

# PARENT GUIDELINES

for Identifying, Selecting, and Evaluating Behavior Analysts  
Providing Treatment for Individuals Diagnosed  
with Autism Spectrum Disorder

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Autism Special Interest Group (SIG) of the Association for  
Behavior Analysis International



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## About the Autism Special Interest Group

The Autism Special Interest Group (SIG) of the Association for Behavior Analysis International (ABAI) asserts that all children and adults diagnosed with autism spectrum disorder (ASD) have the right to effective education and treatment based on the best available scientific evidence. Unfortunately, many interventions for individuals diagnosed with autism spectrum disorder have not been shown to be effective with empirical research while others have been shown to be harmful.

Research has long documented the effectiveness of methods based upon applied behavior analysis (ABA) in the education and treatment of individuals diagnosed with autism spectrum disorder.

Although it is not the purpose of these guidelines, the Autism SIG urges parents/guardians to inquire about scientific support for all treatments for individuals diagnosed with autism spectrum disorder.

There are two websites which provide parents/guardians with information about autism treatments, please visit [www.asatonline.org](http://www.asatonline.org) and/or [www.behavior.org](http://www.behavior.org) for more information.

## Consumer Advisory

- I. All parents/guardians should exercise extreme caution when choosing a service provider to work with their children.
- II. All parents/guardians are encouraged to obtain references from any potential service provider.
- III. All parents/guardians are encouraged to report unprofessional and/or unethical behavior to appropriate regulatory bodies.

## Disclaimers/Warnings

- I. The trademarks “Behavior Analyst Certification Board®”, “BACB®”, “Board Certified Behavior Analyst®”, “BCBA®”, “Board Certified Associate Behavior Analyst®”, “BCaBA®”, “Registered Behavior Technician®”, and “RBT®” are owned by the Behavior Analyst Certification Board®. All rights reserved.
- II. This document provides guidelines for parents to determine who may be qualified to supervise ABA based programs for individuals diagnosed with ASD, as recommend by the Autism SIG of the Association for Behavior Analysis International. The Association for Behavior Analysis International, its members, and Executive Council have not adopted an official policy, position, or opinion regarding these guidelines.
- III. The BACB® has two certifications which are Board Certified Assistant Behavior Analysts (BCaBA®) and Registered Behavior Technicians (RBTs®) both of which are not qualified to design and oversee intervention.
- IV. There are other certifications on the market today. The Autism SIG wants parents/guardians to be aware that these additional certifications are not equal to the BACB® certifications.
- V. There are other paths professionals could take in terms of training and education that may not meet BACB® standards. Therefore, parents/guardians need to be cautious with these other paths.
- VI. Parents/guardians should be cautious of any certification not accredited by the National Commission of Certifying Agencies or the American National Standards Institute.
- VII. Parents/guardians should be aware that degrees from universities are not the same as certification.
- VIII. The Autism SIG recommends not working with professionals who provide ABA services as well as other interventions that have not been shown to be effective in studies published in scientific journals or have little objective evidence that they work.

## What is a Supervisor's Role?

- I. A supervisor develops intervention plans to target language, social, academic, self-help/care, and leisure development.
- II. A supervisor develops behavioral intervention plans to help reduce disruptive behaviors (e.g., stereotypic/self-stimulatory, aggression, self-injurious, elopement, PICA, non-compliance).
- III. A supervisor trains staff and family members in the implementation of various intervention plans.
- IV. A supervisor provides ongoing training on plans and programs.
- V. A supervisor constantly evaluates the performance of staff and parents/family members.
- VI. A supervisor constantly evaluates the progress of the individual diagnosed with ASD.
- VII. A supervisor assists in future planning and helps the team consider next environments and future-relevant skills.

# Who Is Qualified to Supervise an ABA-Based Program for Individuals Diagnosed With ASD

## Overview

To an ethical and effective supervisor, a professional must have advanced training and competence in ABA that is evidenced by one of the four following options:

### ➤ Option One

- a. The professional is currently certified as a Board Certified Behavior Analyst® (BCBA®) or as a Board Certified Behavior Analyst-Doctoral Level® (BCBA-D®).
- b. Both a BCBA® or a BCBA-D® must be certified by the Behavior Analyst Certification Board (BACB®).
- c. Ensuring that professional is certified:
  1. Go to [www.bacb.com](http://www.bacb.com)
  2. Click on “Find a Certificant”
  3. Click on “Find a BCBA/BCaBA”
  4. Enter the last name of the Professional and click “Search”
  5. Read the Terms of Use
  6. Click “I agree to these terms”
  7. Find the Professional
  8. Ensure that under the certification column it states BCBA® or BCBA-D® (not a BCaBA®)

### ➤ Option Two

- a. The professional is licensed by a governmental agency (e.g., state or regional licensing board) to practice behavior analysis.
- b. The professional must not be at an assistant level or a technician level.
- c. The governmental agency should have at least the same requirements as the BACB®.
- d. The majority of the members of the governmental agency should be BCBAs® or BCBA-Ds®.
- e. It should be noted that regulations and licensing vary from state to state.
- f. It should also be noted that some regulations align with the BACB® and some regulations may not align with the BACB®.
- g. The parent/guardian should verify licensure with the governmental agency.

➤ **Option Three**

- a. The professional could be a licensed psychologist by a governmental agency.
- b. The license should be verified by the government agency.
- c. The licensed psychologist should have training in ABA.
- d. The licensed psychologist should demonstrate competence in ABA.
- e. All training needs, at a minimum, to be comparable to the training and education that is equivalent to BCBA® and BCBA-D® training; however, more extensive training is desirable.
- f. Methods of Verification of training and competence:
  - Certification from the American Board of Professional Psychology
  - Transcripts from University graduate courses
  - Syllabi from University graduate courses
  - Documentation of supervision and training

➤ **Option Four**

- a. Completion of a graduate program (masters or doctoral) that has been approved by ABAI.
- b. ABAI accreditation ensures that training meets the educational and training standards to practice and supervise ABA.
- c. To find a list of ABAI accredited programs go to the following link:  
[www.abainternational.org/BA/education.accredited\\_programs.asp](http://www.abainternational.org/BA/education.accredited_programs.asp)

# Training a Professional Should Have Prior to Supervising

## Initial Training

- a. The professional should have at least 1000 hours of hands on training.
- b. The training should be in the delivery of ABA services as it relates to individuals diagnosed with ASD.
- c. The professional should have been supervised by a person that meets one of the four options stated above.

## Continuing Training

- a. Five years of providing ABA intervention for individuals diagnosed with ASD under a supervisor who meets one of the four options stated above.
- b. Training should help develop following skills:
  - Using assessments for individuals diagnosed with ASD that have been found to be effective in peer-reviewed studies.
  - Using interventions for individuals diagnosed with ASD that have been found to be effective in peer-reviewed studies.
  - Using assessments for individuals diagnosed with ASD that have not yet to be effective in peer-reviewed studies.
  - Using interventions for individuals diagnosed with ASD that have not yet to be effective in peer-reviewed studies.
- c. Training on interventions to address following skills for individuals diagnosed with ASD:
  - Learning how to learn skills
  - Social skills
  - Language/Functional Communication Skills
  - Reduction of disruptive behaviors
  - Play and leisure skills
  - Pre-academic and academic skills
  - School readiness skills
  - Vocational skills
  - Motor skills
  - Community living skills
  - Personal safety skills
  - Self-care skills
  - Self-management skills

## **Additional Documented Experience and Competence**

- a. The supervisor will have experience implementing multiple procedures.
- b. The supervisor will have experience targeting multiple target behaviors for the individual diagnosed with ASD.
- c. The supervisor will have implemented ABA procedures with at least 8 individuals diagnosed with ASD.
- d. The supervisor will have implemented ABA procedures with a variety of age ranges.
- e. The supervisor will have implemented ABA procedures with a variety of functioning levels.
- f. The supervisor has implemented at least the following procedures:
  - Reinforcement/Rewards
  - Extinction/Ignoring
  - Discrete Trial Teaching
  - Modeling
  - Incidental Teaching
  - Task Analysis
  - Chaining
  - Activity Schedules
  - Scripts and Script Fading
  - Prompting
  - Errorless Teaching
  - Error Correction
  - Motivating Operations
  - Stimulus Control
  - Preference Assessment
  - Choice
  - Augmentative Communication
- g. The supervisor has implemented ABA-based procedures with one child and the teacher alone or with one teacher and multiple children together all at once.
- h. The supervisor has implemented ABA-based procedures in a manner that the individual with ASD can display behaviors across various settings, time, individuals, and materials.
- i. The supervisor changes the intervention(s) based upon data showing how the child is doing on a given program.
- j. The supervisor conducts functional assessments to determine:
  - Why the behavior is occurring.
  - How to minimize the occurrence of disruptive behaviors.
  - What behaviors to teach to replace the disruptive behaviors.
- k. The supervisor has trained at least 5 different family members using ABA-based procedures.
- l. The supervisor has worked collaboratively with professionals from other disciplines (e.g., occupational therapist, speech language pathologist, teachers).

## **Ongoing Training**

- a. Even after a supervisor has met all the requirements stated above the supervisor still needs to earn continuing education credits (CEUs).
- b. The CEUs should be in the following:
  - Best scientific evidence in ASD as it relates to implementing interventions with individuals diagnosed with ASD and their families.
  - Screening, diagnosis, and evaluation of individuals diagnosed with ASD.
  - Ethical behavior from multiple disciplinary standards.
  - Curriculum development.
  - State and federal laws.
  - Knowledge of evidence of other procedures.
- c. General Warning:
  - Education occurs during formal degree seeking education and after receiving a degree.
  - Parents should ask for documentation of continuing education training.

## Other Considerations for Parents to Determine if a Professional is Qualified

- I. Is the supervisor a member of any professional organizations?
  - a. Association of Professional Behavior Analysts (APBA)
  - b. Association for Behavior Analysis International (ABAI)
  - c. American Psychological Association-Division 25 (APA)
  - d. Regional ABAI Chapters (e.g., MoABA, CalABA, MassABA)
  - e. The Autism SIG
- II. At least 10 years of professional experience following receiving their degree which includes experience in:
  - a. Designing programs for individuals diagnosed with ASD
  - b. Implementing programs for individuals diagnosed with ASD
  - c. Overseeing programs for individuals diagnosed with ASD
- III. Publishing studies of treatment effects in peer-reviewed journals.
- IV. Presenting studies of treatment procedures and data on their effects in behavior analysis conferences on ABA interventions.

# Glossary of Terms

**Association for Behavior Analysis International (ABAI) Accreditation.** The Association for Behavior Analysis International (ABAI) Accreditation Board is the governance body responsible for the accreditation of training programs in behavior analysis at the bachelor's, master's, and doctoral levels. The Accreditation Board operates as a board of the Association for Behavior Analysis International (ABAI) and carries out its responsibilities in a manner consistent with the ABAI bylaws and articles of incorporation. (<https://accreditation.abainternational.org/>)

**Activity Schedule.** A visual schedule comprised of picture or words that 1) show the sequence of steps needed to complete an activity, 2) list the order of occurrence of daily events, and/or 3) provide structure for unstructured play time.

**Advanced Training.** Refers to graduate level training.

**American National Standards Institute.** An Institute that oversees the creation, promulgation and use of thousands of norms and guidelines that directly impact businesses in nearly every sector: from acoustical devices to construction equipment, from dairy and livestock production to energy distribution, and many more. ANSI is also actively engaged in accreditation - assessing the competence of organizations determining conformance to standards. (<https://www.ansi.org>)

**American Board of Professional Psychology.** A professional organization whose mission is to increase consumer protection through the examination and certification of psychologists who demonstrate competence in approved specialty areas in professional psychology lists who is a licensed psychologist. (<https://www.abpp.org/>)

**Applied Behavior Analysis (ABA).** A psychological/educational approach to teach individuals. The philosophy is largely based on the theory that behavior is learned and maintained through interaction with the environment.

**Assessments.** Various evaluations or tests that are used to determine an individual's level of various behaviors.

**Assistant Level.** A professional who may help out in supervision, but supervision it is not his/her primary duty. This individual also routinely implements intervention.

**Association for Behavior Analysis International (ABAI).** A professional membership organization group that has been the primary membership organization for those interested in the philosophy, science, application, and teaching of behavior analysis. (<https://www.abainternational.org/>)

**Association of Professional Behavior Analysts (APBA).** A professional membership organization group whose mission is to promote and advance the science-based practice of applied behavior analysis. (<http://www.apbahome.net>)

**American Psychological Association-Division 25 (APA).** Behavior Analysis promotes basic research, both animal and human, in the experimental analysis of behavior; it encourages the application of the results of such research to human affairs, and cooperates with other disciplines whose interests overlap with those of the division. It publishes Division 25 Recorder, a newsletter distributed two times a year to all members and affiliates. The division participates in the APA annual convention, sponsoring individual speakers, symposia, and special events, such as receptions and an annual dinner. Div. 25 is also an active co-sponsor of social hours and presentations dealing with the field of behavior analysis. (<http://www.apa.org/about/division/div25.aspx>)

**Augmentative Communication.** Augmentative and alternative communication is an umbrella term that encompasses the communication methods used to supplement or replace speech or writing for those with impairments in the production or comprehension of spoken or written language.

**Autism Special Interest Group (Autism SIG).** An organization of professionals and parents as part of ABAI that has been created to promote evidence based practices to individuals diagnosed with ASD, to promote the principles of ABA, to help individuals diagnosed with ASD, and to help families who have members diagnosed with ASD.

**Behavior Analyst Certification Board®/BACB®.** The Behavior Analyst Certification Board®, Inc. (BACB®) is a nonprofit 501(c)(3) corporation established in 1998 to meet professional credentialing needs identified by behavior analysts, governments, and consumers of behavior analysis services. The BACB's certification requirements, exam content, and procedures undergo regular review according to international standards for organizations that grant professional credentials. All BACB requirements and exam content are established by content experts in the discipline. (<https://www.bacb.com>)

**Board Certified Associate Behavior Analyst®/BCaBA®.** The Board Certified Assistant Behavior Analyst® (BCaBA®) is an undergraduate-level certification in behavior analysis. Professionals who are certified at the BCaBA level may not practice independently, but must be supervised by someone certified at the BCBA/BCBA-D level. In addition, BCaBAs can supervise the work of Registered Behavior Technicians, and others who implement behavior-analytic interventions.

**Board Certified Behavior Analyst®/BCBA®.** The Board Certified Behavior Analyst® (BCBA®) is a graduate-level certification in behavior analysis. Professionals who are certified at the BCBA level are independent practitioners who provide behavior-analytic services. In addition, BCBA's supervise the work of Board Certified Assistant Behavior Analysts, Registered Behavior Technicians, and others who implement behavior-analytic interventions.

**Board Certified Behavior Analyst-Doctoral Level®/BCBA-D®.** The BACB offers a doctoral designation for Board Certified Behavior Analysts with doctoral training in behavior analysis -Board Certified Behavior Analyst-Doctoral™ (BCBA-D™). It is not a separate credential and it does not grant any special privileges above or beyond the BCBA credential. Professionals who are credentialed at the BCBA-D level function in the same capacity as a BCBA (i.e., they are independent practitioners who provide behavior-analytic services). BCBA-Ds supervise the work of Board Certified Assistant Behavior Analysts, Registered Behavior Technicians, and others who provide behavior-analytic interventions.

**Behavior Intervention Plan.** A behavior intervention plan (BIP) considers the data gathered through an individual's functional behavior assessment (FBA) and employs that data to create a plan of action toward changing and improving that individual's behavior.

**Chaining.** Taking the steps of a task analysis and teaching the first step (i.e., forward chaining) or last step (i.e., backwards chaining) and systematically introducing additional steps in a set sequence.

**Choice.** Providing an individual with opportunities to select an item/activity to work toward or a variety of activities with which to engage throughout the day.

**Continuing Education Units (CEUs).** Training opportunities that professionals take to increase and sustain their knowledge about ABA and Autism.

**Community Living Skills.** Behaviors that are taught so an individual can function in the community. These skills can include, but are not limited to, ordering food at a restaurant, banking skills, and crossing the street.

**Discrete Trial Teaching.** A systematic form of intervention which is commonly included with other treatment approaches/procedures to teach individuals diagnosed with ASD a variety of skills. Each discrete trial consists of 1) an instruction from the therapist, 2) a response by the learner, 3) and (c) a consequence from the therapist based upon the learner's response.

**Extinction/Ignoring.** Anytime that the professional does not provide (i.e., withholds) a reward or reinforcement when an individual is displaying an unwanted behavior.

**Errorless Teaching.** A teaching procedure in which the professional minimizes the number of errors an individual will make.

**Error Correction.** A teaching procedure in which the professional allows the individual to make mistakes and provides feedback (e.g., saying "No") when an error is made.

**Functional Assessments.** A procedure with which a professional determines why a behavior or behaviors are occurring. Usually consisting of interviews, observation, and changing things within the environment while observing the effects on the target behavior.

**Governmental Agency.** A licensing body that oversee professionals in a given field that is regulated by either a given state or that is regulated by the federal government.

**Hands on Training.** Training that involves direct implementation with an individual or individuals diagnosed with ASD.

**Incidental Teaching.** A teaching procedure that involves arranging the environment to create learning opportunities (e.g., placing preferred snacks in sealed bins), following the individual's initiations, promoting elaborations in language, and capturing learning opportunities as they present themselves.

**Intervention Plan.** Is a plan that is developed by the supervisor on how to teach different behaviors to the individual diagnosed with ASD.

**Language/Functional Communication Skills.** Behaviors that are taught to improve an individuals' language and communication skills.

**Learning How to Learn Skills.** Behaviors that help an individual better understand the learning process. Skills include, but are not limited to, sitting, waiting, giving back toys, and responding to the word "no."

**Licensed Psychologist.** A professional who has a doctoral degree in psychology, who has passed examinations in psychology, and has been certified as a licensed psychologist by a governmental agency.

**Modeling.** Anytime the professional or parent/guardian models the targeted behavior for the learner. This can be done live or with a video.

**Motivating Operations.** Events that strengthen or weaken reinforcement or punishment (e.g., preventing access to a favorite food for a period of time, providing free access to a preferred activity for long periods of time).

**Motor Skills.** Behaviors that are taught to improve physical movement. These can include, but are not limited to, walking, jumping, and tying shoes.

**National Commission for Certifying Agencies (NCCA).** A professional accreditation body that accredits different agencies that meets the NCCA's standards. (<http://www.credentialingexcellence.org/ncca>)

**Peer-Reviewed Journals.** Journals that are published where professionals submit research studies and other professionals evaluate each study's scientific merit.

**Peer-Reviewed Studies.** Research studies that are published in a journal where each article is reviewed by professionals to ensure a high degree of quality.

**Personal Safety Skills.** Behaviors that are taught to ensure that the person is safe. Examples include, but are not limited to, not giving out personal information, stranger danger, and crossing the street.

**Play and Leisure Skills.** Behaviors that are taught to increase the individual playing structured or unstructured games or used to teach activities that an individual can do in his or her spare time.

**Pre-academic and academic skills.** Behaviors that are routinely taught in school. Examples include, but are not limited to, counting, writing, math facts, and science facts.

**Preference Assessment.** Procedures that are used to determine which materials/food/objects/praise are most and least preferred.

**Prompting.** Any time the teacher provides assistance to increase the likelihood for an individual to display the correct target behavior. Prompts can include, but are not limited to, pointing to the correct answer, verbally stating the correct answer, and physically guiding the student to the correct answer.

**Reduction of Disruptive Behavior.** Reducing behaviors that interfere with learning and social opportunities. These can include, but are not limited to, injuring one self, injuring others, and destruction of property.

**Registered Behavior Technician™/RBT®.** The Registered Behavior Technician™ (RBT®) is a paraprofessional who practices under the close, ongoing supervision of a BCBA, BCaBA, or FL-CBA. The RBT is primarily responsible for the direct implementation of behavior-analytic services. The RBT does not design intervention or assessment plans. It is the responsibility of the RBT supervisor to determine which tasks an RBT may perform as a function of his or her training, experience, and competence. The BACB certificant supervising the RBT is responsible for the work performed by the RBT on the cases they are overseeing.

**Regulatory Bodies.** An organization that oversees professionals and their implementation of intervention and supervision.

**Reinforcement/Reward.** Anytime a professional provides an individual with an object, food, or praise contingent upon a behavior that increases the occurrence of that behavior in the future (i.e., positive reinforcement) or anytime a professional takes away an object, food, activity contingent upon a behavior that increases the occurrence of that behavior in the future (i.e., negative reinforcement).

**School Readiness Skills.** Behaviors that are taught to help an individual succeed in school. These skills can include, but are not limited to, raising hands, responding to the bell, and walking in a line.

**Scientific Evidence.** Evidence which serves to either support or counter a scientific theory or hypothesis. Such evidence is expected to be empirical evidence and interpretation in accordance with scientific method. Standards for scientific evidence vary according to the field of inquiry, but the strength of scientific evidence is generally based on the results of statistical analysis and the strength of scientific controls.

**Scripts and Script Fading.** Scripts are verbal statements in either written or in an audio format. An individual is taught to repeat the script in appropriate specific social situations (e.g., "At the park I play on the slide."). As individuals learn to use the scripts, they are faded, typically one word at a time, from end to beginning (e.g., "At the park I play on the \_\_\_\_").

**Self-Care Skills.** Behaviors that are taught so an individual can take care of him or herself. These skills include, but are not limited to, bathing, brushing teeth, and toileting.

**Self-Management Skills.** Behaviors that are taught so an individual can manage his or her day.

**Service Provider.** A professional who provides intervention or supervision to individuals diagnosed with ASD and their families.

**Stimulus Control.** When an individual responds a certain way when one environmental event occurs and might not respond a different way and responds a different way without that event.

**Social Skills.** Behaviors that are taught to improve social relationships with peers and others. These skills can include, but are not limited to, eye contact, joining in, greetings, and asking someone out on a date.

**Supervisor.** A professional that is in charge of developing an individual's program, supervising staff on that program, and training parents/guardians.

**Target Behaviors.** The behavior(s) the professional and/or parents are currently targeting for intervention.

**Task Analysis.** It is taking a large behavior (e.g., brushing teeth) and breaking it down into steps (e.g. first you do this, then you do this).

**Technician Level.** A professional whose sole duty is to implement behavioral intervention.

**Vocational Skills.** Behaviors that are taught to prepare an individual for a job/career. These can include, but are not limited to, sorting, working on a car, or accounting skills.

## Supervision Determination Checklist for Parents According to Autism SIG Guidelines

### Part A (Certifications)

| Question  | Yes | No |
|---|-----|----|
| Is the professional a BCBA or a BCBA-D?   |     |    |
| Is the professional licensed by a governing agency to practice behavior analysis and meets all other requirements from option two (p. 7)?   |     |    |
| Is the professional a licensed psychologist and meets all other requirements from option three (p. 8)?  |     |    |
| Did the professional complete a graduate program that is accredited by ABAI and all other requirements from option four (p. #)?   |     |    |
|   |     |    |
| If you have one check mark in the yes box then proceed to Part B. If all four rows have a “No” then the professional is not qualified to supervise according to these guidelines. |     |    |

### Part B (Initial Training)

| Question  | Yes | No |
|---|-----|----|
| Did the professional have at least 1000 hours of initial training?  |     |    |
| Did the initial training consist of implementing ABA-based interventions with individuals with ASD?   |     |    |
| Was the initial supervision conducted by a supervisor from one of the four options stated above (pp. 7-8)?  |     |    |
|   |     |    |
| If you have one check mark in the yes box then proceed to Part C. If any of the rows have a “No” then the professional is not qualified to supervise according to these guidelines. |     |    |

## Supervision Determination Checklist for Parents According to Autism SIG Guidelines

### Part C (Continuing Training)

| Question   | Yes | No |
|--|-----|----|
| Does the professional have at least 5 years of providing ABA-based intervention under the supervision of another professional who meets the qualifications stated above?   |     |    |
| Did the training include the use of assessment and interventions found in peer reviewed studies or that have not been reviewed in peer reviewed studies?   |     |    |
| Did the training include how to teach learning how to learn, social, language/functional communication, reduction of disruptive behaviors, play and leisure, pre-academic and academic, school readiness, vocational, motor, community living, personal safety, self-care, self-management skills? |     |    |
|  |     |    |
| If you have one check mark in the yes box then proceed to Part D. If any of the rows have a “No” then the professional is not qualified to supervise according to these guidelines.  |     |    |

## Supervision Determination Checklist for Parents According to Autism SIG Guidelines

### Part D (Additional Training)

| Question  | Yes | No |
|---|-----|----|
| Has the professional had experience implementing multiple ABA-based procedures?   |     |    |
| Has the professional had experience teaching multiple target behaviors?   |     |    |
| Has the professional worked with at least 8 individuals diagnosed with ASD?   |     |    |
| Has the professional worked with a variety of individuals diagnosed with ASD across age and functioning levels?   |     |    |
| Has the professional had experience with the 18 teaching procedures (p. 10; note: some may not be applicable for all clients)?  |     |    |
| Has the professional had experience implementing ABA-based procedures in a one-to-one teaching format?  |     |    |
| Has the professional had experience implementing ABA-based procedures in a group teaching format?   |     |    |
| Has the professional implemented teaching in a way that the student can display the behavior in different environments or with different people?                                    |     |    |
| Has the professional modified interventions based upon objective data?  |     |    |
| Has the professional had experience with conducting functional assessments?   |     |    |
| Has the professional trained at least 5 different family members?   |     |    |
| Has the professional trained with other professionals collaboratively?  |     |    |
|   |     |    |
| If you have one check mark in the yes box then proceed to Part E. If any of the rows have a “No” then the professional is not qualified to supervise according to these guidelines. |     |    |

## Supervision Determination Checklist for Parents According to Autism SIG Guidelines

### Part E (Continuing Education)

| Question  | Yes | No |
|---|-----|----|
| Can the professional provide proof of CEUs?   |     |    |
| Did some of the continuing education consist of ABA-based intervention as it applies to individuals diagnosed with ASD? |     |    |
| Did some of the CEUs relate to ensuring ethical behavior?   |     |    |

If you have one check mark in the yes box, then the professional has met all of the criterion set forth on this document. Although, the Autism SIG cannot determine if any professional is truly qualified or not; having checking marks in all yes columns and rows shows that the criteria set forth by these guidelines has been met.

If there was a “No” marked on any of the rows then the professional is not qualified to supervise according to these guidelines.



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