



BCAT SUPERVISION REQUIREMENTS

Board Certified Autism Technicians (BCAT) require ongoing supervision by a professional who possesses a license and/or certification by a national entity to practice applied behavior analysis (ABA) and who is acting within the scope and competency of his/her license or certification.

Each BCAT shall be supervised for no less than 5% of the service hours in which the BCAT implements a treatment plan using the principles and procedures of ABA. Supervision may be conducted via the Internet in accordance with all applicable privacy regulations and must include a minimum of two synchronous face-to-face contacts every 30 days, with the supervisor observing the BCAT provide services to an individual with autism spectrum disorder during at least one of the two contacts. Documentation of supervision must be maintained by the BCAT on the BCAT Documentation of Supervision form, which requires attestation by the supervisor(s). BCATs must submit the BCAT Documentation of Supervision form when applying for renewal of their certification.

Supervision should encompass all aspects of implementation of treatment plan(s) and should ensure and/or supplement knowledge in accordance with the BCAT Task List:

A. Autism Spectrum Disorder

1. Knowledge of deficits in social-emotional reciprocity
2. Knowledge of deficits in nonverbal communicative behaviors used for social interaction
3. Knowledge of deficits in developing, maintaining, and understanding relationships
4. Knowledge of stereotyped or repetitive motor movements, use of objects, or speech
5. Knowledge of insistence on sameness, inflexible adherence to routines, or ritualized patterns of verbal or nonverbal behavior
6. Knowledge of highly restricted, fixated interests that are abnormal in intensity or focus
7. Knowledge of hyper or hyporeactivity to sensory input or unusual interests in sensory aspects of environment
8. Knowledge of levels of severity across social communication and restricted, repetitive behaviors
9. Knowledge of research regarding treatment intensity
10. Knowledge of early intensive behavioral intervention research
11. Knowledge of foundational autism research
12. Distinguishing between evidence-based interventions vs. nonevidence-based interventions

B. Principles of ABA

1. Positive reinforcement
2. Negative reinforcement
3. Positive punishment
4. Negative punishment
5. Reinforcer
6. Punisher
7. Conditioned reinforcer
8. Unconditioned reinforcer

9. Extinction
10. Deprivation
11. Satiation
12. Contingency
13. Motivating operation
14. Antecedent
15. Behavior
16. Consequence
17. 3-term contingency
18. Stimulus
19. Discriminative stimulus
20. Stimulus control
21. Response
22. Discrete trial

C. Treatment: Skill Acquisition

1. Discrimination training
2. Discrete trial training
3. Natural environment training
4. Fluency-based training
5. Generalization
6. Maintenance
7. Caregiver training
8. Premack principle
9. Preference assessment
10. Prompt
11. Errorless learning
12. Most-to-least prompting
13. Least-to-most prompting
14. Prompt fading
15. Time delay prompt
16. Chaining
17. Shaping
18. Pacing
19. Alternative and augmentative communication
20. Functional approaches to teaching language skills
21. Mand training
22. Tact training
23. Training echoic behavior
24. Training intraverbal behavior
25. Teaching joint attention
26. Teaching play skills
27. Teaching motor skills
28. Teaching adaptive and safety skills
29. Teaching social skills
30. Teaching cognition skills
31. Teaching executive function skills
32. Teaching academic skills

33. Visual supports
34. Curriculum modification

D. Treatment: Reduction of Problem Behavior

1. Behavior intervention plan
2. Target behavior
3. Operational definition
4. Functional behavior assessment
5. Escape function
6. Attention function
7. Access to tangible function
8. Automatic function
9. Antecedent interventions
10. Functional communication training
11. Token economy
12. High-p request sequence / behavioral momentum
13. Noncontingent reinforcement
14. Replacement behavior
15. Escape extinction
16. Attention extinction
17. Access to tangible extinction
18. Extinction burst
19. Continuous reinforcement
20. Intermittent reinforcement
21. Differential reinforcement of alternative behavior
22. Differential reinforcement of incompatible behavior
23. Differential reinforcement of other behavior
24. Response blocking
25. Redirection
26. Overcorrection
27. Response cost
28. Time-out from reinforcement
29. Spontaneous recovery

E. Behavioral Data Collection

1. Measurement dimensions (e.g., rate, duration, percentage)
2. Measurement procedures (e.g., event recording, timing, time sampling)
3. Skill acquisition data
4. Problem behavior data
5. Graphing
6. Interobserver agreement (IOA)

F. Ethical/Legal Considerations

1. Safety (including OSHA)
2. Responding to emergencies
3. Confidentiality (including HIPAA)
4. Recognition of client abuse
5. Reporting client abuse

6. Dual relationships