☐ Define positive behavior supports.
- ☐ Identify and explain strategies we can use to help address behavioral problems.
- ☐ Define Functional behavioral assessment, and explain how this can help people with challenging behaviors.
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- ☐ Define Functional behavioral assessment, and explain how this can help people with challenging behaviors.
- ☐ List the techniques of Indirect and Direct Assessment.
- ☐ Analyze given data.
- ☐ Demonstrate an understanding of a hypothesis statement.
- ☐ Explain why FBAs are conducted.

### **Treatment Strategies (2 hours)**

- ☐ Identify the purpose of Discrete Trial Teaching.
- ☐ Explain how Discrete Trial Teaching is conducted.
- ☐ Identify the different types of prompts, and explain the hierarchy of prompts.
- ☐ List and describe the components of Pivotal Response Treatment that target motivation.
- ☐ Describe what a pivotal behavior is.
- ☐ Identify the four empirically supported pivotal behaviors?
- ☐ Distinguish between good and poor examples of the components of PRT
- ☐ Identify and describe the three main prompting strategies used in PRT.

### **Person Centered Planning (4hours)**

- ☐ Define Person Centered Planning.
- ☐ Describe how Person Centered Planning works to help to enable individuals with disabilities to increase their self determination and independence.
- ☐ Identify how traditional models have disempowered individuals with disabilities.
- ☐ Explain why there is a need to move towards patterns that support individuals to have a more positive connection with their community.
- ☐ Explain why self determination is important to all individuals.
- ☐ Identify why belonging to a community is central to successful Person Centered Planning

### **Philosophy Values and Advocacy (3 hours)**

- ☐ Identify the principles that underpin the philosophy and values of developmental disability support services within the school setting.
- ☐ Contrast what advocacy IS and IS NOT
- ☐ Define professionalism.

- ☐ Demonstrate understanding of the responsibilities of the educational support staff regarding professionalism

### **Law and Ethics ( 3 hours)**

- ☐ Summarize the legal and ethical requirements regarding client confidentiality.
- ☐ Demonstrate an understanding of confidentiality in practice.
- ☐ List exceptions to client confidentiality.
- ☐ Define what is meant by privilege.
- ☐ Explain a ABATs obligations in regard to reporting suspected or known child, elder adult, and dependent adult abuse or neglect.
- ☐ Define and compare the “duty to warn” and the “duty to protect”.
- ☐ Demonstrate an understanding of the Health Insurance Portability and Accountability Act (HIPAA).
- ☐ Summarize those conducts and acts which can be construed to be unprofessional by general ethical standard of practice.
- ☐ Define the scope of practice and scope of competence as outlined in the laws and ethical standards.
- ☐ Summarize issues of responsibility to clients and describe why the issue of responsibility is important.
- ☐ Demonstrate an understanding of unethical relationships and how those relationships may occur.