Required Competencies

These 16 competencies are required to complete the QASP-S coursework course. Each one asks you to show, live and in real time, that you can apply what you learned in the modules. This module stays open for the whole course, so you can come back to it at any time, prepare at your own pace, and test as you finish the related modules.

How Competency Testing Works

1. **Study the module.** Finish the course module that each competency is aligned to (listed below) before you test on it.
2. **Review the competency and its checklist.** Read the "What you will do," "How to prepare," and checklist sections for each competency you plan to test. The checklist shows exactly what the examiner scores.
3. **Book a session.** Book a 30-minute QASP-S Competency Check on Zoom.
4. **List your competencies in the booking notes.** In the notes field, list the competency numbers you want to test (for example, "C4, C5, C8").
5. **Plan for 2 to 3 per session.** Each competency takes about 8 to 12 minutes, so most learners test 2 to 3 competencies in one 30-minute session.
6. **Set up your space.** Keep your camera on for the full session, join from a quiet, private space, and have the items listed under "Bring or have ready" within reach. Be ready to share your screen.
7. **Scoring is Pass or Not Yet.** Each competency is scored using the checklist. You pass when you complete every critical step (marked "Yes") and at least 80% of all steps. Every checklist has 8 steps, so you need all critical steps plus at least 7 of 8 steps total.
8. **Retest anything marked Not Yet.** If a competency is marked Not Yet, you will get specific feedback. Review it, practice, and retest in a later session. Retests use a different scenario.
9. **Charity records your passes.** Charity Floyd, M.S., BCBA records each pass and marks this module complete after all 16 competencies are passed. Please do not mark this module complete yourself.
10. **Finish all 16 before the final.** Complete and pass all competencies before you book the QASP-S Final Examination.

Competency Summary

#	Competency	Module	Format	Approx. time
C1	Explaining ASD characteristics and red flags to a caregiver	1: Autism Core Knowledge	Role-play with caregiver	10 minutes
C2	Ethical dilemma analysis	2: Legal, Ethical, and Professional Considerations	Scenario analysis	10 minutes
C3	Mandated reporting and duty to warn or protect	2: Legal, Ethical, and Professional	Scenario analysis	10 minutes

#	Competency	Module	Format	Approx. time
		Considerations		
C4	Identifying contingencies, reinforcement, and punishment	3: Core Principles of ABA	Scenario analysis	8 minutes
C5	Writing operational definitions	7: Data Collection and Analysis	Written on screen	10 minutes
C6	Selecting and justifying a measurement system	7: Data Collection and Analysis	Scenario analysis	10 minutes
C7	Visual analysis and data-based decisions	7: Data Collection and Analysis	Graph interpretation	10 minutes
C8	Calculating interobserver agreement (IOA)	7: Data Collection and Analysis	Calculation	10 minutes
C9	Writing a measurable skill acquisition goal	5: Skill Acquisition Programming	Written on screen	10 minutes
C10	Running DTT trials with prompting and error correction	5: Skill Acquisition Programming	Role-play with learner	10 minutes
C11	Task analysis and chaining	5: Skill Acquisition Programming	Written on screen and explanation	12 minutes
C12	Administering and interpreting an MSWO preference assessment	8: Assessment	Demonstration and calculation	12 minutes
C13	Interpreting functional analysis results and selecting function-based interventions	6: Behavior Reduction Interventions	Graph interpretation and treatment planning	12 minutes
C14	Extinction safety and risk-benefit analysis	6: Behavior Reduction Interventions (with Module 2)	Scenario analysis	10 minutes
C15	Delivering behavioral skills training (BST) to a staff member	9: Training and Supervision	Role-play with staff member	12 minutes
C16	Delivering performance feedback to a staff member	9: Training and Supervision (with Module 4)	Role-play with staff member	10 minutes

Module 4 (Antecedent Interventions) is also assessed inside C13 and C16, where you select antecedent strategies such as FCT, noncontingent reinforcement (NCR), and changes to motivating operations.

The Competencies

C1: Explaining ASD Characteristics and Red Flags to a Caregiver

Module: 1: Autism Core Knowledge

What you will do: Charity will play a caregiver who has concerns about their young child's development. You will respond as the QASP-S, explaining autism spectrum disorder (ASD) characteristics and red flags in plain, caring language. You will explain how diagnosis works and recommend appropriate next steps without diagnosing the child.

How to prepare:

- Review the two core areas of ASD (social communication and interaction, and restricted or repetitive behaviors, interests, or activities).
- Review developmental milestones and common red flags by age, including loss of skills.
- Review who diagnoses ASD and how diagnosis is made.
- Review common co-occurring conditions.
- Practice explaining these ideas out loud to a friend who does not work in ABA.

Bring or have ready:

- Nothing required. A notepad is fine for jotting down the caregiver's concerns.

Passing criteria: All critical steps marked "Yes" plus at least 7 of 8 steps.

Step	Critical?
1. Greets the caregiver warmly, listens to their concerns, and uses plain language (defines any technical terms)	No
2. Accurately describes the two core areas of ASD characteristics	Yes
3. Identifies at least three red flags that are relevant to the child's age and the concerns described	Yes
4. Explains that ASD looks different in every person and uses respectful, strengths-based language	No
5. Explains that diagnosis is made by qualified professionals through a comprehensive evaluation and does not diagnose or suggest a diagnosis	Yes
6. Recommends appropriate next steps (for example, talking with the child's medical provider, screening, evaluation, early intervention or school referral)	Yes
7. Mentions that other conditions can co-occur or need to be ruled out, without speculating about this child	No
8. Checks for understanding, invites questions, and responds with empathy	No

C2: Ethical Dilemma Analysis

Module: 2: Legal, Ethical, and Professional Considerations

What you will do: Charity will read you a short ethical scenario involving issues such as multiple (dual) relationships, confidentiality, or release of information. You will walk through a structured ethical decision-making process out loud, choose the best course of action, and explain how you would carry it out and document it.

How to prepare:

- Review the QABA Code of Ethics, especially sections on multiple relationships, confidentiality, and professional conduct.
- Review HIPAA basics: protected health information, minimum necessary, and authorization to release information.
- Practice a step-by-step ethical decision-making model (identify the issue, the rules, the people affected, the options, the best option, and the follow-up).

Bring or have ready:

- A notepad or blank document for organizing your thoughts.

Passing criteria: All critical steps marked "Yes" plus at least 7 of 8 steps.

Step	Critical?
1. Accurately identifies the ethical issue or issues in the scenario	Yes
2. Identifies the relevant area of the QABA Code of Ethics and any applicable law or policy (for example, HIPAA)	Yes
3. Identifies the people affected and the possible risks or harms, especially to the client	No
4. Describes at least two possible courses of action	No
5. Selects the most appropriate course of action that protects the client and stays within scope and policy	Yes
6. Describes how to communicate the decision professionally to the people involved	No
7. Describes documentation and when to consult a supervisor, compliance or privacy officer, or other resource	No
8. Identifies at least one step to prevent the issue from happening again	No

C3: Mandated Reporting and Duty to Warn or Protect

Module: 2: Legal, Ethical, and Professional Considerations

What you will do: Charity will present a scenario involving a possible safety concern, such as a disclosure of possible abuse or a threat of harm. You will decide what obligations apply, describe exactly what you would do and in what order, and explain how you would document and protect confidentiality.

How to prepare:

- Review mandated reporting: who is a mandated reporter, what "reasonable suspicion" means, and that reporters do not need proof.
- Review duty to warn and duty to protect, and the limits of confidentiality.
- Know that specific requirements vary by state. You are expected to state that you would follow your state's law and your organization's policy.
- Know your local emergency and crisis resources.

Bring or have ready:

- A notepad or blank document.

Passing criteria: All critical steps marked "Yes" plus at least 7 of 8 steps.

Step	Critical?
1. Correctly identifies which obligation applies (mandated reporting, duty to warn or protect, emergency response, or a combination)	Yes
2. Addresses immediate safety first, including contacting emergency services when danger is imminent	Yes
3. Explains that a report is based on reasonable suspicion and that the QASP-S does not investigate or need proof	Yes
4. Describes making the report promptly to the appropriate agency according to state law and organizational policy, and recognizes that telling a supervisor does not automatically satisfy their own duty	Yes
5. Responds appropriately to the person in the scenario (stays calm, listens, does not ask leading questions, does not promise secrecy)	No
6. Describes objective documentation (what was seen and heard, exact words when possible, date, time, who was contacted)	No
7. Protects confidentiality by sharing only what is needed with those who need to know	No
8. Describes notifying a supervisor per policy and appropriate follow-up	No

C4: Identifying Contingencies, Reinforcement, and Punishment

Module: 3: Core Principles of ABA

What you will do: Charity will share six short scenarios. For each one, you will identify the antecedent, behavior, and consequence, decide whether a stimulus was added or removed, describe what happened to the future frequency of the behavior, and name the principle at work (positive or negative reinforcement, positive or negative punishment, or extinction).

How to prepare:

- Review the three-term contingency (antecedent, behavior, consequence).

- Review the four basic contingencies and extinction, defined by their effect on future behavior.
- Practice telling negative reinforcement apart from punishment.
- Practice with everyday examples, not only clinical ones.

Bring or have ready:

- A notepad or blank document.

Passing criteria: All critical steps marked "Yes" plus at least 7 of 8 steps.

Step	Critical?
1. Identifies the antecedent, behavior, and consequence in each scenario	No
2. Correctly states whether a stimulus was added or removed	Yes
3. Correctly states the effect on the future frequency of the behavior	Yes
4. Correctly names the principle in at least 5 of 6 scenarios	Yes
5. Explains each answer based on the effect on future behavior, not on intent or whether the consequence seems pleasant	Yes
6. Correctly distinguishes negative reinforcement from punishment when it comes up	No
7. Correctly identifies extinction when present and mentions the possibility of an extinction burst	No
8. Uses accurate technical terms throughout	No

C5: Writing Operational Definitions

Module: 7: Data Collection and Analysis

What you will do: Charity will give you three vague descriptions of behavior. You will share your screen and type an operational definition for each, including examples and non-examples. You will also explain the dead man's test and show how it applies.

How to prepare:

- Review what makes a definition observable, measurable, and objective.
- Review the dead man's test and the "stranger test" (could someone new read your definition and score the behavior the same way).
- Practice turning labels (for example, "being difficult") into specific actions with clear start and stop points.

Bring or have ready:

- A blank document (Google Docs, Word, or similar) ready to share on screen.

Passing criteria: All critical steps marked "Yes" plus at least 7 of 8 steps.

Step	Critical?
1. Each definition describes observable actions and passes the dead man's test	Yes
2. Each definition is measurable (can be counted or timed, with onset and offset where relevant)	Yes
3. Each definition is free of labels, inferred feelings, or guesses about intent	Yes
4. Each definition is clear enough that a new staff member could score it the same way	No
5. Includes at least two examples for each definition	No
6. Includes at least one non-example for each definition, including a close or borderline case	No
7. Accurately explains the dead man's test and applies it to one of the vague descriptions	Yes
8. Uses objective, person-respecting language	No

C6: Selecting and Justifying a Measurement System

Module: 7: Data Collection and Analysis

What you will do: Charity will describe three clinical situations. For each, you will choose the dimension of behavior that matters and the measurement system you would use, explain why, describe how you would set it up, and explain the strengths and limits of your choice.

How to prepare:

- Review continuous measurement: frequency or rate, duration, latency, and interresponse time (IRT).
- Review discontinuous measurement: whole interval, partial interval, and momentary time sampling, including which ones overestimate or underestimate behavior.
- Review permanent product recording and trial-by-trial data.
- Think about practical limits, such as one staff member running programs while collecting data.

Bring or have ready:

- A notepad or blank document.

Passing criteria: All critical steps marked "Yes" plus at least 7 of 8 steps.

Step	Critical?
1. Identifies the most relevant dimension of behavior in each scenario	Yes
2. Selects an appropriate measurement system for each scenario	Yes
3. Justifies each choice based on features of the behavior (for example, clear start and stop, rate, length of episodes)	Yes
4. Considers practical constraints such as staffing and	No

Step	Critical?
setting	
5. Correctly explains whether the chosen discontinuous method tends to overestimate or underestimate behavior	Yes
6. Describes setup details (observation period, interval length, recording method)	No
7. Correctly distinguishes continuous from discontinuous measurement	No
8. Recommends a plan for checking IOA	No

C7: Visual Analysis and Data-Based Decisions

Module: 7: Data Collection and Analysis

What you will do: Charity will share a line graph (or a data table you will graph or describe) with a baseline and an intervention phase. You will describe level, trend, and variability in each phase, comment on immediacy of change and overlap, and make and justify a data-based clinical decision.

How to prepare:

- Review level, trend, variability, immediacy of effect, and overlap between phases.
- Review common decisions: continue, modify, check treatment fidelity, fade, or move to generalization.
- Practice describing graphs out loud in a structured order.

Bring or have ready:

- A calculator (phone calculator is fine) and a notepad.

Passing criteria: All critical steps marked “Yes” plus at least 7 of 8 steps.

Step	Critical?
1. Accurately describes level in each phase	Yes
2. Accurately describes trend in each phase	Yes
3. Accurately describes variability in each phase	No
4. Comments on immediacy of change and overlap between phases	No
5. States whether the data show a clear treatment effect, with appropriate caution	No
6. Makes an appropriate data-based decision	Yes
7. Justifies the decision using the data	Yes
8. Identifies a specific next step	No

C8: Calculating Interobserver Agreement (IOA)

Module: 7: Data Collection and Analysis

What you will do: Charity will share data recorded by two observers. You will calculate total count IOA, exact count-per-interval IOA, and interval-by-interval IOA, show your work, and interpret the results.

How to prepare:

- Memorize the formula for each IOA method.
- Practice identifying agreements and disagreements interval by interval.
- Review commonly used IOA standards and what to do when IOA is low.
- Review the limitations of each method.

Bring or have ready:

- A calculator (phone calculator is fine).
- A blank document ready to share on screen, or paper you can hold up to the camera.

Passing criteria: All critical steps marked "Yes" plus at least 7 of 8 steps.

Step	Critical?
1. Correctly calculates total count IOA	Yes
2. Correctly calculates exact count-per-interval IOA	Yes
3. Correctly calculates interval-by-interval IOA	Yes
4. Writes the correct formula for each method	No
5. Shows work, including which intervals are agreements and disagreements	No
6. Reports each result as a percentage, rounded correctly	No
7. Interprets each result against a commonly used standard	No
8. Identifies a limitation of total count IOA and an action to take when IOA is low	No

C9: Writing a Measurable Skill Acquisition Goal

Module: 5: Skill Acquisition Programming

What you will do: Charity will describe a learner and a skill area. You will share your screen and write a complete, measurable skill acquisition goal that includes conditions, the target behavior, a mastery criterion, generalization criteria, and a maintenance check, then briefly explain why the goal is socially significant.

How to prepare:

- Review what makes a goal clear, observable, and measurable.
- Review mastery criteria, generalization (across people, settings, and materials), and maintenance.
- Practice writing goals using a consistent structure (conditions, learner, behavior, criterion).

Bring or have ready:

- A blank document ready to share on screen.

Passing criteria: All critical steps marked “Yes” plus at least 7 of 8 steps.

Step	Critical?
1. Names the learner and states the target behavior in observable terms	Yes
2. States the conditions (instruction or cue, materials, setting)	Yes
3. States a measurable mastery criterion (level of accuracy and number of sessions or days)	Yes
4. Specifies the level of independence or prompt level required	No
5. Includes generalization criteria (across people, settings, or materials)	Yes
6. Includes a maintenance criterion	No
7. Explains why the goal is socially significant for this learner	No
8. States how progress will be measured	No

C10: Running DTT Trials with Prompting and Error Correction

Module: 5: Skill Acquisition Programming

What you will do: Charity will play a learner and give you a short program sheet that names the target, the prompt hierarchy (least-to-most or most-to-least), and the error correction procedure. You will run several discrete trials on camera, prompt and reinforce correctly, correct errors, and say aloud the data you would record.

How to prepare:

- Review the parts of a discrete trial: discriminative stimulus (SD), prompt, response, consequence, and intertrial interval.
- Review least-to-most and most-to-least prompting, prompt delays, and prompt fading.
- Review a standard error correction procedure.
- Practice with a friend or family member playing the learner.

Bring or have ready:

- Three to four small household objects or printed pictures (for example, a cup, a spoon, a toy car, a ball) you can hold up to the camera.
- Something you can use as a pretend reinforcer (for example, a small toy).
- A notepad for data.

Passing criteria: All critical steps marked “Yes” plus at least 7 of 8 steps.

Step	Critical?
1. Gets the learner’s attention and has materials ready before each trial	No
2. Presents a clear, concise SD one time (does not repeat it)	Yes
3. Delivers prompts according to the assigned hierarchy with	Yes

Step	Critical?
correct timing	
4. Delivers reinforcement immediately after correct responses, with more reinforcement for independent responses when appropriate	Yes
5. Carries out the error correction procedure correctly	Yes
6. States accurate data for each trial (independent, prompted with prompt level, incorrect, or no response)	No
7. Uses a brief intertrial interval	No
8. Describes how the prompts will be faded	No

C11: Task Analysis and Chaining

Module: 5: Skill Acquisition Programming

What you will do: Charity will name a daily living skill and describe a learner. You will share your screen and write a task analysis, choose a chaining procedure (forward, backward, or total task), justify your choice, and explain how you would teach, prompt, reinforce, collect data, and decide mastery.

How to prepare:

- Review how to build and validate a task analysis.
- Review forward chaining, backward chaining, and total task chaining, and when each is a good fit.
- Review how reinforcement and prompt fading work in each chaining method.
- Practice writing task analyses for everyday routines.

Bring or have ready:

- A blank document ready to share on screen.

Passing criteria: All critical steps marked “Yes” plus at least 7 of 8 steps.

Step	Critical?
1. Writes a task analysis with discrete, observable steps	Yes
2. Places the steps in a logical order and sizes them appropriately for the learner	No
3. Explains how the task analysis would be validated	No
4. Selects a chaining procedure and justifies it for this learner	Yes
5. Correctly describes how reinforcement is delivered in the chosen procedure	Yes
6. Describes how prompts will be delivered and faded	No
7. Describes how data will be recorded for each step	No
8. States a mastery criterion for steps and for the whole chain	No

C12: Administering and Interpreting an MSWO Preference Assessment

Module: 8: Assessment

What you will do: First, you will demonstrate a few trials of a multiple stimulus without replacement (MSWO) preference assessment on camera using household items, with Charity acting as the learner. Then Charity will share completed MSWO data. You will calculate selection percentages, rank the items, and explain how you would use the results.

How to prepare:

- Review the MSWO procedure step by step, including pre-session sampling, array setup, the instruction, access time, and rotating items.
- Review what to do if the learner selects nothing or reaches for two items.
- Practice calculating selection percentage (times selected divided by times available, times 100).
- Review how preference assessment results guide treatment and how often to reassess.

Bring or have ready:

- Five small household items you can arrange in a row in front of your camera (for example, a toy, a spoon, a ball, a book, a cup).
- A calculator.

Passing criteria: All critical steps marked "Yes" plus at least 7 of 8 steps.

Step	Critical?
1. Describes pre-session sampling of each item	No
2. Arranges the items in a row and gives a clear instruction	Yes
3. Gives brief access to the selected item and does not return it to the array	Yes
4. Rearranges the remaining items between trials	Yes
5. Describes what to do if the learner selects nothing or reaches for two items at once	No
6. Calculates selection percentages correctly	Yes
7. Ranks the items and identifies high, moderate, and low preference items	No
8. Explains how results will be used and when to reassess	No

C13: Interpreting Functional Analysis Results and Selecting Function-Based Interventions

Module: 6: Behavior Reduction Interventions (also assesses Module 4: Antecedent Interventions)

What you will do: Charity will share data from a functional analysis (FA). You will explain what each condition tests, compare the test conditions to the control condition, identify the most likely function, and recommend a function-based treatment package that includes antecedent

strategies, functional communication training (FCT) or another replacement behavior, differential reinforcement, and a plan for responding to the problem behavior safely.

How to prepare:

- Review standard FA conditions (attention, escape or demand, tangible, alone or ignore, and play or control) and what each one tests.
- Review how to read multielement FA graphs and what undifferentiated results may mean.
- Review FCT, NCR, motivating operations, and DRA, DRO, DRI, DRL, and DRH.
- Review how extinction is matched to function and when it may not be safe.

Bring or have ready:

- A notepad and calculator.

Passing criteria: All critical steps marked "Yes" plus at least 7 of 8 steps.

Step	Critical?
1. Explains what each FA condition tests	No
2. Compares each test condition to the control (play) condition	Yes
3. Identifies the most likely function	Yes
4. Supports the conclusion with specific data	No
5. Recommends a replacement behavior (such as an FCT response) that produces the same reinforcer	Yes
6. Specifies a differential reinforcement procedure and a function-matched plan for responding to the problem behavior	Yes
7. Recommends at least one antecedent strategy matched to function	No
8. Identifies safety considerations and next steps	No

C14: Extinction Safety and Risk-Benefit Analysis

Module: 6: Behavior Reduction Interventions (also assesses Module 2: Legal, Ethical, and Professional Considerations)

What you will do: Charity will describe a case where a team is considering an extinction procedure. You will explain what extinction would look like for this function, identify the likely side effects and safety risks, complete a risk-benefit analysis out loud, and recommend whether and how to proceed, including safeguards and caregiver consent.

How to prepare:

- Review extinction for each function (attention, escape, tangible, automatic).
- Review extinction bursts, extinction-induced aggression, spontaneous recovery, and the problem of intermittent reinforcement.
- Review risk-benefit analysis, least restrictive approaches, and informed consent.

- Review alternatives and supports, such as FCT, NCR, and dense reinforcement for alternative behavior.

Bring or have ready:

- A notepad or blank document.

Passing criteria: All critical steps marked "Yes" plus at least 7 of 8 steps.

Step	Critical?
1. Correctly defines extinction for the function in the scenario	Yes
2. Identifies likely side effects, including extinction bursts and possible aggression or new behaviors	Yes
3. Identifies specific safety risks to the client and others	Yes
4. Weighs the risks and benefits of extinction against less restrictive alternatives	Yes
5. Recommends safeguards (such as pairing with reinforcement for a replacement behavior, a safety plan, staff training, and close data monitoring)	No
6. States when extinction would not be appropriate or would need to be modified	No
7. Describes informed consent and clear communication with caregivers	Yes
8. Describes data-based criteria for reviewing or stopping the procedure	No

C15: Delivering Behavioral Skills Training (BST) to a Staff Member

Module: 9: Training and Supervision

What you will do: Charity will play a new staff member and assign you a skill to teach. You will deliver all components of BST live: instructions with rationale, modeling, rehearsal, and feedback, and you will repeat rehearsal and feedback until the staff member performs the skill correctly.

How to prepare:

- Review the four components of BST and why each matters.
- Choose a clear, short way to explain a skill and its rationale.
- Practice modeling a skill on camera and giving specific praise and corrective feedback.
- Review performance criteria and follow-up observation.

Bring or have ready:

- A few household objects for modeling (for example, small toys or a cup and spoon).
- A notepad to track the staff member's performance.

Passing criteria: All critical steps marked "Yes" plus at least 7 of 8 steps.

Step	Critical?
1. Gives clear instructions for the skill and explains why it matters	Yes
2. Provides or describes a written list of steps for the skill	No
3. Models the skill correctly	Yes
4. Has the staff member rehearse the skill	Yes
5. Gives specific praise for correct steps and specific corrective feedback for errors	Yes
6. Repeats rehearsal and feedback until the staff member performs correctly	Yes
7. States a performance criterion and a plan for follow-up observation in the work setting	No
8. Keeps a supportive, professional tone throughout	No

C16: Delivering Performance Feedback to a Staff Member

Module: 9: Training and Supervision (also assesses Module 4: Antecedent Interventions)

What you will do: Charity will share observation or fidelity data for a staff member and then play that staff member. You will deliver a performance feedback conversation that is specific, data-based, respectful, and focused on improvement, and you will set a clear plan for follow-up.

How to prepare:

- Review the components of effective performance feedback.
- Practice turning observation data into specific statements about what was done well and what needs to change.
- Review how to calculate a simple treatment fidelity percentage.
- Practice handling questions or mild defensiveness calmly.

Bring or have ready:

- A notepad and calculator.

Passing criteria: All critical steps marked “Yes” plus at least 7 of 8 steps.

Step	Critical?
1. Opens with a friendly greeting and states the purpose of the meeting	No
2. Gives specific praise for correct performance based on the data	Yes
3. Gives specific, behavior-based corrective feedback for errors	Yes
4. Explains the reason the correct performance matters for the client	No

Step	Critical?
5. Models or describes the correct performance and has the staff member practice it or restate it	Yes
6. Invites the staff member's input and checks for understanding	No
7. Sets a measurable goal and a follow-up date, and describes documentation	Yes
8. Remains respectful, professional, and non-punitive throughout	No

Competency Record

#	Competency	Date Passed	Examiner Initials
C1	Explaining ASD characteristics and red flags to a caregiver		
C2	Ethical dilemma analysis		
C3	Mandated reporting and duty to warn or protect		
C4	Identifying contingencies, reinforcement, and punishment		
C5	Writing operational definitions		
C6	Selecting and justifying a measurement system		
C7	Visual analysis and data-based decisions		
C8	Calculating interobserver agreement (IOA)		
C9	Writing a measurable skill acquisition goal		
C10	Running DTT trials with prompting and error correction		
C11	Task analysis and chaining		
C12	Administering and interpreting an MSWO preference assessment		
C13	Interpreting functional analysis results and selecting function-based interventions		
C14	Extinction safety and risk-benefit analysis		
C15	Delivering BST to a staff member		
C16	Delivering performance feedback to a staff member		