

Exemplary Behavior Analyst Checklist

Item Behavior Analyst Qualities and Corresponding Behaviors

1	<i>Advocate for ABA</i> (Provides accurate information about the benefits of ABA to others; disseminates information within and beyond the field; participates in efforts to promote ABA services through changes in public policy)
2	<i>Analytical</i> (Uses appropriate methodology to assess the function of behavior; modifies behavior by manipulating relevant variables)
3	<i>Applied</i> (Selects behaviors to change that are functional and in need of change for their clients; individualizes treatment for their clients)
4	<i>Client-centered</i> (Prioritizes the needs of the direct recipient of services over other stakeholders; treats the client as an individual and not a source of revenue; works to ensure clients' safety and well-being; frequently assesses the concerns and goals of the client/family)
5	<i>Collaborative</i> (Works effectively and professionally with other service providers; provides/requests feedback from co-workers; incorporates parents/caregivers in planning and development of programming)
6	<i>Conceptually systematic</i> (Uses correct terminology when referencing principles of behavior; all program components are based on relevant behavior-analytic principles; avoids using mentalistic explanations)
7	<i>Culturally competent</i> (Considers the cultural, social, and economic background of the client/family when making programming decisions; communicates effectively with individuals from different cultures)
8	<i>Data-driven</i> (Arranges for on-going collection of objective behavioral data; programming decisions are made based on data; assesses the validity of the data collection system; graphically depicts data appropriately)
9	<i>Disseminates information</i> (Presents information at conferences and workshops; shares knowledge and expertise with students, colleagues, and other professionals; speaks with local/national media)
10	<i>Effective communicator</i> (Is comfortable and fluent using technical, behavioral language when in the company of other professionals; is comfortable and fluent speaking with non-professionals in language appropriate to the audience; effectively communicates accurate information regardless of the background or perspective of the audience)
11	<i>Effective instructor</i> (Provides regular and meaningful trainings using evidence-based practices [e.g., behavioral skills training]; communicates openly and honestly with supervisees/staff; provides feedback in a timely manner; assesses supervisee/staff understanding before proceeding; follows all BACB standards for supervision)
12	<i>Efficient/Organized</i> (Provides high-quality programming in a timely manner; uses a detailed and thorough documentation system; submits treatment plans and authorization requests on-time; manages their time effectively; follows-up when necessary)
13	<i>Empathetic</i> (Listens to stakeholder concerns and needs throughout the treatment process; provides reaffirming statements of compassion and care in a professional manner; works to understand the impact a specific diagnosis can have on a client/family)
14	<i>Ethical</i> (Understands and follows the BACB Professional and Ethics Compliance Code; understands and follows local and state laws/regulations; engages in meaningful and purposeful conversation about the ethics of their decisions as part of the decision-making process; obtains continuing education in ethics)
15	<i>Experienced</i> (Draws on past cases and training to make good clinical judgements; has depth and breadth of experience working with multiple populations and across settings; has worked in multiple roles [e.g., direct care staff, behavior analyst, lead behavior analyst])
16	<i>Flexible</i> (Understands that evidence-based treatments may not be effective for each individual and adjusts treatment plans according to data; is open to new perspectives and trying new empirically-supported procedures)

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17	<i>Honest</i> (Provides accurate feedback when working with colleagues; is truthful with client/family when reporting progress; does not fabricate research or clinical data)
18	<i>Humble</i> (Seeks additional assistance when necessary; values other service providers' opinions; completes any task that is required; speaks respectfully to client/staff/caregivers; admits mistakes)
19	<i>Innovative</i> (Develops new behavior-analytic solutions to problems; creates novel ways to measure and analyze behavioral data)
20	<i>Interpersonal skills</i> (Listens well when others are speaking – even if viewpoints are antithetical to ABA; develops strong rapport with stakeholders; prevents and helps solve conflicts with others)
21	<i>Knowledgeable</i> (Fluent in the theoretical and conceptual foundations of behavior analysis; develops effective programming within and outside of their specialization; able to understand research and apply it to their treatment plans; efficiently assesses strengths and weaknesses of behavior-analytic research/treatment options)
22	<i>Leads by example</i> (Models professional behavior for staff/colleagues; demonstrates behavioral procedures for staff; models any behaviors they require of staff)
23	<i>Networking skills</i> (Forms working relationships with local behavior analysts; introduces colleagues/supervisees to others with similar interests; collaborates with other behavior analysts on research/programming; attends local/regional conferences to meet other professionals)
24	<i>Passionate</i> (Participates in governance of professional organizations; takes leadership positions; works beyond billable hours to ensure clients' needs are met; frequently shares their knowledge and expertise with others; consistently advocates for their client in all settings)
25	<i>Patient</i> (Spends significant time speaking with client/caregivers to determine goals and needs; works with staff/supervisees until they have mastered a skill; accepts mistakes and works with client/staff to correct them)
26	<i>Personable</i> (Smiles; greets everyone; initiates conversations; seeks feedback and accepts criticism; speaks respectfully to others; uses appropriate humor)
27	<i>Positive/Encouraging</i> (Reinforces the strengths of client/staff; provides praise more frequently than corrective feedback; acknowledges staff/supervisee performance)
28	<i>Pragmatic</i> (Sets achievable goals for staff/client/caregivers; alters programming in a timely manner if desired behavior change is not observed; balances delivering effective services with goals of achieving steady state responding)
29	<i>Professional</i> (Is punctual for work/meetings/deadlines; dresses appropriate for the work environment; uses appropriate speech [no profanity] for the workplace; speaks to others respectfully)
30	<i>Scientist-practitioner</i> (Conducts behavior-analytic research and disseminates information to advance the science; displays a strong background in conceptual foundations and underlying scientific principles; is skeptical of procedures and new findings until the evidence has been evaluated)
31	<i>Strives to be a better behavior analyst</i> (Reads scientific literature to expand knowledge-base and stay current; attends and/or presents at behavior-analytic or closely related conferences; seeks feedback from trusted colleagues/mentors; stays current on local bills/laws/insurance issues; incorporates new knowledge into daily activities)
32	<i>Technological</i> (Writes behavior plans that are detailed and precise to promote fidelity; conducts detailed staff/teacher/caregiver trainings to allow for successful implementation; publishes clear and concise research to allow for replication of the study)
33	<i>Thorough</i> (Conducts comprehensive assessments to collect accurate data relevant to each client's behavior; assesses treatment fidelity regularly; provides up-to-date information to all stakeholders; incorporates all relevant information when designing and implementing behavioral programming)
34	<i>Values work-life balance</i> (Maintains a well-managed schedule for both staff and client/family; only accepts a caseload they can handle; maintains a schedule for work and activities outside of work)
35	<i>Works to expand the field</i> (Disseminates information across multiple communication mediums [journals, radio, social media, television, magazines]; conducts behavior-analytic research and gives presentations in topic areas other than developmental disabilities/education/parent training/OBM [e.g., climate change, terrorism])