



**QUALIFIED BEHAVIOR ANALYST (QBA®) /  
 QUALIFIED AUTISM SERVICES PRACTITIONER-SUPERVISOR (QASP-S®)**

**COURSEWORK OUTLINE**

Based on the 2022 Certification Standards of the QABA Credentialing Board

**SUMMARY**

Course Code	Course Title	QABA DOMAIN	Credit Hours	Credit Units	Duration (week)	No of Synch Online Class
ABX 2410	Intro to Neurodevelopmental Disorders	Autism Core Knowledge	25	2	5	3
ABX 2411	Core Principles of ABA	Core Principles of ABA	65	5	8	4
ABX 2412	Assessments in ABA	Measurements, Data Analysis, and Assessments	65	5	8	4
ABX 2413	Programming for Interventions	Behavior Reduction, Skill Acquisition, and Antecedent Interventions Programming	65	5	8	4
ABX 2414	Supervision and Ethics in ABA	Training and Supervision, Legal, Ethical, and Professional Consideration	65	5	8	4
ABX 2415	Competency Assessment	Pre-Board Review and Mock Exams	25	2	4	2
<b>TOTAL</b>			<b>310</b>	<b>24</b>	<b>41</b>	<b>21</b>

**GRADING SYSTEM**

**GRADING CRITERIA for ABX 2410-2414**

Criteria	%
Final Written Exam	30%
Final Practical Assessment	30%
Quizzes/Essays/ Reading Assignments	30%
ASR/Oral Recitation/Attendance	10%
<b>TOTAL</b>	<b>100%</b>

**GRADING CRITERIA for ABX 2415**

Criteria	%	
Mock Exam 1	50%	
Mock Exam 2	50%	
GRADE EQUIVALENT		
A	93-100	Outstanding
B	88-92	Very Good
C	80-87	Average
F	79 and below	Failed



## ABX 2410

<b>Course Title</b>	Intro to Neurodevelopmental Disorders	<b>Credit Unit</b>	2
<b>QABA Domain</b>	Autism Core Knowledge	<b>Credit Hours</b>	25
<b>Duration</b>	5 Weeks (August - September)		
<b>Course Description</b>	This course provides a comprehensive overview of Autism Spectrum Disorder (ASD), focusing on its definition, characteristics, and associated deficits. Students will explore the evolution of ASD classifications from historical definitions to the current DSM V criteria, including the differences between DSM IV and DSM V. The course covers key aspects of ASD, such as the triad of primary impairments, 'red flags' for early diagnosis, and common comorbid diagnoses. Additionally, students will learn about the risk factors for ASD, current prevalence statistics, and the terminology used in assessments and differential diagnoses.		

### Topic Guidelines/Objectives

1. Define Autism Spectrum Disorder (ASD) and describe its common characteristics and associated deficits.
2. Differentiate between historical definitions of ASD (e.g., PDD-NOS, Asperger's Syndrome) and the current DSM V classification.
3. Identify and explain the differences between DSM IV and DSM V criteria for diagnosing ASD, including severity levels.
4. Recognize the triad of primary impairments and identify the 'red flags' for early diagnosis of ASD.
5. Identify common deficits associated with ASD, such as social-emotional reciprocity, nonverbal communication, and stereotyped or restrictive behaviors.
6. Discuss the risk factors for ASD and review current CDC statistics on its prevalence.
7. Identify common comorbid diagnoses and related terminology used in assessments and differential diagnoses, including pragmatic language, sensory-motor skills, and social skills.
8. Describe and differentiate between key terms and conditions such as social (pragmatic) communication disorder, expressive/receptive language disorders, and sensory-motor disorders.
9. Identify and describe methods of diagnosing ASD and the assessment tools used.
10. Compare typical and atypical developmental milestones, focusing on early indicators of ASD.

## ABX 2411

<b>Course Title</b>	Core Principles of ABA	<b>Credit Unit</b>	5
<b>QABA Domain</b>	Core Principles of ABA	<b>Credit Hours</b>	60
<b>Duration</b>	8 Weeks (October - November)		
<b>Course Description</b>	This course offers an in-depth discussion of the foundational principles of Applied Behavior Analysis (ABA). Students will learn to identify and implement key ABA concepts, including the dimensions of ABA, motivating operations, reinforcement strategies, and other principles.		

### Topic Guidelines/Objectives

1. Identify the 3 levels of scientific understanding: description, prediction, and control.
2. Identify the 7 dimensions of Applied Behavior Analysis (ABA) and their application.
3. Recognize and apply the 6 attitudes of science relevant to ABA.
4. Differentiate between phylogenetic and ontogenic histories in behavior development.
5. Identify and implement the goals of ABA in behavior intervention and skill acquisition.
6. Distinguish between classical and operant conditioning and their relevance to verbal behavior operants.
7. Define and apply motivating operations (MO), including abolishing operations, establishing operations, and advanced MOs like CMO-R, CMO-S, and CMO-T.
8. Describe the relationship between motivating operations, antecedents, behavior, and consequences (four-term contingency).
9. Manipulate variables to optimize behavior change based on MOs, reinforcement schedules, and data analysis.
10. Define and differentiate respondent and operant behavior and integrate respondent conditioning into programming.
11. Understand and apply stimulus control, including discriminative stimuli, stimulus delta, and SD-p.
12. Identify and implement reinforcement principles: types (e.g., tangible, sensory), conditioned/unconditioned, primary/secondary, and differential reinforcement.
13. Differentiate between positive and negative reinforcement and punishment, including natural and contingent forms.
14. Program for the effects of reinforcement schedules (ratio: fixed/variable; interval: fixed/variable) and utilize the matching law.
15. Define and implement extinction procedures, considering effects like extinction bursts, spontaneous recovery, and resurgence.
16. Understand and apply concepts of behavioral momentum, behavioral contrast, and their use in skill acquisition and behavior reduction.
17. Identify and apply the matching law in behavior intervention.
18. Integrate behavioral cusps and pivotal behaviors into programming for broader behavior change.
19. Apply the dead man's test to behavior intervention and goal setting.
20. Define and measure behavioral terms, including dimensional qualities, derivative measures, and definition measures, to guide data-driven decisions.

## ABX 2412

<b>Course Title</b>	Assessments in ABA	<b>Credit Unit</b>	5
<b>QABA Domain</b>	Measurements, Data Analysis, and Assessments	<b>Credit Hours</b>	60
<b>Duration</b>	8 Weeks (December - February)		
<b>Course Description</b>	This course explores the Functional Behavior Assessments (FBA) and assessment methodologies in behavioral analysis, focusing on accurate measurement, data analysis, and the evaluation of behavior interventions using various experimental designs.		

### Topic Guidelines/Objectives

1. Define operational definitions and their significance in behavioral analysis.
2. Understand reliability and validity and their roles in ensuring accurate measurement.
3. Identify key indicators of measurement: accuracy, reliability, and validity.
4. Distinguish between observable and measurable behaviors and explain the importance of defining behavior onset and offset for reliability.
5. Identify various measurement procedures: frequency count/event recording, duration, time sampling, interval recording, partial interval recording, latency, and planned activity checks; assess the benefits and limitations of each.
6. Define continuous and discontinuous methods of measurement and their applications.
7. Select appropriate graph types (e.g., line, bar, cumulative, scatterplots, single subject design) for displaying data.
8. Analyze data for trends, levels, stability, and variability to inform decision-making.
9. Understand inter-rater reliability and identify potential threats to it.
10. Identify design types of interobserver agreement (IOA) and learn how to calculate IOA using various methods, such as trial-by-trial and total count.
11. Recognize treatment drift and its impact on data analysis.
12. Identify and utilize different types of assessments, including preference, direct vs. indirect, standardized, functional behavior, ABC, environmental evaluations, self-monitoring, and functional skills assessments.
13. Assess and interpret ABC data using scatterplots, bar graphs, and other methods.
14. Identify different schedules of preference/reinforcer assessments and their applications.
15. Understand all components of the Functional Behavior Assessment (FBA) process, including interviews, rating scales, and adaptive rating scales.
16. Identify the components of a functional analysis and their significance in behavior intervention.
17. Analyze behavioral data using conditional probability to determine function.
18. Differentiate between functional and topographical operational definitions of behaviors.
19. Identify types of observation-based preference assessments: free operant, paired stimulus, single stimulus, multiple stimulus with and without replacement.
20. Recognize different experimental designs (e.g., single subject, alternating treatments, multiple baseline, changing criterion) and evaluate efficacy using elements such as baseline, treatment phase, phase lines, and trend interpretation.

## ABX 2413

<b>Course Title</b>	Programming for Interventions	<b>Credit Unit</b>	5
<b>QABA Domain</b>	Behavior Reduction, Skill Acquisition, and Antecedent Interventions Programming	<b>Credit Hours</b>	60
<b>Duration</b>	8 Weeks (March-April)		
<b>Course Description</b>	This course focuses on programming for skill acquisition and behavior reduction interventions, emphasizing effective teaching strategies anchored in behavior analytic principles.		

### Topic Guidelines/Objectives

1. Identify the key elements of effective goals and objectives, emphasizing clarity, observability, and measurability.
2. Identify and utilize teaching protocols, such as errorless learning, shaping, modeling, and chaining (backward/forward).
3. Define and apply different types of prompts and develop prompt hierarchies and fading strategies to avoid prompt dependence.
4. Identify and explain Discrete Trial Training (DTT), its types of trials (mass, block, random rotation) and its benefits and limitations.
5. Develop and implement treatment plan protocols, including goal writing, mastery criteria, targets, maintenance, and generalization strategies.
6. Identify and mitigate threats to instructional and stimulus control, including extraneous variables affecting treatment efficacy.
7. Utilize Natural Environment Teaching (NET) and Pivotal Response Training (PRT) to enhance skill acquisition and generalization.
8. Identify and address socially significant behaviors that improve quality of life and independence.
9. Define and differentiate skill acquisition domains, such as language, social, motor, adaptive, cognitive, and play.
10. Differentiate between skill and performance deficits to tailor interventions appropriately.
11. Identify and develop Behavior Intervention Plans (BIP) based on the functions of behavior and the results of Functional Behavior Assessments (FBA).
12. Design and evaluate interventions using information from FBAs, ensuring functionally equivalent replacement behaviors.
13. Implement token economies and understand their components, such as backup reinforcers and ratio strain.
14. Define and demonstrate behavior reduction strategies: response cost, overcorrection, positive practice, and time-out procedures (exclusionary and non-exclusionary).
15. Identify and manage procedures and schedules of reinforcement
16. Identify and utilize reinforcement procedures and differential reinforcement strategies for behavior modification.
17. Develop and implement strategies for antecedent interventions, considering ecological variables and setting events.
18. Design and evaluate Functional Communication Training (FCT) programs and other antecedent-based interventions.
19. Implement and evaluate non-contingent reinforcement strategies, considering their advantages and disadvantages.
20. Identify and utilize commonly used supports, such as visual schedules, social stories, choice boards, video modeling, and environmental modifications, to enhance learning and behavior outcomes.

## ABX 2414

<b>Course Title</b>	Supervision and Ethics in ABA	<b>Credit Unit</b>	5
<b>QABA Domain</b>	Training and Supervision, Legal, Ethical, and Professional Consideration	<b>Credit Hours</b>	60
<b>Duration</b>	8 Weeks (May - June)		
<b>Course Description</b>	This course covers the principles of ethics and supervision in behavior analysis, covering the role and scope of practice for a Qualified Behavior Analyst (QBA), adherence to professional standards, recent updates in diagnostic and intervention strategies, and the application of legal and ethical guidelines in educational and therapeutic settings.		

### Topic Guidelines/Objectives

1. Understand the role and scope of practice of a QBA, including responsibility to professional standards and evidence-based practices.
2. Demonstrate knowledge of updates on new diagnostic, assessment, and intervention strategies relevant to the QBA role.
3. Understand the role and scope of practice for other QABA certificants (ABAT, QASP-S) and the limits to their scope of practice.
4. Thoroughly understand QABA policies, procedures, and the Code of Ethics.
5. Define and understand the use, benefits, and limitations of HIPAA in behavioral practice.
6. Identify guidelines for record management, including retention, storage, transportation, and security.
7. Summarize legal and ethical requirements for client confidentiality and recognize its exceptions.
8. Define privileged information and understand the limits of consent for treatment.
9. Identify and prevent unethical relationships, including dual relationships, within professional practice.
10. Differentiate between duty to warn and duty to protect, and understand the steps in mandated reporting.
11. Understand and apply key legal frameworks: IDEA, LRE, IEP, ADA, 504 Plan, and the Rehabilitation Act.
12. Demonstrate compliance with IDEA, IEP, and LREs in educational and therapeutic settings.
13. Understand the role of QBA, QASP-S, and ABAT in IEP meetings, goal design, and development.
14. Identify the purpose and components of effective positive behavior support (PBS) and person-centered planning (PCP).
15. Conduct risk and benefits analysis for treatments involving punishment, aggression, and self-injurious behavior (SIB).
16. Ensure safety in extinction procedures, particularly for dangerous and self-injurious behavior.
17. Recognize the importance of collaboration in treatment planning, including behavior contracts, multi-team communication, and treatment adherence.
18. Understand the ethical and legal responsibilities in the reduction and termination of services.
19. Define advocacy, self-determination, and best practice, and understand their importance in behavior analysis.
20. Implement and evaluate Behavior Skills Training (BST), competency-based training, and systematic performance monitoring for staff development.

## ABX 2415

<b>Course Title</b>	Competency Assessment	<b>Credit Unit</b>	2
<b>QABA Domain</b>	All Domains	<b>Credit Hours</b>	25
<b>Duration</b>	4 Weeks (July - August)		
<b>Course Description</b>	<p>This course is designed to provide a comprehensive review and preparation for the QBA/QASP-S certification exams. students will engage in targeted pre-board review sessions covering key topics and concepts essential for the exams, including ethics, assessment, intervention strategies, and legal requirements. The course features a series of mock exams that simulate the actual testing environment, allowing candidates to familiarize themselves with the format and question types. Through detailed feedback and discussion, students will identify areas of strength and opportunities for improvement, enhancing their confidence and readiness. This preparatory course aims to equip candidates with the knowledge, skills, and test-taking strategies necessary to succeed in the QBA/QASP-S certification exams.</p>		

Prepared by:

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