



MCBT

**STANDARDS
OF
COMPETENCE**

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A. Foundational Basics of ABA

- A-1 The importance of the seven dimensions of applied behaviour analysis (Baer, Wolf, & Risley, 1968).
- A-2 The understanding of respondent and operant conditioning.
- A-3 The understanding and implementation of positive and negative reinforcement contingencies.
- A-4 The understanding and implementation of schedules of reinforcement (i.e. continuous, fixed and variable ratio, fixed and variable interval).
- A-5 The understanding and implementation of positive and negative punishment contingencies.
- A-6 The understanding and implementation of automatic and socially mediated contingencies.
- A-7 The understanding and implementation of operant extinction..
- A-8 The understanding and implementation of unconditioned, conditioned, and generalised reinforcers (i.e., tokens) and punishers.
- A-9 The understanding and implementation of motivating operations (establishing operations, abolishing operations).
- A-10 The understanding and implementation of stimulus control.
- A-11 The comparison between rule-governed and contingency-shaped behaviour.
- A-12 The understanding and implementation of different types of verbal operants (i.e., mand, tact, echoic, intraverbal, listener responding).
- A-13 The understanding of different types of disabilities (i.e., developmental, learning, and intellectual disabilities).

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B. Assessment and Measurement of Data

- B-1 The understanding and implementation of measurable dimensions of behaviour (i.e., frequency, rate, duration, inter-response, latency, trials to criterion, percentage, magnitude, topography).
- B-2 The understanding and implementation of three methods of behaviour measurements (direct, indirect, sampling, and permanent product measures).
- B-3 The understanding and implementation of sampling procedures (i.e. whole interval, partial interval, time sampling).
- B-4 The understanding and implementation of data input and visual representation of data (i.e., bar graphs, scatterplots, frequency charts).
- B-5 The understanding and implementation of preference assessments (i.e., forced choice, multiple stimuli, free operant).
- B-6 The establishment of operational definition of target behaviour (i.e., characteristics, topographical versus functional definition).
- B-7 The understanding of various types of indirect and direct measures of behaviour in a functional behavioural assessment (i.e., interviews, rating scales, scatterplots, ABC, narrative).
- B-8 The understanding and description of the common functions of target behaviour (i.e., attention, escape, tangibles, self-stimulatory).
- B-9 The understanding of assessments used in client's profile (including but not limited to commonly used skill assessments such as VB-MAPP, ABLLS, AFLS, ESDM etc).
- B-10 The understanding of functional behavioural assessments.

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C. Intervention & Monitoring

- C-1 The understanding of goals from client's individualised intervention plan (IEP) and behaviour intervention plan (BIP).
- C-2 The understanding and implementation of pairing and building rapport with clients.
- C-3 The understanding and implementation of building instructional control with clients.
- C-4 The understanding and implementation of reinforcement procedures (i.e., DRA, DRI, DRO).
- C-5 The understanding and implementation of discriminative stimuli.
- C-6 The understanding and implementation of stimulus prompts, response prompts, and prompt fading procedures.
- C-7 The understanding and implementation of modelling and imitation teaching procedures.
- C-8 The understanding and implementation of instructions and rules.
- C-9 The understanding and implementation of behaviour shaping procedures.
- C-10 The understanding and implementation of behaviour chaining procedures.
- C-11 The understanding and implementation of at least 2 types of evidence-based instructional strategies of ABA (i.e., direct instruction, discrete trial training, precision teaching, incidental teaching, and personalized system of instruction).
- C-12 The understanding and implementation of simple and conditional discriminations.
- C-13 The understanding and implementation of Skinner's (1957) analysis of verbal behaviour.
- C-14 The understanding and implementation of behaviour momentum / low-probability and high-probability instructional sequence.
- C-15 The understanding and implementation of extinction.
- C-16 The understanding and implementation of punishment procedures.

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C. Intervention & Monitoring

- C-17 The understanding and implementation of token economy system.
- C-18 The understanding and implementation of stimulus generalisation and response generalisation.
- C-19 The understanding and implementation of behaviour maintenance procedures.

D. Responsibility

- D-1 Clarifying with their supervisor(s) or relevant parties regarding concerns with intervention plan.
- D-2 Preparing for session (i.e., datasheet, materials) based on behaviour change procedure.
- D-3 Updating datasheet according to lesson plan.
- D-4 Maintaining objectivity in data taking according to behaviour change procedure.
- D-5 Updating and communicating with relevant parties through session notes regularly depending on clients' needs.
- D-6 Communicating with their supervisor(s) immediately regarding issues with the implementation of intervention plan.
- D-7 Ensuring safety and well-being of clients throughout implementation of services, and notifying relevant parties immediately regarding safety concerns.
- D-8 Providing immediate responses during emergency situations and logging incident reports for efforts taken.

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E. MABA Ethical and Professional Standards

E-1 Responsibility.

E-2 Confidentiality.

E-3 Effective Communication.

E-4 Service Delivery.

E-5 Public Statement.



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