



**UK ABA Autism Education  
Competence  
Framework**

**Version 1.1  
November 2011**

**LEVEL 1**

**ENGLAND**






**Ambitious  
about Autism**



**BeyondAutism**

PRIFYSGOL  
**BANGOR**  
UNIVERSITY





The UK ABA (Applied Behaviour Analysis) Autism Education Competence Framework is for practitioners working with children and young people with autism. The project has been funded by Ambitious about Autism, the national charity for children and young people with autism, primarily through generous grant donations. A project management group, led by Ambitious about Autism and including Bangor University and a parent member, worked with the support of, and in collaboration with, key stakeholders from the ABA and autism communities across the UK.

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## What is Applied Behaviour Analysis?

Applied Behaviour Analysis (ABA) uses an understanding of why behaviour occurs to address a wide range of social issues, including helping individuals to learn. Like other applied sciences, ABA can be applied to a range of populations and settings (e.g., business and industry, education, gerontology, healthcare) and to a range of social concerns (e.g., anxieties, depression, phobia, addiction, behaviours associated with autism). What distinguishes ABA from other disciplines is not just that it focuses on behaviour and the context (environment) in which behaviour occurs, but that for behaviour analysts, behaviour and environment are broadly defined. Behaviour encompasses all of the activities people engage in (including actions, interactions, talking and thinking) and environment encompasses both the physical and social events, external and internal, that people experience. Behaviour analysts use principles of learning and laws of behaviour that have been scientifically demonstrated, and use clearly defined procedures to specify how to change behaviour. The effectiveness of any behaviour change intervention is continually monitored and evaluated. The primary focus of ABA is on behaviour that is important to individuals, in terms of enabling them to lead more fulfilling lives.

Practicing behaviour analysts work to achieve positive behaviour change for individuals, groups of people, and for organizations and society as a whole. Behaviour analysts might be involved in helping to make a positive difference to behaviour change in any context in healthcare, public health, social care, education, or business. Behaviour analysts work with people to help achieve behaviour change by using ABA-based intervention approaches.

## Our Values

In common with other helping professions, behaviour analysts always aim:

- to do no harm
- to ensure that people are safe and feel secure
- to promote the right of every individual to beneficial help and support irrespective of intellectual ability, age, culture, gender, sexuality, or other background
- to work in the best interests of individuals and their families and carers

In addition, the practice of behaviour analysis is characterised by the following commitments:

- ambition for the person, and optimism about what is possible for them
- an assumption of every person's ability to develop and learn
- a determination not to limit expectations by basing them on assumptions about a person's disabilities
- empowering the individual by establishing skills that enable the development and management of their own behaviour
- using feedback from individuals and their families and carers to amend interventions
- to build on, and facilitate, learning by using the individual's interests and preferences
- the development of strengths as a part of any intervention designed to minimise difficulties
- a recognition that learning is lifelong, and includes skills in all areas of life
- using evidence of what is and is not working for each individual to guide decision making
- adapting practice according to new and emerging evidence in the wider professional environment
- collaborative working with other professionals, family members, and carers to best support the individual

## What is the UK ABA Autism Education Competence Framework?

The UK ABA Autism Education Competence Framework is a detailed framework of the knowledge and demonstrable behaviours (i.e., things that can be demonstrated to another person) that are important for anyone in UK education settings working with children and young people with autism using ABA<sup>1</sup>.

Section 1 of the framework will provide a clear, professional development pathway for those wishing to pursue a career in ABA and is compatible with the internationally recognised Behaviour Analyst Certification Board (BACB®) credentialing. Taken as a whole, the framework is intended to provide a more general professional development pathway for anyone working with children with autism within the field of education, but will also, as a later development, map onto the UK Qualifications and Credit Framework."

As a result of the Framework it is envisaged that:

- More children and young people with autism will benefit from high-quality, evidence-based education delivered by competent professionals.
- Practitioners will benefit from professional development and occupational standards.
- Parents and organisations supporting the education of children and young people with autism will be able to employ practitioners with a greater degree of certainty about competence and quality.
- Education providers and the academic community will have a greater understanding of the nature and use of ABA in educational practice for children with autism.

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<sup>1</sup> For an understanding of how the framework was developed, and background to the project see Denne, L.D., Hastings, R., Hughes, J.C., Bovell, B., & Redford, L.(2011). Developing a Competence Framework for ABA and Autism: What Can we Learn From Others? *European Journal of Behaviour Analysis* 12 (1) 217 – 230.

## Who is the Framework for?

The UK ABA Autism Education Framework is relevant to anyone who works with, provides services for, or is a recipient of services for children or young people with autism using ABA.

The Framework is also useful for training providers who may wish to identify, and develop assessments of, competencies.

The Framework may be used to inform the development of a curriculum and qualifications for those who work with children and young people with autism.

## What does the Framework include?

The Framework is in two sections. Section 1 is the Science and Practice of ABA and Section 2 is Autism and Education: Understanding Context. The Framework model for Section 1 outlines four levels of professional development for Behaviour Analysts working in UK Education settings with children and young people with autism.

### Section 1: The Science and Practice of ABA

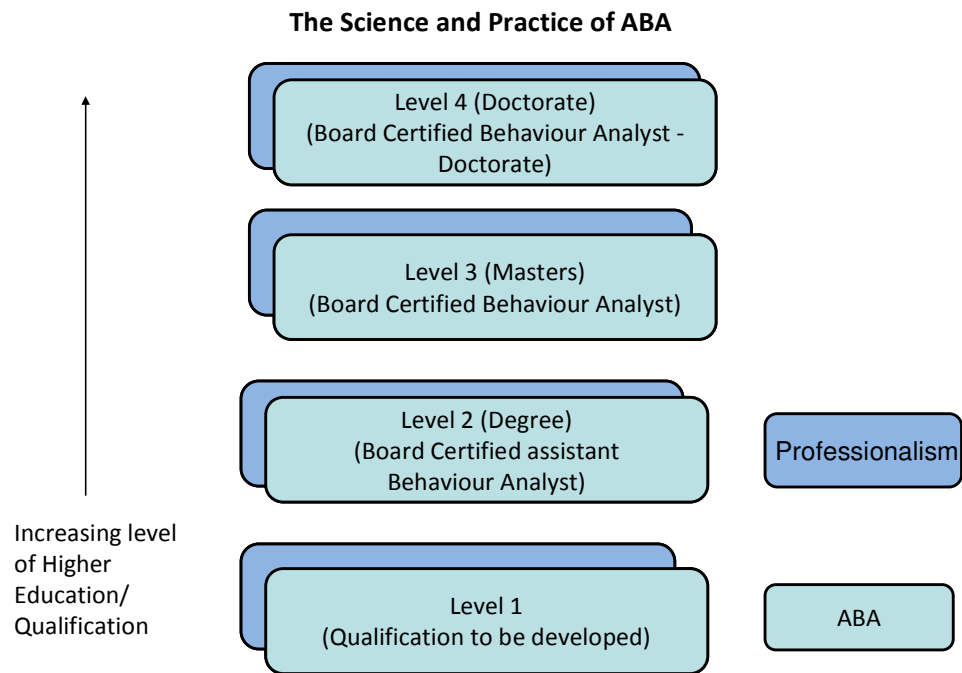
The first section is “The Science and Practice of ABA”. This is the foundation of all of the professional qualifications contained within the Framework. It includes two content strands in relation to the science and practice of ABA: ABA, and Professionalism.

The ABA content strands at levels 2, 3 and 4 already exist through the BACB® credentialing system (BCaBA, BCBA and BCBA-D credentials respectively). Access to BACB® credentialing is facilitated for practitioners in the UK via a number of BACB® approved course providers which offer the academic content as part of recognised UK University courses<sup>2</sup>.

The professionalism strands are drawn from existing ethical guidelines and standards (e.g. the BACB’s Guidelines for Responsible Conduct for Behavior Analysts) but have been specifically tailored for behaviour analytic practitioners working in the UK within the fields of autism and education.

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<sup>2</sup> See pg 91 for a list of all current BACB® approved courses in the UK; and refer to the Behaviour Analyst Certification Board website for a complete listing of the requirements at each level: <http://www.bacb.com>



A qualification at Level 1 does not currently exist, but it is anticipated that the competencies detailed in the framework will be used to inform the development of a qualification that maps onto the UK Qualifications and Credit Framework.

## Section 2: Autism and Education – Understanding context

The second section is “Autism and Education: Understanding Context”. This contains two content strands, Autism, and Education. It reflects additional competencies that are population and setting specific and which all those working with children and young people with autism should be aware of. These sections also explicitly reflect the language used by those populations (people with autism) and in those settings (education settings) that a behaviour analyst is likely to come into contact with.

This approach of understanding context is consistent with the current Guidelines for Responsible Conduct for Behaviour Analysts<sup>3</sup> which state that:

**“1.02**

*(a) Behavior analysts provide services, teach, and conduct research only within the boundaries of their competence, based on their education, training, supervised experience, or appropriate professional experience.*

*(b) Behavior analysts provide services, teach, or conduct research in new areas or involving new techniques only after first undertaking appropriate study, training, supervision, and/or consultation from persons who are competent in those areas or techniques.”*

Under “Professional and Scientific Relationships,” the guidelines further state that:

**“1.05**

*(b) Behavior analysts provide behavioral diagnostic, therapeutic, teaching, research, supervisory, consultative, or other behavior analytic services only in the context of a defined, remunerated professional or scientific relationship or role.*

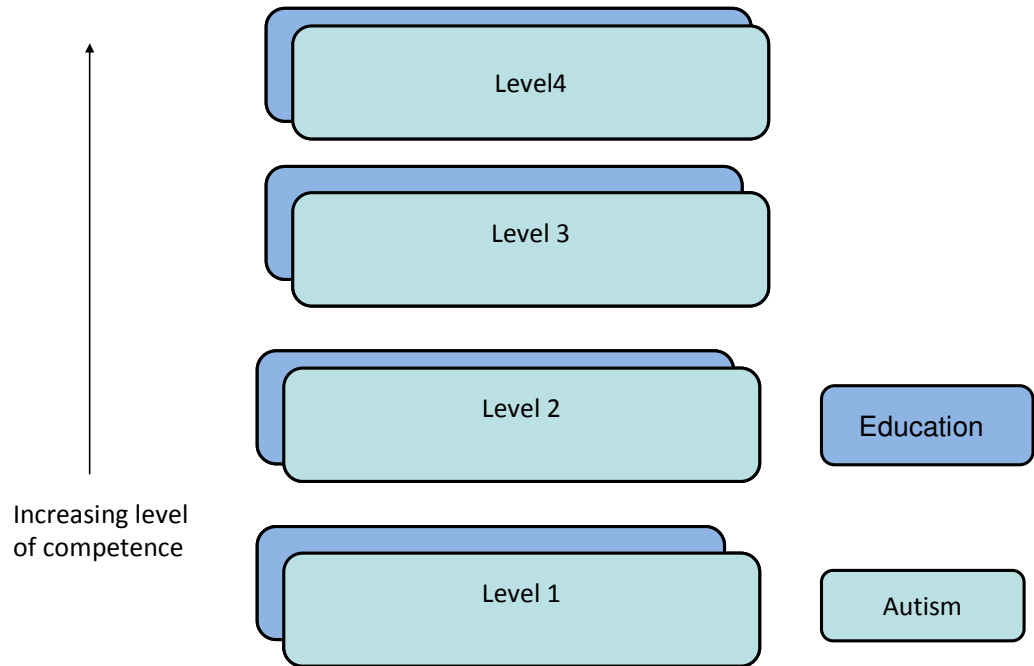
*(b) When behavior analysts provide assessment, evaluation, treatment, counseling, supervision, teaching, consultation, research, or other behavior analytic services to an individual, a group, or an organization, they use language that is fully understandable to the recipient of those services. They provide appropriate information prior to service delivery about the nature of such services and appropriate information later about results and conclusions.”*

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<sup>3</sup> Behaviour Analyst Certification Board (2001) *Guidelines for Responsible Conduct for Behaviour Analyst*. Tallahassee, FL., Retrieved from

<http://www.bacb.com/Downloadfiles/BACBguidelines/1007GuidelinesFpdf>

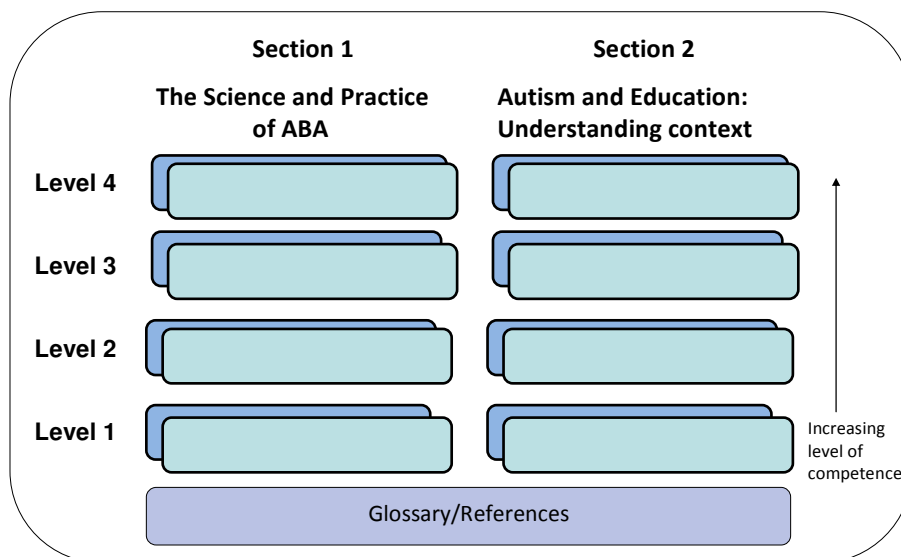
## Autism and Education – Understanding context



There may be existing qualifications that would cover these contextual competencies or new ones can be developed. Competencies can be measured and assessed in many different ways and it will be up to employers to ascertain whether or not a practitioner has the requisite qualification and context based competencies in order to work to best practice standards. Equally the onus will be on all practitioners to be able to demonstrate that they have both ABA and context specific competencies or to seek to develop those competencies where missing.

# The UK ABA Autism Education Competence Framework

The UK ABA Autism Education Framework



The UK ABA Autism Education Framework brings together both sections: The Science and Practice of ABA and Autism and Education: Understanding Context to define the knowledge and demonstrable behaviours (i.e., things that can be demonstrated to another person) that are important for anyone in UK education settings working with children and young people with autism using ABA.

There will also be a Foundation level of ABA competencies for those who may not wish to develop a career as a behaviour analyst in autism but may be interested in learning more about ABA, working to support the delivery of an ABA-based educational model, or working in another professional role in an ABA setting.

# UK ABA Autism Education Competence Framework: Level 1

Level 1 outlines the competencies across both sections required by those individuals working with children with autism on a daily basis in classrooms or at home.

## Section 1

The Science and Practice of ABA (ABA, and Professionalism) has been written by Behaviour Analysts. It is informed by the BACB Task List 3<sup>rd</sup> Edition, employers and supervisors of, and individuals working in roles typically called ABA tutor or ABA therapist. The Professionalism strand has also been reviewed by other professionals working in ABA settings and includes those competencies relating to ethics and professional conduct broadly. These are generic competencies which outline the contribution that the ABA profession brings to issues of social significance and can be applied to any settings and populations.

## Section 2

Autism and Education - Understanding Context has been written by individuals with autism, parents of children with autism, and other experts in the field of autism; and by teachers and allied health professionals primarily working in ABA education settings and in other education settings in the UK respectively.

None of the content within Section 2 has been written from a behaviour analytic point of view. This is deliberate. The intention is to set out the knowledge of autism and related competencies that people with autism and parents of children with autism would like *anyone* working with children with autism to know, as well as what they need to be able to do, so that they can provide safe, nurturing, and effective support to those individuals.

These competencies are therefore relevant to all professionals working with individuals with autism.

Similarly the Education strand focuses on the structure of the education framework and statutory requirements at a national level and includes

those things that *anyone* working in an education or home based setting needs to know and do so that they satisfy those requirements. Because education in Wales, Scotland, and Northern Ireland is a devolved function, separate versions of the Education strand have been developed for the four nations of the UK.

The expectation is that ABA professionals will apply their own knowledge of the science and practice of ABA to these more general population and setting statements, and interpret them in a way that is consistent with a behaviour analytic perspective and ensures a meaningful contribution to the quality and professionalism of their work.

### Layout of the competencies sections

Each of the content strands is divided into subject areas. The knowledge and demonstrable behaviours for each subject area are presented as two columns side by side. This structure does not necessarily imply a direct association between a knowledge competence and a demonstrable behaviour competence. Rather, the Knowledge and Demonstrable Behaviour for each subject should be interpreted as “this is what you need to know” and “this is what you need to do” within this subject area. Similarly, the presentational order of competencies in subject areas does not prescribe any priority or any suggested order for development of competencies or for training.

### Glossary

Given the scientific nature of ABA it is often presented using technical language. In this document, we have taken care to describe ABA concepts and terms in a way that we believe is correct but also more accessible to those who will use this Framework and who may not yet be familiar with the scientific terms. A Glossary is provided to explain those terms which are not covered by the ABA literature. For those who wish to find more detail of some of the scientific terms a reference list has been provided.

## Future revisions

Knowledge and evidence relating to ABA and autism, and the education context in the UK, will inevitably change over time. Therefore, the competencies within the Framework will be reviewed and, if appropriate, revised on a regular basis.

## **How can the Level 1 competencies be used?**

The UK ABA Autism Education Framework Level 1 competencies can be used to:

- provide the missing first step in a clear pathway for professional development for practicing behaviour analysts in the UK working with children and young people with autism
- provide a clear indication to Level 1 practitioners of the knowledge and practice they need to be able to demonstrate
- provide a framework against which to identify Level 1 practitioners' established competencies and to identify their development and supervision needs
- provide a framework to inform the learning outcomes of training programmes and the development of appropriate ABA Level 1 qualifications

## Applied Behaviour Analysis

ABA.1 Definition, Characteristics and Scope of Applied Behaviour Analysis			
Knowledge		Demonstrable Behaviour	
K.1	You know that Applied Behaviour Analysis (ABA) uses an understanding of why behaviour occurs to address a wide range of social issues, including helping individuals to learn.	D.1	You give examples of the use of ABA with the <b>learners</b> <sup>4</sup> you work with as well as applications from other populations and settings.
K.2	You know that ABA, like other applied sciences, has many applications. This means that it can be applied to a range of populations and settings (e.g., business and industry, education, gerontology, healthcare) and to a range of social concerns (e.g., anxieties, depression, phobia, addiction, behaviours associated with autism).		
K.3	You know that what distinguishes ABA from other disciplines with similar aims is not just that it focuses on behaviour and the context (environment) in which behaviour occurs, but that for behaviour analysts, behaviour and environment are broadly defined (see K.9 & K.17)		
K.4	You know that the primary focus of ABA is on behaviour that is important to individuals, in terms of enabling them to lead more fulfilling lives.	D.2	You describe behaviour only in terms of the characteristics that you observe.
K.5	You know that every <b>programme</b> and <b>intervention</b> within that programme is tailored to meet the needs of each learner, and changes over time using feedback from observed and measured changes in the behaviour of that learner.		
K.6	You know that the generation and use of evidence is integral to ABA and that this includes evidence of the basic principles of behaviour, evidence of the application of these principles in published intervention studies and, critically, that each intervention used with a learner is evaluated on an ongoing basis by gathering information about changes in behaviour.	D.3	You accurately and consistently follow the data collection procedures selected by your supervisor.

<sup>4</sup> Glossary items are shown in blue the first time they appear in the text.

K.7	You know that to ensure an intervention works effectively it must be used by everyone responsible for its delivery accurately and consistently across settings.	D.4	You accurately and consistently follow procedures selected by your supervisor.
K.8	You know that a number of interventions that are applied in a wide range of settings are based on ABA (e.g., <b>Picture Exchange Communication System (PECS)</b> ; <b>Pivotal Response Teaching (PRT)</b> ; <b>Precision Teaching</b> ; <b>Functional Communication Training</b> ; Self-Management; Modelling).		

**ABA. 2: Principles, Processes and Concepts**

	Knowledge		Demonstrable Behaviour
	<u>Behaviour and Response</u>		
K.9	You know that behaviour is the activity of all living beings. Human behaviour is what people do, including actions, interactions, and movements.	D.5	You give examples of your own behaviour and the behaviours of the learners you work with.
K.10	You also know that language (what people think, say and remember) is behaviour.		
K.11	You know that many complex daily living skills can be broken down into a collection of more precisely defined behaviours (e.g., brushing one's teeth involves identifying and picking up the toothpaste, taking off the lid, identifying and picking up your own toothbrush, squeezing toothpaste on the toothbrush etc.).	D.6	You give examples of the behaviours that together make up common daily living skills.
K.12	You know that a response is a single instance of behaviour.	D.7	You give examples of responses from your own behaviour and the behaviours of the learners you work with.
K.13	You know that responses can share the same form but have different functions (e.g., waving one's hand can be used to say goodbye or to attract attention); and have the same function but different forms (e.g., waving your hand or shouting can both be used to attract attention).	D.8	You distinguish between the form and function of behaviour.
K.14	You know that behaviour is described and defined using observable and measurable dimensions.	D.9	You describe your own behaviour and the behaviour of those with whom you work in precise, observable, and measurable terms.
K.15	You know that the observable dimension of behaviour is its physical form – (physical form is also called topography).	D.10	You describe a response (a single instance of behaviour) in precise, observable, and measurable terms.

K.16	<p>You know that the measurable dimensions of behaviour include:</p> <ul style="list-style-type: none"> <li>• the number of times it occurs ( i.e. it can be counted)</li> <li>• when it occurs (i.e. the time can be specified)</li> <li>• the length of time it occurs for (duration)</li> <li>• its intensity (the force with which it occurs)</li> <li>• its location (where it occurs)</li> </ul> <p><u>Environment and Stimulus</u></p>		
K.17	<p>You know that the Environment is the collection of all stimuli that can have an influence on behaviour and that Environment includes internal states such as pain as well, as external stimuli such as the doorbell ringing.</p>		
K.18	<p>You know that a stimulus is any change in the environment that can affect behaviour.</p> <p><u>Relationship between behaviour and environment</u></p>		
K.19	<p>You know that most behaviour in applied settings has been learned: it occurs because of the event/s that have set the occasion for the behaviour to occur (antecedent/s), and because of the events that have typically followed in the past (consequence) that make it more or less likely for the behaviour to happen again:</p> <ul style="list-style-type: none"> <li>• the antecedent (e.g., <i>antecedent</i>: the phone rings; <i>response</i>: you pick it up)</li> <li>• and the consequence (e.g., <i>response</i>: you pick it up; <i>consequence</i>: you speak to someone).</li> </ul>	<p>D.11</p> <p>D.12</p> <p>D.13</p>	<p>You give examples from your own behaviour and examples from the learners you work with of the relationship between an antecedent and a response.</p> <p>You give examples from your own behaviour and examples from the learners you work with of the relationship between a response and a consequence</p> <p>You seek to identify the reason why a particular behaviour occurs (using the procedures outlined by your supervisor) by reference to antecedents and consequences and without making assumptions about why a behaviour occurs.</p>
K.20	<p>You know that the consequences that lead to learned behaviour are either reinforcing (increasing behaviour) or punishing (decreasing behaviour).</p>		

	<u>Reinforcement</u>		
K.21	You know that reinforcement is the most important principle of behaviour and that it is used in almost all behaviour change programmes, including the teaching of new skills.	D.14	You give examples of behaviours that have increased as a result of reinforcement, in yourself and in the learners you work with.
K.22	You know that reinforcement is the strengthening of a behaviour as a result of something that has followed that behaviour (a reinforcer) which increases the likelihood of the behaviour happening again.		
K.23	You know that reinforcers are defined functionally (i.e. a reinforcer is any stimulus that follows a behaviour and, as a result, the behaviour is more likely to occur in the future). A consequence is only a reinforcer if it has a strengthening effect upon a behaviour.		
	<i>Positive reinforcement</i>		
K.24	You know that positive reinforcement occurs when a behaviour is followed immediately by the presentation of a stimulus and, as a result, the behaviour occurs more often in the future.	D.15	You give examples of stimuli and/or events that are positive reinforcers for your behaviour and that of the learners that you work with.
K.25	<i>Negative reinforcement</i>		
	You know that negative reinforcement occurs when a behaviour is followed immediately by the withdrawal or termination of a stimulus and, as a result, the behaviour occurs more often in the future.	D.16	You give examples of stimuli and/or events that are negatively reinforcing for your behaviour and that of the learners you work with.
	<i>Unconditioned (primary) reinforcers and Conditioned (secondary) reinforcers</i>		
K.26	You know that unconditioned reinforcers (often called primary reinforcers) are those that require no previous learning (e.g., food, warmth, sensory stimulation) and that conditioned reinforcers (often called secondary reinforcers) are those that have acquired reinforcing properties as a result of an association (pairing) with an unconditioned reinforcer (e.g., praise, tokens, task completion).	D.17	You give examples of stimuli and/or events often considered to be unconditioned/primary reinforcers and provide examples of stimuli and/or events often considered to be <i>conditioned/secondary</i> reinforcers for your behaviour and that of the learners you work with.

	<u>Punishment</u>		
K.27	You know that although punishment is an important principle of behaviour it should only be used to change behaviour under exceptional circumstances, only under supervision and only after appropriate ethical review.	D.18	You do not use punishment unless at the specific request of your supervisor <u>and</u> when you are satisfied that ethical guidelines have been adhered to.
K.28	You know that there are strict ethical guidelines surrounding the use of punishment, including the fact that alternatives to punishment must be tried before a punishment procedure is put in place.		
K.29	You know that punishment is the weakening of a behaviour as a result of something that has followed that behaviour (a punisher) which decreases the likelihood of the behaviour happening again.	D.19	You give examples of events that may be punishing for your behaviour and that of the learners you work with.
K.30	You know that punishers are defined functionally (i.e. a punisher is any stimulus that follows a behaviour and, as a result, the behaviour is less likely to occur in the future). A consequence is only a punisher if it has a weakening effect upon a behaviour.	D.20	You recognise when a consequence that you deliver (including your own behaviour) is inadvertently aversive (and is likely therefore to function as a punisher) and you change the consequence.
K.31	You know that some procedures commonly used in educational practice, such as time out and response cost, are punishment procedures.		
K.32	You know that, like reinforcement, punishment can occur when a behaviour is followed immediately by the <i>presentation</i> of a stimulus and, as a result that behaviour occurs less often in the future, or when a behaviour is followed immediately by the <i>withdrawal or termination</i> of a stimulus and, as a result that behaviour occurs less often in the future.		

<p>K.33</p>	<p><i>Unconditioned (primary) punishment and Conditioned (secondary) punishment</i></p> <p>You know that unconditioned punishers (often called primary punishers) are those that require no previous learning (e.g., pain) and that conditioned punishers (often called secondary punishers) are those that have acquired punishing properties as a result of an association (pairing) with an unconditioned punisher (e.g., being told off).</p> <p><u>Motivating Operations</u></p>	<p>D.21</p>	<p>You give examples of stimuli and/or events often considered to be <i>unconditioned/primary</i> punishers and stimuli and/or events often considered to be <i>conditioned/secondary</i> punishers for your behaviour and that of the learners you work with.</p>
<p>K.34</p>	<p>You know that the effectiveness of a reinforcer can change – something that has worked in one instance as a reinforcer may not work on another occasion.</p>		
<p>K.35</p>	<p>You know that this could be because of a motivating operation (MO): something which momentarily changes both the effectiveness of a consequence, and the frequency of the behaviour that has in the past resulted in that consequence.</p>		
<p>K.36</p>	<p>You know that common motivating operations are deprivation (when a learner has not had a reinforcer for a long time and therefore its value is likely to increase) and satiation (when a learner has had lots of a reinforcer in the recent past and therefore it is likely to be of less interest)</p> <p><u>Stimulus control</u></p>	<p>D.22</p>	<p>You recognise when a consequence is likely to be more effective (e.g., a snack before lunch) and when it is less likely to be effective (e.g., a break following unstructured play) and adjust your use of that consequence accordingly.</p>
<p>K.37</p>	<p>You know that stimulus control is a situation in which some dimension of behaviour is altered by the presence or absence of a specific antecedent stimulus (e.g., Stimulus = green man shows at a pelican crossing; response = cross road)</p> <p><i>Discriminative Stimulus</i></p>		
<p>K.38</p>	<p>You know that a discriminative stimulus (<math>S^D</math>) is an antecedent stimulus that increases the likelihood that a response or pattern of responding will occur because in the past that response or pattern of responding has been reinforced in the presence of the <math>S^D</math></p>	<p>D.23</p>	<p>You give examples of <math>S^D</math>s that evoke responses in the learners you work with.</p>

	<u>4-term contingency</u>		
K.39	You know that the 4-term contingency is the interdependent relationship between any motivating operations (MO), an S <sup>D</sup> , behaviour and consequence.	D.24	You identify the antecedent variables (S <sup>D</sup> and any relevant MOs) and consequences of any specified instance of behaviour.
K.40	You know that any consequence-based behaviour change programme designed either to increase or decrease behaviour must consider all 4 components of the 4 term contingency.		
	<u>Generalisation and Maintenance</u>		
K.41	You know that generalisation occurs where the effects of a procedure that was used to change a target behaviour spread, such that similar behaviour changes also occur in other situations (stimulus generalisation), other behaviours also change (response generalisation), or the effects endure over time in the absence of a continuing programme (maintenance).	D.25	You incorporate opportunities for generalisation and maintenance into all programmes.

**ABA. 3: Increasing Behaviour: Rationale for targets, choosing and monitoring**

	Knowledge		Demonstrable Behaviour
	<u>Rationale for targets</u>		
K.42	You know that behaviour targets are identified through an assessment of a learner's skills, are appropriate to the learner's developmental level, and focus on behaviours that will be helpful to and/or are valued by them.	D.26	You contribute, under supervision, to the assessments carried out in your setting using the available tools.
K.43	You know that there are a number of specific assessment tools available to assess a learner's existing level across all domains: daily living skills, social skills, imitation, play; and you are familiar with those used in your setting.		
K.44	You know that targets are prioritised in terms of the immediate benefits for the learner and developing the building blocks for longer term learning (i.e., teaching key or pivotal skills first).		
	<u>Defining performance criteria (Mastery)</u>		
K.45	You know that a target behaviour is described and defined using observable and measurable dimensions.		
K.46	You know that the performance criteria specify observable or measurable dimensions.	D.27	You use the specified performance criteria when working with identified targets for each of the learners with whom you work.
	<u>Monitoring and changing targets</u>		
K.47	You know that decision making should be data driven, and that this necessitates accurate data collection as specified for each intervention.	D.28	You accurately record data as specified by your supervisor.

**ABA 4: Increasing Behaviour: Consequence based strategies - reinforcement**

	Knowledge		Demonstrable Behaviour
K.48	You know that the rationale for using specific positive reinforcers with learners is that you cannot assume any individual will be motivated by things that typically motivate others (praise, imitating peers, and task completion).		
K.49	You know that the aim when working with any learner is to move towards the use of naturally occurring reinforcers (e.g., task completion, praise, school/society based systems of reward).		
	<u>Establishing and choosing reinforcers</u>		
K.50	You know it is important to sample a wide range of potential reinforcers across a variety of different sensory modalities (e.g., tactile – hugs, tickling, heavy blanket; vestibular – rocking, swings; auditory – music, singing; gustatory – sweets, crisps; visual – lights, different colours).	D.29	You create opportunities for the learner to sample multiple potential reinforcers by providing items/activities on a non-contingent basis (i.e. items, activities, attention or downtime given to the learner that is not dependent on a specified response).
K.51	You know the importance of continuously establishing new reinforcers (i.e., because a learner’s interests can be transient and satiation may come into play).	D.30	You identify and use a variety of potential reinforcers for learners
K.52	You know how to pair established reinforcers with other items/activities/people to increase the range of potential reinforcers available.	D.31	You increase the range of potential reinforcers through pairing items/activities with established reinforcers as specified in the intervention/programme.
K.53	You know that activities learners engage in during their free time may be used as reinforcers because they are likely to be preferred activities. Such activities may include aspects of stereotypic/repetitive behaviour.	D.32	You choose a learner’s high preference items or activities as potential reinforcers during teaching.
		D.33	You choose as potential reinforcers items or activities that appear to have the same function as a learner’s preferred items or activities.
K.54	You know a range of procedures to identify what is potentially reinforcing for a learner at any time (e.g., asking, observing, formal preference assessments).	D.34	You use a range of procedures to select potential reinforcers.

K.55	You know the significance of varying reinforcers in a session (i.e., to reduce the chances of satiation).	D.35	You continuously assess the environment to inform the selection and use of reinforcers
K.56	You know the importance of maintaining the value of reinforcers and that if reinforcers are available at other times (i.e., when they are not contingent on a target behaviour) then they will become less effective	D.36	You ensure, where possible, that reinforcers are not available non-contingently other than if pre-determined by your supervisor (see section on Non Contingent Reinforcement K.167).
K.57	You know that primary reinforcers are most often used during the early stages of intervention and also understand the importance of fading their use as soon as possible.	D.37	You try to avoid relying entirely on primary reinforcers, and whenever possible you attempt to establish or use conditioned reinforcers
K.58	You know the ethical implications of using primary reinforcers such as the need to use them in moderation.	D.38	You abide by ethical guidelines as to what primary reinforcers are appropriate for use, when to use them, and in what quantities.
		D.39	You fade the use of unconditioned/primary reinforcers and increase use of conditioned reinforcers when appropriate under supervision.
K.59	You know that the advantages of using primary reinforcers include the fact that they do not depend on learning and can be very powerful.		
K.60	You know the disadvantages of primary reinforcers including the fact that they can be difficult to fade and that their use can seem strange in some environments to other professionals, family members, or the general public.		
K.61	You know that it is important to establish secondary reinforcers as a step towards more naturally occurring reinforcement contingencies.	D.40	You pair secondary reinforcement (praise/social attention/activities) with primary reinforcement on a contingent basis under supervision.
K.62	You know the importance of pairing your own presence with reinforcement: the learner comes to associate a teaching session with activities that are of interest to them, and your praise/social attention/activities become secondary reinforcers.	D.41	You create an environment that motivates the learner to interact with you by pairing your presence with established reinforcers (e.g., praise, smile, toy, tickle) on a non-contingent basis.

	<u>Delivering reinforcement: Schedules of reinforcement</u>		
K.63	You know that reinforcement can be delivered following every response (i.e. continuous reinforcement) or intermittently (i.e. after a fixed or variable number of responses, or fixed or variable amount of time) and that the way that reinforcement is delivered (the schedule of reinforcement) affects learning.	D.42	You initially provide immediate reinforcement of each instance of the completed target response when teaching a new skill.
K.64	You know that, when working on a new skill, reinforcement should occur after each response (i.e., because it provides the strongest association between the response and the reinforcer) Providing reinforcers rapidly also reduces the chances that other inappropriate behaviours may be inadvertently reinforced.		
K.65	You know that once a skill has been acquired, it is important to gradually and systematically thin a schedule of reinforcement so the learner gets accustomed to more natural contingencies of reinforcement (i.e. reinforcers are increasingly delivered intermittently).	D.43	You thin a schedule of reinforcement as directed by your supervisor during a new skill teaching programme.
K.66	You know that on occasion it may be necessary to temporarily increase the frequency of reinforcement or return to tangible (i.e., something material) reinforcement to maintain motivation.	D.44	You follow an agreed protocol with respect to the temporary (within session only) relaxation of a schedule of reinforcement based on a learner's motivation, and discuss any such instances with your supervisor.
	<u>Delivering reinforcement: Differential reinforcement</u>		
K.67	You know that programmed differential reinforcement is the delivery of reinforcers to only those responses that meet a specified criterion whilst not reinforcing other responses.		
K.68	You know that differential reinforcement can be used to strengthen and shape desirable behaviour and weaken undesirable behaviour.		
K.69	You know to look for opportunities to reinforce a learner's appropriate behaviour even when it is not specifically targeted in a programme.	D.45	You consistently provide positive reinforcers when the learner is engaging in appropriate behaviour (e.g., remaining on task or using an appropriate communicative response rather than engaging in <b>problem behaviour</b> )

K.70	You know the importance of relying on the highest value reinforcers (those which appear to be most effective) for those behaviours that a learner finds most difficult.		
	<u>Delivering reinforcement: Token Systems</u>		
K.71	You know that a token system is a reinforcement system used when it is helpful to be able to delay the delivery of a chosen reinforcer until after a certain period of time has elapsed or an activity has finished, but in the meantime some form of reinforcement is necessary.	D.46	You use various token systems to increase target behaviours.
		D.47	You deliver a token immediately contingent on a target behaviour and make sure the learner sees that a token has been obtained.
		D.48	You make clear the contingency (relationship) between the token system and back up reinforcers (e.g., the number of tokens required for exchange).
		D.49	You deliver tokens at a rate specified in the intervention programme.
K.72	You know that tokens are generalized conditioned reinforcement (i.e., that tokens can be exchanged for a number of reinforcers).		
K.73	You know that the “back up” reinforcer is the object or activity/experience that can be purchased by or exchanged for tokens.	D.50	You identify “back up” reinforcers
		D.51	You use preference assessments to identify potential “back up” reinforcers.
		D.52	You periodically reassess the value of the “back up” reinforcers
K.74	You know that strategies to ensure that a token system remains effective include adjusting the reinforcement schedule and reassessing the learner’s preferences.	D.53	You make use of the available strategies to ensure that a token system remains effective

**ABA. 5: Increasing Behaviour: Antecedent based strategies - Stimulus control and antecedent procedures**

	Knowledge		Demonstrable Behaviour
	<p><b>Stimulus control</b></p> <p><u>Establishing stimulus control</u></p>		
K.75	You know that a behaviour can be said to be under stimulus control when some dimension of it is altered by the presence or absence of a specific antecedent stimulus.	D.54	You give examples of established stimulus control in relation to your own behaviour and that of the learners you work with.
K.76	You know that establishing stimulus control is an important aspect of behaviour change, is widely used in teaching, and plays a critical role in most forms of learning.		
K.77	You know that a stimulus will not evoke behaviour change unless a contingency (relationship) has been established.		
K.78	You know that the way to establish stimulus control in the context of behaviour change programmes is through discrimination training.		
K.79	You know that discrimination training involves reinforcing a response in the presence of one stimulus; whilst in the absence of that stimulus, or the presence of another stimulus that same response is not reinforced.	D.55	You establish stimulus control through the effective use of reinforcement.
		D.56	You present stimuli and reinforcers correctly to achieve discrimination.
		D.57	You establish a stimulus to function as an S <sup>D</sup> by reinforcing a behaviour in its presence.
K.80	You know that there are a number of strategies that can be used to enhance stimulus control and that these include: prompting, prompt fading, instructions, and modelling and imitation.		

	<u>Prompting</u>		
K.81	You know that prompts are additional antecedent stimuli used to evoke a response in the presence of the S <sup>D</sup> that will eventually control that response.	D.58	You identify when to use a prompt.
		D.59	You identify prompts to be used in different situations.
		D.60	You use a (programmed) prompt to evoke a desired behaviour.
K.82	You know that when introducing a new skill, prompting is likely to be required.	D.61	You use regular prompts when introducing a new skill as specified in the intervention programme
	<i>Using prompts</i>		
K.83	You know that learners can come to rely on prompts and that therefore it is important to eliminate them as soon as possible so that the S <sup>D</sup> alone is sufficient to control the target response.	D.62	You note when a learner is, or is in danger of becoming, prompt dependent and raise it with your supervisor.
K.84	You know that there are many different ways of prompting within the parameters of physical, visual and auditory prompting and prompt fading procedures should be planned for.		
K.85	You know that the least intrusive or salient prompt that will evoke the target response is the most desirable one to choose.		
K.86	You know that it is important to use prompts that can be faded	D.63	You identify when to fade a prompt and give examples of how to achieve that.

K.87	<p>You know that there are several ways to fade prompts:</p> <ul style="list-style-type: none"> <li>• the most-to-least prompting strategy begins by giving the highest level of assistance and systematically fades it.</li> <li>• the least-to-most prompting strategy gives the opportunity to perform the behaviour with the least amount of assistance. The level of prompting is systematically increased if the learner is unsuccessful.</li> <li>• stimulus fading involves the fading of an exaggerated dimension of a stimulus (e.g. starting off with larger than usual hands on a clock and moving gradually towards hands that are the right size).</li> <li>• Time delay involves the insertion of systematically increased time delays between the S<sup>D</sup> and the prompt.</li> </ul>	D.64	You progressively reduce the level of prompting in a most-to-least hierarchy depending upon the learner's response.
		D.65	You increase the level of prompting in a least-to-most hierarchy if the learner is unsuccessful at a particular prompt level.
		D.66	You progressively fade a dimension of a stimulus depending on the learner's response.
		D.67	You progressively increase the time delay between an S <sup>D</sup> and the prompt depending on the learner's response.
K.88	You know that unprompted responses should be reinforced.	D.68	You reinforce unprompted responses.
K.89	You know that responses may be prompted inadvertently (e.g., by a tone of voice, by looking at the correct response).	D.69	You use team meetings and video recordings to identify inadvertent prompts in your behaviour and that of others, and you agree steps to reduce any identified problems.
K.90	<p>You know that the effectiveness of any prompt is influenced by the way in which it is delivered (e.g., your position in relation to the learner).</p> <p><u>Instructions</u></p>	D.70	You use team meetings and video recordings to identify any factors that might influence prompt effectiveness.
K.91	You know that instructions are verbal antecedent stimuli that can be used to induce behaviour that can then be reinforced.	D.71	You give effective verbal instructions (oral, written, or pictorial/symbol) to induce a target behaviour.
K.92	You know that instructions can be oral, written, or in pictorial/symbol form.		
K.93	You know instructions will be most effective if the learner has a history of being taught by instruction.		

K.94	You know that the first stage of using instructions is to teach the learner to respond to instructions.	D.72	You teach responding to instructions by: <ul style="list-style-type: none"> <li>• Inserting instructions before naturally occurring behaviours</li> <li>• Reinforcing behaviours taught under instruction</li> <li>• Prompting and reinforcing the correct response for new target instructions</li> </ul>
K.95	You know that instructions may be more effective when combined with other procedures such as modelling, prompting, and rehearsal.		
	<u>Modelling and Imitation</u>		
K.96	You know that models are antecedent stimuli that are topographically similar to the target imitative behaviour.		
K.97	You know that modelling consists of presenting a model that sets the occasion for the imitative response, which is then reinforced.	D.73	You accurately model target behaviour.
K.98	You know that attending and imitative skills are a pre-requisite to the successful use of modelling as a behaviour change strategy.	D.74	You use modelling only when appropriate pre-requisites are acquired.
K.99	You know that modelling will have the most successful outcomes for the learner when the model is similar to the learner, (i.e similar age/stature) when critical aspects of the model have been emphasised (i.e. prompts used to show which components are important), and when the model is accurate (i.e., completes an action successfully).	D.75	You choose models (e.g., peers) similar to, or respected by the learner where possible.
		D.76	You model actions from the perspective of the learner.
K.100	You know that modelling may be more effective when combined with other procedures such as instructions, prompting, and rehearsal.	D.77	You participate in the identification of the most appropriate procedures to enhance the effectiveness of modelling

**ABA. 6: Increasing behaviour: Combining antecedent (stimulus) and consequence strategies – 4-term contingency and teaching complex behaviours**

	Knowledge		Demonstrable Behaviour
	<p><b>Using the 4 term contingency for effective teaching</b></p>		
K.101	<p>You know that the 4-term contingency underpins all behaviourally based teaching methods e.g. teaching methods often used with children and young people with autism such as: Discrete Trial Teaching (DTT) ,Natural Environment Teaching (NET) or Incidental Teaching (IT), Pivotal Response Teaching (PRT), Picture Exchange Communication System (PECS), Functional Communication Training, <b>Direct Instruction</b>.</p>	<p>D.78</p> <p>D.79</p> <p>D.80</p>	<p>You use the 4-term contingency to teach a new behaviour by identifying the target response; using a stimulus or stimuli that will cue that target response; and selecting a reinforcing consequence to increase the probability that the response will occur again in the presence of that stimulus or stimuli.</p> <p>You recognise in any teaching situation, any potential problems with the 4-term contingency: should the stimulus be changed; is the response too easy or too difficult; is the consequence effective?</p> <p>You use agreed strategies to adapt when extraneous variables appear to be influencing a learner’s behaviour.</p>
K.102	<p>You know that a discriminative stimulus (S<sup>D</sup>) selected in a teaching situation is the one chosen to evoke the target behaviour. This can be any change in the environment including objects, instructions (written or verbal), people, sound etc.</p>		
K.103	<p>You know that you must know the target response and its performance criteria prior to teaching.</p>		
K.104	<p>You know that if other behaviours occur at the same time as a response they may be inadvertently reinforced.</p>	D.81	<p>You do not reinforce a response if it is accompanied by inappropriate collateral behaviours that might inadvertently be reinforced.</p>
K.105	<p>You know that behaviours occurring at the same time includes “scrolling” which is the emission of several responses within the learner’s repertoire that have been previously reinforced under similar stimulus conditions but with a different S<sup>D</sup>.</p>	D.82	<p>You do not provide reinforcement for a “scrolled” response.</p>
K.106	<p>You know that a response should be emitted within a specified time as defined by the performance criteria.</p>		

K.107	You know that the consequence in a teaching situation is a specified stimulus and that it follows and maintains the response.		
K.108	You know that the consequence must be delivered in accordance with the programme requirements	D.83	You deliver a consequence in accordance with the programme requirements.
K.109	You know that there are a number of procedures (error correction procedure) that can be followed in the event of an incorrect response or no response and that this will depend on the specified intervention programme.	D.84	You follow the error correction procedure specified in the intervention programme.
K.110	You know that Discrete Trial Teaching (DTT) is a structured teacher initiated instructional method in which a tutor sequentially presents an S <sup>D</sup> and provides a consequence for the response for a number of trials. Data are collected on the response.	D.85	You run a discrete trial effectively using any prompts and the error correction procedure specified in the behaviour programme.
K.111	You know that Natural Environment Teaching (NET) or Incidental Teaching (IT) is an instructional method similar to that of DTT which also uses the 4-term contingency. However in NET the teaching opportunity is learner rather than instructor initiated often by requests for preferred items which then become both the S <sup>D</sup> and the potential reinforcer. It is also less structured and takes place in the context of other activities.	D.86	You run an NET trial effectively using any prompts and the error correction procedure specified in the behaviour programme.
K.112	You know that all effective teaching procedures additionally require the effective management of teaching materials and appropriate data collection.	D.87	You keep the teaching area neat and clean.

K.113	<p>You know that any teaching practice takes place within the context of a learner's entire programme and that therefore, in addition to the skills needed to run a single unit of learning effectively, good teaching practice also takes account of all behaviour based principles to structure opportunities for learning both within teaching sessions and across teaching sessions.</p>	D.88	You organise all materials prior to the teaching session.
		D.89	You leave materials ready for the following session.
		D.90	You take data according to the intervention programme.
		D.91	You begin a teaching session promptly.
		D.92	You provide an appropriate mix of easy and difficult tasks.
	<p><b>Teaching complex behaviours</b></p>		
	<p><u>Shaping</u></p>		
K.114	<p>You know that shaping is a behaviour change procedure.</p>		
K.115	<p>You know that shaping is used to establish novel topographies or dimensions of behaviour.</p>	D.93	You use shaping to establish novel topographies or dimensions of behaviour.
K.116	<p>You know that shaping is the differential reinforcement of successive approximations of a target behaviour.</p>	D.94	You follow instructions for any shaping procedure as part of a behaviour change strategy in accordance with the intervention programme under the direction of your supervisor.
K.117	<p>You know that target behaviours are operationally defined.</p>	D.95	You operationally define a target behaviour in preparation for shaping.
K.118	<p>You know that successive approximations are behaviours that are increasingly similar to the target behaviour.</p>	D.96	You identify the starting behaviour.
		D.97	You identify approximations of the target behaviour.
		D.98	You reinforce successive approximations.
		D.99	You determine when to move to the next approximation.
K.119	<p>You know that shaping is distinguished from differential reinforcement by changing criteria for reinforcement.</p>		

<u>Task Analysis and Chaining</u>			
K.120	You know that a behaviour chain is a complex behaviour consisting of two or more responses that follow in sequence and time, each associated with a specific stimulus condition.	D.100	You give examples of complex behaviours that consist of a number of distinct responses (e.g., hand washing - turn on tap, put hands under water, pick up soap, rub hands on soap, put down soap, rinse hands, turn off tap, pick up towel, dry hands).
K.121	You know that many daily living skills are complex behaviours (see K.11).	D.101	You break down a complex behaviour by describing the component skills in an appropriate order.
K.122	You know that a task analysis involves breaking down a behaviour chain into its component responses; that is, complex tasks are broken down into small teachable units.	D.102	You contribute to task analyses for complex target behaviours such as daily living skills, under the direction of your supervisor.
K.123	You know that in addition to knowing the component responses of a complex behaviour, to teach that behaviour you also need to assess the learner's pre-existing skill with each of those responses.		

K.124	<p>You know that the procedures used to teach complex behaviours include:</p> <ul style="list-style-type: none"> <li>• forward chaining: the first step in the chain is taught (using the 4-term contingency) until the mastery criteria are met. The rest of the chain is prompted. Subsequent steps are added in sequence step by step and also trained to mastery. Reinforcement is delivered contingent on the performance of all of the steps up to the point of training.</li> <li>• backwards chaining: all steps are performed by the tutor apart from the last which is taught (using the 4-term contingency). When the learner is able to independently complete that step to criterion, the second to last step is trained to criterion. Subsequent steps are added sequentially. Reinforcement is delivered when the last two steps are performed, then the last three and so on.</li> <li>• total task chaining: each step of the chain is taught during each teaching session. Prompts are provided for any steps that the learner is unable to perform independently. The chain is taught until all behaviours can be performed independently to a pre-determined standard.</li> </ul>	D.103	<p>You demonstrate the ability to use forward, backward and total task chaining under the direction of the programme consultant or supervisor showing:</p> <ul style="list-style-type: none"> <li>• Effective prompting of new steps</li> <li>• Effective use of differential reinforcement (to train to criterion)</li> <li>• Highlighting any areas that need further shaping or modification.</li> </ul>
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**ABA. 7: Increasing behaviour: the importance of developing a language repertoire**

	Knowledge		Demonstrable Behaviour
K.125	You know that language is behaviour and like all other behaviours happens for a reason.		
K.126	You know that the same language can be used for different reasons (e.g., a learner can say “biscuit” because they want a biscuit, or “biscuit” when asked “what did you have at break-time”).		
K.127	You know that verbal behaviour includes a learner’s generated language (speaker/expressive) as well as their understanding of language (listener/receptive).		
K.128	You know that verbal behaviour includes all forms of language use including spoken, signed, gesture, use of symbols, text, and thoughts.	D.104	You give examples of non-vocal verbal behaviour (e.g., gestures, signs, symbols) in your own behaviour and that of the learners with whom you work.
K.129	You know that there are a number of augmentative alternative communication systems (AAC) that can be incorporated into ABA interventions as a functional alternative to vocal production.	D.105	You seek to learn how to use and demonstrate proficiency using the communication systems for each of the learners you work with.
K.130	You know that there are a number of factors to consider before deciding which communication system is most appropriate for each learner (e.g., communication needs, physical ability, level of development).	D.106	You outline the reasons for the communication system chosen for each of the learners you work with
K.131	You know that increasing language, like any other behaviour is achieved through the 4-term contingency.		

K.132	<p><u>Classification of verbal behaviour</u></p> <p>You know that verbal behaviour is classified according to its function into: mands, echoics, tacts and intraverbals</p> <p><i>Mands</i></p>		
K.133	<p>You know that a mand is a request for something, someone, or for someone to do or say something that is evoked by a motivating operation and specifies the reinforcer that maintains it. Food deprivation (hunger) may evoke “biscuit” or the presentation of a symbol for “biscuit”. Obtaining a biscuit increases the likelihood of the same mand occurring again under the same or similar circumstances.</p>	D.107	You give examples of mands from your own behaviour and from the learners you work with.
K.134	<p>You know that the development of mands is essential for any learner:</p> <ul style="list-style-type: none"> <li>• manding is the first function of language that develops</li> <li>• manding is the only function of language that directly benefits the learner and therefore teaches the value of language (it allows a learner to get what they want/to get rid of what they do not want)</li> <li>• many problem behaviours function as mands (e.g., a tantrum to get a biscuit) and can often be easily reduced by teaching a more appropriate mand (e.g., biscuit)</li> </ul>	D.108	You contrive or capture motivating operations and use these as opportunities to teach manding (e.g., giving a learner a snack in a Tupperware box that is hard to open to contrive the MO for asking “help” or “open” or using a learner’s interest in a particular activity to work on target words/signs/picture exchange).
K.135	<p>You know the importance in early mand teaching of using only mands that can be delivered immediately and that relate to specific items (e.g., “biscuit”, “ball”, “tickle” as opposed to “more”, “please” or “eat” that might become a default for many items).</p> <p><i>Echoics</i></p>	D.109	You target mands that specify the individual/item/activity early on in mand teaching
K.136	<p>You know that an echoic or imitated response is evoked by a verbal stimulus and is exactly the same as that verbal stimulus (e.g., you say “Biscuit” and the learner says “Biscuit”) and is followed by reinforcement (e.g., praise for saying “Biscuit”).</p>	D.110	You give examples of echoics in the learners you work with.

K.137	<p>You know that echoics can be used to prompt other verbal responses.</p>	D.111	<p>You make effective use of echoics as prompts to teach other forms of verbal behaviour when it is appropriate to do so.</p>
K.138	<p><i>Tacts</i></p> <p>You know that a tact is a verbal response (saying “biscuit”) evoked by a non-verbal stimulus (e.g., seeing a biscuit or a picture of a biscuit in a book) and followed by reinforcement (e.g., attention for talking about the object seen)</p>	D.112	<p>You give examples of tacts from your own behaviour and from the learners you work with.</p> <p>You use items that are relevant to the learner when teaching tacts.</p>
K.139	<p><i>Intraverbals</i></p> <p>You know that an intraverbal is a verbal response which is evoked by a verbal stimulus (e.g., a question/statement, including one’s own thoughts) and followed by reinforcement (e.g., teacher’s approval, an answer etc). For example, when asked the question “what do you like to eat at breaktime?” the learner responds “biscuit”.</p>	D.113	<p>You give examples of intraverbals from your own behaviour and from the learners you work with.</p>
K.140	<p>You know that having intraverbal skills is the basis of conversation and that it is best established by developing conversational skills relevant to the learner.</p>	D.114	<p>You use intraverbals to develop conversational skills appropriate to the age and interests of the learner</p>

**ABA. 8: Decreasing Behaviour: Rationale for intervention, choosing and monitoring**

	Knowledge		Demonstrable Behaviour
	<p><u>Rationale for intervention</u></p>		
K.141	<p>You know that the criteria for whether or not you need to intervene to decrease a behaviour include:</p> <ul style="list-style-type: none"> <li>• Is there an impact on the quality of life of the learner or others?</li> <li>• Is there a risk of physical harm of the learner or others?</li> </ul>		
K.142	<p>You know that the rationale for any intervention that aims to decrease a behaviour will be based on obtaining a clear description of that behaviour and on an assessment of the factors that are maintaining that behaviour.</p>		
K.143	<p>You know that any programme that aims to decrease a behaviour should also target to increase an appropriate replacement behaviour.</p>		
K.144	<p>You know that a descriptive functional behaviour assessment is a systematic method of obtaining information regarding a behaviour under investigation.</p>		
K.145	<p>You know that the rationale for conducting descriptive functional behaviour assessments is to obtain information for developing hypotheses regarding the function of the behaviour. The intervention then tests the hypothesis, which is supported if it is effective</p>		
K.146	<p>You know that descriptive functional behaviour assessments can be direct or indirect but that both are based solely on observable or reported and measurable dimensions of behaviour.</p>	<p>D.115</p> <p>D.116</p>	<p>You contribute to the assessment procedures used within your setting.</p> <p>You give clear and objective information regarding behaviour.</p>

K.147	<p>You know that <i>Direct Assessment</i> can include:</p> <ul style="list-style-type: none"> <li>• “ABC” observations, used to indicate relationships between MOs, S<sup>D</sup>s , and consequences in relation to the target behaviour.</li> <li>• Scatter graphs, used to indicate if there are specific times at which a behaviour is more likely to occur</li> </ul>	D.117	You accurately collect and record data collected to understand a behaviour as directed by your supervisor.
K.148	<p>You know that <i>Indirect Assessment</i> can include rating scales and interviews (e.g., Functional Assessment Interview)</p> <p><u>Defining target behaviour</u></p>		
K.149	<p>You know that, as with behaviours that are chosen to increase, a behaviour targeted for decrease is described in operational terms with specified performance criteria.</p> <p><u>Monitoring and changing targets</u></p>	D.118	You use the performance criteria when working with identified targets for each of the learners with whom you work.
K.150	<p>You know that as with behaviours targeted for increase, all decision making regarding behaviours targeted for decrease should be data driven and that this necessitates accurate data collection as specified for each intervention.</p>	D.119	You accurately record data for any intervention in place as specified by your supervisor.

**ABA. 9: Decreasing behaviour: Consequence based strategies - Using an understanding of reinforcement to reduce problem behaviour**

	Knowledge		Demonstrable Behaviour
	<u>Identifying a maintaining reinforcer</u>		
K.151	You know that all behaviours that have developed have been reinforced at some stage.		
K.152	You know that this also applies to “problem” behaviours and that they will have either been positively or negatively reinforced.		
K.153	You know that many problem behaviours such as self injury, aggression, property damage have been positively reinforced by attention, access to primary reinforcers, preferred items or activities or sensory stimulation.	D.120	You participate in the identification of instances where positive reinforcement is maintaining a behaviour.
K.154	You know that many problem behaviours such as self injury, aggression, property damage have been negatively reinforced by escape from demands, avoidance of unpleasant situations; avoidance of sensory stimulation including pain.	D.121	You can participate in the identification of instances where negative reinforcement is maintaining a behaviour.
K.155	You know that to decrease a “problem behaviour” you need to identify the maintaining reinforcer.		
K.156	You know that best practice when reducing problem behaviour is to teach a functionally equivalent appropriate behaviour. Under most circumstances this is known as DRA (Differential Reinforcement of Alternative behaviour)	D.122	You follow instructions for any differential reinforcement procedure as part of a behaviour reduction strategy in accordance with the schedule specified in the intervention programme.
K.157	You know that a DRA procedure is often accompanied by extinction (see section on Extinction K158-163)		

	<u>Extinction</u>		
K.158	You know that extinction (as a general principle) is the weakening of a behaviour as a result of withholding the consequences that have, in the past, reinforced that behaviour. Extinction is almost always used with a DRA procedure	D.123	You give examples of an extinction procedure that has been used with a learner you have worked with.
K.159	You know that extinction (as a behaviour change procedure) is the withholding of a maintaining reinforcer.	D.124	You give an example of a potential extinction procedure for a problem behaviour in a learner with whom you work.
K.160	You know the difference between extinction and ignoring.		
K.161	You know that an extinction procedure could result in an extinction burst.	D.125	You give examples of events often considered to be an extinction burst.
K.162	You know the ethical considerations when using extinction and in particular the risks associated with an extinction burst.	D.126	You work with an extinction burst (if one occurs) as specified in the intervention programme.
K.163	You know that consistency is essential when using extinction procedures – all sources of reinforcement for the target behaviour should be identified and then withheld consistently by everyone in contact with the learner.		

**ABA.10: Decreasing behaviour: Antecedent based strategies**

	Knowledge		Demonstrable Behaviour
	<p><u>Antecedent based strategies</u></p> <p>You know that antecedent interventions aim to prevent problem behaviour occurring and can therefore be very effective:</p> <ul style="list-style-type: none"> <li>• they are easy to implement,</li> <li>• there are no collateral effects of problem behaviour (e.g., injury, disruption)</li> <li>• problem behaviours are not further strengthened</li> <li>• there are increased opportunities for learning appropriate behaviours</li> </ul>		
K.164			
K.165	<p>You know that antecedent interventions can involve manipulating motivating operations or stimulus control.</p>	D.127	<p>You give examples of stimuli (including your own behaviour) that may evoke problem behaviour in the learners that you work with and bring them to the attention of your supervisor.</p>
K.166	<p>You know that the disadvantage of antecedent based strategies used alone is that the learner is not being taught appropriate replacement behaviour.</p>		
	<p><u>Non Contingent Reinforcement (NCR)</u></p>		
K.167	<p>You know that NCR can be used as an antecedent strategy by providing the maintaining reinforcer non-contingently (i.e., so that the learner does not have to engage in the problem behaviour to access reinforcement).</p>	D.128	<p>You implement an NCR procedure according to the specified intervention programme</p>

<b>ABA.11 Measurement of behaviour and data display</b>			
	Knowledge		Demonstrable Behaviour
	<u>Procedures for measuring behaviour</u>		
K.168	You know that there are a number of recording tools/devices that enable you to take accurate measurements and to record responses and that these include timers; tally counters; stopwatches; Computer assisted measurement devices; video; and pen and paper.	D.129	You use the recording devices within your setting to accurately measure those target responses identified in the intervention programme.
K.169	You know that there are a number of ways of recording data to measure different dimensions of behaviour including every instance and where a behaviour occurs (or not) within specified segments of time.	D.130	You refer to the data collection guidelines established by your supervisor to collect data across sessions in an accurate and consistent way.
	<u>Data display</u>		
K.170	You know that the first set of data taken in any intervention is baseline data: a measure of the target behaviour before intervention begins. Thus, progress is measured against baseline data.	D.131	You use the recording devices within your setting to accurately measure the baseline data prior to the implementation of an intervention programme
K.171	You know that the behavioural measurements are used to assess whether an intervention programme is working, and that any decisions made in respect of that intervention are based on the measurements.	D.132	You use information from data displays to raise questions regarding performance with your supervisor.

**ABA.12: Behaviour Change Procedures – Generalisation and Maintenance**

	Knowledge		Demonstrable Behaviour
K.172	<p><u>Maintenance</u></p> <p>You know that it is essential in any behaviour change programme to plan for both generalisation and maintenance.</p>	D.133	You incorporate opportunities for generalisation and maintenance into all teaching sessions if opportunities present.
K.173	<p>You know that maintenance is the extent to which a learner continues to perform a target behaviour after a part or all of the intervention has stopped.</p>	D.134	You collect and monitor maintenance data to ensure retention of skills.
K.174	<p><u>Generalisation</u></p> <p>You know that maintenance is best achieved through the transfer from contrived to naturally occurring contingencies of reinforcement; through thinning the reinforcement schedule; and by making the training environment as close to the natural environment as possible (generalisation).</p>	D.135	You progress from continuous and contrived schedules of reinforcement to more natural, intermittent schedules of reinforcement as directed by your supervisor.
K.175	<p>You know the importance of programming for generalisation to ensure that the effects of a behaviour change procedure result in a transfer across time, settings, individuals and behaviours.</p>	D.136	You include NET as directed by your supervisor.
K.176	<p><u>Types of generalisation</u></p> <p>You know that there are two types of generalisation: stimulus and response.</p>		
K.177	<p>You know that stimulus generalisation is the spread of effects over different stimulus conditions (e.g, being able to drive a mini after you have learned to drive a Renault; putting up your hand in a maths class after learning to do so in English) These different stimulus conditions include:</p> <ul style="list-style-type: none"> <li>• Setting</li> <li>• Materials</li> <li>• People</li> <li>• Time of day</li> <li>• Language</li> </ul>	D.137	You increase the range of stimuli presented to your learner and reinforce correct responses to new stimuli, as directed by your supervisor.

K.178	You know that response generalisation is the spread of effects such that the learner emits a variety of responses to a given stimulus (e.g., saying “Hi” or “hello” or waving when someone comes into a room).	D.138	You reinforce appropriate examples of response generalisation as they occur.
K.179	You know that the aim of generalisation is for the learner to use a taught skill appropriately in the natural environment, or to apply the learning of one skill to other situations, and that training needs to increasingly approximate that of the natural environment	D.139	You use appropriate prompting strategies to elicit response generalisation when necessary.
K.180	<p><u>Promoting generalisation</u></p> <p>You know that there are a number of strategies to promote generalisation. These include:</p> <ul style="list-style-type: none"> <li>• Teaching sufficient examples: both stimulus and response</li> <li>• Making the instructional setting as similar as possible to the natural setting</li> <li>• Maximising contact with naturally occurring reinforcement</li> <li>• Teaching self-management skills</li> </ul>	D.140	You introduce new examples of the teaching materials once the required response has been met with those used initially and vary them going forward.
		D.141	You vary tasks within teaching sessions and intersperse those on different levels of acquisition.
		D.142	You vary the setting for teaching when appropriate (e.g, use a visit to a shop as an opportunity to work on a maths skill)
		D.143	You incorporate teaching opportunities into everyday activities.
		D.144	You maximise teaching opportunities that have the potential to contact naturally occurring contingencies by capitalising on unexpected events.
D.145	You teach a learner how to contact/look for or request natural contingencies of reinforcement.		

**ABA.13: Behaviour Change Procedures – Self Management Strategies**

	Knowledge		Demonstrable Behaviour
K.181	You know that self management is the design, arrangement and implementation of behaviour change procedures to change one's own behaviour.	D.146	You support self management with learners: involving learners appropriately in the identification of targets; encouraging learners and reviewing progress of the procedure.
K.182	You know that self management strategies are an important part of promoting self help and independence.		
K.183	<p>You know that self management teaches a person to:</p> <ul style="list-style-type: none"> <li>• Identify and provide consequences for the behaviour targeted for change.</li> <li>• Arrange contingencies to support self management reinforcement.</li> <li>• Identify and display alternative responses that are competitive and/or incompatible with the target behaviour</li> <li>• Identify internal and external precursors to the target behaviour (e.g, S<sup>D</sup>s, MOs)</li> <li>• Identify the immediate and delayed positive and negative consequences of engaging in the target behaviour.</li> </ul>	D.147	<p>You help learners use appropriate antecedent and consequence based self-management procedures such as:</p> <ul style="list-style-type: none"> <li>• Behavioural contracts</li> <li>• Manipulation of MOs</li> <li>• Arranging the environmental stimuli to increase or reduce behaviour</li> <li>• Self administered reinforcers and punishers for desirable/less desirable behaviours.</li> </ul>

## Professionalism

P.1 Responsible Conduct			
Knowledge		Demonstrable Behaviours	
<u>Ethical and regulatory guidelines</u>			
K.1	You know that the Guidelines for Responsible Conduct, produced by the Behaviour Analyst Certification Board (BACB) set out the ethical and professional standards of the profession of Applied Behaviour Analysis (ABA).	D.1	You practice only within your limits of competence in ABA and maintain competence under appropriate supervision.
K.2	You know that it is recognised as good professional practice for all behaviour analysis practitioners to receive appropriate supervision.		
K.3	You know that anyone working with vulnerable populations has, in addition, to adhere to current legislation relating to the safeguarding of such populations including reporting duties.	D.2	You practice in accordance with the current statutory framework in respect of the care and protection of vulnerable persons.
K.4	You know the Code of Practice and Conduct of your own organisation and of any establishments within which you may be working including the limitations on physical intervention.	D.3	You ensure that the personal dignity, health and safety of those with whom you work with are fully protected at all times.
K.5	You know the importance of working under an agreed contract with your employer which specifies your duties, pay, working hours, holiday, sick leave and termination of contract.	D.4	You work within the terms of an agreed contract.
K.6	You know the lines of responsibility between yourself and your employer, and in respect of those with whom you work, and their families.	D.5	You seek to clarify lines of responsibility if they are not clear.
K.7	You know that if you are self employed you have a responsibility to ensure that you adhere to any legal and insurance requirements surrounding self-employment.		

	<u>Professional and Personal Conduct</u>		
K.8	You know the importance of maintaining clear professional boundaries with all <b>stakeholders</b> .	D.6	You do not make recommendations or offer opinions concerning prognosis, progress, medical issues or other treatments with individuals or their families.
		D.7	You refer to your supervisor any personal or professional issues including safeguarding concerns that might affect the integrity of the programmes on which you work.
K.9	You know the importance of presenting yourself in a professional manner.	D.8	You dress and behave in a way that minimises risk to yourself and others and that conveys respect for stakeholders taking account of the age and stage of development of those you are working with.
K.10	You know the importance of behaving in such a way that maximises your personal safety and the safety of others e.g., wear appropriate footwear, not wear jewellery that could cause injury to yourself or others.		
	<u>Scientific basis of ABA</u>		
K.11	You know that ABA is evidence based and relies on scientifically derived knowledge.	D.9	You work on only those <b>targets</b> set out in a <b>curriculum</b> or <b>programme</b> as agreed by your supervisor and do so according to agreed protocols.
K.12	You know that procedural integrity is a key factor of successful outcomes and the importance of highlighting to your supervisor when programmes are not being adhered to.	D.10	You bring any concerns or questions relating to the programme to your supervisor in a timely manner.
		D.11	You bring to the attention of your supervisor any ethical violations or failure to follow specified programmes on the part of other individuals in the setting.
K.13	You know that empiricism is one of the underlying assumptions of Behaviour Analysis and that this involves accurate and timely data collection.	D.12	You collect data and/or report data accurately and in a timely manner.

	<u>The right to effective intervention</u>		
K.14	You know that every individual has the right to the same effective <b>intervention</b> regardless of age; gender; sexuality; religion; culture; ethnicity, socio-economic status or ability.		
K.15	You know that everyone has the right to an individualised intervention based on behavioural assessment as defined by the programme consultant.		
	<u>Permission</u>		
K.16	You know that across settings (home, school and workplace) permission or consent needs to be obtained in respect of specified activities e.g., Taking a child or young person off the premises; videoing or photographing vulnerable individuals or their peers; use of web-based images.	D.13	You seek appropriate permission (from parents/a person with parental responsibility/school officials) to take an individual out of the primary setting and obtain any necessary insurance.
K.17	You know that this may include the consent of an individual considered Mental Capacity Act competent or their representative where not. Where children (under 18) are involved, parental (or a person with parental responsibility) consent is required.	D.14	You seek appropriate permission for any activity that requires consent from parent/a person with parental responsibility and or child or young person where appropriate.
	<u>Confidentiality</u>		
K.18	You know the importance of, and legal obligations in terms of maintaining confidentiality in respect of those with whom you work; their families; and of colleagues.	D.15	You do not discuss an individual's programme, progress or any personal information relating to him or her outside of working sessions; or with any other professionals without his or her permission or that of their family.
K.19	You know the importance of maintaining confidentiality in creating, storing, accessing, transferring and disposing of any records whatever medium they are in.	D.16	You keep records in a secure place and only share them with the child or young person and their parent or person with parental responsibility and those directly working on the same programme.
K.20	You know that the Data Protection Act can be a tool to enable and encourage appropriate information sharing, but that subject identifiable data is protected by law.		

<b>P.2</b>	<b>Working with Stakeholders</b>		
	Knowledge		Demonstrable Behaviours
K.21	You know that entering into personal relationships with those with whom you work compromises your professional relationship and may also be illegal.		
K.22	You know the importance of respecting the views of carers and families; but that any carer requests outside of the specified programme should be discussed with your supervisor.	D.17	You refer to your supervisor any requests made by carers that are not in accordance with the specified programme or may be unethical or may give rise to safe guarding concerns (e.g., use of punishment).
K.23	You know the importance of respecting the views of other professionals; but that any other professionals' requests should be incorporated into the programme only after discussion with your supervisor.		
K.24	You know that when working across settings, including the home, the Code of Practice and Conduct in your workplace setting is equally applicable.		

## Autism

A.1		Theories on causation & diagnosis	
		Knowledge	Demonstrable Behaviours
K.1	You know that autism is generally described as a life-long neurological disposition that is currently estimated to affect approximately 1% of the population.		
K.2	You know that the causes of autism are as yet unknown but that contemporary scientific consensus is that there is a strong genetic component (involving multiple genes) coupled with still-to-be understood environmental components which can lead to the condition.		
K.3	You know that research suggests that there are neurological differences in individuals with autism.		
K.4	You know that even though autism includes a biological component, it is diagnosed in terms of behavioural manifestations.		
K.5	You know that the defining behaviours of autism for diagnostic purposes are outlined in the Diagnostic and Statistical Manual of Mental Disorders DSM-IV (an updated version, DSM –V is due to be published in May 2013) and other similar diagnostic systems such as the World Health Organisation International Classification of Diseases.		
K.6	You know that the behaviours associated with autism normally manifest themselves within the first three years of life but that it is often not identified and diagnosed until later.		
K.7	You know that a diagnosis of autism will not predict how an individual develops.	D.1	You do not allow a diagnosis of autism to limit your ambitions for any individual or their ambitions for themselves.
K.8	You know that there is currently no medical test that can confirm a diagnosis of autism.		

A.2	Key features of Autism Spectrum Disorder (ASD)		
	Knowledge		Demonstrable Behaviours
K.9	You know that statistics suggest that autism affects more boys than girls in the approximate ratio of 4:1 but that current diagnostic criteria and practice may be underestimating the number of girls affected.		
K.10	You know that autism is described as a spectrum condition, which means that it can vary from “mild” to “severe” and that the way in which it is manifested in each individual is different.	D.2	You take time to get to know each person you work with as an individual, and do not assume anything in particular due to their autism.
K.11	You know that the current view is that there are sub-types of autism, the best known of which is Asperger’s Syndrome, but that even within these there will be huge variation.		
K.12	You know that a diagnosis of autism is not based on an individual’s intellectual abilities.	D.3	You never pre-judge a person’s abilities.
K.13	You know that when autism is “severe” an individual may nonetheless have strengths in some areas; likewise someone with “mild” autism may have difficulties in certain areas. This is sometimes described as a “spiky” or “uneven” profile.	D.4	You identify both the strengths of an individual and areas for development.
K.14	You know that what an individual with autism appears to be able to do may even change on a day to day basis (sometimes within the same day) or across contexts.	D.5 D.6	You identify the strengths of every person you work with by seeing them in different settings and at different times of the day. You use an individual’s strengths to assist learning in more difficult areas.
K.15	You know that a common misconception about autism is that most individuals have exceptional talents in certain areas (e.g. mathematics or remarkable feats of memory). While some people with autism do have these strengths, these are not usually of such an extreme nature.		

K.16	<p>You know that common difficulties described by people with autism and parents of children with autism include:</p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Sensory issues</li> <li>• Understanding others' perspective</li> <li>• Single focus/fixations</li> <li>• Anxiety</li> </ul>		
K.17	<p>You know that there are several other difficulties that many people with autism may also experience including epilepsy, severe learning difficulties (i.e., an associated "intellectual disability"), dyspraxia, problems with overactivity and inattention, and gastrointestinal and other problems, some of which can cause undisclosed pain.</p>	D.7	<p>You check whether distressed behaviours are caused by undisclosed pain.</p>
K.18	<p>You know that many individuals with autism express extreme difficulties coping with life and may experience diagnosed mental health problems such as depression and general anxiety disorder.</p>		
K.19	<p>You know that despite the difficulties that individuals with autism describe, they are first and foremost people: with likes, dislikes and feelings.</p>	D.8	<p>You get to know the person first – and then work on target skills using the strengths and interests you have noted.</p>

A.3		Common difficulties	
	Knowledge		Demonstrable Behaviours
	<u>Communication</u>		
K.20	You know that the communication difficulties for people with autism are complex and can be both pragmatic (i.e. the ability to use language in a practical way) and semantic (i.e. understanding word meanings and how they function in sentences).	D.9	You tailor communication to an individual's level of understanding.
		D.10	You take care to communicate literally but also help individuals learn to identify non-literal uses of language so that they can understand natural discourse better.
K.21	You know that expressive language ability is not the same as communication: just because an individual with autism may be non-verbal does not mean that they do not understand or do not have something to "say".	D.11	You give clear and precise instructions appropriate to the individual's level of understanding.
		D.12	You recognise when an individual has something to communicate giving them the opportunity and appropriate means of doing so.
K.22	You know that just because a person with autism is verbal does not mean that they necessarily understand what is said to them.	D.13	You use visual/written aids where appropriate.
		D.14	You tell individuals what you want them to do rather than what you do not want them to do.
K.23	You know that there is a difference between formal and social communication and that someone who communicates well formally may still have difficulties with social communication.		
K.24	You know that some people may take what you are saying literally and either expect you to do something that you were not planning to do (e.g. if you say you will be back in a second that might be expected of you); or may do something that you are not expecting them to do (e.g. you ask someone to check the time and they may do that but not let you know)	D.15	You speak plainly, e.g., avoiding idioms, metaphor and sarcasm.

		D.16	You repeat (if appropriate) the instruction/information word for word without changing anything.
		D.17	You give individuals time to think about what you have said– you are patient.
K.25	You know that if an instruction is given to a group, a person with autism will not always understand that they are included in this.	D.18	You identify the level of understanding of the individual in a group setting and present your instructions accordingly.
K.26	You know that if an individual does do what other group members are doing it does not mean that they have understood – they may just be imitating peer behaviour.	D.19	You do not make assumptions that an individual with autism has understood a group instruction and, where appropriate, use an individual's name to ensure their attention making sure that it is their preferred name.
K.27	You know that much behaviour can be understood as a form of communication (i.e., behaviour typically happens for a reason). It may tell you, even if someone with autism is unable to express in words, how they perceive what is happening around them (although this may not be a “conscious” attempt to communicate).	D.20	You seek to understand the purpose that a particular behaviour serves through observation and appropriate data collection.
K.28	You know that it is important not to merely interrupt behaviours but instead that teaching alternative functional behaviours that facilitate communication, or other functions important to the person with autism, is more helpful.		
K.29	You know that performance is a function of ability, motivation and compliance and can vary across time and contexts.	D.21	You do not assume that inconsistency in performance is always attributable to a lack of motivation or non-compliance.
	<u>Understanding the perspective of others</u>		
K.30	You know that individuals with autism can appear to be self-focused and that this can lead to difficulties with shared attention, perspective taking, turn taking and following the accepted social rules of their culture.	D.22	You give individuals opportunities to recognise and understand the emotions of others including their expression and cause (watching videos together, role play etc.).

K.31	You know that identifying, understanding and communicating their own emotions is a key difficulty for many individuals with autism.	D.23	You provide accessible means to allow an individual to identify and communicate his or her emotive state on regular occasions and use this information when planning and in decision making.
K.32	You know that a related difficulty is the ability to identify and understand the emotions, intent and responses of others.	D.24	You help and encourage individuals to look towards you when you are talking to them, when it is appropriate to do so.
K.33	You know that if a person is not looking at you when you are talking it may be because they find eye contact difficult, or may not realize that eye contact is expected.	D.25	You teach functional eye contact appropriate to the individual's communication abilities and needs, but do not assume that it is always necessary, and do not assume that actual eye contact is needed – sometimes looking towards a person's eyes is appropriate.
	<u>Single focus/fixations</u>		
K.34	You know that individuals with autism may focus on one aspect of their environment or a salient aspect of particular stimuli to the exclusion of other aspects.		
K.35	You know that this may impact on the learning that takes place and that teaching needs to be adapted accordingly.		
K.36	You know that an individual may learn better if you show them rather than tell them; even better if they do the task whilst you provide the support.	D.26	You use prompting and modelling to support instructions.
K.37	You know that if an individual learns something in one situation or environment it does not always transfer to another situation.		
K.38	You know that on the other hand individuals can learn from their own experiences and exploration and that opportunity for self-directed learning should be offered and encouraged.	D.27	You offer opportunities for self-directed learning and exploration and reinforce appropriate responses.

K.39	You know that single focus can also manifest itself as “fixations” such as ordering the environment, needing to complete tasks, a focus on certain subjects.		
K.40	You know that fixations can serve many functions: some can be a calming strategy, some can indicate distress, some can serve a sensory function, and some can lead to useful and empowering skills and knowledge.		
K.41	You know that some fixations can motivate learning and social engagement and be a good thing, but that others may interfere with learning or may be a barrier to involvement in social activities.	D.28	You recognise when a fixation may be a barrier to learning or social activity and when it is an expression of preference that is not impeding an individual's learning or access to social activity and include this in any discussion on interventions.
K.42	You know that if you intervene on a fixation you need to replace it with something that serves the same function.	D.29	You re-direct, ignore, or build upon a fixation according to the function it serves and the strengths/barriers it presents.
K.43	You know that if you restrict a fixation it may increase the motivation to do it.		
	<u>Sensory Issues</u>		
K.44	You know that self-report, and also research using other methods, is increasingly showing that the sensory perception of people with autism can be atypical and that this can include both over- and under-sensitivity to stimuli.	D.30	You seek to understand any sensory issues that an individual might have and, where appropriate: <ul style="list-style-type: none"> <li>• take advantage of those that might be motivating for learning</li> <li>• use strategies to increase tolerance</li> <li>• mitigate them by adapting the environment</li> </ul>
K.45	You know that sensory issues may need to be taken into account when looking at behaviour.		

K.46	You know that some individuals with autism tell us that this sensitivity is such that an individual may react to stimuli that you are not even aware of (e.g., a sound at a certain pitch).		
K.47	You know that sensory issues are unique to each person – with variety within each sense (i.e. an individual may be both over and under sensitive to sound) and that the steps to address them can be very different.	D.31	You familiarise yourself with all of the strategies that have been shown to work for an individual with sensory issues – but do not assume that what has worked in the past will always be a solution.
K.48	You know that observation and self-report suggests some people find busy situations aversive and that it helps if there is a quiet place that they can go to.	D.32	You give individuals the time and opportunity to go to quiet places when appropriate.
K.49	You know that someone with autism may need more personal space than others within a group setting.		
K.50	You know that settings that others may find relaxing (e.g., playground) may be problematic for an individual with autism.	D.33	You support an individual with any (or all) of the following strategies: <ul style="list-style-type: none"> <li>• offer opportunities for more structured play or other activities according to an individual's preferences and interests</li> <li>• teach coping strategies when appropriate</li> <li>• help an individual learn to enjoy these settings</li> </ul>
	<u>Anxiety and other emotional responses</u>		
K.51	You know that some individuals report that the extent and nature of their difficulties and lack of understanding of and from the world around them leads to high levels of anxiety	D.34	You help individuals understand what is going to happen throughout the day with a clear structure and lots of detail.
		D.35	You recognise the “triggers” or events that can lead to an individual becoming anxious and try to understand the reasons for anxiety from their point of view.

K.52	You know that some of the difficulties faced by individuals with autism may arise from living in a society which does not accommodate difference and, in particular, autism.		
K.53	You know that times of transition can be particularly challenging. This includes the move from one activity to another on a day to day basis as well as major transitions such as a change of school.	D.36	You build unpredictability into your schedules to help individuals learn that it need not be aversive, and can even be fun if something unexpected happens.
K.54	You know that routines can be important for some individuals and that sudden change to routine can be upsetting.		
K.55	You know that some individuals report self-managing their anxiety and other emotional responses with routines or self-stimulatory behaviour.	D.37	You do not interrupt or discourage self management techniques including routines and self-stimulatory behaviours that serve to calm individuals (unless they present a barrier to learning/social interaction, or are potentially harmful).

<b>A.4 Current interventions and strategies for supporting someone with Autism</b>			
	Knowledge		Demonstrable Behaviours
K.56	You know that some people hope for a “cure” for autism but that, to date, none is available, although this does not mean that an individual with autism, with the right support, cannot make significant improvements across many domains.		
K.57	You know that others argue that seeking a cure is in any case inappropriate because autism is not an “illness” and is also a valid way of being.		
K.58	You know that lifelong education is critical to maximise the potential for all individuals with autism.	D.38	You continue to teach individuals with autism new skills, and promote their learning, throughout the whole of their lives.
K.59	You know that the key areas for assessment and subsequent intervention are communication, social and emotional understanding, understanding routines and conventions, self care and independence skills and learning styles.	D.39	You note an individual's strengths and interests so that you can use these to spontaneously foster communication and social and emotional understanding.
K.60	You know that there are a vast number of approaches or interventions for autism, that there is no firm research evidence for the efficacy of many of these, but that there is strong evidence for the effectiveness of interventions based on Applied Behaviour Analysis.		
K.61	You know that many interventions in the field of autism that are considered to be evidence based include behavioural components.		
K.62	You know that there is international consensus that the earlier intervention starts, the better the likely outcomes, as long as that intervention is tailored to the child's needs (but that it is never too late to start).		

K.63	You know that the key questions about an intervention should include questions as to its rationale, aims and practice, likely outcomes and the evidence of its effects.		
K.64	<p>You know that the key components of a successful intervention are likely to include:</p> <ul style="list-style-type: none"> <li>• Person-centred and focus on what is motivating to the individual</li> <li>• Evidence –based</li> <li>• Monitored through careful data collection</li> <li>• Focused on developing the individual’s ability to communicate and interact within the community</li> <li>• Offer individual teaching opportunities</li> <li>• Offer lifelong teaching and learning opportunities</li> <li>• Plan for generalisation</li> <li>• Include peer interactions</li> <li>• Seek to understand the function of challenging behaviour</li> <li>• Consistent</li> </ul>	D.40	You use communication tools effectively to find ways of obtaining the views of individuals with autism as well as those of their parents or carers in any discussions regarding assessment and intervention.
		D.41	You seek naturalistic and varied settings as well as providing everyday consistency.
		D.42	You use assessment tools and other data collection methods to monitor an individual’s progress and judge the effectiveness of every intervention you use.
K.65	You know that it is important, regardless of the approach used, to involve the person with autism and the key people in their lives, including family members, in assessment and intervention plans.	D.43	You listen to and support parents and carers in a non-judgemental way and make use of the information they provide to inform potential interventions, where possible along with the views of the individual with autism.
K.66	You know that access to information technology (including augmentative and alternative communication (AAC) systems) can increase the independence and capacity of individuals with autism and, potentially, their chances of securing meaningful work.	D.44	You use technology (including AAC) to increase the independence and capacity to communicate of the individuals you work with where necessary/appropriate.

<b>A.5</b>		<b>Implications of autism</b>	
	Knowledge		Demonstrable Behaviours
K.67	You know that the nature of autism is such that living with a person with autism can be stressful for parents, other carers and siblings.	D.45	You work with parents and carers to identify strategies to help them with potentially difficult situations in all environments.
K.68	You know that parents, siblings and carers may experience difficulties in public when supporting someone with autism because of public reactions.		
K.69	You know that studies suggest that many individuals with autism are likely to be dependent upon others to support them in some or all aspects of their lives.		
K.70	You know that a small proportion of adults with autism are currently in employment (perhaps less than 6% of individuals with autism in fulltime work and only about 3% have gainful employment).		
K.71	You know that a lack of participation in the workforce is not entirely based on individuals' abilities but because of a lack of opportunity, societal understanding and other inequalities which campaigners are trying to address.		

## Education (England)

Education (England)			
E.1	Education Framework		
	Knowledge		Demonstrable Behaviours
	<u>Regulatory Framework</u>		
K.1	You know that the structure and policies of education in England are overseen by the Department of Education.		
K.2	You know that the Office for Standards in Education, Children’s Services and Skills (OFSTED) regulates and inspects education service providers to achieve excellence in the care of <b>children and young people</b> and in education and skills for learners of all ages.		
	<u>Good practice guidelines</u>		
K.3	You know that the current infrastructure of education provision in England is underpinned by Every Child Matters (ECM): a shared programme of change to improve outcomes for all children.	D.1	You actively contribute to team discussions concerning team practice and individual outcomes showing knowledge of good practice.
K.4	You know that the five ECM outcomes are: Be healthy; stay safe; enjoy and achieve; make a positive contribution; achieve economic well being.	D.2	You identify activities that support the outcomes of ECM and apply them in daily working practice.
K.5	You know that the Common Core of Skills and Knowledge for the Children’s workforce sets out the required knowledge and skills to practice at a basic level in six areas of competence: Effective communication; Child and young person development; Safeguarding and promoting the welfare of the child; supporting transitions; Multi-agency working; Sharing information.		

	<u>Special Educational Needs</u>		
K.6	You know that the Common Assessment Framework for Children is a nationally standardised approach to help practitioners in any agency decide how to meet the unmet needs of a child.	D.3	You provide relevant input to children's assessments when asked, providing information in a timely and accurate manner.
K.7	You know that the SEN Code of Practice sets out guidelines and roles on policies and procedures aimed at enabling children with special education needs to reach their full potential, to be included fully in their school communities and make a successful transition to adulthood.		
K.8	You know that a Statement of Education Needs (a Statement) is a legal document, reviewed annually (Annual Review), which sets out a child's needs and describes how those needs will be met.		
K.9	You know that a statement is only a snapshot of a child at that particular time and that the needs outlined might change.		
K.10	You know that every child has an Individual Education Plan (IEP) that includes targets to address the needs outlined in the Statement.	D.4	You have read the IEP for each child with whom you closely work.
K.11	You know that a child's IEP is often limited to those needs outlined in the Statement but that many children will be working on additional targets: every individualised curriculum will include the IEP as well as additional targets.	D.5	You incorporate each child's targets into your activities as you work with them.
K.12	You know that an Annual Review is a yearly check that the effectiveness and relevance of the provision set out in a Statement is still relevant and that each annual review follows a set process with written submissions from all relevant professionals.	D.6	You contribute to a child's annual review when necessary, providing accurate and relevant information.

K.13	You know that it is good practice for parents to be involved at all stages in this process and that they currently have the right to appeal to a Special Education Needs and Disability Tribunal (SENDIST) if the Local Authority will not carry out an assessment of a child's needs; refuses to make a statement after an assessment has been carried out; or if they do not agree with the content of the statement that has been issued.		
K.14	You know that there is currently a formal process of appeal with strict guidelines that need to be adhered to.  <u>Education Otherwise</u>		
K.15	You know that whilst school is not compulsory in England, education is.	D.7	You adhere to and meet the standards set out by Education Otherwise when working on home programmes.
K.16	You know that Education Otherwise is the education of school age children in locations other than schools, including arrangements for the education of children at home.		
K.17	You know that for such arrangements to be deemed satisfactory by the local authority there are strict standards to be met.		
K.18	You know that the local authority may assess a home programme to ensure that it meets those standards.		

E. 2		Teaching and Learning	
		Knowledge	Demonstrable Behaviours
	<u>Understanding curricula</u>		
K.19	You know that a curriculum comprises all learning and other experiences that each setting plans for its children to develop socially, morally, culturally, physically and mentally and are prepared for the opportunities and experiences of adult life.	D.8	You demonstrate high expectations of children through a commitment to the delivery of appropriately challenging programmes.
K.20	You know that if you work with children under 5, the Early Years Foundation Stage sets out the learning and development requirements that all early providers must, by law, deliver regardless of the type, size, or funding of the setting.	D.9	You maximise all opportunities for learning across the day both when working with individuals and with small groups.
K.21	You know that all children aged 5 – 16 have an entitlement to access the National Curriculum, as part of their overall curriculum.		
K.22	You know that the National Curriculum sets out the knowledge and skills that are important for children to become successful learners, confident individuals and responsible citizens.		
K.23	You know that, in addition, an individual curriculum should be differentiated to provide relevant and challenging learning to all children. It should follow the three principles set out in the Statutory Inclusion Statement: <ul style="list-style-type: none"> <li>• Setting suitable learning challenges</li> <li>• Responding to children’s diverse learning needs</li> <li>• Overcoming potential barriers to learning and assessment for individuals and groups of children.</li> </ul>		
K.24	You know that each child’s curriculum is individualised and is appropriate to his or her age, level of development and understanding.	D.10	You support learners in accessing the curriculum (including suitably accredited courses) in accordance with the child’s, age level of development and understanding.

K.25	<p>You know that the core subjects of the National Curriculum are: Maths, English, Science, Religious Education, ICT, PSHE including sex and relationship education, careers education and PE.</p> <p><u>Planning and preparation of learning activities</u></p>		
K.26	<p>You know that planning and preparation have a direct impact on outcomes.</p> <p><u>Inclusion</u></p>	<p>D.11</p> <p>D.12</p> <p>D.13</p>	<p>You identify the type of learning experiences that are covered by activities across the day in your setting.</p> <p>You contribute to the planning and preparation of learning activities for both individual and group sessions.</p> <p>You devise clearly structured activities that interest and motivate learners and contribute to the selection and preparation of resources suitable for children's interests and abilities.</p>
K.27	<p>You know that inclusion means that all children regardless of their strengths or weaknesses in any area, become a part of their community and have appropriate access to activities.</p> <p><u>Helping children to develop their literacy skills</u></p>	D.14	<p>You facilitate appropriate inclusion by arranging equal access/opportunities to participate for all children within group instruction.</p>
K.28	<p>You know that teaching children to read and write may involve a range of evidence based methods.</p>		
K.29	<p>You know that the methods used to teach children to read and write will depend on their learning needs and that it is important to be able to support children through progressive stages.</p>	<p>D.15</p> <p>D.16</p> <p>D.17</p>	<p>You use an appropriate strategy to support the development of a child's reading and writing according to his or her curriculum.</p> <p>You model correct pencil grip.</p> <p>You model the formation of letters and numerals accurately.</p>

K.30	<p><u>Helping children to develop their maths skills</u></p> <p>You know that teaching the principles and applications of maths may involve a range of evidence based methods.</p>		
K.31	<p>You know that the methods used to teach children the principles and applications of maths will depend on their learning needs and that it is important to be able to support children through progressive stages.</p>	D.18	<p>You use an appropriate strategy to support the development of a child's maths skills according to his or her curriculum.</p>
K.32	<p><u>Understanding and use of ICT</u></p> <p>You know that there are a number of ICT applications (hardware and software) that can be used to support children's learning.</p>	D.19	<p>You make effective use of ICT to support learning in your setting.</p>
K.33	<p><u>PSHE</u></p> <p>You know the central importance of developing skills in PSHE, including sex and relationship education to enable a child to lead as independent and social a life as possible within his or her community.</p>	D.20	<p>You use the PSHE curriculum, as required, to promote the development of skills that foster independence.</p>

E. 3	Monitoring and Assessment		
	Knowledge		Demonstrable Behaviours
K.34	<p><u>Assessment for Learning</u></p> <p>You know that if you work in school settings monitoring and assessment includes both formative and summative assessments – that the former is used for on-going evaluation and planning and the latter is conducted at specified points in the school year.</p>	D.21	You contribute to maintaining and analysing records of children’s progress.
K.35	You know that where appropriate it is also important for a child to take part in their own assessment and have an understanding of their targets.	D.22	You report and record information formally and informally in the appropriate way for the audience concerned, using the assessment tools in your setting.
K.36	<p><u>Assessment tools</u></p> <p>You know that where it is a statutory requirement, children’s progress is assessed against the national curriculum and that there are tools to achieve this (e.g., <b>B-squared, PIVATs</b>).</p>	D.23	You monitor learners’ responses within an activity and modify the approach accordingly, within the parameters of the child’s programme.
K.37	You know that there are, in addition, assessment tools related to specific areas of development and learning (e.g., those used to assess language and general cognitive ability).	D.24	You monitor learners’ progress to provide focused support and feedback.
K.36		D.25	You strive to involve the child in assessment
K.36		D.26	You communicate the results of assessment to the child in an appropriate format
K.36		D.27	You contribute to an evaluation of a child’s progress against national curriculum levels (including P-Levels) if required using the assessment tools in your setting (e.g. B-squared, PIVATs).
K.37		D.28	You contribute to an evaluation of a child’s progress against the additional assessment tools within your setting.

E. 4	Effective communication and engagement		
	Knowledge		Demonstrable Behaviours
K.38	You know the importance of communication – that it must be timely, accurate, consistent, shared where appropriate, and relevant.	D.29	You hold conversations at the appropriate time and place, understanding the value of day to day contact.
K.39	You know the role and value of families and carers as partners in supporting their children to achieve positive outcomes.	D.30 D.31 D.32	You establish rapport and respectful, trusting relationships with children, their families and carers. You listen to people, make them feel valued and involved, and know when it is important to focus on the individual rather than the group. You are open and honest when giving feedback to parents and carers.
K.40	You know that there are different means of communication, including electronic means, and that using different means can distort meaning.	D.33	You listen carefully to what is said and check understanding.
K.41	You know that inference or interpretation can result in a difference between what is said and what is understood.	D.34 D.35	You recognise when the child, parent or carer may not have understood what is being communicated. You are prepared to ask questions to seek clarification when necessary.
K.42	You know the importance of ensuring that what has been communicated has been understood and the importance of checking that <i>you</i> have understood what has been said.	D.36 D.37	You use clear language that is both positive and professional to communicate unambiguously to others. You demonstrate a commitment to treating all people fairly; and are respectful by using active listening and avoiding assumptions.
K.43	You know that some children have difficulties communicating vocally and that there are a number of augmentative alternative communication systems (AAC) (e.g., signing, picture-based, VOCA systems).	D.38	You use AAC appropriately and effectively when relevant to support a child's communication according to the child's IEP.

K.44	You know the impact of non-verbal communication such as body language, and appreciate that different cultures use and interpret body language in different ways.	D.39	You make effective use of your own body language appropriate to any situation.
K.45	You know the importance of facilitating daily communication between parents and children, supporting that if necessary.	D.40	You maximise opportunities for children and young people to communicate with their parents and vice versa (e.g., through the use of a communication book).
K.46	You know the importance of communication in terms of knowledge transfer and that this can be on a day to day and informal basis as well as through formal channels of communication set up for reporting and feedback purposes.	D.41	You pass on relevant information in a timely and accurate manner to all concerned.

<b>E. 5</b>		<b>Child development</b>	
	Knowledge		Demonstrable Behaviours
K.47	You know that if you work with children under 5, the “Practice Guidance for the Early Years Foundation Stage” sets out standards for Learning, Development and Care for children from birth to 5.	D.42	You have visited a number of settings with typically developing children and have had experience with typically developing children.
K.48	You know that there are many factors that can affect children’s learning and progress including their physical and emotional development; socio-economic status; religion; ethnicity and culture.	D.43	You observe a child’s behaviour, understand its context, and notice any unexpected changes.
		D.44	You support a child to reach his or her own decisions (while taking into account health and safety and child protection issues).
K.49	You know that individual children’s learning is motivated by different things (children have individual preferences).		
K.50	You know that children’s learning is affected by their “stage” of development.	D.45	You encourage a child to value his or her own personal experiences and knowledge.
K.51	You know that, typically, young children learn through play and recreation.	D.46	You interact with children in ways that support the development of their ability to think and learn.
K.52	You know that development includes emotional, physical, intellectual and social growth, and that they can all affect one another.		
K.53	You know that for some children delayed or disordered development may stem from an underlying, potentially undiagnosed, disability.	D.47	You take action/refer to others where you feel that further support is needed.
K.54	You know and recognise the significance of a child’s position in a family or caring network as well as a wider social context and appreciate the diversity of those networks.	D.48	You take account of the effects of different parenting approaches, backgrounds and routines.

E.6	Safeguarding and promoting the welfare of the child		
	Knowledge		Demonstrable Behaviours
K.55	You know that you have a full and active part to play in protecting children from harm and that their welfare is of paramount concern.	D.49	You make considered judgements about how to act to safeguard and promote a child's welfare, where appropriate consulting with the child, parent or carer to inform your thinking.
K.56	You know that it is the right of all children and young people to be safe.	D.50  D.51	You organise and manage learning activities in ways which keep children safe.  You give the child the opportunity to participate in decisions affecting them, as appropriate to their age and ability and taking their wishes and feelings into account.
K.57	You know the safeguarding policy and procedures of your organisation (if you work for one) and who the designated child protection officer is.	D.52	You recognise when a child is in danger or at risk of harm, and take action to protect them.
K.58	You know what is meant by safeguarding and the different ways in which children can be harmed (including by other children and through the internet).	D.53  D.54	You record concerns in an accurate and timely manner according to your organisation's procedures, or, in the case of home provision, with your programme supervisor.  You maintain confidentiality in all matters relating to safeguarding and promoting the welfare of children.
K.59	You know that parents and carers play a key role in safeguarding and promoting children and young people's welfare and involve them accordingly.	D.55	You take steps to ensure that you do not place yourself in a vulnerable position with children.
K.60	You know the factors that can affect parenting and increase the risk of abuse (e.g., domestic violence, poverty, substance addiction).		
K.61	You know that signs of abuse can be subtle and may be observed in the context of a child's work or play and in the way children approach relationships with other children and/or adults.		

K.62	You know that children with Special Educational Needs may be more vulnerable than other children.		
K.63	You know that the Department of Education publication “What to do if you’re worried a child is being abused” sets out guidelines under Every Child Matters.		
K.64	You know the emergency procedures within your setting for each child or young person that you work with.	D.56	You follow the emergency procedures within your setting appropriately and effectively.
K.65	You know that there are clear guidelines in respect of intimate care and are familiar with those within your setting.	D.57	You respect the privacy and maintain the dignity of the children with whom you work.

<b>E.7</b>		<b>Supporting transitions</b>	
	Knowledge		Demonstrable Behaviours
K.66	You know that key transitions and other significant life events such as divorce, bereavement, family break-up, puberty, move from primary to secondary school, from school to school, unemployment and leaving home or care can all affect a child.	D.58	You participate in the process of transition in a timely way and help the child reach a positive outcome.
		D.59	You listen to concerns, recognise, and take account of signs of change in attitudes and behaviour.
K.67	You know that children with disabilities or special educational needs may need additional support to manage transitions, and know when to seek specialist advice and support.	D.60	You understand your own role and its limits, the importance of providing care or support, and the need to refer when necessary.
		D.61	You reassure children and those caring for them by explaining what is happening and by exploring and examining, with the team, possible actions to deal with new and challenging situations.
		D.62	You participate in opportunities to discuss the effects and results of transition.
K.68	You know that transitions can be daily and include the movement from one activity to another.	D.63	You provide relevant information relating to the facts surrounding transition.
K.69	You know the importance of regular communication to ensure effective transitions across the day.	D.64	You ensure that information transfers ahead of the child, when appropriate, and respect other professionals when sharing information.

E.8	Multi-agency working		
	Knowledge		Demonstrable Behaviours
K.70	<p>You know the roles and responsibilities of other professionals working within your setting including (but not exclusively) the roles of:</p> <ul style="list-style-type: none"> <li>• <b>Behaviour Analysts</b></li> <li>• <b>Speech and Language Therapists</b></li> <li>• <b>Occupational Therapists</b></li> <li>• <b>Teachers</b></li> <li>• <b>SENCOs</b></li> <li>• <b>Educational Psychologists</b></li> </ul>	<p>D.65</p> <p>D.66</p> <p>D.67</p> <p>D.68</p>	<p>You provide timely, appropriate, succinct information to enable other practitioners to deliver their support to the child, parent or carer.</p> <p>You work in a team context, forging and sustaining relationships across agencies.</p> <p>You deliver agreed strategies based on recommendations made by other professionals within your setting.</p> <p>You communicate effectively with other practitioners and professionals by describing what you do without the use of professional jargon.</p>
K.71	<p>You know the importance of actively learning from others as part of your professional development.</p>		
K.72	<p>You know the partner services that are also involved with the children with whom you work.</p>		

<b>E. 9</b>			
<b>Sharing information</b>			
	Knowledge		Demonstrable Behaviours
K.73	You know the importance of sharing information (distinguishing between fact and opinion) and the factors that need to be considered: timeliness, accuracy, necessity, nature, source and confidentiality.	D.69	You make good use of available information sharing with others when appropriate.
		D.70	You bring together relevant information about the children with whom you work in a timely and accurate manner.
K.74	You know who to share information with and when, understanding the difference between information sharing on individual, organisational and professional levels.	D.71	You encourage children and their families to share information where appropriate, ensuring that they understand why it is important to do so.
K.75	You know the principles governing when children are considered sufficiently mature to give consent to any interventions, or to their information being shared.		
K.76	You understand, when working in secondary or further education settings, the issues of consent for adults (anyone over the age of 18) who are not Mental Capacity Act competent.		
K.77	You know the policies and procedures in respect of confidentiality of your own work place and role within the organisation or with your employer.	D.72	You record, share, use, store and dispose of information in accordance with your organisation's/employer's policies and procedures, or in the absence of those, in accordance with the law.

## GLOSSARY

### Behaviour Analyst:

Behaviour Analysts work to achieve positive behaviour change for individuals, groups of people, and for organizations and society as a whole. Behaviour analysts might be involved in helping to make a positive difference to behaviour change in any context in healthcare, public health, social care, education, or business. Behaviour analysts work with people to help achieve behaviour change by using ABA-based intervention approaches.

### B-Squared

B Squared is a commercial organisation that produces assessment tools that map onto the curriculum for P Levels, National Curriculum, Foundation and the Pre Entry Level Adult Curriculum.

<http://www.bsquared.co.uk>

### Child and Children and Young People:

For the purposes of the framework the definition of “child” is the legal definition of someone under and up to the age of 18. See “Learner” (below).

Every Child Matters defines Children and Young People in England as: Someone up to the age of 19, care leavers up to the age of 21 or beyond if they are continuing to be helped with education or training by their Local Authority or up to 25 if they have learning difficulties or disabilities.

### Curriculum:

A curriculum comprises all learning and other experiences that each setting plans for its children to develop socially, morally, culturally, physically and mentally and are prepared for the opportunities and experiences of adult life. (ABA Competencies project writing group)

**Direct Instruction:**

Direct Instruction (DI) is a model for teaching that emphasizes well-developed and carefully planned lessons designed around small learning increments and clearly defined and prescribed teaching tasks. It is based on the theory that clear instruction eliminating misinterpretations can greatly improve and accelerate learning. (<http://www.nifdi.org>)

**Educational Psychologist:**

An Educational Psychologist addresses the problems encountered by children in Education which may involve learning difficulties and social or emotional problems. Educational Psychologists carry out a wide range of tasks with the aim of enhancing children's learning and enabling teachers to become more aware of the social factors affecting teaching and learning. (ABA Competencies project writing group)

**Functional Communication Training:**

An antecedent intervention in which an appropriate communicative behaviour is taught as a replacement behaviour for problem behaviour. (Based on Copper et al, 2007)

**Intervention:**

For the purpose of the framework an intervention is the precise description of tactics in place to increase or decrease a specific behaviour for an individual, including a description of that behaviour. (ABA Competencies project writing group)

**Learner:**

For the purposes of the framework the term "learner" is defined as any person engaged in learning a behaviour. (ABA Competencies project writing group)

## **Occupational Therapists (OTs):**

OTs promote health and well-being by enabling people to perform and participate in meaningful and purposeful occupations. These include (but are not limited to) schoolwork/work, play/leisure, self care, domestic and community activities. The main goal for OT is to help people to engage as independently as possible in the activities (occupations) of everyday life and this is achieved by developing the essential prerequisite skills (motor, sensory, cognitive and psychosocial skills), adapting the activity and/or modifying the environment. (ABA Competencies project Allied Health Professionals writing group)

## **Picture Exchange Communication System (PECS):**

Developed by a Behaviour Analyst and Speech and Language Therapist PECS is a form of augmentative and alternative communication. It is typically used as an aid in communication for children with autism and other special needs. Learners are taught to exchange single pictures for items or activities they really want. (<http://www.pecs.org.uk>)

## **PIVATs**

PIVATs is an assessment programme used nationally to measure pupil progress through the 'P' Scales and up to National Curriculum Level 4. As well as its use throughout the UK PIVATs is now being adopted by Local Authorities and District School boards across Canada, Australia, South Africa and other parts of the world. (<http://www.lancashire.gov.uk>)

## **Pivotal Response Teaching:**

Pivotal Response Intervention (PRI) is an approach to teaching individuals with autism spectrum disorders (ASD) that involves instruction in areas that, when targeted, result in progress in numerous related areas. PRI is based on applied behaviour analysis including collecting data as a basis for decision-making and strategy implementation. (<http://www.autismnetwork.org>)

### **Precision Teaching:**

Precision Teaching is “a method of measuring student performance regularly and frequently and using an analysis of the measurements to suggest instructional and motivational strategies capable of correcting failures to learn. Precision teaching is not as much a method of instruction as it is a precise and systematic method of evaluating instructional tactics and curricula.” (West, Young & Spooner, 1990, p.5)

### **Problem behaviour:**

For the purposes of the framework problem behaviour is defined as any behaviour that presents a barrier to a learner in terms of achieving his or her goals including barriers to learning as well as the following:

Behaviour can be described as challenging when it is of such an intensity, frequency or duration as to threaten the quality of life and/or the physical safety of the individual or others and is likely to lead to responses that are restrictive, aversive or result in exclusion. (<http://www.rcpsych.ac.uk>)

### **Programme:**

For the purposes of the framework a programme is a detailed outline of all of the behaviours targeted for increase and decrease and the interventions put in place to achieve these. A programme will include a person’s Individual Education Plan (IEP). (ABA Competencies project writing group)

### **SENCOs:**

The SEN co-ordinator (SENCO) is appointed within a school and takes day to day responsibility for the operation of SEN policy and co-ordination of the individual provision made for children with SEN working closely with staff, parents and carers, and other agencies. (ABA Competencies project Allied Health Professionals writing group)

## **Speech and Language Therapists (SALTs):**

SALTs assess speech, language, communication and swallowing difficulties. They plan and monitor intervention that will target:

- Early skills necessary to develop communication, language and speech such as: attention and listening skills, turn taking, initiating
- Non verbal communication e.g. use of gesture, pointing
- Understanding of Language e.g. vocabulary understood, how many words in a sentence are understood versus following other cues
- Expressive Language and a mode and means of communicating, may be assessing for best form of alternative augmentative communication or expanding vocabulary, words to phrases, and communicating to express needs and wants but then taking it further to comment etc
- Speech sounds i.e. pronunciation (articulation) of words
- Social Interaction e.g. ability to initiate communication

(ABA Competencies project Allied Health Professionals writing group)

## **Stakeholders**

All people or organisations with an interest in (in this case) the provision of ABA services including providers, consumers, commissioners, procurers and academics. (ABA Competencies project writing group)

## **Targets**

The response (single instance of a behaviour) selected for intervention. (Based on Copper et al, 2007)

## **Teachers:**

A qualified teacher is someone who has met a core set of professional standards which includes (but is not limited to) demonstrating knowledge and understanding of educational policy, pedagogy, teaching and learning, assessment and monitoring and the National Curriculum. Teachers may also have specialist knowledge in a particular area. (ABA Competencies project Allied Health Professionals writing group)

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