BCBA Candidate Self-Assessment

The *BCBA Candidate Self-Assessment* features two categories: clinical scope and professionalism. Clinical scope is comprised of all items listed on the *5th Edition BCBA Task List.* Professionalism includes additional skills not covered on the BCBA Task List, including efficiency, communication, and collaboration.

Instructions: Complete the assessment at the onset of supervision (baseline), midway through supervision (midpoint), and prior to sitting for their exam (final checkpoint). Use the chart below to identify areas of strength and weakness as you progress through your fieldwork experience.

Rating Scale (0-2):
0 – Cannot identify the term/skill
1 – Has some exposure/experience with the term/skill, but needs more practice
2 – Very confident with this term/skill – mastered

Clinical Scope	Baseline %	Midpoint %	Final %
A. Philosophical Underpinnings			
B. Concepts and Principles			
C. Measurement, Data Display, and Interpretation			
D. Experimental Design			
E. Ethics (not included, see Ethics File)			
F. Behavior Assessment			
G. Behavior-Change Procedures			
H. Selecting and Implementing Interventions			
I. Personnel Supervision and Management			

Professional Competency	Baseline %	Midpoint %	Final %
Efficiency and Time Management			
Communication and Collaboration			
Leadership			

BCBA Candidate Self-Assessment: Clinical Scope

Supervisee: **Supervisor:**

	Baseline Date:	Midpoint Date:	Final Checkpoint Date:
A. Philosophical Underpinnings			
Identify the goals of behavior analysis as a science (i.e., description, prediction, control).			
Explain the philosophical assumptions underlying the science of behavior analysis (e.g., selectionism, determinism, empiricism, parsimony, pragmatism).			
Describe and explain behavior from the perspective of radical behaviorism.			
Distinguish among behaviorism, the experimental analysis of behavior, applied behavior analysis, and professional practice guided by the science of behavior analysis.			
Describe and define the dimensions of applied behavior analysis (Baer, Wolf, & Risley, 1968).			
Total score:	/ 10	/ 10	/ 10

BCBA Candidate Self-Assessment: Clinical Scope

Supervisee: **Supervisor:**

	Baseline Date:	Midpoint Date:	Endpoint Date:
B. Concepts and Principles			
Define and provide examples of behavior, response, and response class.			
Define and provide examples of stimulus and stimulus class.			
Define and provide examples of respondent and operant conditioning.			
Define and provide examples of positive and negative reinforcement contingencies.			
Define and provide examples of schedules of reinforcement.			
Define and provide examples of positive and negative punishment contingencies.			
Define and provide examples of automatic and socially mediated contingencies.			
Define and provide examples of unconditioned, conditioned, and generalized reinforcers and punishers.			
Define and provide examples of operant extinction.			
Define and provide examples of stimulus control.			
Define and provide examples of discrimination, generalization, and maintenance.			
Define and provide examples of motivating operations.			
Define and provide examples of rule-governed and contingency-shaped behavior.			
Define and provide examples of the verbal operants.			
Define and provide examples of derived stimulus relations.			
Total score:	/ 30	/ 30	/ 30

BCBA Candidate Self-Assessment: Clinical Scope

Supervisee: **Supervisor:**

	Baseline Date:	Midpoint Date:	Endpoint Date:
C. Measurement, Data Display, and Interpretation			
Establish operational definitions of behavior.			
Distinguish among direct, indirect, and product measures of behavior			
Measure occurrence (e.g., count, frequency, rate, percentage).			
Measure temporal dimensions of behavior (e.g., duration, latency, interresponse time).			
Measure form and strength of behavior (e.g., topography, magnitude).			
Measure trials to criterion.			
Design and implement sampling procedures (i.e., interval recording, time sampling).			
Evaluate the validity and reliability of measurement procedures.			
Select a measurement system to obtain representative data given the dimensions of behavior and the logistics of observing and recording.			
Graph data to communicate relevant quantitative relations (e.g., equal-interval graphs, bar graphs, cumulative records).			
Interpret graphed data.			
Total score:	/ 22	/ 22	/ 22

BCBA Candidate Self-Assessment: Clinical Scope

Supervisee: **Supervisor:**

	Baseline Date:	Midpoint Date:	Endpoint Date:
D. Experimental Design			
Distinguish between dependent and independent variables.			
Distinguish between internal and external validity.			
Identify the defining features of single-subject experimental designs (e.g., individuals serve as their own controls, repeated measures, prediction, verification, replication).			
Describe the advantages of single-subject experimental designs compared to group designs.			
Use single-subject experimental designs (e.g., reversal, multiple baseline, multielement, changing criterion).			
Describe rationales for conducting comparative, component, and parametric analyses.			
Total score:	/ 12	/ 12	/ 12

BCBA Candidate Self-Assessment: Clinical Scope

Supervisee: **Supervisor:**

	Baseline Date:	Midpoint Date:	Endpoint Date:
F. Behavior Assessment			
Review records and available data (e.g., educational, medical, historical) at the outset of the case.			
Determine the need for behavior-analytic services.			
Identify and prioritize socially significant behavior-change goals.			
Conduct assessments of relevant skill strengths and deficits.			
Conduct preference assessments.			
Describe the common functions of problem behavior.			
Conduct a descriptive assessment of problem behavior.			
Conduct a functional analysis of problem behavior.			
Interpret functional assessment data.			
Total score:	/ 18	/ 18	/18

BCBA Candidate Self-Assessment: Clinical Scope

Supervisee: **Supervisor:**

	Baseline Date:	Midpoint Date:	Endpoint Date:
G. Behavior-Change Procedures			
Use positive and negative reinforcement procedures to strengthen behavior.			
Use interventions based on motivating operations and discriminative stimuli.			
Establish and use conditioned reinforcers.			
Use stimulus and response prompts and fading.			
Use modeling and imitation training.			
Use instructions and rules.			
Use shaping.			
Use chaining.			
Use discrete-trial, free-operant, and naturalistic teaching arrangements.			
Teach simple and conditional discriminations.			
Use Skinner's analysis to teach verbal behavior.			
Use equivalence-based instruction.			
Use the high-probability instructional sequence.			
Use reinforcement procedures to weaken behavior (e.g., DRA, FCT, DRO, DRL, NCR).			
Use extinction.			
Use positive and negative punishment			
Use token economies.			
Use group contingencies.			
Use contingency contracting.			
Use self-management strategies.			
Use procedures to promote stimulus and response generalization.			
Use procedures to promote maintenance.			
Total score:	/ 44	/ 44	/ 44

Supervisee: **Supervisor:**

	Baseline Date:	Midpoint Date:	Endpoint Date:
H. Selecting and Implementing Interventions			
State intervention goals in observable and measurable terms.			
Identify potential interventions based on assessment results and the best available scientific evidence.			
Recommend intervention goals and strategies based on such factors as client preferences, supporting environments, risks, constraints, and social validity.			
When a target behavior is to be decreased, select an acceptable alternative behavior to be established or increased.			
Plan for possible unwanted effects when using reinforcement, extinction, and punishment procedures.			
Monitor client progress and treatment integrity.			
Make data-based decisions about the effectiveness of the intervention and the need for treatment revision.			
Make data-based decisions about the need for ongoing services.			
Collaborate with others who support and/or provide services to clients.			
Total score:	/ 18	/ 18	/18

BCBA Candidate Self-Assessment: Clinical Scope

Supervisee: **Supervisor:**

	Baseline Date:	Midpoint Date:	Endpoint Date:
I. Personnel Supervision and Management			
State the reasons for using behavior-analytic supervision and the potential risks of ineffective supervision (e.g., poor client outcomes, poor supervisee performance).			
Establish clear performance expectations for the supervisor and supervisee.			
Select supervision goals based on an assessment of the supervisee's skills.			
Train personnel to competently perform assessment and intervention procedures.			
Use performance monitoring, feedback, and reinforcement systems.			
Use a functional assessment approach (e.g., performance diagnostics) to identify variables affecting personnel performance. .			
Use function-based strategies to improve personnel performance.			
Evaluate the effects of supervision (e.g., on client outcomes, on supervisee repertoires).			
Total score:	/ 18	/ 18	/18

BCBA Candidate Self-Assessment: Professional Competency

Supervisee: **Supervisor:**

	Baseline Date:	Midpoint Date:	Endpoint Date:
Efficiency and Time Management			
Arrive to all meetings and appointments on time.			
Respond to emails and phone calls in a timely manner.			
Complete all assigned tasks by the scheduled due date.			
Multi-task effectively.			
Total score:	/ 8	/ 8	/ 8
Communication and Collaboration			
Consistently communicate with client stakeholders (e.g. parents, physicians, teachers, other clinicians, etc)			
Collaborate with a multidisciplinary team			
Communicate client objectives in non-behavior analytic language			
Effectively resolve disagreements with other stakeholders (e.g. parents, physicians, teachers, other clinicians, etc)			
Total score:	/ 8	/ 8	/ 8
Leadership			
Models and promotes teamwork.			
Effectively communicates and oversees staff adherence to policies and procedures.			
Take a solution-oriented approach to problems / obstacles.			
Models a positive attitude.			
Models flexibility and adaptability.			
Total score:	/ 5	/ 5	/ 5