Board Certified Behavioral Analyst (WISD) *(v.2019)*

Domain 1: Planning and Preparation

1.1 Demonstrating Knowledge of Behavior Analysis Principles, Laws, Regulations, and Research

Ineffective	Minimally Effective	Effective	Highly Effective
Displays little knowledge of the scientific principles of behavior analysis, behavior analytic terms, and current research and provides services outside his/her competency, experience, and education	Possess a general understanding of the scientific principles, concepts of behavior analysis, and current research, but uses them inconsistently on a day-to-day basis.	Possesses considerable knowledge of the scientific principles of behavior analysis as well as current research and uses them consistently with all students.	Demonstrates substantial knowledge of the scientific principles of behavior analysis as well as current research and passes along this knowledge to others.
Does not use principles of behavior analysis on day-to-day basis.	Demonstrates some knowledge of local/district/state/federal guidelines and regulations.	Has a general understanding of all local/district/state/federal guidelines and regulations.	Possesses a thorough understanding of all local/district/state/federal guidelines and regulations.
Does not demonstrate knowledge of local/district/state/federal guidelines and regulations	Provides services within his/her competency, experience, and education.	Provides services within his/her competency, experience, and education.	Provides services within his/her competency, experience, and education.
Evidence examples: * Unable to discuss or answer questions adequately when questioned about behavior management programs and/or behavioral principles. * Communicates that strategies that have been shown to be effective in the majority of cases would only be effective for a certain problem.	*Evidence examples:* * Can answer general questions about behavior management programs and principles. * Due to partial understanding of the components of a students behavior plan, simply recommends that other stakeholders do the best they can.	*Evidence examples:* * Can answer specific questions about behavior management programs and principles. * Facilitates the development of a behavior plan for a student who is exhibiting non-compliance, and educates staff about the principles that are used to guide the development of the plan.	*Evidence examples:* * Is prepared to consult and offer expertise and training on a variety of behavior management programs/principles. *Provides clarification for predictable, as well as currently evident, misconceptions of programs/principles with an interdisciplinary team of educators.

1.2 Demonstrating Knowledge of Students

Ineffective	Minimally Effective	Effective	Highly Effective
Does not complete a record review	Does not always do a thorough review	Uses language that the student,	Conducts a thorough review of the

before communicating with the student, family, or staff.	of available records before communicating with the student, family, or staff.	family, or staff fully understands.	student's records and all available data before communicating with the student, family, or staff.
Does not always check to see that a permission to evaluate has been completed.	Often uses figurative language, such as happy, sad, or non- compliant when describing behaviors, which leads to circular reasoning.	Always does a cursory review of all records and available data before communicating with the student or other recipients, and uses clear, descriptive, and meaningful terminology when describing the student's behaviors.	Uses concrete, observable, and measureable terms when describing the student's behavior, and describes to the student or other recipients why he/she refrains from using mentalist terms that are unobservable and lend themselves to circular reasoning.
	Makes sure that a permission to evaluate is signed and in the student's file before any work begins	Makes sure that a permission to evaluate is signed and in the student's file before any work begins.	Makes sure that a permission to evaluate is signed and in the student's file before any work begins.
Evidence examples: * Does not complete a record review prior to meeting with a student and his family. * Offers intervention recommendations without providing evidence of assessment or observation data.	*Evidence examples:* * Proceeds to make recommendations based on a 5-minute observation. * Does a brief review of records and only some of the recommendations are made based on data reviewed, observation, and information gathered. Recommendations are written in a general manner that are not explicit enough to be carried out or understood.	*Evidence examples:* * Makes recommendations only after conducting a review of all available clear, objective, and measurable data as well as observation of student. Recommendations are written in a clear descriptive manner that makes it explicit for student or staff to follow.	*Evidence examples:* * Makes recommendations only after conducting a thorough review of all available clear, objective, and measurable data as well as observation of student. Recommendations are written in a clear, descriptive manner. * Verifies understanding of recommendations and puts data systems in place to monitor progress and verify fidelity of implementation.

1.3 Setting Service Delivery Outcomes

| Ineffective	Minimally Effective	Effective	Highly Effective
Establishes service delivery outcomes based on poorly defined behaviors that are not measurable.	Establishes service delivery outcomes that may or may not be consistently based upon the use of a reliable and valid measurement system.	Consistently establishes service delivery outcomes that are evidence-based and derived from the use of a reliable and valid measurement system.	* Chooses a measurement system that is evidenced based.
Uses data that is not observable or measurable.	Tends to make recommendations that are more general in nature because the behaviors that have been targeted	Accurately identifies behavior that needs to be established, increased, decreased, or maintained, which	Always defines behaviors in measureable and observable terms, taking into account antecedent,

	for establishing, increasing, decreasing, or maintaining are not accurately identified and/or measured.	allows for service delivery outcomes to be established and measured.	consequence, and environmental factors.
Uses data that is anecdotal and subjective.	Uses data that is observable and measurable.	Uses data that is observable and measurable.	Always uses baseline data to determine which behaviors need to be maintained, decreased, or increased.
Sets outcomes that are not clearly stated.	Sets outcomes that are suitable for most individuals but not necessarily specific to the individual student's data and needs.	Sets outcomes that are suitable and specific to the individual student's data and needs.	Always consults current research on new and innovative interventions.
Sets outcomes that are not based on individual needs.	Sets outcomes that are described in a general manner.	Sets outcomes that are described in a descriptive manner.	Uses data that is observable and measurable.
Sets outcomes that do not correlate with other goals and disciplines.	Sets outcomes that do not correlate with other goals and disciplines.	Sets outcomes that do not correlate with other goals and disciplines.	Sets outcomes that are suitable and specific to the individual student's data and needs.
			Sets outcomes that are described in a descriptive manner.
			Sets outcomes that correlate with other goals and disciplines.
Evidence examples: * Determines that a student is having meltdowns because of frustration. Frequent breaks are recommended. There is no further monitoring of outcomes. * Identifies intense anger is result of a drop in adult attention, based upon discussions with staff. Teaching identification of emotions is suggested. No observation of student or data collection is recommended.	*Evidence examples:* * Determines that crying and verbal disruptions are related to presentation of non-preferred tasks after one visit to the classroom. Recommends teaching better communication skills. Suggests data monitoring but recommends a data system that is not user friendly and fails to provide accurate measurement of the behavior of concern. * Identifies serious physical aggression is related to low attention, based on staff interviews and one observation of student. Suggests teaching how to request attention. Fails to provide specific strategies to teach requesting or how to respond during aggression.	*Evidence examples:* * Creates observable and measurable definitions for crying and verbal disruptions. Interviews staff and makes several observations of learner to establish baseline and determines behaviors are maintained by escape. Establishes evidence-based training protocol(s) for replacement behavior(s) and function-based reduction procedures. Data collection and monitoring are ongoing. * Clearly defines aggression (hitting, biting, pinching, and kicking others) after staff interviews and several observations of student. Develops teaching plan for requesting attention, as well as recommends function-based	*Evidence examples:* * Creates observable and measurable definitions for crying and verbal disruptions. Interviews staff and parents, reviews records, and makes multiple observations of learner to establish baseline and determines behaviors are maintained by escape. Establishes evidence-based training protocol(s) for replacement behavior(s) and function-based reduction procedures. Makes frequent contact with team to review data and adjust plans accordingly. Data collection and monitoring are ongoing. * Clearly defines aggression (hitting, biting, pinching and kicking others) after parent and staff interviews,
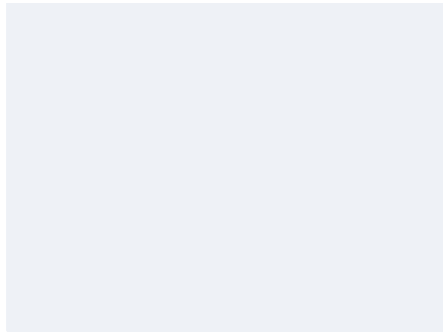
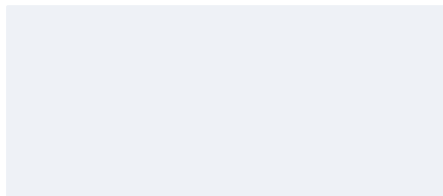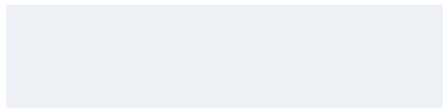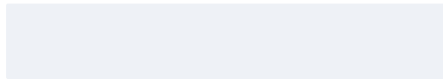| | Requests data collected once per month. | intervention. Establishes ongoing data collection and monitoring system. | record review, and multiple observations of student. Develops teaching plan for requesting attention as well as recommends function-based intervention. Establishes ongoing data collection and monitoring system, continues to visit classroom to ensure treatment fidelity. Trains staff to allow self-monitoring of treatment fidelity. Makes adjustments to plans based upon data. |

1.4 Demonstrating Knowledge of Resources

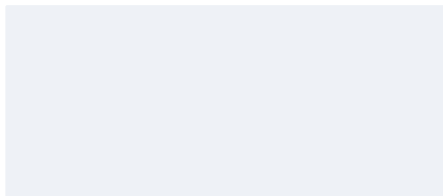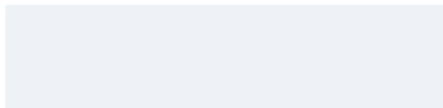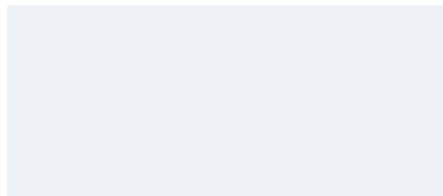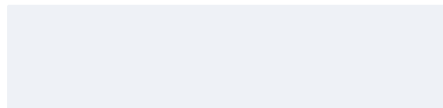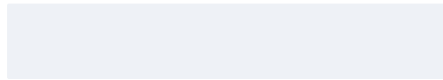| Ineffective	Minimally Effective	Effective	Highly Effective
Fails to demonstrate a basic knowledge of professional guidelines and does not keep up to date with current research.	Demonstrates general knowledge of professional guidelines but does not keep up to date with current research.	Demonstrates adequate knowledge of professional guidelines and keeps up to date with current research.	Has extensive knowledge of evidence-based, community, and other related resources.
Is not aware of conferences, events, websites, or journals that allow professional growth opportunities and provide resources on current research.	Is aware of conferences, events, websites, or journals that allow professional growth opportunities and provide resources on current research; however, fails to utilize the resources.	Is aware of conferences, events, websites, or journals that allow professional growth opportunities and provide resources on current research and is able to utilize the resource to inform the work.	Routinely seeks information from organizations, journals, professional networking, and/or other sources of reliable and valid information to update knowledge of resources.
			Is viewed by colleagues as being an expert in the area of resources.
			Demonstrates extensive knowledge of professional guidelines and keeps up to date with current research.
			Is aware of conferences, events, websites, or journals that offer professional growth opportunities and provide resources on current research and is able to utilize the resource to inform the work.

			Is able to transfer the knowledge and information from the resources to the students, family, or staff they serve.
Evidence examples: * Is not able to identify peer-reviewed research-based references or resources when asked to provide information related to effective interventions. * Uses self-developed or agency-developed resources that are not evidence-based. * Often uses phrases such as "I feel that", "I think that ", and "In my opinion" to explain his/her choice of interventions or perceptions of functions of behavior.	*Evidence examples:* * Offers recommendations for an evidence-based intervention to increase prosocial behavior but is unable to provide any more specifics other than the name. * Makes statements such as "this is what I was told I should do."	*Evidence examples:* * Makes recommendations based on function and research.	*Evidence examples:* * Makes recommendations based on function and research. * Ensures that staff is able to access available resources that allow for independent selection of interventions and decision making.

1.5 Designing Coherent Service Delivery

Ineffective	Minimally Effective	Effective	Highly Effective
Designs instruction and intervention that is not based on data or the function of the behavior. Designs services that are offered in isolation and are not based upon reliable and valid data sources.	Makes an effort to design instruction and intervention using reliable and valid data sources, including functional behavioral assessment.	Demonstrates consistent effort to design instruction and intervention service delivery using reliable and valid data sources and functional behavioral assessment.	Designs instruction and intervention service delivery that is comprehensive and collaborative in nature as well as based on reliable and valid data sources and functional behavioral assessment.
Designs intervention plans for reducing problem behavior that do not address all effective components for all identified functions (reduction of motivation to engage in the behavior, teaching a functional equivalent or replacement behavior, and putting the behavior on extinction).	Designs intervention plans that include one of the following components: reduction of motivation to engage in the behavior, teaching a functional equivalent or replacement behavior, and putting the behavior on extinction.	Designs intervention plans that include all of the following components: reduction of motivation to engage in the behavior, teaching a functional equivalent or replacement behavior, and putting the behavior on extinction	Is a member of a team who monitors the quality of service delivery design relative to individual and systems level outcomes.
Does not take into account student's motivation.	Accounts for student's motivation to some extent.	Accounts for student's motivation.	Designs intervention plans that include all of the following components: reduction of motivation to engage in

			the behavior, teaching a functional equivalent or replacement behavior, and putting the behavior on extinction.
Does not account for the bigger picture of everyday activities and environments in which the student will need to demonstrate behaviors.	Has plans in place to ensure student practices skills in more than one environment but fails to account for generalization and independence.	Has plans in place to ensure student is able to perform skills in a variety of settings, including the natural environment.	Ensures that student learns self-management of behavior when applicable.
		Uses resources for plan development that are based on current research within the field.	Accounts for student's motivation.
			Has plans in place to ensure student is able to perform skills in a variety of settings, including natural environment.
Evidence examples: * Uses anecdotal data exclusively to inform the development of a behavior plan. * Recommends that all students receive the same reinforcement to increase a desirable behavior without regard to student's individual needs or data.	*Evidence examples:* * Works in isolation with a student to design a plan that includes time to learn and practice a desirable behavior across settings. * Designs a behavior plan that does not include monitoring the implementation fidelity of an evidence-based intervention. * Identifies more than one function of problem behavior; however, designs a plan that only includes antecedent manipulation and teaching replacement behavior for one of the identified functions, but not extinction.	*Evidence examples:* * Identifies more than one function of problem behavior and designs a comprehensive treatment plan to address each function. * Provides a clear data system that will be used to monitor a student's response to treatment.	*Evidence examples:* * Identifies more than one function of problem behavior and develops a plan that addresses all three effective components for all identified functions. * Ensures that staff is able to independently implement interventions with fidelity.

1.6 Designing Outcome Evaluation

Ineffective	Minimally Effective	Effective	Highly Effective
Uses inappropriate data collection techniques or performance monitoring systems.	Occasionally uses appropriate data collection techniques and performance monitoring systems.	Uses appropriate data collection techniques and performance monitoring systems.	Uses appropriate data collection techniques and performance monitoring systems.

Does not collect ongoing data nor periodically review the data, interprets the data incorrectly, and does not adjust the behavioral programs accordingly.	Reviews the data sporadically but does not always make adjustments to the behavior program in a timely fashion.	Always uses systems to ensure procedural integrity.	Always uses systems to ensure procedural integrity.
Does not consider the role of the persons implementing the behavior program nor plan appropriate training procedures to improve implementation.	Does not always consider the role of the persons implementing the behavior program or plan appropriate training procedures to improve implementation.	Conducts on-going data review and makes adjustments to the behavior program when indicated by the data.	Provides on-going training in data collection and procedural integrity.
Abandons the student and terminates the relationship before it is reasonably clear that the student no longer needs the service.	Occasionally abandons the student or terminates the relationship before it is reasonably clear that the student no longer needs the service.	Considers the role of the persons implementing the behavior program and plans appropriate training procedures.	Always conducts preference/reinforcement assessments and other assessments before implementing any behavior procedures.
Discontinues service if the student is not making any significant gains.	Reviews the plan when the student is not making adequate gains but does not necessarily make any changes.	Never abandons the student or terminates the relationship before it is reasonably clear that the student no longer needs the service.	Makes decisions based on objective, concrete data.
Terminates service if the student is being harmed by the procedures being used without re-evaluating the behavior plan.	Transfers service to another provider if he/she feels that the student can be better served.	Refines or adjusts the plan if the data show that the student is not making adequate progress.	Never abandons the student or terminates the relationship before it is reasonably clear that the student no longer needs the service.
Does not communicate with the any new service providers.		Reviews all pertinent data, records, and behavior programs with the new provider before transferring the service.	Refines or adjusts service if the data show that the student is not making adequate progress.
			Consults and seeks out other BCBAs if the student is not making significant progress toward his/her goals.
			Always provides all documentation and records when transferring the student to another provider.
			When applicable, ensures students actively participate in ongoing monitoring and assessment of their

Evidence examples:	*Evidence examples:*	*Evidence examples:*	own behavior.

Evidence examples:	*Evidence examples:*	*Evidence examples:*	*Evidence examples:*
* Relies upon data sources that are subjective and/or exclusively qualitative in nature when evaluating goal achievement. * Is unable to help the staff operationalize "misbehaving" and develop a reliable system for measuring improvement. * Uses assessments that do not match behavioral expectations/targets. * Uses assessments that have no clear measurable criteria. * Does not design formative assessments. * Uses assessment results that do not affect future plans or changes in intervention. * Conducts an assessment that measures whether some of the behavioral goals have been attained.	* Conducts an assessment that measures whether "some" of the behavioral goals have been attained. * Requests that staff assist with monitoring a targeted behavior but does not clearly define how to assess whether the intervention is working or not. * Creates an assessment plan in which only some of the behavioral expectations/targets are addressed. * Uses assessment criteria that are vague and not clearly measurable. * Uses plans that refer to the use of formative assessments, but they are not fully developed. * Uses assessment results that are used to design intervention plans for groups of students, not individual students.	* After developing an intervention plan to decrease problem behavior, provides staff with a data system that requires them to measure three specific behaviors targeted for reduction, which are defined in clear and measurable terms. * Verifies that all staff is able to reliably collect the data and then has staff submit data daily for review and to make plan adjustments as needed. * Ensures that all the behavioral expectations/targets have a method for assessment. * Ensures that assessment types match the selected targeted behaviors. * Ensures that assessment criteria are clearly written in objective and measurable terms. * Uses plans that include formative assessments during implementation of interventions. * Uses behavior plans that indicate possible adjustments based on formative assessment data.	* After developing an intervention plan to decrease screaming, helps educators and parents use a data tracking system that requires the daily monitoring of three specific behaviors related to screaming for one month. * Verifies all staff is able to collect accurate data. * Provides staff with data-analysis and intervention-implementation assistance. * Builds capacity by helping staff apply learning to future cases/scenarios.

Domain 2: The Environment

2.1 Creating an Environment of Respect and Rapport

Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
Miscommunicates and causes misconceptions by inaccurately explaining in common terms the behavioral programming or expectations to the students by	Inconsistently attempts to explain the behavioral programming or expectations to the students in understandable terms by indicating the possible risks, adverse effects,	Explains the behavioral programming and expectations to the students clearly, effectively, and efficiently.	Explains the behavioral programming and expectations to the students clearly, effectively, and efficiently.

indicating possible risks, adverse effects, discomforts, and limitations.	discomforts, and limitations.		
Does not answer questions or concerns exhibited by the student and treats the student in a demeaning manner.	Sometimes answers questions and concerns of the student with respect and sensitivity and occasionally does not disclose confidential information to others without consent.	Reviews and plans for possible risks, adverse effects, discomforts, and limitations.	Reviews and plans for possible risks, adverse effects, discomforts, and limitations. In addition, ensures students are able to demonstrate a clear understanding of the programming and expectations.
Discusses factors concerning the student in front of the student and disinterested third parties in an insensitive manner.		Answers questions and concerns exhibited by the student with politeness, respect, and warmth.	Answers questions and concerns exhibited by the student with politeness, respect, and warmth.
Discloses confidential information concerning students to others without consent or in disregard to the codes and regulations.		Does not disclose confidential information to others without prior consent according to regulations.	Does not disclose confidential information to others without prior consent according to regulations.
Evidence examples: * Tells staff I don't understand why you are not following through with recommendations. The procedures are simple and everyone should know how to do this without requiring specific training. * Uses disrespectful language toward students and staff. * Fails to provide staff with sufficient explanation of procedures. * Displays no concern about individual students' motivation or needs. * Speaks to staff in a demeaning tone and without regard to their history of learning and area of expertise.	*Evidence examples:* * Reports researching the background and culture of a family who is from another country but does not incorporate information about culture and related factors within treatment plan. * Reports that they know safety procedures and de-escalation strategies but have not shared this information with the staff. * Does not always use respectful language toward students and staff. * Fails to provide staff with sufficient explanation of procedures. * Displays general concern about students but not about individual students' motivation or needs. * Sometimes speaks to staff in a demeaning tone and without regard to their history of learning and area of expertise.	*Evidence examples:* * Often checks for understanding and provides staff with necessary explanations, modeling, and procedural training. * Demonstrates rapport such that student and/or staff follow through with treatment recommendations and seek ongoing feedback and support from the BCBA. * Uses mutually respectful language with student and/or staff. * Generally provides staff with sufficient explanation of procedures; demonstrates rapport such that staff requests the information when needed. * Displays concern about individual students' motivation or needs. * Generally takes into consideration staff history of learning and area of expertise.	*Evidence examples:* * Is viewed by colleagues and peers as a highly effective listener/communicator. * Evidences effectiveness such that colleagues report that the BCBA has been instrumental in empowering them to make positive changes to the environment. * Uses mutually respectful language with student and/or staff. * Always provides staff with sufficient explanation of procedures; demonstrates rapport such that students and/or staff members actively seek out further information when needed. * Displays concern about individual students' motivation or needs. * Always speaks to staff in a respectful tone and takes into consideration their history of learning and area of expertise.

2.2 Establishing a Culture for Goal Achievement

Ineffective	Minimally Effective	Effective	Highly Effective
Does not manage and train staff responsible for carrying out behavior change procedures and does not design interventions with staff consideration accordingly.	Inconsistently manages and trains staff responsible for carrying out behavior change procedures.	Manages and trains staff responsible for carrying out behavior change procedures, with consideration of the staff and environment and in a timely manner.	Manages and trains staff responsible for carrying out behavior change procedures, with consideration of the staff and environment and in a timely manner.
Does not provide supervision or support for the behavior change agents that are directly and/or indirectly involved with the services.	Provides supervision and support for the behavior change agents that are involved with the services.	Provides ongoing supervision and support for the behavior change agents.	Provides ongoing supervision and support for the behavior change agents as well as the third parties involved in the students natural settings.
			Acknowledges staff efforts and establishes an environment where staff is self-motivated to set high expectations and put in extra efforts because they have learned the value of the work and its result on student achievement.
Evidence examples: * Is unable to provide documentation of staff development. * Provides general recommendations but fails to provide staff with any modeling/training of procedures. * Does not check for implementation fidelity. * Does not provide feedback to staff (positive or corrective). * Has no documentation of training. * Staff states he just tells us we are doing things wrong but doesn't show us what to do. * Leaves staff with written recommendations that are not clearly written and tells staff dont worry too much about this, they are just	*Evidence examples:* * Provides some training on recommended procedures but does not always model or check for implementation fidelity. * Provides feedback to staff but the feedback is not specific and does not result in staff changing their behavior. * Staff states, She did train us, but we are still not clear on what we are supposed to be doing. * Tells staff, You are doing a great job.	*Evidence examples:* * Provides positive feedback to staff relative to engaging a small group of students as well as specific feedback on refined implementation strategies based upon specific needs. * Provides specific training on recommended procedures. * Models procedures and checks for implementation fidelity. * Provides feedback to staff that is specific and objective as well as corrective feedback that allows staff to improve their performance. * Tells staff, "You did an excellent job at providing better reinforcement when your students responded better;" provides specific feedback on	*Evidence examples:* * Clients share that they have made substantial progress and sustained it over time with the assistance of the BCBA. * Staff tells BCBA that in addition to following recommendations they also did further research on the procedures and practiced at home because they want to make sure to do it right so students can be more successful. * Staff communicates with administration to share their students' achievements and how the procedures they have learned and implemented have influenced that achievement. * Staff actively shares and encourages other staff outside their classroom

| | | the need to increase student engagement and responding; and provides procedures for doing so. | and/or school to learn more about effective evidence-based procedures and attend trainings and explains to colleagues how it will impact their students achievement. |

2.3 Managing Procedures

Ineffective	Minimally Effective	Effective	Highly Effective
Demonstrates limited ability to implement and/or assist others in the area of procedural management (e.g., organization of materials, data systems, time management, transitions, instructional routines). These limitations result in less effective service delivery for individuals and the system.	Demonstrates some ability to implement and/or assist others in the area of procedural management (e.g., organization of materials, data systems, time management, transitions, instructional routines). These limitations result in inconsistent quality of services and outcomes for individuals and the system.	Demonstrates adequate ability to implement and/or assist others in the area of procedural management (e.g., organization of materials, data systems, time management, transitions, instructional routines). Effective procedural management skills contribute to consistent quality of services and outcomes for individuals and the system.	Provides clear and easy-to-use documentation of behavior services and provides feedback in an efficient and timely manner.
Does not implement or designate behavior programs to staff in a timely manner or with regard to daily schedules and routines balanced with the needs of the students.		Provides ongoing documentation of behavior services in an efficient and timely manner. Designs and uses effective performance monitoring and reinforcement systems, and uses procedural integrity to provide feedback and supervision for behavior change agents.	Designs and uses performance monitoring and reinforcement systems that are also efficient and effective and provide individual feedback regarding the implementation of behavior change procedures.
		Uses the data systems and is able to arrange for the orderly termination of services once the data indicates that they are no longer required.	Procedural integrity keeps the behavior change agents consistent with the procedures with ease of implementation.
			Termination of services is written into the behavior plan, with plans and training from the beginning of services, utilizing the ongoing data systems to determine when the services are no longer required.

Evidence examples:
* Does not use a reliable and valid data system to track the monitoring of behavioral objectives and outcomes.
* Is ineffective in teaching and holding students accountable for transitioning smoothly from one class to another.
* Instructs staff that they need to run a program for a student and tells them to just do it as often as they can.
* Leaves no documentation or procedures for staff to follow. * Staff cannot find materials needed for a specific activity that is scheduled.

Evidence examples:
* Provides procedures for staff to follow but the procedures are not well defined.
* Instructs staff that they need to run a program for a student and tells them to just do it as often as they can.
* Provides occasional documentation or procedures for staff to follow.

Evidence examples:
* Assists a colleague with the development of a time-management intervention and implementation checklist to monitor treatment integrity.
* Provides staff with specific instructions on development of classroom schedule and time management and uses a fidelity checklist to verify that staff followed through with recommendations during follow-up visit.
* Provides consistent documentation and procedures for staff to follow.

Evidence examples:
* Assists team members, including the student, with the development of a time-management intervention and implementation checklist to monitor treatment integrity.
* Discusses and monitors procedures regularly to ensure that timely and necessary changes are made to improve implementation skills and positive outcomes.
* Provides documentation of implementation fidelity checklists that staff have developed or completed.
* Provides clear and consistent documentation as well as follow-up communication on all recommendations.

2.4 Managing Student Behavior

Ineffective	Minimally Effective	Effective	Highly Effective
Uses items as potential reinforcers without regard to the long-term health of the student.	Uses items as reinforcers that are based on student preferences.	Uses items as reinforcers based on student preferences, and plans to condition reinforcers, as needed.	Uses items as reinforcers utilizing preference assessment, and plans to condition reinforcers, as needed.
Uses deprivation procedures as motivating operations without regard to the students' rights and needs.	Collects data but the data is not sufficient to allow for a clear analysis or decision making.	Effectively plans for extinction effects if necessary. The consideration of generalization is planned and implemented.	Effectively plans for extinction effects before implementation. The consideration of generalization is planned and implemented from the beginning.
Recommends punishment rather than reinforcement procedures and reinforcement procedures for alternative behavior are disregarded in programming and implementation.	Insufficiently trains others to collect data.	Collects data and trains others to collect data. Interprets the data in order to make data-based decisions.	Collects data and trains others to collect data, and trains others to interpret the data in order to make data-based decisions.
Does not collect data or designate others to collect the data needed to assess progress within the program.			

Does not organize, analyze, or interpret observed data and make decisions and/or program changes as determined by the data.			
Evidence examples: * Does not use a reliable and valid data system to track the monitoring of behavioral objectives and outcomes. * Is ineffective in teaching and holding students accountable for transitioning smoothly from one class to another. * Instructs staff that they need to run a program for a student and tells them to just do it as often as they can. * Leaves no documentation or procedures for staff to follow. * Staff cannot find materials needed for a specific activity that is scheduled.	*Evidence examples:* * Provides procedures for staff to follow but the procedures are not well defined. * Instructs staff that they need to run a program for a student and tells them to just do it as often as they can. * Provides occasional documentation or procedures for staff to follow.	*Evidence examples:* * Assists a colleague with the development of a time-management intervention and implementation checklist to monitor treatment integrity. * Provides staff with specific instructions on development of classroom schedule and time management and uses a fidelity checklist to verify that staff followed through with recommendations during follow-up visit. * Provides consistent documentation and procedures for staff to follow.	*Evidence examples:* * Assists team members, including the student, with the development of a time-management intervention and implementation checklist to monitor treatment integrity. * Discusses and monitors procedures regularly to ensure that timely and necessary changes are made to improve implementation skills and positive outcomes. * Provides documentation of implementation fidelity checklists that staff have developed or completed. * Provides clear and consistent documentation as well as follow-up communication on all recommendations.

2.5 Organizing Physical Space

Ineffective	Minimally Effective	Effective	Highly Effective
Does not consider organization of physical space. Safety and access to resources and materials is inadequate.	Makes some considerations regarding the physical arrangement when planning behavior programs.	Consistently monitors and ensures that organization of physical space results in adequate levels of safety, organization, and access to resources and materials.	Is consistently effective in organizing physical space to maintain and sustain the highest levels of safety, organization, and access to resources and materials.
Does not consider the physical arrangement when planning behavior programs.	Attempts to eliminate the environmental constraints such as management of the materials in order to deliver instruction fluently.	Provides adequate professional development in this area that is based upon state codes and regulations.	Empowers other educators to develop the same level of expertise.
Does not eliminate the environmental constraints in a parsimonious manner	Provides training/supervision with regard to safety.	Is able to assess environment.	Is an expert in this area and serves as a continual resource for professional

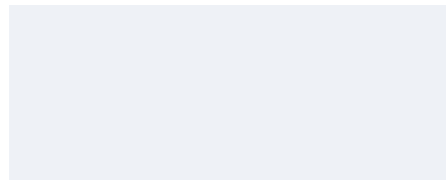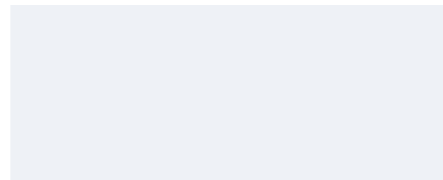|			development.
Does not provide proper training or supervision in regard to safety within the environment.	Assesses environment with only a few students in mind.	Provides training to staff on classroom management strategies.	Eliminates the environmental constraints easily and efficiently and is able to train staff on how to manage procedures and materials in order to deliver instruction in a fluent, effective, and efficient manner.
Is unable to assess the environment.	Provides limited training to staff on classroom management strategies.	Guides staff on materials and data systems set-up.	Provides proper training/supervision with regard to safety and the environment and according to state codes and regulations.
Fails to provide training to staff on classroom management strategies.	Does not provide clear procedures on materials and data systems set-up.	Guides staff to set up classroom environment to maximize student success and prevent problem behavior while maintaining student safety.	Ensures staff are able to apply learned information to make their own changes to the environment and effectively manage the classroom independent of the BCBA.
Does not provide procedures on materials and data systems set-up.	Encourages staff to set up classroom environment to maximize student success and prevent problem behavior but fails to provide training or procedures on how to do so.	Models organizational strategies.	
Evidence examples: * Does not post rules related to safe behaviors and expectations. * Has barriers that prevent access to resources when they are needed. * Has no indication or documentation on guidance regarding classroom management. * Does not address a problem with a teacher who has an inconsistent schedule through which students spend much of their day in non-learning activities, which results in high rates of non-compliance and problem behavior.	Evidence examples: * Guides staff to set up classroom in order to maintain a particular student's safety; however, does not take into consideration other students needs or instructional needs.	Evidence examples: * Trains and guides staff on setting up a classroom schedule that meets all student's behavioral and instructional needs and then checks to ensure that staff are implementing and following the schedule and that it is resulting in the desired outcomes for the staff and students.	Evidence examples: * Teacher has a new group of students with unique needs and is able to adjust the environment and the schedule based on strategies previously taught by BCBA.

Domain 3: Service Delivery

3.1 Communicating Clearly and Accurately

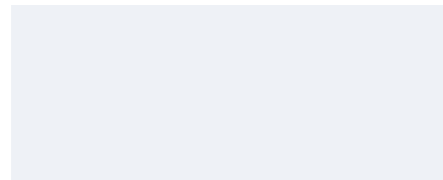| Ineffective	Minimally Effective	Effective	Highly Effective
Uses language that is inappropriate and confusing to the staff.	Uses communication strategies and techniques that result in inconsistent service delivery outcomes.	Provides reinforcement of appropriate behavior and modeling to assist staff.	Uses communication strategies and techniques that result in positive service delivery outcomes.
Uses prompting that is ineffective with the student and does not reinforce appropriate behaviors but instead inadvertently reinforces inappropriate behaviors.	Uses directions and explanations of content that are clarified after initial confusion.	Uses clear and effective language with staff.	Provides reinforcement of appropriate behavior and modeling to assist staff.
Tells staff how to implement procedures.	Uses language that is correct but may not be completely understandable.	Uses prompts with the student that ensures the response and is able to fade the prompts successfully.	Clients independently apply effective communication techniques and monitor their effectiveness with the assistance of the BCBA to enhance individual and collective outcomes.
	Uses prompts with the student that ensures the correct response but then doesn't fade the prompt effectively.	Uses language that is understandable and prompts that are consistent.	Uses directions and prompts accurately and precisely with complete understanding, and anticipates possible errors.
	Reinforces appropriate behaviors but not on an appropriate schedule (the reinforcement is not frequent enough).	Reinforces appropriate behaviors on an appropriate schedule of reinforcement and does not reinforce inappropriate behaviors.	Uses prompts that are consistent and faded appropriately when dealing with appropriate behaviors and inappropriate behaviors.
	Shows staff how to implement procedures but doesn't then guide the staff in following the procedures.	Guides the staff by modeling how to implement the procedures with fidelity and then observing the staff practice the implementation while giving feedback (positive and negative).	Uses errorless teaching with the appropriate instruction.
			Guides the staff in the procedures with fidelity of implementation (models, and then observes while delivering feedback until staff can independently perform the procedures).

| | | | Teaches students (staff and/or students) to engage in independent responses and utilize self-management techniques and the level of instruction that he/she has received. |

Evidence examples:	*Evidence examples:*	*Evidence examples:*	*Evidence examples:*
* Criticizes a staff member for using a strategy that was ineffective with a student. * Tells staff what to do without showing them and expects the staff to understand and implement the procedures. * Written guidelines and verbal guidelines for the procedures merely exist. * Is not comfortable working with the student for which the behavior change program is written.	* Explains to the staff how to prompt students and implement the procedures with initial confusion, and then is able to re-explain the procedures. * Written feedback exists and verbal feedback is given, however staff members report that they are not sure what they are doing.	* Explains the prompts and procedures to the staff and also shows them how to prompt and implement the procedures. * Observes the staff trying to implement the procedures and gives oral feedback. * Written and oral feedback are given to the staff, and staff members are able to observe the BCBA implement the procedures. The staff members are able to perform the procedures as well.	* Explains procedures, models the procedures, and then has staff practice until they are able to perform the procedures without errors. * Shows the staff how to prompt and fade prompts effectively. * Provides written and oral procedure guidelines to a team. Treatment fidelity checklists are completed and effective feedback is provided to increase skills and outcomes. * Staff can also discuss the behavior change procedures and describe the procedures implemented.

3.2 Using Data and Functional Behavioral Assessment

Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
Is unable to use measurement techniques to develop, implement, and/or evaluate the effectiveness of an intervention.	Is able to use some measurement techniques to develop, implement, and/or evaluate the effectiveness of an intervention. Does not use the data consistently to make necessary adjustments.	Consistently uses reliable and valid data sources, including FBAs, to inform the design, implementation, refinement, and/or evaluation of behavioral services.	Consistently uses reliable and valid data sources, including FBAs, to inform the design, implementation, refinement, and/or evaluation of behavioral services.
Is unable to set up or to maintain various measurement techniques accurately and reliably and is not able to design, plot, and interpret data on a graph.	Is able to set up and use various measurement techniques that are partially successful and is able to design, plot, and interpret data on a graph with guidance.	Effectively interprets data upon knowledge of experimental design and measurement concepts and procedures.	Effectively interprets data based upon knowledge of experimental design and measurement concepts and procedures.
Is not able to design and implement a behavior change program according to	Is able to implement behavior change programs that are partially effective	Is able to set up and use measurement techniques accurately and is able to	Is able to set up and use various measurement techniques accurately

the function of the behavior that is effective with an experimental design appropriate for the program, student, and the staff involved.	and sometimes appropriate for the setting, staff, program, and student.	design, plot, and interpret data on a graph.	and reliably and is able to design, plot, and interpret data on a graph.
Does not specify independent variables/dependent variables.	Sets up a behavior change program and uses a graph to display the intervention.	Is able to design and implement behavior change programs that are effective and appropriate for the program, student, and staff involved.	Is able to design and implement behavior change programs that are effective, demonstrating an experimental design appropriate for the program, student, and the staff involved.
Sets up a behavior change plan but not appropriately and it does not accurately display what is actually going on with the student.		Sets up a behavior change program and collects data on an ongoing basis. Creates a graph that displays the data and shows that the behavior change program is effective (either increasing or decreasing).	Trains others to develop behavioral analysis and evaluation skills.
			Adequately trains staff in the behavior change programs and collects and reviews treatment integrity data on a regular basis.
Evidence examples: * Develops a behavioral plan but it does not reflect the behaviors the student is exhibiting. * Is vague when explaining the function of the behavior and either describes them all or states the function unclearly.	*Evidence examples:* * Is able to describe the function of the behavior. It is not clear, however, whether the intervention is having the desired impact and staff is not sure if the change program is effective. * An evidenced-based behavioral strategy is implemented and the outcome is graphed.	*Evidence examples:* * Is able to describe the function of the behavior, develop a system for measuring the impact of the intervention, and make necessary timely changes based upon progress-monitoring data. * Ensures that staff are able to discuss function of the behavior, describe the behavior change program, as well as show the graph that indicates the progress.	*Evidence examples:* * Is able to describe the function of the behavior, the behavior change program that is in place, the replacement behaviors that are being taught, and how staff has been trained. Staff are able to show treatment fidelity checklists that indicate the behavior change program is being implemented consistently and accurately. * Models how to analyze phase change lines on the graph and relative progress, and staff carry out the analysis and graphing of the behavior change program. * Teams are learning to function more independently as a result of the BS/BA's assistance and expertise.

3.3 Engaging Students in Learning

Ineffective	Minimally Effective	Effective	Highly Effective
Is not able to show staff how to use behavior change systems as relevant to the student, environment, or staff.	Is occasionally able to show staff how to use behavior change systems as relevant to the student.	Is able to show staff how to use behavior change systems as relevant to the student and environment.	Is able to use behavior change systems as relevant to the student, environment, and staff.
Is not able to use the fundamental elements of behavior change such as positive and negative reinforcement, appropriate parameters and schedules of reinforcement, prompts and prompt fading, modeling and imitation, shaping, chaining, positive and negative punishment, and extinction.	Is inconsistently able to show staff how to use the fundamental elements of behavior change such as positive and negative reinforcement, appropriate parameters and schedules of reinforcement, prompts and prompt fading, modeling and imitation, shaping, chaining, positive and negative punishment, and extinction.	Is able to show staff how to use the fundamental elements of behavior change such as positive and negative reinforcement, appropriate parameters and schedules of reinforcement, prompts and prompt fading, modeling and imitation, shaping, chaining, positive and negative punishment, and extinction.	Is able to use the fundamental elements of behavior change such as positive and negative reinforcement, appropriate parameters and schedules of reinforcement, prompts and prompt fading, modeling and imitation, shaping, chaining, positive and negative punishment, and extinction with fidelity.
Is not able to use behavior change procedures.	Is infrequently able to show staff how to use behavior change procedures.	Is able to use behavior change procedures.	Is able to use behavior change procedures.
Evidence examples: * Is not able to answer questions about behavior principles, behavior change systems, or the use of prompts and prompt fading systems. * Talks about principles but does not explain them well. Staff are left confused with various terms.	*Evidence examples:* * Is able to talk about behavior principles, behavior change systems, and the use of prompts and prompt fading systems. * Explains principles and then states "do the best you can" and leaves staff to fend for themselves with limited knowledge.	*Evidence examples:* * Is able to talk about behavior principles, behavior change systems, and the use of prompts and prompt fading systems as well as model and show staff how to use these systems. * Explains principles, models how to apply the principles, and then verifies that the staff understands how to implement these systems.	*Evidence examples:* * Is able to talk about behavior principles, behavior change systems, and the use of prompts and prompt fading systems as well as model and show staff how to use these systems accurately. * Explains principles, models how to apply the principles, and then verifies that the staff understands how to implement these systems accurately and with fidelity.

3.4 Using Assessment in Service Delivery

Ineffective	Minimally Effective	Effective	Highly Effective
Is not able to use any of the various assessments to conduct an analysis of	Conducts a functional assessment utilizing data interviews and indirect	Conducts a functional assessment utilizing data interviews and indirect	Conducts and trains others to conduct functional assessment, utilizing data

the behavior that requires intervention procedures.	methods of assessment.	methods of assessment.	interviews and indirect methods of assessment.
Does not conduct a functional assessment utilizing data, interviews, or indirect methods of assessment.	Is able to interpret the results and data but explains with some inconsistencies and difficulties the nature of the relationship and results.	Is able to conduct systematic manipulations/observations as needed.	Is able to conduct systematic manipulations/observations as needed.
Does not conduct systematic manipulations or observations or directly assess the student.	conduct an analysis of behavior that requires intervention procedures with guidance.	Is able to interpret the results and explain the nature of the relationship and results clearly after a functional assessment is completed.	Is able to explain the nature of the relationship and results clearly and precisely after a functional assessment is completed.
Is unable to explain clearly the nature of the relationship and results after a functional assessment is completed.		Is able to use various assessment tools in an appropriate manner, demonstrating how to do so for students (staff) to conduct an analysis of behavior that requires intervention procedures.	Is able to use various assessment tools in an appropriate manner and with fidelity, demonstrating how to do so for students (staff) to conduct an analysis of behavior that requires intervention procedures.
Evidence examples: * Bases functional assessments only on reports rather than on observations or data collection. * Is not able to determine a function or to base interventions on any assessments.	*Evidence examples:* * Bases functional assessments on data and reports, but reporting is inaccurate or unclear. * Is able to discuss and determine a function of the behavior but, when the student is observed, the function is not always accurate and clear.	*Evidence examples:* * Bases functional assessments on data and reports, and is able to work with the student and determine a function based on systematic manipulations (testing conditions). The function of the behavior is determined. * Is able to discuss and determine a function of the behavior and also discuss or show staff how that determination occurred. The function appears to be clear and accurate.	*Evidence examples:* * Bases functional assessments on data and reports, and is able to work with the student and determine a function based on systematic manipulations (testing conditions). The function of the behavior is determined and clear to all staff. * Is able to discuss and determine a function of the behavior, and staff are also able to discuss and determine the function based on instruction and observations of the BCBA.

3.5 Demonstrating Flexibility and Responsiveness

Ineffective	Minimally Effective	Effective	Highly Effective
Does not demonstrate flexibility and responsiveness in service delivery as a function of changing conditions, data, response, needs, and/or	Demonstrates some flexibility and responsiveness in service delivery as a function of changing conditions, data, response, needs, and/or	Demonstrates flexibility and responsiveness in service delivery as a function of changing conditions, data, response, needs, and/or	Demonstrates a high level of flexibility and responsiveness in service delivery as a function of changing conditions, data, response, needs, and/or

| objectives/goals.	objectives/goals.	objectives/goals.	objectives/goals.
	Occasionally attempts to modify the service delivery according to the data and observations using appropriate data information-gathering techniques, with moderate success.	Attempts to modify the service delivery according to the data and observations using appropriate data information- gathering techniques, with moderate success. Uses the data to display the student success.	Always modifies the service delivery according to the data and observations, using appropriate data information- gathering techniques, with tremendous success. Uses the data to display the student success.
	Accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Uses reinforcement contingencies based on student preference assessments and other behavior change procedures that continue to increase the success (acquisition or decreasing trends of PB).	Uses reinforcement contingencies based on student preference assessments and uses other behavior change procedures that continue to increase the success (acquisition or decreasing trends of PB).
			Successfully transfers the data-based decision-making process to the staff that is working with the student.
Evidence examples: * Does not provide a graph and cannot find a graph or data to show the effectiveness of the intervention. The student does not show progress and the staff discusses how the student is not improving or that they do not feel that the student is improving. * Is rigid and does not change a plan even after data determines or observations determine that the plan is not effective.	*Evidence examples:* * Is able to show data. * Is able to gather data and discuss the data to determine if the plan in place is effective.	*Evidence examples:* * Provides data and a graph. The graph is either increasing or decreasing and shows that the intervention in place is effective. There are phase change lines on the graph that indicate changes have been made to the intervention to make it more effective. * Is able to set up data, display the data in a graph format, and use the graph to determine if the intervention is effective. If the intervention is not effective, makes changes to the intervention to increase the effectiveness. Can describe the changes made and the reasons for the changes based on the data, environmental variables, and/or behavior principles.	*Evidence examples:* * Provides a graph of the data collection, and the graph indicates that the interventions are effective and increasing or decreasing at an optimal rate. Phase change lines on the graph indicate the data is evaluated frequently and changes are being made to make the intervention effective. The staff is able to discuss the data and the decisions based on the data. * Sets up effective and accurate data collection and displays the data in a graph format. The graph displays that the intervention is effective and that the BCBA is adjusting and changing the intervention to maximize the effectiveness so that the student is making great gains. Staff are also able to discuss and display the data and make decisions based on the data because the BS/BA has shown staff how to do so.

| | | | *The BCBA (as well as the staff) can describe the changes made and why based on the data, environmental variables and or behavior principles. |

Domain 4: Specialist/Analyst Responsibilities

4.1 Reflecting on Practice

Ineffective	Minimally Effective	Effective	Highly Effective
Does not reflect on practices.	Engages in some reflective practice.	Engages in reflective practice.	Engages in reflective practice on an ongoing basis and engages a team in the review of behavioral services relative to the use of evidence-based methodologies, reliable and valid measures, and sound program evaluation criteria.
Does not base behavioral services upon evidence-based methodologies and/or customize to individual or systemic needs.	Inconsistently bases behavioral services upon evidence-based methodologies and/or customizes to individual or systemic needs.	Consistently bases behavioral services upon evidence-based methodologies and/or customizes to individual or systemic needs.	Engages the team in decisions regarding how to continually improve and/or refine behavioral services.
Does not evaluate behavioral services relative to effectiveness.	Inconsistently evaluates behavioral services relative to effectiveness.	Consistently evaluates behavioral services relative to effectiveness.	In those instances where more than one scientifically supported treatment has been established, considers additional factors when selecting interventions.
In those instances where more than one scientifically supported treatment has been established, does not make any other considerations in regard to least restrictive procedures.	Recommends the least restrictive procedures that occasionally are effective in dealing with a behavior problem.	Considers the restrictiveness of alternative interventions and recommends the least restrictive procedures likely to be effective in dealing with a behavior problem.	Analyzes the restrictiveness of alternative interventions and recommends the least restrictive procedures likely to be effective in dealing with a behavior problem.
Evidence examples: * Does not put into place a measurement system to indicate if the treatment plan was effective.	*Evidence examples:* * Collects data that is anecdotal and from which reliable and valid conclusions about effectiveness cannot be made.	*Evidence examples:* * Creates graphs for the behavior change program and reviews them frequently, demonstrating the rate is increasing or decreasing and	*Evidence examples:* * Team analysis of the data concludes that the target behaviors are increasing at a rate that indicates effectiveness. Phase change lines
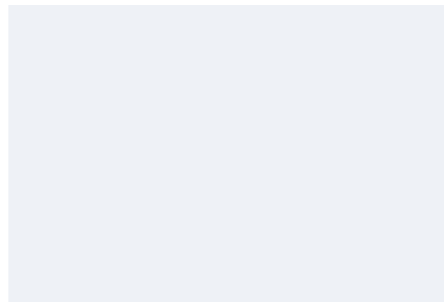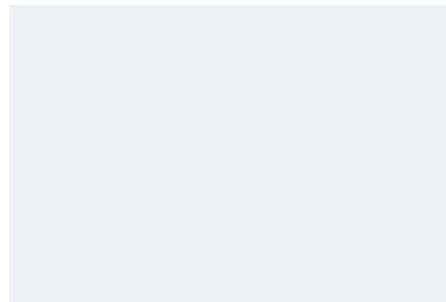
| | | indicating that the treatment was effective. | indicate changes have been made to improve the effectiveness of the behavior change program and that implementation refinements were successful.
* Leads the team in determining any possible changes that are necessary to maximize the effectiveness of the behavior change program based on scientifically validated procedures. |

4.2 Maintaining Accurate Records

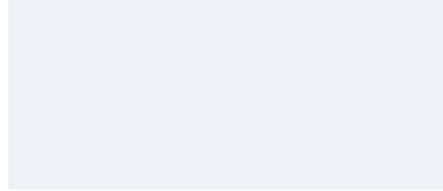| Ineffective	Minimally Effective	Effective	Highly Effective
Does not maintain appropriate confidentiality in creating, storing, accessing, transferring, and disposing of records under his/her control, in accordance with state and federal codes and regulations.	Maintains appropriate yet minimal confidentiality in creating, storing, accessing, transferring, and disposing of records under his/her control in accordance with state codes and regulations.	Maintains appropriate confidentiality in creating, storing, accessing, transferring, and disposing of records under his/her control in accordance with state codes and regulations.	Maintains appropriate confidentiality in creating, storing, accessing, transferring, and disposing of records under his/her control in accordance with state codes and regulations
Has the data system in disarray and unorganized.	Presents and maintains records and data collection, but requires frequent monitoring for accuracy.	Presents and maintains records and data collection with accuracy.	Presents and maintains records and data collection in an organized manner and with accuracy.
Fabricates data or falsifies results.	Takes steps, with guidance, to correct errors when discovered.	Takes reasonable steps as soon as possible to correct errors when discovered.	Takes reasonable steps to correct errors immediately and independently when discovered.
Does not correct significant errors in the data when discovered.	Cites the work and research of others accurately.	Cites the work and research of others and does not present another's work or data as his/her own.	Cites the work and research of others accurately with fidelity, and never presents portions or elements of another's work or data as his/her own.
Presents portions or elements of another's work or data as his/her own, without any proper citations, and omits findings that might alter others' interpretations of the work or behavior analysis in general.			

Evidence examples: * Is unable to show evidence of accuracy in record keeping and data tracking.	*Evidence examples:* * Has anecdotal data only.	*Evidence examples:* * Shows graphs that are current and indicative of frequent progress monitoring.	*Evidence examples:* * Empowers others to design, display, and interpret data that reflect the effectiveness of the interventions and where changes occurred.

4.3 Communicating with Stakeholders

| **Ineffective**	**Minimally Effective**	**Effective**	**Highly Effective**
Uses communication that does not reflect content expertise and experience relative to behavioral theory, science, and application.	Uses communication that does not consistently reflect content expertise and experience relative to behavioral theory, science, and application.	Uses communication that consistently reflects content expertise and experience relative to behavioral theory, science, and application.	Uses communication that consistently reflects content expertise and experience relative to behavioral theory, science, and application. Communication results in capacity building at the individual and systems level.
Provides little/no information about the behavior change program to persons involved; communication with behavior change agents and/or family is insensitive or inappropriate to the culture of the persons involved and/or makes no attempt to engage third parties or families in the service delivery program.	Provides minimal and/or occasionally insensitive communication or response to family concerns; occasionally attempts to engage third parties in the service delivery program.	Provides culturally appropriate information about the behavior change to family members and other persons involved, with consideration of issues related to confidentiality.	Provides frequent, culturally appropriate information about the behavior change programs or student progress to family members and other persons involved, and responds to family member's concerns with consideration of issues related to confidentiality.
Does not take into consideration issues related to confidentiality.	Does not consistently take into consideration issues related to confidentiality.		Collaborates successfully with third parties in the service delivery program to enhance student goal achievement when needed.
Evidence examples: * Uses patterns of communication that often result in mistrust, relational difficulties, and limited collaborative problem-solving. * Sets up the behavior change program but staff and family do not have any indication of progress.	*Evidence examples:* * Establishes a positive relationship with stakeholders but lacks experience and knowledge to help others solve problems effectively and efficiently. * Sets up the behavior change program and reviews current data but only meets with the family one time.	*Evidence examples:* * Is viewed as an effective communicator and problem-solver. Stakeholders report that communication skills are well-developed and that they trust the BCBA. Positive relationships and results are frequently achieved. * Sets up the behavior change	*Evidence examples:* * Through effective communication and interdisciplinary collaboration, is viewed as a leader in facilitating problem-solving, building trust, and advancing teaming toward positive outcomes for individuals and the system. * Sets up the behavior change
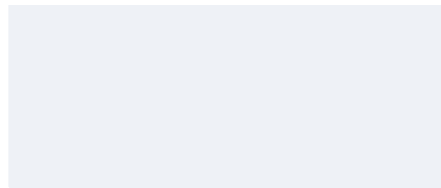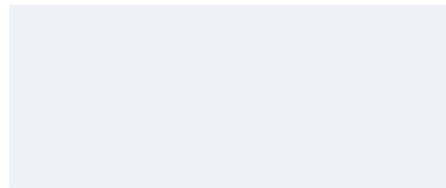
| | | program and frequently checks data. | program, frequently checks data, and updates all the persons involved as well as the family regarding the progress. Has documentation such as signed forms or a log that documents the frequent exchange of information. |

4.4 Participating in a BCBA Community

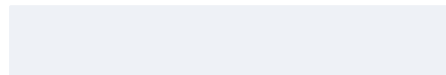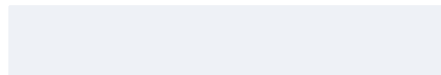| Ineffective	Minimally Effective	Effective	Highly Effective
Does not uphold or advance the values, ethics, principles, and mission of the field of behavior analysis.	Makes some attempts to uphold or advance the values, ethics, principles, and mission of the field of behavior analysis.	Makes attempts to uphold or advance the values, ethics, principles, and mission of the field of behavior analysis.	Demonstrates the highest standards relative to upholding and advancing the values, ethics, principles, and mission of the field of behavior analysis.
Does not participate in local, state, or national organizations.	Participates in a limited way in the larger BCBA community.	If there is an ethical violation, attempts to resolve the issue according to guidelines.	If there is an ethical violation, attempts to resolve the issue according to guidelines.
Evidence examples: * Is not aware of the BCBA code of ethics.	*Evidence examples:* * Is aware of the BCBA code of ethics and has a copy somewhere in his/her records.	*Evidence examples:* * Has a copy of the BCBA code of ethics and seeks to follow these ethics in the daily application of applied behavior analysis.	*Evidence examples:* * Has a copy of the BCBA code of ethics and reads them regularly. Applies this code in the interventions and discussions that occur with staff or colleagues on a regular basis.

4.5 Growing and Developing Professionally

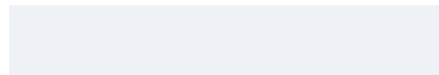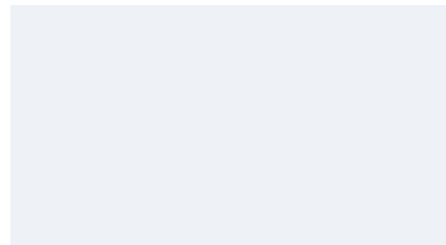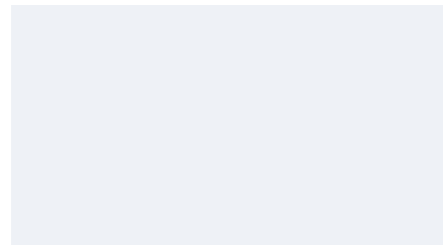| Ineffective	Minimally Effective	Effective	Highly Effective
Does not seek opportunities to grow and develop.	Engages in some activities that facilitate professional growth and development.	Engages in assessment, therapy, teaching, research, systems-level consultation, and/or other activities and experiences that promote professional learning and growth.	Engages in assessment, therapy, teaching, research, organizational consultation, or other BCBA activities.
			Actively seeks and maintains an expert level of awareness of current
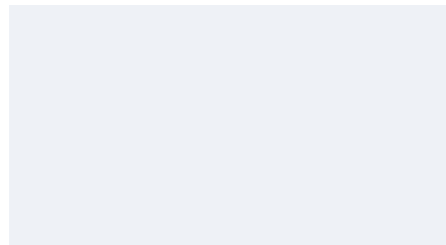
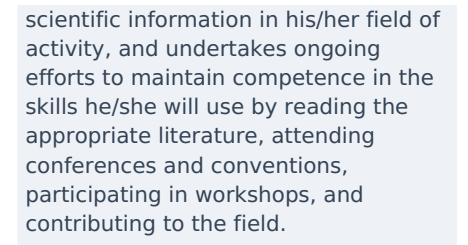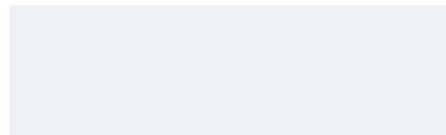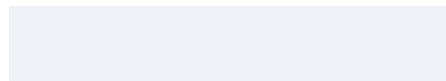|			scientific information in his/her field of activity, and undertakes ongoing efforts to maintain competence in the skills he/she will use by reading the appropriate literature, attending conferences and conventions, participating in workshops, and contributing to the field.
Evidence examples: * Does not design programs/interventions based on research, instead all the plans/ programs are similar and are not individualized.	*Evidence examples:* * Designs treatment based on current research and is able to provide references and citations.	*Evidence examples:* * Reviews current research, attends workshops, and applies research to practice, and can design a case study based on the research.	*Evidence examples:* * Reads current research and applies the research with students using case study format. The case study and research is presented as a poster or in a workshop, and the BCBA is open to feedback from other professionals in the field. The research could also be published in a journal such as behavior analysis in practice.

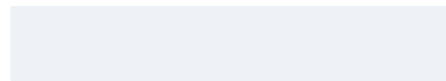## 4.6 Showing Professionalism in Behavior Analysis

Ineffective	Minimally Effective	Effective	Highly Effective
Is not able to demonstrate professionalism via adequate levels of knowledge and application relative to behavior analysis.	Shows growth relative to his/her ability to demonstrate professionalism via adequate levels of knowledge and application relative to behavior analysis.	Provides services commensurate with education, training, and experience.	Provides services commensurate with education, training, and experience.
		Collaborates with others who support and provide services to the student.	Collaborates with others who support and provide services to the student.
		Has interactions and makes decisions that are characterized by honesty, integrity, confidentiality, and equity in services.	Has interactions and makes decisions that are characterized by honesty, integrity, confidentiality, and equity in services.
		Complies with regulations.	Complies with regulations.
			Actively attempts to continually improve upon professionalism and

formal methods for monitoring development in this area.

Evidence examples:
* Makes recommendations for a student/staff without prior experience. The recommendations are based on observations alone and without reviewing the current literature or consulting with another professional in the field.

Evidence examples:
* Makes recommendations for student/staff based on review of one research article.

Evidence examples:
* Makes recommendations for student/staff based on reviewing current literature, attempting to apply it to the current situation, and collaborating with other experts regarding the situation.

Evidence examples:
* Is able to explain the current research literature and apply it to a new situation while admitting to not having experience with the current situation. Attempts to apply the current research to the situation and individualizes it to the student, while seeking collaboration and cooperation with others on the team.