



**MCBA**

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**STANDARDS  
OF  
COMPETENCE**

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## A. Foundational Knowledge

- A-1 The understanding of the three different levels of investigation (description, prediction, and control) as the development of behaviour analysis as a science.
- A-2 The understanding of the fundamental philosophical assumptions of the science of behaviour analysis (e.g., selectionism, determinism, empiricism, parsimony, pragmatism).
- A-3 The understanding of behaviour from the perspective of radical behaviourism.
- A-4 The comparison between behaviourism, the experimental analysis of behaviour, applied behaviour analysis, and professional practice guided by the science of behaviour analysis.
- A-5 The importance of the seven dimensions of applied behaviour analysis (Baer, Wolf & Risley, 1968).
- A-6 The comparison between phylogenic history and ontogenic history.
- A-7 The understanding of behaviour, response, and response class.
- A-8 The understanding of stimulus and stimulus class.
- A-9 The understanding of respondent and operant conditioning.
- A-10 The understanding and application of positive and negative reinforcement contingencies.
- A-11 The understanding and application of schedules of reinforcement.
- A-12 The understanding and application of positive and negative punishment contingencies.
- A-13 The understanding and application of automatic and socially mediated contingencies.
- A-14 The understanding and application of unconditioned, conditioned, and generalised reinforcers and punishers.

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## A. Foundational Knowledge

- A-15 The understanding and application of operant extinction.
- A-16 The understanding and application of stimulus control.
- A-17 The understanding and application of discrimination, generalisation, and maintenance.
- A-18 The understanding and application of motivating operations.
- A-19 The comparison between rule-governed and contingency-shaped behaviour.
- A-20 The understanding and application of different types of verbal operants.
- A-21 The importance of derived stimulus relations based on behaviour analytic.

## B. Assessment & Planning

- B-1 The consideration of the effects of external factors on the target behaviour by evaluating records and available data (e.g., educational, medical, historical).
- B-2 The justification of the need for behaviour analytic services.
- B-3 The recognition of socio-cultural factors when selecting socially significant behaviour-change goals.
- B-4 The implementation of appropriate assessments to investigate the relevant skill strengths and deficits.
- B-5 The understanding and application of preference assessments.
- B-6 The understanding and description of the common functions of target behaviour.
- B-7 The implementation of descriptive assessment of target behaviour.
- B-8 The understanding and application of functional analysis of target behaviour.

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## B. Assessment & Planning

- B-9 The understanding and analysis of functional assessment data.
- B-10 The application of observable and measurable terms when describing intervention goals.
- B-11 The selection of potential interventions based on assessment results and the best available scientific evidence.
- B-12 The consideration/examination of relevant factors (i.e., client preferences, supporting environments, risks, constraints, social validity) when proposing intervention goals and strategies.
- B-13 The selection of appropriate alternative replacement behaviour when planning to decrease a target behaviour.
- B-14 The explanation/clarification of possible unwanted effects when using such procedures as reinforcement, extinction, and punishment, and plan for the alternative behaviour support strategies.

## C. Intervention & Monitoring

- C-1 The establishment of operational definition of behaviour.
- C-2 The understanding and application of measurable dimensions of behaviour (i.e., frequency, rate, duration, inter-response, latency, trials to criterion, percentage, magnitude, topography).
- C-3 The understanding and application of three methods of behaviour measurements (direct, indirect, sampling & permanent product measures).
- C-4 The understanding and application of sampling procedures.
- C-5 The assessment of validity, accuracy, reliability and believability (i.e., interobserver agreement) of measurement procedures.
- C-6 The selection of appropriate measurement procedure.

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## C. Intervention & Monitoring

- C-7 The understanding and application of graphs (i.e., bar graph, line graph, cumulative records, scatterplot, & standard celeration chart) used in applied behaviour analysis.
- C-8 The analysis of graphically displayed behavioural data.
- C-9 The understanding and application of reinforcement procedures.
- C-10 The understanding and application of motivating operations and discriminative stimuli.
- C-11 The understanding and application of conditioned reinforcers.
- C-12 The understanding and application of stimulus prompts, response prompts, and prompt fading procedures.
- C-13 The understanding and application of modelling and imitation teaching procedures.
- C-14 The understanding and application of instructions and rules.
- C-15 The understanding and application of behaviour shaping procedures.
- C-16 The understanding and application of behaviour chaining procedures.
- C-17 The five types of evidence based instructional strategies of ABA (i.e., direct instruction, discrete trial, precision teaching, incidental teaching, and personalized system of instruction).
- C-18 The understanding and application of simple and conditional discriminations.
- C-19 The understanding and application of Skinner's (1957) analysis of verbal behaviour.
- C-20 The understanding and application of stimulus equivalence.
- C-21 The understanding and application of low-probability and high-probability instructional sequence.
- C-22 The application of reinforcement procedures in reducing behaviour.
- C-23 The understanding and application of extinction.

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## C. Intervention & Monitoring

- C-24 The understanding and application of punishment procedures.
- C-25 The understanding and application of token economy system.
- C-26 The understanding and application of group contingencies.
- C-27 The understanding and application of contingency contract.
- C-28 The understanding and application of self-management strategies.
- C-29 The understanding and application of stimulus generalization and response generalisation.
- C-30 The understanding and application of behaviour maintenance procedures.
- C-31 The practice of monitoring the client progress and supervising treatment integrity and procedural fidelity.
- C-32 The practice of making data based and evidence based clinical decisions surrounding the effectiveness of the intervention and the need for treatment and service.
- C-33 The practice of professional collaboration with the other individuals who provide support and services to the client.

## D. Research

- D-1 The understanding between dependent and independent variables.
- D-2 The understanding between internal and external validity.
- D-3 The understanding and application of single-subject designs (e.g., reversal, alternating treatment, multiple baseline, multi-element, changing criterion designs).
- D-4 The comparison between single-subject designs and group designs.
- D-5 The importance of performing comparative, component, and parametric analyses.

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## E. Training & Supervision

- E-1 The practice of behaviour-analytic supervision and understanding the unwanted effects of ineffective supervision (e.g., poor client outcomes, poor supervisee performance).
- E-2 The practice of setting behavioural and performance expectations for supervisee and supervisor.
- E-3 The practice of determining supervision goals based on supervisee's baseline performances.
- E-4 The practice of coaching supervisee to conduct assessment and intervention procedures based on clients' plans.
- E-5 The practice of monitoring and providing appropriate feedback based on supervisee's performances.
- E-6 The practice of analysing variables affecting supervisee's performance through functional assessment approach (e.g., performance diagnostics).
- E-7 The practice of enhancing supervisee's performances through function-based strategies.
- E-8 The practice of interpreting the effects of supervision (e.g., client outcomes, supervisee repertoires).

## F. MABA Ethical and Professional Standards

- F-1 Responsibility.
- F-2 Confidentiality.
- F-3 Effective Communication.
- F-4 Service Delivery.
- F-5 Supervision.
- F-6 Research.
- F-7 Public Statement.



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