

Appendix E

Exam Content Outline

1. Autism Spectrum Disorder [ASD]	13
A. Distinguishing between evidence-based interventions vs. nonevidence-based interventions	
B. Knowledge of deficits in social-emotional reciprocity	
C. Knowledge of deficits in nonverbal communicative behaviors used for social interaction	
D. Knowledge of deficits in developing, maintaining, and understanding relationships	
E. Knowledge of stereotyped or repetitive motor movements, use of objects, or speech	
F. Knowledge of insistence on sameness, inflexible adherence to routines, or ritualized patterns of verbal or nonverbal behavior	
G. Knowledge of highly restricted, fixated interests that are abnormal in intensity or focus	
H. Knowledge of hyper or hyporeactivity to sensory input or unusual interests in sensory aspects of environment	
I. Knowledge of levels of severity across social communication and restricted, repetitive behaviors	
J. Knowledge of research regarding treatment intensity	
K. Knowledge of early intensive behavioral intervention research	
L. Knowledge of foundational autism research	
2. Principles of Applied Behavior Analysis [ABA]	29
A. Positive reinforcement	
B. Negative reinforcement	
C. Positive punishment	
D. Negative punishment	
E. Reinforcer	
F. Punisher	
G. Conditioned reinforcer	
H. Unconditioned reinforcer	
I. Extinction	
J. Deprivation	
K. Satiation	
L. Habituation	
M. Contingency	
N. Motivating operation	
O. 3-term contingency (Antecedent, Behavior, and Consequence)	
P. Operant behavior	
Q. Operant conditioning	
R. Stimulus	
S. Discriminative stimulus	
T. Stimulus control	
U. Response	
V. Discrete trial	

3. Treatment: Skill Acquisition

41

- A. Discrimination training
- B. Discrete trial training
- C. Natural environment training
- D. Fluency-based training
- E. Generalization
- F. Maintenance
- G. Caregiver training
- H. Premack principle
 - I. Preference assessment
 - J. Prompt
- K. Errorless learning
- L. Most-to-least prompting
- M. Least-to-most prompting
- N. Prompt fading
- O. Prompt dependency
- P. Time delay prompt
- Q. Chaining
- R. Shaping
- S. Pacing
- T. Alternative and augmentative communication
- U. Functional approaches to teaching language skills
- V. Mand training
- W. Tact training
- X. Training echoic behavior
- Y. Training intraverbal behavior
- Z. Teaching joint attention
- AA. Teaching play skills
- BB. Teaching motor skills
- CC. Teaching adaptive and safety skills
- DD. Teaching social skills
- EE. Teaching cognition skills
- FF. Teaching executive function skills
- GG. Teaching academic skills
- HH. Visual supports
 - II. Curriculum modification

4. Treatment: Reduction of Problem Behavior

45

- A. Behavior intervention plan
- B. Target behavior
- C. Operational definition
- D. Operant conditioning
- E. Respondent conditioning
- F. Pairing with the client
- G. Functional behavior assessment
- H. Escape function
 - I. Attention function
 - J. Access to tangible function

- K. Automatic function
- L. Antecedent interventions
- M. Functional communication training
- N. Token economy
- O. High-p request sequence / behavioral momentum
- P. Noncontingent reinforcement
- Q. Replacement behavior
- R. Escape extinction
- S. Attention extinction
- T. Access to tangible extinction
- U. Extinction burst
- V. Deprivation
- W. Satiation
- X. Continuous reinforcement
- Y. Intermittent reinforcement
- Z. Differential reinforcement of alternative behavior
- AA. Differential reinforcement of incompatible behavior
- BB. Differential reinforcement of other behavior
- CC. Response blocking
- DD. Redirection
- EE. Overcorrection
- FF. Response cost
- GG. Time-out from reinforcement
- HH. Spontaneous recovery

5. Behavioral Data Collection

14

- A. Measurement dimensions (e.g., rate, duration, percentage)
- B. Measurement procedures (e.g., event recording, timing, time sampling)
- C. Skill acquisition data
- D. Problem behavior data
- E. Interobserver agreement (IOA)

6. Ethical/Legal/Professional Considerations

8

- A. Safety (including OSHA)
- B. Responding to emergencies
- C. Confidentiality (including HIPAA)
- D. Recognition of client abuse
- E. Reporting client abuse
- F. Dual relationships
- G. Mandatory reporter
- H. Maintain professionalism
- I. Remain objective
- J. Transparency

Total 150