



**Qualified Applied  
Behavior Analysis Credentialing  
Board™**

# **CANDIDATE HANDBOOK**

---

**Applied Behavior Analysis Technician™  
(ABAT™)**

**&**

**Qualified Autism Services Practitioner  
(QASP™)**

February 2018

**ABAT™ CANDIDATE HANDBOOK**

This *Candidate Handbook* is designed to provide those seeking certification as a Applied Behavior Analysis Technician™ (ABAT™) with an overview of the credentialing process. The *Handbook* along with other exam publications regarding the ABAT™ Certification provides significant information all applicants should know; applicants are responsible for the information and regulations outlined within. The Candidate Handbook is available online and downloadable as a PDF.

## Table of Contents

Mission, Vision, Statement of Philosophy, and Statement of Values _____	4
QABA™ Credentialing Board Overview _____	5
Governance _____	5
ABAT™ Credential – Purpose of the Certification Examination _____	5
ABAT® requirements _____	7
QASP® requirements _____	9
Application and Registration Process and Procedures _____	10
ABAT™ Testing Environment _____	10
Examination Processes and Procedures _____	16
Performance Domains, Tasks, Associated Knowledge and Skills Outcomes _____	18
Expenses and Payment Procedures _____	19
Refund and Cancellation Policy _____	19
ABAT™ Annual Renewal and Re-certification Process _____	20
QASP™ Annual Renewal and Re-certification Process _____	21
Non-discrimination Policy _____	21
ADA Policy _____	22
Privacy Statement _____	22
Candidate Data Confidentiality _____	24
Grievance, Discipline and Appeals Process _____	25
Candidate Records Retention Policy _____	27
ABAT and QASP Code of Ethics _____	29



**MISSION:**

The Qualified Applied Behavior Analysis Credentialing Board's (QABA™) mission is to support the advancement of an individual's professional potential, by providing excellence in the competency assessment for direct support professionals. These professionals provide applied behavior analysis treatment and support, as well as promote the continued development of a highly competent behavioral health services workforce.

The ultimate purpose of the QABA™ credentialing programs, specifically the Applied Behavior Analysis Technician™ (ABAT™) and the Qualified Autism Services Practitioner™ (QASP™) is protection of the public. With the increase in the prevalence of Autism Spectrum Disorders, the ABAT and QASP provides initial recognition to individuals who have demonstrated entry-level (ABAT) and mid-level (QASP) knowledge, skill, and experience in Autism and Applied Behavior Analysis through competency assessment. The ABAT™ and QASP™ also provides a mechanism for all stakeholders, including families, providers and funding sources to ensure those providing direct services to individuals diagnosed with Autism have demonstrated competency in those areas meeting applicable educational, ethical, and supervision requirements for professional certification.

The QABA™ credentialing process focuses on improving accessibility, accountability and coordination among paraprofessionals, professionals and agencies with a view to maximize the quality of life of those individuals diagnosed with Autism Spectrum Disorder and related disabilities. The ABAT™ and QASP™ will work to create an environment that emphasizes people, respect, integrity, diversity and excellence.

**STATEMENT OF VALUES:**

Our highest value is placed on certificants, our staff and people whose lives we can assist to improve. With this in mind, our four core values are:

- To work with a spirit of cooperation and collaboration;
- To act ethically and honestly toward our certificants, colleagues and community;
- To recognize and appreciate people's similarities and differences;
- To aspire to deliver quality and excellence in the services the ABAT™ and QASP™ provides.

## **QABA™ Credentialing Board Overview**

The Qualified Applied Behavior Analysis Credentialing Board™ (QABA™) is an independent governing committee established in 2012. The QABA™ Credentialing Board is designed to meet paraprofessional credentialing needs identified by Applied Behavior Analysis (ABA) practitioners, ABA providers, educators, insurance providers, government departments, funders, and clients of behavior analysis and behavioral health services.

The QABA™ Board adheres to the national standards for boards that grant professional certifications and operates with all governing authority detailed the QABA™ Board Bylaws. The QABA™ credentialing procedures and content has undergone psychometric review and validation, job practice analysis survey of the profession and standards established by content experts and practitioners in the field. The QABA™ Credentialing Board oversees the credentialing process of the ABAT™ and QASP™.

### **Governance**

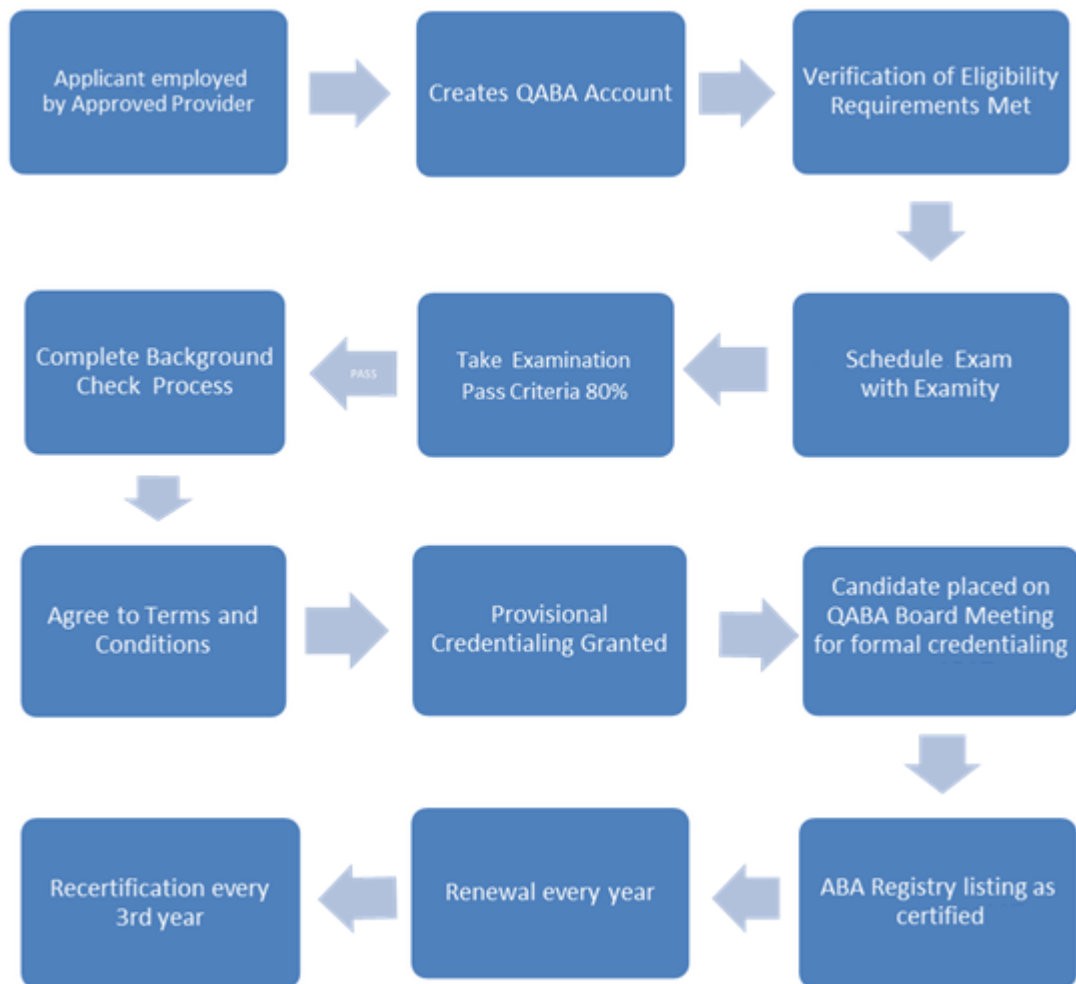
The governance structure, policies and procedures provide for autonomy in decision making regarding important aspects of all certification programs such as: eligibility standards, development, administration and scoring of the assessment instruments, selection of personnel and operational processes. The QABA™ Credentialing Board assures through governing rules that compliance with all accreditation standards are maintained at all times, and ensures that policies and procedures are in place to provide for autonomy in essential certification decision making.

### **ABAT™ and QASP™ Credentials: Purpose of the Credential Program**

The ultimate purpose of the ABAT™ and QASP™ credentials is protection of the public. With the increase in the prevalence of Autism Spectrum Disorder, these credentials provide recognition to individuals who have demonstrated entry-level (ABAT) and mid-level (QASP™) knowledge, skill, and experience in Autism and Applied Behavior Analysis through competency assessment. The ABAT™ and QASP™ Credentials provide a mechanism for all stakeholders, including families, providers and funding sources to ensure those providing direct services to individuals diagnosed with Autism have demonstrated competency in those areas meeting applicable educational, ethical, and supervision requirements for professional certification.

These individuals are providing behavioral health services under the supervision of a licensed or certified professional, such as a Board Certified Behavior Analyst (BCBA®) or licensed Psychologist within the scope of practice of ABA.

## Credentialing Process:



## **ABAT® requirements**

**In order for a candidate to be eligible for the ABAT® credential, they must meet the following requirements:**

- Must be at least 18 years old
- Possess a minimum of a high school diploma or national equivalent
- Must have completed 40 Hours of approved Assessment based ABA Coursework (At least 3 hours must be devoted to Ethics and at least 5 hours to Autism specific treatment and support strategies.)
- Training must be completed within 180 days unless otherwise specified
- Training must be developed or delivered by a BCBA, or otherwise licensed professional within the scope of ABA and Autism
- 15 Hours of Supervised Fieldwork
- Recommendation from their Supervisor
- Criminal Background check conducted by the QABA® Board through 3rd party (CSS)
- Successful passing of exam proctored by Examity
- Agree to the Code of Ethics and Renewal and recertification requirements
- Final review of all eligibility criteria at QABA® Board Committee Meeting before formal credentialing
- Placement on Public Registry
- Annual Renewal required – Verification of required CEs, Continued supervision, criminal background check and agreement to code of Ethics
- Recertification every 3rd year - Verification of required CEs, Continued supervision, criminal background check and agreement to code of Ethics.

## **Work Experience Requirement**

15 Hours of Supervised Fieldwork. The supervisor verifying your fieldwork will be required to do so using the online verification system acknowledging their credentials and checking off each of the requirements of supervised fieldwork. They will need to be in a position to verify 1 (one) hour of supervision for every 10 hours of independent supervised fieldwork.

Candidates must be enrolled in the related coursework before the supervised coursework hours

## **Data Collection**

- Demonstrate understanding of continuous data collection techniques such as frequency recording, episodic severity and duration recording.
- Demonstrate an understanding of discontinuous data collection techniques such as momentary time sampling and partial interval recording
- Demonstrate how graphs can be used in behavioral support.

## **Implementation of Behavior Support and Skill Acquisition Plans**

- Implement strategies to overcome skill and performance deficits
- Implement naturalistic teaching methods
- ABAT® candidate will demonstrate the steps in preparing for a session

## **Principles of working with Autism Effectively**

- Identify the different sources of sensory information
- Explain the impact of different sensory challenges for people with Autism.



- Identify events that can increase anxiety for people with Autism, and techniques they can use to manage this.
- Define restrictive problem solving.
- Evaluate the validity of different biomedical approaches to mitigate the effects of Autism.
- 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.

### **Treating Individuals with Challenging Behaviors**

- Identify and evaluate the concepts of Proactive and Reactive Models of Behavior Support
- Identify the Phases of Behavior
- Describe the role of the ABAT® during any of the Phases Of Behavior
- Explain the concept of Episodic Severity and apply these skills to a scenario
- Identify primary and secondary reinforcement
- Demonstrate a understanding on how to implement different types of Reinforcement
- Demonstrate an understanding of a 3-Part Contingency

### **Fieldwork hours that will not as supervised hours include:**

- Participating in meetings that are not specific to the person centered planning process
- Implementation of plans that are not based in evidenced based practice
- Documentation other than data collection, progress notes, graphs, and other necessary paperwork related to the person centered planning process

### **Purpose of Supervision:**

- Demonstration of skills related to observation and measurement of behaviors and skills acquisition
- Demonstration of an understanding of advocacy, professionalism and ethical behavior
- Opportunities to learn and demonstrate a working knowledge of the mechanisms and strategies for effectively supporting individuals diagnosed with Autism to learn new skills and behaviors
- Demonstrate an understanding of implementation strategies such as:
  - a. Task Analyzed chaining procedures
  - b. Discrimination training
  - c. Transfer of Stimulus Control
  - d. Stimulus fading
  - e. Prompt and prompt fading
- Implement ABA treatment options that will best provide an individual with alternative ways of communicating his/her needs in an appropriate, non-challenging ways.
- Demonstrate a working knowledge of how to apply the principles of non-aversive treatment models ahead of aversive options.
- Demonstrate a working knowledge of how to use Discrete Trial Teaching (DTT) when teaching individuals new skills, behaviors and competencies.
- Demonstrate a working knowledge of, how to use PRT as an integral part of a multi-elemented ABA treatment plan.
- Demonstrate a working knowledge of the functional analysis as an integral element of the behavior analysis process.

## **Ongoing Supervision Requirements**

Each Applied Behavior Analysis Technician (ABAT) is required to meet with his/her supervisor for 5% of the time they provide direct services to a client, every 90 day period. The 5% supervision can be done remotely, using a HIPAA compliant video conferencing program; however, one of the contacts must be in-person for a minimum of 1 hour. If this requirement places a hardship on the service provider or supervisor, or jeopardizes the provision of services, an alternative arrangement can be made with approval of the QABA Credentialing Board. To request a variance to this requirement, a formal statement must include the specific circumstances that present a hardship or jeopardize services.

## **Recommendation**

One professional recommendation is required – one from your evaluator/supervisor/administrator of choice focusing on your qualifications and experience working with and supporting individuals diagnosed with Autism.

## **Eligibility Agreement**

You will be required to agree to the eligibility agreement which includes:

- Agreement to work under the code of Ethics
- Acknowledgement of recertification requirements
- Agree to the terms of listing on the ABA Registry

## **Examination**

Prior to accessing the ABAT Examination, Coursework and training requirements, recommendation, fieldwork and supervision requirements will need to be completed, verified, and approved through the online process. The "cut score" or "pass point" for the ABAT examination is 72.92%.

## **QASP® requirements**

**In order for a candidate to be eligible for the QASP® credential, they must meet the following requirements:**

- Must be at least 18 years old
- Possess a minimum of a Bachelors or higher degree
- Must have completed 180 Hours of approved Assessment based ABA Coursework
- Training must be developed or delivered by a BCBA, or otherwise licensed professional within the scope of ABA and Autism
- 15 Hours of Supervised Fieldwork
- Recommendation from their Supervisor
- Criminal Background check conducted by the QABA® Board through 3rd party (CSS) or evidence from an employer that there has been no change in status since the last background check was completed
- Successful passing of exam proctored by Examity
- Agree to the Code of Ethics and Renewal and recertification requirements
- Final review of all eligibility criteria at QABA® Board Committee Meeting before formal credentialing
- Placement on Public Registry
- Annual Renewal required – Verification of required CEs, Continued supervision, criminal background check and agreement to code of Ethics
- Recertification every 3rd year - Verification of required CEs, Continued supervision, criminal background check and agreement to code of Ethics.

## **Work Experience Requirement**

500 Hours of Supervised Fieldwork. The supervisor verifying your fieldwork will be required to do so using the online verification system acknowledging their credentials and checking off each of the requirements of supervised fieldwork. They will need to be in a position to verify 1 (one) hour of supervision for every 10 hours of independent supervised fieldwork.

Candidates must be enrolled in the related coursework before the supervised coursework hours

Coursework must cover the following competency areas:

### **Standard 1**

Autism Core Knowledge (15 hours)

All candidates will comprehend, and demonstrate a working knowledge of, essential characteristics of Autism Spectrum Disorder (ASD).

Rationale: Understanding the essential characteristics of an individual diagnosed with an ASD provides the foundation for making informed decisions about how to apply Applied Behavior Analysis (ABA) most effectively.

- 1.1 Describe why Autism is considered a spectrum disorder
- 1.2 Identify the historical definitions of Autism
- 1.3 Identify the currently accepted prevalence rates of Autism
- 1.4 Identify what is meant by the triad of impairments
- 1.5 Demonstrate an understanding of the possible causes of Autism
- 1.6 Identify the common characteristics of Autism
- 1.7 Demonstrate an understanding of all the aspects of Autism

### **Standard 2**

Education, Training & Self-Development (10 hours)

All candidates will complete required training education/certification, continue professional development, and keep abreast of relevant resources and information including legislative and educational requirements as it relates to individuals with Autism.

Rationale: Candidates, who continue professional development, keep abreast of relevant resources and information including legislative and education requirements can educate those receiving services, family members, co-workers and community members about issues by providing information and support and facilitating training. A working knowledge of current educational and legislative standards ensures practitioners develop and implement support and treatment plans that meet the legislative and educational.

- 2.1 All candidates will comprehend, and demonstrate a working knowledge of, current educational and legislative requirements and best practices for those working with individuals who have been diagnosed with an ASD.
- 2.2 Candidate will complete a minimum number of continuing education units per year.

### **Standard 3**

#### Principles of Applied Behavior Analysis (ABA) (20 hours)

All candidates will comprehend the principles of ABA and how these form the basis of the mechanisms for support and treatment of modern practice.

Rationale: Candidates who understand the well researched mechanisms that form the basis of why behavior occurs and what increases and decreases the probability of reoccurrence of behavior is best prepared to develop effective support and treatment plans.

- 3.1 Identify the common functions of Behavior
- 3.2 Identify the Main Causes of Behavior
- 3.3 Describe what a Target Behavior is
- 3.4 Describe what is an Observable and measurable behavior
- 3.5 Identify the difference between Classical Conditioning and Operant Conditioning
- 3.6 Identify the difference between primary and secondary reinforcers.
- 3.7 What is meant by the three-part contingency? How ABC analysis can be applied.
- 3.8 Identify the two main types of behavior.

### **Standard 4**

#### Instructional Interventions (25 hours)

All candidates will comprehend, and demonstrate a working knowledge of, the mechanisms and strategies for effectively supporting people to learn new behaviors and skills.

Rationale: By understanding and having the ability to support people to learn new skills and behaviors as well as supporting them to gain general and life skills, people are best placed to maximize self reliance and independence in order to increase overall quality of life and community involvement.

- 4.1 Identify the difference between skill deficits and performance deficits
- 4.2 Implement strategies to overcome skill and performance deficits
- 4.3 Implement naturalistic teaching methods
- 4.4 Identify the steps for an ABAT in preparing for a session
- 4.5 Implement implementation strategies;
  - Task Analyzed chaining procedures
  - Discrimination training
  - Stimulus control transfer
  - Stimulus fading
  - Prompt and prompt fading

### **Standard 5**

#### Principles of working with Autism Effectively (15 hours)

All candidates will comprehend, and demonstrate a working knowledge of, the evidence based ways of how best to support and treat people diagnosed with an ASD.

Rationale: By understanding those influences that affect a person diagnosed with an ASD, a practitioner is best able to understand what aspects can be manipulated in order to achieve the best outcomes and improve communication and quality of life.

- 5.1 Identify the different sources of sensory information.
- 5.2 Explain the impact of different sensory challenges for people with Autism.

- 5.3 Identify events that can increase anxiety for people with Autism, and techniques they can use to manage this.
- 5.4 Define restrictive problem solving.
- 5.5 Evaluate the validity of different biomedical approaches to mitigate the effects of Autism.
- 5.6 Identify appropriate indicators to use to signify transitioning.
- 5.7 Identify ways to enable smoother transitions between activities.
- 5.8 Explain what visual supports are, and how they are used.
- 5.9 Demonstrate understanding of the goal of visual supports.
- 5.10 Identify the different types of cards that can be used, and the purpose of each.
- 5.11 Recall what you need to remember when creating visuals

## **Standard 6**

### **Treating Individuals with Challenging Behaviors (10 hours)**

All candidates will comprehend, and demonstrate a working knowledge of, how to apply ABA practice to support and treat people who exhibit challenging behavior.

Rationale: All candidates will comprehend, and demonstrate a working knowledge of, how to apply ABA practice to support and treat people who exhibit challenging behavior. By understanding how to analyze the meaning of a behavior and the purpose it serves, a practitioner can implement those ABA treatment options that will best provide an individual with alternative ways of communicating his/her needs in appropriate, non-challenging ways

- 6.0 Identify and evaluate the concepts of Proactive and Reactive Models of Behavior Support
- 6.1 Identify the Phases of Behavior
- 6.2 Describe the role of the ABAT during any of the Phases Of Behavior
- 6.3 Explain the concept of Episodic Severity and apply these skills to a scenario
- 6.4 Identify primary and secondary reinforcers
- 6.5 Demonstrate an understanding on how to implement different types of Reinforcement
- 6.6 Demonstrate an understanding of a 3-Part Contingency

## **Standard 7**

### **Data Collection and Evaluation (10 hours)**

All candidates will comprehend, and demonstrate a working knowledge of, data collection and evaluation methods specifically related to behavior analysis.

Rationale: Data collection and evaluation is critical for establishing baseline rates of responding and forms the basis for evaluating the effects of treatment and intervention plans. Effective data evaluation allows for continuous modification of treatment plans in order that they can be most effective.

- 7.1 Demonstrate an understanding on how to prepare for data collection
- 7.2 Analyze the reliability of data that is gathered.
- 7.3 Explain how to collect and utilize data in effective and reliable ways.
- 7.4 Demonstrate how graphs can be used in behavioral support.
- 7.5 Identify why we gather data about challenging behaviors
- 7.6 Explain the methods used to gather information about challenging behaviors.
- 7.7 Implement continuous measurement procedures
- 7.8 Implement discontinuous measurement procedures

## **Standard 8**

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

All candidates will comprehend, and demonstrate a working knowledge of, how to apply the principles of non-aversive treatment models ahead of aversive options.

Rationale: It is important in terms of social validity and to ensure respect and dignity, to maximize an individual's social and personal value by developing and implementing positive, non-aversive treatment options before considering aversive alternatives.

- 8.1 Describe what Positive Behavior Support (PBS) is
- 8.2 Identify what makes up the foundation of PBS
- 8.3 Explain A-B-C relationships
- 8.4 Identify the function of behavior
- 8.5 Identify proactive, teaching, and reactive strategies used in PBS

## **Standard 9**

### **Discrete Trial Teaching (DTT) (10 hours)**

All candidates will comprehend, and demonstrate a working knowledge of, how to use DTT when teaching individuals new skills, behaviors and competencies.

Rationale: DTT is an evidence based approach to working with individuals diagnosed with a range of developmental disabilities including ASD's. DTT is a proven method for teaching a range of skills, behavior and competencies.

- 9.1 Identify the purpose of Discrete Trial Teaching.
- 9.2 Explain how Discrete Trial Teaching is conducted.
- 9.3 Compare and contrast the benefits and limitations of Discrete Trial Teaching
- 9.4 Recall how to deliver appropriate consequences.
- 9.5 Identify the different types of prompts, and explain the hierarchy ways of prompts.

## **Standard 10**

### **Pivotal Response Treatment (PRT) (10 hours)**

All candidates will comprehend, and demonstrate a working knowledge of, how to use PRT as an integral part of a multi-elemented ABA treatment plan.

Rationale: PRT is one of the best studied and validated behavioral treatments for autism. PRT is play based and child initiated. Its goals include the development of communication, language and positive social behaviors and relief from disruptive self-stimulatory behaviors. The use of PRT as an integral part of a multi-elemented ABA treatment plan and can better assure improved outcomes.

- 10.1 List and describe the components of Pivotal Response Treatment that target motivation.
- 10.2 Describe what a pivotal behavior is.
- 10.3 Identify the four empirically supported pivotal behaviors?
- 10.4 Distinguish between good and poor examples of the components of PRT

## **Standard 11**

### **Person Centered Planning (10 hours)**

All candidates will comprehend, and demonstrate a working knowledge of, how to develop treatment plans using a person centered approach.

Rationale: Person-centered planning is a unique, individually-focused approach to planning for persons who are in need of services and supports. It is an important vehicle for empowering individuals to have a voice in the planning process and to actively shape their futures. It is a structured way of organizing planning that focuses on the unique values, strengths, preferences, capacities, needs, and desired outcomes or goals of the individual.

- 11.1 Describe how Person Centered Planning works to help to enable individuals with disabilities to increase their self-determination and independence.
- 11.2 Demonstrate the understanding of Self Determination
- 11.3 Identify how traditional models have disempowered individuals with disabilities
- 11.4 Explain why there is a need to move towards patterns that support individuals to have a more positive connection with their community.
- 11.5 Explain why self-determination is important to all individuals

## **Standard 12**

Functional Analysis (10 hours)

All candidates will comprehend, and demonstrate a working knowledge of, how to conduct effective functional analysis as an integral element of the behavior analysis process.

Rationale: Functional analysis is employed to determine the reason, purpose or motivation for a particular behavior occurring. A functional analysis of behavior requires that data be collected on changes in behavior that occur as a result of the direct treatment intervention. By conducting an effective functional analysis, a practitioner can better ensure a treatment plan is meeting the individual's needs.

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

## **Standard 13**

Philosophy, Values and Advocacy (5 hours)

All candidates will understand current philosophies of treatment and the importance of adopting values based approach to developing support and treatment plans. All candidates will comprehend, and demonstrate a working knowledge of what advocacy is and is not.

Rationale: Although applied behavior analysis as a science includes a variety of conceptual mechanisms that influence behavior, not all are appropriate within the context of treating people in the pure sense. By understanding socially valid philosophies and values, a practitioner can better assure human dignity and the value of people is preserved. By understanding what advocacy is and is not, a practitioner can be sure to be most effective and maintain professional boundaries while maximizing an individual's independence and self reliance.

- 13.1 Identify the principles that underpin the philosophy and values of developmental disability support services.
- 13.3 Define professionalism.
- 13.3 Demonstrate an understanding of the responsibilities of the QASP regarding professionalism

### 13.4 Contrast what advocacy IS and IS NOT

#### **Standard 14**

##### Legal and Ethical Considerations (20 hours)

All candidates will comprehend, and demonstrate the ability to develop (as appropriate) and implement treatment plans accounting for legal requirements and are ethically robust.

Rationale: By taking account of legal requirements and ensuring treatment is conducted within an ethically robust framework, practitioners and treatment plans will be legally safe and will better assure people in receipt of treatment are protected and valued.

- 14.1 Demonstrate an understanding of the scope of practice. (Code of Ethics)
- 14.2 Demonstrate an understanding of the Health Insurance Portability and Accountability Act
- 14.3 Identify those conducts and acts which can be construed to be unprofessional by general ethical standard of practice for a QASP.
- 14.4 Demonstrate an understanding of the objectives of HIPAA, in particular the Privacy Rule and the Security Rule
- 14.5 Summarize the legal and ethical requirements regarding client confidentiality.
- 14.6 Demonstrate an understanding of confidentiality in practice.
- 14.7 List exceptions to client confidentiality.
- 14.8 Explain QASPs obligations in regard to reporting suspected or known child, elder adult, and dependent adult abuse or neglect.
- 14.9 Define and compare the “duty to warn” and the “duty to protect”.
- 14.10 Demonstrate an understanding of unethical relationships and how those relationships may occur.

##### **Fieldwork hours that will not count as supervised hours include:**

- Participating in meetings that are not specific to the person centered planning process
- Implementation of plans that are not based in evidenced based practice
- Documentation other than data collection, progress notes, graphs, and other necessary paperwork related to the person centered planning process

##### **Purpose of Supervision:**

- Demonstration of skills related to observation and measurement of behaviors and skills acquisition
- Demonstration of an understanding of advocacy, professionalism and ethical behavior
- Opportunities to learn and demonstrate a working knowledge of the mechanisms and strategies for effectively supporting individuals diagnosed with Autism to learn new skills and behaviors
- Demonstrate an understanding of implementation strategies such as:
  - Task Analyzed chaining procedures
  - Discrimination training
  - Transfer of Stimulus Control
  - Stimulus fading
  - Prompt and prompt fading
- Implement ABA treatment options that will best provide an individual with alternative ways of communicating his/her needs in an appropriate, non-challenging ways.
- Demonstrate a working knowledge of how to apply the principles of non-aversive treatment models ahead of aversive options.



- Demonstrate a working knowledge of how to use Discrete Trial Teaching (DTT) when teaching individuals new skills, behaviors and competencies.
- Demonstrate a working knowledge of, how to use PRT as an integral part of a multi-elemented ABA treatment plan.
- Demonstrate a working knowledge of the functional analysis as an integral element of the behavior analysis process.

### **Ongoing Supervision Requirements**

Each QASP is required to meet with his/her supervisor for 5% of the time they provide direct services to a client, every 90 day period. The 5% supervision can be done remotely, using a HIPAA compliant video conferencing program; however, one of the contacts must be in-person for a minimum of 1 hour. If this requirement places a hardship on the service provider or supervisor, or jeopardizes the provision of services, an alternative arrangement can be made with approval of the QABA Credentialing Board. To request a variance to this requirement, a formal statement must include the specific circumstances that present a hardship or jeopardize services.

### **Recommendation**

One professional recommendation is required – one from your evaluator/supervisor/administrator of choice focusing on your qualifications and experience working with and supporting individuals diagnosed with Autism.

### **Eligibility Agreement**

You will be required to agree to the eligibility agreement which includes:

- Agreement to work under the code of Ethics
- Acknowledgement of recertification requirements
- Agree to the terms of listing on the ABA Registry

### **Examination**

Prior to accessing the QASP Examination, Coursework and training requirements, recommendation, fieldwork and supervision requirements will need to be completed, verified, and approved through the online process. The "cut score" or "pass point" for the QASP examination is 72.21%.

### **Application and Registration Process and Procedures**

Prior to having access to schedule the ABAT™ Examination all coursework, recommendations, and supervision requirements will need to be completed, verified, and approved through the online process.

When ready, applicants can register and begin the verification of all eligibility requirements. From the date and time of registration, applicants will have three months to submit their recommendations, verify their completion of the supervision requirements, verify the successful completion of the approved coursework and schedule their examination. If more than three months have lapsed since registration, and not all of the eligibility criteria has been submitted then the candidate may be responsible for beginning the registration process from the beginning. If a candidate does not think that all the eligibility criteria can be met and submitted within the three months of registering, he or she is strongly encouraged to contact the QABA™ Credentialing Board at: [custodian@qababoard.com](mailto:custodian@qababoard.com) to request an extension.

## Credential Testing Environment

Credentialing Examination is offered in an online environment and is proctored “live” through our independent partner, Examity®

Leading the way in convenient online proctoring services, Examity® ensures that the ABAT™ online test is fair and valid. As an ABAT™ Candidate, Examity's® platform will enable you to take your online exam whenever it's convenient for you, wherever you are. Examity's software works on most computers. A webcam and a microphone are needed. The sign-up process is simple and the examination can be accessed through your QABA™ account– no need for another login and password.

Examity is committed to helping candidates succeed and to keep information and work secure.

### Testing Logistics:

1. **Duration of the ABAT™ Examination:** 2 hours
2. **Duration of the QASP™ Examination:** 3 hours
3. **Number of ABAT™ Test Items:** 100
4. **Number of ABAT™ Test Items:** 187
5. **Proctoring:** The live monitoring is an online solution that gives candidates the flexibility to take exams remotely. The online proctoring process provides tools to prevent cheating and preserve test integrity. After all of the eligibility criteria is submitted and approved, the candidate schedules the exam. On test day, the candidate's identity is authenticated by the proctor. As soon as this validation process is complete, the proctor will unlock the examination and the candidate can begin. Upon completion, the candidate simply submits their exam.
6. **General Testing Rules:**
  - ✓ Candidate must be alone in the room
  - ✓ Desk must be clear
  - ✓ Computer must be connected to a power source
  - ✓ No phones or headphones
  - ✓ No dual monitors
  - ✓ No leaving seat
  - ✓ No talking
  - ✓ Webcam, speakers, and microphone must remain on throughout the test
  - ✓ Candidates may have a drink on desk
  - ✓ No eating is allowed during testing

At least 15 minutes prior to the time you are scheduled to take your exam, please log into your QABA™ Account. Once logged into your account, in a separate tab, log into your Examity account and follow the instructions.

Candidates are recommended to use Google Chrome or Mozilla Firefox Browsers when taking the exam and the exam cannot be taken on a tablet.

## Performance Domains, Tasks, and Associated Knowledge and Skills Outcomes

This pertains to those applicants and candidates who currently provide or want to provide behavioral health treatment/ professional services under an approved provider or certified/licensed professional within the scope of practice of ABA. The ABAT™ and QASP™ uses Applied Behavior Analysis and other evidenced-based behavior intervention programs. These strategies develop or restore, to the maximum extent practicable, the functioning of an individual with Pervasive Developmental Disorder (PDD) or Autism. Through successful passing of the examination and final credentialing by the QABA™ Credentialing Board, the candidate will be able to implement treatment and support plans that utilize evidenced-based practices that have demonstrated clinical efficacy in treating Pervasive Developmental disorder or Autism under the supervision of an approved provider. All performance domains, tasks and associated knowledge and skills are delineated in the 14 QABA Credentialing Standards. <http://www.qababoard.com/m/About/Credentialing-Standards>

***Although the ABAT™ and QASP™ credentials are transportable, neither the ABAT™ nor the QASP™ is not allowed to practice independently and must be under the supervision of the appropriate qualified supervisor when delivering ABA services and treatment.***

### Objective/Goals:

The QABA™ Credentialing Board employs criterion-referenced testing; content is clearly defined by set criteria laid out in required standards that must be met. Criterion-referenced testing has emerged over the past several decades as a multifaceted concept (Berk, 1980). Generally, a criterion-referenced examination is designed to ascertain an individual's competencies. Content guidelines for each test and examination are often derived from the results of processes and procedures inventories, competency verification studies, job analysis studies and expert opinion of professional practice in the field. While these are important, the QABA™ Credentialing Board must also ensure examination items are aligned with the required standards mandated by professional bodies as well as Federal and State departments. These content guidelines link the skills and knowledge (theoretical and practical) expected of a competent practitioner. A test score from a criterion-referenced test is interpreted as a measure of how well a candidate performs in relation to the range of tasks and content domains represented by the test items, rather than the performance of other candidates.

Content competencies must be carefully determined prior to item development or test construction.

The QABA™ Credentialing Board job analysis for ABAT™ and QASP™ was conducted to identify and confirm the competency areas of the paraprofessional delivering Applied Behavior Analysis treatment and support to those individuals diagnosed with Autism and related disorders. This process began informally in 2008, and continued through June 2014. In June 2014, formal surveys of candidates and subject matter experts were again conducted and continued to the present.

The process began with a comprehensive literature review to initially identify and validate the core competencies of the ABAT™ and QASP™ roles. The initial identified competencies were subject to a pilot survey and a large-scale validation survey, in order to assess the appropriateness of the various core and domain competencies and tasks of the role.

The large-scale validation survey also captured validation for the test items, level of difficulty, and efficiency of the process, testing environment, the appropriateness of credentialing the paraprofessional who is delivering ABA support and treatment to

individuals diagnosed with Autism.

### **Expenses and Payment Procedures**

The ABAT™ and QASP™ examination cost published on the website is inclusive of all registration, processing, exam administration, criminal background check and miscellaneous fees.

The registration fee is due at the time of registration when documentation supporting the evidence of meeting eligibility criteria is submitted through the online system.

The examination fee is due once all of the eligibility criteria is submitted and approved. The examination fee must be paid in full before a candidate can schedule their examination. Paying the examination fee “unlocks” the scheduling function.

All fees are paid online through our merchant PayPal. All major credit cards are accepted. The QABA™ Credentialing Board does not have access to your payment information, or in any way have the ability to store your payment information.

### **Applicant and Candidate Resources and Support**

Applicants as well as candidates are provided timely and accurate information about the credentialing process through the QABA™ Credentialing Board website.

In addition, QABA™ Credentialing Board processes ensure that the credentialing program components meet applicant and candidate needs both collectively and individually. Prior to registration for the credentialing program, each applicant is able to see the credentialing requirements and contact the custodian of records for any additional questions at: [custodian@qababoard.com](mailto:custodian@qababoard.com)

### **Refund and Cancellation Policy**

1. Application fees are non-refundable.
2. If an applicant never schedules the examination after registering and paying the examination fee, and the period between enrollment and notification of withdrawal does not exceed 30 days from the enrollment date, a refund amount to be determined by the QABA™ Credentialing Board not to exceed 50% may be made.
3. All requests for refunds must be in writing, and will be submitted to the QABA™ Credentialing Board for approval at the next regularly scheduled board meeting. Once approved by the Board, refunds due will typically be paid within forty-five (45) calendar days of the date of notification to the applicant.
4. The date of determination is the date the applicant receives written notice from the QABA™ Credentialing Board that the refund has been approved.
5. Once an exam has been scheduled there will be no refunds.
6. If the period between enrollment and notification of withdrawal exceeds 30 days, there will be no refund.
7. There will be no full or partial refunds for the failure to use a coupon code during the payment process.

## **ABAT™ Annual Renewal & Recertification Cycle**

In accordance with best practice, credentials will adhere to the renewal and recertification cycle.

1. Included in initial certification – Year 1 and Year 2
2. Recertification - Year 3

The ABAT™ will receive a notice from the ABA Registry that their credential is up for renewal or recertification 3 months prior to expiration. It is the ABAT™'s responsibility to ensure all contact information on the ABA registry is correct. The ABA registry is not responsible for ensuring that the ABAT™ is reminded of their renewal or recertification date.

All renewal and recertification must be completed online. There are no exceptions.

### **Annual Renewal**

One of the most valuable and essential qualities of the ABAT™ is the commitment to continuous learning and growth in knowledge and skill. The QABA™ renewal process was implemented in 2012. The renewal process ensures that the ABAT™ continually updates their professional knowledge and skills as well as their Criminal Background Disclosures Forms.

Renewal of the Applied Behavior Analysis Technician™ (ABAT™):

1. Renewal fee is \$50.00 USD;
2. Information must be updated if needed to ensure all contact information is correct;
3. ABAT™ must agree to the Code of Ethics;
4. ABAT™ must complete Criminal Background Disclosure form;
5. Failure to complete any of the above steps by the expiration date will jeopardize the status of the ABAT™

### **Recertification**

Ensuring the continuing competence of the Applied Behavior Analysis Technician™ (ABAT™) is a critical function of the QABA™ Credentialing Board. The ABAT™ must demonstrate continued competence in the field of Applied Behavior Analysis to maintain their certification. The ABAT™ is granted for a three year period. To maintain the ABAT™ credential, certificants must meet the following criteria:

1. Recertification fee of 150.00-USD;
2. Complete the online form for recertification;
3. Verification of a minimum 10 hours of supervision/100 hours of fieldwork under a BCBA or other licensed or certified professional are required per year;
4. The ABAT™ will be required to report the name of their supervisor(s) and provide documentation of that supervision through the fieldwork verification form;
5. Completion of 36 hours of acceptable continuing education with at least 3 hours in ethics and professional behavior;
6. ABAT™ must complete Criminal Background Disclosure form;
7. Successful completion of the ABAT™ exam

All renewals and recertifications will be reviewed at the quarterly QABA™ Credentialing Board meetings.

## **QASP Annual Renewal & Re-certification Cycle**

In accordance with best practice, QASP credentials will adhere to the renewal and re-certification cycle.

1. Included in initial certification - Year 1 and 2
2. Annual Renewal (after year 2) - Year 3
3. Recertification - Year 4

QASPs will receive a notice from the ABA Registry that their credential is up for renewal or recertification 3 months prior to expiration. It is the QASPs responsibility to ensure all contact information on the ABA registry is correct. The ABA registry is not responsible for ensuring that the QASP is reminded of their renewal or recertification date.

All renewal and re-certifications' must be completed online. There are no exceptions.

### **Annual Renewal**

Renewal of Qualified Autism Services Practitioner Credential (QASP)

1. Renewal fee is \$50.00 USD
2. Information must be updated if needed to ensure all contact information is correct
3. QASP must agree to the Code of Ethics
4. QASP must complete Criminal Background Disclosure form
5. Failure to complete any of the above steps by the expiration date will jeopardize the status of the QASP.

### **Recertification**

Recertification of the QASP

1. Recertification fee of \$450.00 USD
2. Complete the online form for recertification.
3. Verification of a minimum 10 hours of supervision/100 hours of fieldwork under a BCBA or other licensed or certified professional are required per year.
4. The QASP will be required to report the name of their supervisor(s) and provide documentation of that supervision through the fieldwork verification form.
5. Completion of 36 hours of acceptable continuing education with at least 3 hours in ethics and professional behavior.
6. QASP must complete Criminal Background Disclosure form
7. Successful completion of the recertification exam.

All renewals and recertification's will be reviewed at the quarterly QABA Board meetings.

## **Non-discrimination Policy**

It is the policy of QABA™ Credentialing Board to maintain an online credentialing environment free of all forms of unlawful discrimination. QABA™ Credentialing Board will not discriminate against applicants, candidates or certificants on the basis of race, color, gender (including gender identity and gender expression), religion, age, marital status, registered domestic partner status, disability, socioeconomic or ethnic background, sexual orientation, genetic information, veteran status or national origin, or any other characteristic protected by applicable statute. The discrimination precluded by this policy includes any discrimination against an individual because that individual is perceived to have any of the foregoing

characteristics or is associated with a person who has or is perceived to have any of the foregoing characteristics.

The QABA™ Credentialing Board will only gather the personal information necessary to process payment, authenticate identity, and request background checks along with other related tasks for the ABAT™ credentialing process.

All QABA™ board members will be required to sign and date a non-discrimination policy prior to being elected or appointed as board members as evidence that they are aware of this policy. The original signed form will be maintained in the board member's personnel file located in QABA™ Credentialing Board central office.

### **ADA Policy**

To accommodate disabilities, the QABA™ Credentialing Board has ensured that the latest technology is embedded in the LMS and available to our exam candidates, including text to speech features and zoom capabilities.

Candidates may also request special accommodations. The application for special accommodations can be found here: <http://www.qababoard.com/QABA-accommodations.html>

Any candidate who believes that he or she has been discriminated against unlawfully should bring any complaint to the Custodian of Records of the QABA™ Credentialing Board. Complaints may be lodged in writing or in person. Persons who file complaints will be advised, as is appropriate, regarding any investigation, action or resolution of the problem. These complaints will be forwarded to the QABA™ Credentialing Board's Executive Director.

The QABA™ Credentialing Board will not tolerate any form of discrimination and will take appropriate disciplinary action, including possible termination, of any person determined to have engaged in unlawful conduct under this policy.

### **No Retaliation**

The QABA™ Credentialing Board will not retaliate or discriminate against any employee or candidate because he or she has opposed any unlawful employment practice or filed a charge of employment discrimination, testified, assisted, or participated in any manner in an investigation, proceeding, or hearing related to employment practices.

### **Privacy Statement**

This privacy policy sets out how the QABA™ Credentialing Board uses and protects any information that you provide when you use this website. The QABA™ Credentialing Board is committed to ensuring that your privacy is protected. Should we ask you to provide certain information by which you can be identified when using the website; you can be assured that it will only be used in accordance with this privacy statement.

The QABA™ Credentialing Board may change this policy at any time by updating this page. You should check this page from time to time to ensure that you understand any changes. This policy was effective from 9th February, 2012 and was renewed December 1, 2017.

What we collect that to be used for the reasons stated below:

- Name and job title;
- Contact information including email address;

- Demographic information such as postcode, preferences and interests;
- Other information relevant to candidate surveys.

What we do with the information we gather:

- We require this information to understand your needs and provide you with a better service and in particular for the following reasons;
- We are required by various accrediting bodies to provide particular information in order for credentialing programs to be recognized for approval by that body;
- Internal record keeping;
- We may use the information to improve our products and services.

We may periodically send promotional email about new products, special offers or other information which we think you may find interesting using the email address which you have provided. From time to time, we may also use your information to contact you for market research purposes. We may contact you by email, phone, fax or mail.

We may use the information to customize the website according to your interests. We may provide your information to our third party partners for marketing or promotional purposes.

We will never sell your information.

**What we collect and/or maintain that remains confidential (see Candidate Data Confidentiality section)**

- Transcripts;
- Application status;
- Examination results;
- Recommendations;
- Supervision and Independent Fieldwork;
- Background information received from 3rd party background check.

**Security**

We are committed to ensuring that your information is secure. In order to prevent unauthorized access or disclosure, we have put in place suitable physical, electronic and managerial procedures to safeguard and secure the information we collect online.

**How We Use Cookies**

A cookie is a small file which asks permission to be placed on your computer's hard drive. Once you agree, the file is added and the cookie helps analyze web traffic or lets you know when you visit a particular site. Cookies allow web applications to respond to you as an individual. The web application can tailor its operations to your needs, likes and dislikes by gathering and remembering information about your preferences.

We use traffic log cookies to identify which pages are being used. This helps us analyze data about webpage traffic and improve our website in order to tailor it to customer needs. We only use this information for statistical analysis purposes and then the data is removed from the system.

Overall, cookies help us provide you with a better website, by enabling us to monitor which pages you find useful and which you do not. A cookie in no way gives us access to your computer or any information about you, other than the data you choose to share with us.

You can choose to accept or decline cookies. Most web browsers automatically accept cookies, but you can usually modify your browser setting to decline cookies if you prefer. This may prevent you from taking full advantage of the website.



## **Links to Other Websites**

Our website may contain links to enable you to visit other websites of interest, easily. However, once you have used these links to leave our site, you should note that we do not have any control over that other website. Therefore, we cannot be responsible for the protection and privacy of any information which you provide whilst visiting such sites and such sites are not governed by this privacy statement. You should exercise caution and look at the privacy statement applicable to the website in question.

## **Controlling Your Personal Information**

We will not sell, distribute or lease your personal information to third parties unless we have your permission or are required by law. We may use your personal information to send you promotional information about third parties which we think you may find interesting if you inform us that you wish this to happen.

You may request details of personal information which we hold about you at any time. If you would like a copy of the information held on you, please write to:  
custodian@qababoard.com

If you believe that any information we are holding on you is incorrect or incomplete, please write to or email us as soon as possible, at the above address. We will promptly correct any information found to be incorrect.

## **Updates and Changes in Requirements for Certification**

The QABA™ Credentialing Board will be responsible for communicating any changes in requirements for certifications through the website, general announcements and the quarterly newsletters.

Key Indicators for changes in requirements may include:

1. New, proposed, and existing legislations, regulations;
2. New and emerging evidence based treatment strategies for individuals with Autism;
3. Complaints;
4. Job analysis;
5. Demographic information;
6. Performance of ABAT and QASP Candidates over time.

## **Candidate Data Confidentiality Policy**

The company philosophy is to safeguard candidate information in its possession to ensure the confidentiality of the information. Additionally, the QABA™ Credentialing Board will only collect and maintain personal candidate data that is required to pursue its business operations, credentialing requirements and to comply with government reporting and disclosure requirements. Personal information collected and maintained by the company not limited to but including:

- Candidate names ;
- Job title;
- Addresses;
- Telephone numbers;
- E-mail addresses;
- Transcripts;
- Disciplinary action;
- Application status;

- Examination results

As stated in the Privacy statement, name, address, telephone number and email address and other demographic information may be shared. Please refer to that statement for more details.

All information is maintained in locked, segregated area, or on-line in a secured website. Candidate information will be considered confidential and as such will be shared only as required and with those who have a need to have access to such information. All hard copy records will be maintained in locked, secure areas with access limited to those who have a need for such access. Candidate information used in business system applications will be safeguarded under company proprietary electronic transmission and intranet policies and security systems.

This requirement applies to all employees: regular or temporary, and contractors/consultants of the Company.

Be aware that employees are expressly prohibited from transmitting, copying, distributing, or in any other way using this customer data outside of the Company's secured systems or for any purpose other than the Company's business. Employees who are aware of the existence of personally identifiable information residing outside of the QABA's secured systems must inform their manager immediately so that the information may be appropriately stored. No activity may be conducted nor any technology employed that might obstruct compliance with any portion of this policy.

### **Employee Guidelines**

All employees, contractors and consultants using customer personal information obtained from the QABA™ Credentialing Board process are required to adhere to the following guidelines:

- Provide confidential data, such as release of transcripts, credentialing status, etc. as outlined in the policy **only** to the candidate and/or legal authorities as required by applicable law;
- Place printed documents and other materials containing personally identifiable information in a locked room or cabinet;
- Log off computers when out of the office and at the end of the day;
- Ensure file cabinets and office doors are locked at the end of the day;
- Encrypt confidential data if it must be e-mailed or in any way sent over public networks;
- Keep passwords private; do not share this information with others;
- Share candidate personal information only with those who have a legitimate business need;
- Dispose of paper records by shredding them;
- Notify management immediately if a security breach is suspected;
- Immediately disconnect any computer from the Internet that may have been compromised.

### **Grievance, Discipline and Appeals Process**

The QABA™ Credentialing Board wishes to provide an effective and positive web-based assessment environment with respect and responsibility to each other. The purpose of this policy is to establish a process that web-based candidates can use for unresolved issues, for corrective action when inappropriate conduct or activity occurs, as well as to appeal these issues or actions.

## **Grievances**

In order to ensure a positive effective web- based examination environment, we monitor the system 24/7/365 from different locations in the United States. We monitor each server and local director; and monitor the number of active sessions and the average/peak response time. Two senior engineers are on call 24/7/365.

If a candidate does not receive an adequate and timely response to the issue, or feels that there is inappropriate conduct or activity on the part of the QABA Credentialing Board™, management, its employees, vendors, customers, or any other persons or entities related to the company, the QABA™ Credentialing Board requests that you bring this concern in writing to the immediate attention of the QABA™ Credentialing Board by emailing: [info@qababoard.com](mailto:info@qababoard.com)

## **Discipline**

The QABA™ Credentialing Board expects ethical behavior from all candidates, including honesty, integrity, responsibility, behaving in a manner that is respectful of the dignity of others, treating others with civility and understanding, and using Company resources in appropriate ways consistent with their purpose and in accordance with applicable policies.

The QABA™ Credentialing Board wishes to provide a comfortable and pleasant on-line certification experience, and will work with the candidate to provide reasonable and fair solutions to any corrective action.

1. All ABAT™ Credential holders must agree to and adhere to the QABA™ Credentialing Board Code of Ethics such as complaints which may concern conduct that is harmful to the public or inappropriate to the discipline (e.g., incompetence, unethical behavior, or physical/mental impairment affecting performance). Failure to follow those guidelines may result in the above disciplinary actions including suspension and/or revocation of credential status.
2. In the event there is a breach of the test environment or testing rules, the QABA™ Credentialing Board will notify the candidate and these issues will be reviewed at the next QABA™ board meeting. Each exam testing event is video recorded which allows any breaches to be reviewed objectively. Depending upon the breach, candidates may be allowed to retake the ABAT™ exam.
3. Complaints brought to the attention of the QABA™ Credentialing Board regarding the conduct of an ABAT™ or QASP™ will be reviewed within 24 hours of notification of the complaint. The review will be conducted by the QABA™ board members during a special session. Depending upon the nature of the complaint, this may result in the above disciplinary actions including immediate suspension and/or revocation of credential status.

## **Appeals**

It is the purpose of this policy to establish a process for the applicant to appeal corrective actions that have been taken by the QABA™ Credentialing Board.

Most common issues that may be appealed include but are not limited to the following:

- The fee charge to retake the certification exam;
- Suspended account;
- Delayed or rejected certification;
  - Compromised examination process
  - Sanctions against existing license or certification

- Convictions on Criminal Background Checks
- Delayed Approval or Rejection of recommendation;
  - Recommender is not qualified
  - Criteria of the recommendation was not met in one or all areas
- Delayed Approval or Rejection of Coursework;
  - Coursework submitted is not assessment based
  - Coursework submitted does not meet the content areas
- Delayed or Rejection of Supervision Hours;
  - Supervisor does not meet the requirements as qualified
  - Independent fieldwork does not meet the requirements outlined by the QABA™
- Disciplinary Action including immediate suspension and revocation of certification.

The Candidate may appeal a corrective action by submitting a written appeal to the QABA™ Credentialing Board, [custodian@gababoard.com](mailto:custodian@gababoard.com), stating the issue and the solution and action sought. The QABA™ Credentialing Board cannot promise that the specific appeal or complaint will result in the action requested or that the applicant will be satisfied with the outcome of the appeal procedure.

It is the purpose of this policy to establish a process for the applicant to appeal corrective actions that have been taken by the QABA™ Credentialing Board.

### **Candidate Records Retention Policy**

The QABA™ Credentialing Board has established a candidate records retention policy that defines how long types of applicant, candidate, and certificants records will be stored, retained and accessed easily by the QABA™ Credentialing Board.

**Candidate Records:** The necessary information on ABAT™ candidates and certificants.

**Transcript:** The record of the educational work, supervision completed and examination results maintained in the candidate records.

The QABA™ Credentialing Board collects the following information on-line for candidates registering to take the ABAT™ Credentialing Examination:

- Candidate name;
- Address;
- Contact phone number;
- Social Security number;
- Transcripts;
- Credentials or licensing/certification verification;
- Verification of Supervision requirements;
- Professional Recommendations.

This information is kept permanently in secured, online files.

The QABA™ Credentialing Board also has hard copies for some candidate records, which are maintained in locked cabinets in a secure room in their offices. These records are also maintained permanently.

In addition, e-mail and other pertinent online information are maintained for a 5 year period.

Records will be disposed of according to the Customer Data Confidentiality Policy. It is in violation of this policy to dispose of any records named in the retention schedule above. If you believe you have accidentally disposed of, deleted or destroyed a record, please contact the Custodian of Records, [custodian@qababoard.com](mailto:custodian@qababoard.com), as the document may still be retrievable or salvageable, or may exist elsewhere as a copy. Your honesty in coming forward will have a significant positive impact on any disciplinary action taken, if any. If you know of anyone willfully disposing of or destroying any certificants records of the QABA™ Credentialing Board, you are under obligation to report these activities to the Custodian of Records. Any employee who is found to have violated this policy may be subject to disciplinary action, up to and including termination of employment. Failure to report known violations of this policy will be handled very seriously.

**QABA™ Committee Members:**

The QABA™ Credentialing Board of Directors will ensure all committee and examination personnel have current knowledge in the content they oversee, understand the context of application, and model best professional practices in executing the duties and rules of all committees established by the QABA™ Credentialing Board.

Current members are published on the QABA™ Credentialing Board website at: [www.qababoard.com](http://www.qababoard.com)

**2009 – 2018 Summary of ABAT™ Certification Activities**

<b>Introduction of assessment instrument(s)</b>	<b>Applied Behavior Analysis Technician™</b> <b>Qualified Autism Services Practitioner™</b>
<b>Acronym of assessment instrument(s)</b>	<b>ABAT™, QASP™</b>
<b>Date of first administration(s)</b>	<b>ABAT: 09/28/2009</b> <b>QASP: 03/15/2010</b>
<b>Total number of candidates who have tested since the inception of the program:</b>	<b>ABAT: 7494</b> <b>QASP: 1054</b>
<b>Date of completion of most recent job/practice analysis study:</b>	<b>June 2014</b>

# Appendix A



## ABAT and QASP Code of Ethics

## **CODE OF ETHICS: RESPONSIBLE CONDUCT OF ABA TECHNICIAN AND QASP.**

The ABA Technician and the QASP maintains the high standards of professional behavior.

### **1.1. Competence**

- a.** ABA Technicians and QASPs will provide services only under supervision of a Board Certified Behavior Analyst (BCBA) or other qualified licensed or certified professional within this scope of practice in Behavioral Health Services and Applied Behavior Analysis.
- b.** ABA Technicians and QASPs must receive a minimum of one hour of documented clinical supervision per month from a Board Certified Behavior Analyst (BCBA) or other qualified licensed or certified professional within this scope of practice in Behavioral Health Services and Applied Behavior Analysis.
- c.** ABA Technician and QASPs must also follow any other professional body code of ethics and supervision as required by any other license, certification, or membership held and as governed and established by law, institutional rules, or professional or scientific relationships.

### **1.2. Professional Development**

ABA Technicians and QASPs will be expected to participate in ongoing professional development and upon renewal will be expected to pass a recertification exam that may contain any new evidenced based research, strategies, and other new information as it relates to applied behavior analysis and Autism Spectrum Disorder and other related intellectual disabilities.

### **1.3. Integrity**

- a.** ABATs and QASPs will always demonstrate trustworthiness, honesty, fairness, and sincerity
- b.** The activity of a ABAT and QASP falls under these Guidelines only if the activity is part of his or her work related functions.

### **1.4. Professional Relationships**

- a.** ABAT and QASPs will follow the QABA's Non-Discrimination and Anti-harassment Policy
- b.** ABAT and QASPs will refrain from conducts and acts which can be construed to be unprofessional by general ethical standards of practice.
- b.** By understanding what advocacy is and is not, the ABAT and QASP can be sure to be most effective and maintain professional boundaries while maximizing an individual's independence and self reliance

## **2. THE ABA TECHNICIAN AND QASP RESPONSIBILITY TO INDIVIDUALS RECEIVING SERVICES**

The ABAT and QASP will ensure as practitioners to use person-centered approaches to empower those individuals receiving services to have a voice in the planning process and to actively shape their future.

### **2.1. Maintaining Confidentiality**

- a. ABAT and QASPs will adhere to the objectives of HIPAA, in particular the Privacy Rule and the Security Rule and all other legal and ethical requirements regarding client confidentiality.
- b. ABAT and QASPs will maintain client confidentiality and know the exceptions to client confidentiality.

### **2.2 Obligations as a mandated reporter**

ABATs and QASPs will be familiar with applicable state and federal reporting requirements in regard to reporting suspected or known child, elder adult, and dependent adult abuse or neglect.

## **3. THE ABA TECHNICIAN AND QASP ETHICAL CONDUCT FOR PROVIDING SERVICES**

### **3.1. Being Familiar with These Guidelines**

ABAT and QASPs promise to follow the code of ethics as outlined by the QABA Board. Unfamiliarity or lack of knowledge of the ABAT and QASP Code of conduct is not justifiable should a grievance be filed in regards to misconduct of an ABAT or QASP.

### **3.2 Ethical Dilemmas**

All ethical dilemmas should immediately be brought to the supervisor's attention. With exception of all applicable state and federal reporting laws in regards to reporting suspected or known child, elder adult, and dependent adult abuse or neglect ethical dilemmas may be brought to the QABA Board for review.