



CCC-SLP Requirements for Board Certified Specialist in ASD

Co-chair for CCC-SLP Board Certified Specialist in ASD (BCS-ASD) - Lynn Kern Koegel, Ph.D., CCC-SLP, Pivotal Response Treatment (PRT)

1. ASSESSMENT, DIFFERENTIAL DIAGNOSIS, AND ELIGIBILITY DETERMINATION:

C. Assess the client using appropriate autism-specific standardized tests, developmental and **behavioral assessments** and identify core and associated communication related characteristics of autism spectrum disorders, and the developmental impact on social interaction, communication, behavior and learning.

H. Analyze assessment results of the differential diagnosis to identify appropriate and effective **evidence-based intervention** using developmental and **operant/learning theory** frameworks.

L. Assess the family's/caregiver's capacity to engage and support social, communicative, and **behavior interventions** for the person with ASD.

2. **COLLABORATION AND REFERRAL: Collaborate with stakeholders** (i.e., patient, family, caregivers, community members, and **other professionals**) on activities related to **data collection**, assessment, diagnosis, referral, daily functioning, and/or **treatment**.

3. **TREATMENT:** Select and implement ethical, **evidence-based interventions/treatment** procedures to address clients' communication, social, **behavior**, and **functional deficits associated with autism spectrum disorder**.

F. **Decrease communication-related disruptive** and/or self-injurious **behaviors that have a communicative function** by identifying and teaching alternative communicative responses to increase effective communication across peers and settings.

G. Implement **antecedent- and/or consequence-based interventions** (e.g., environmental arrangement, teaching communication skills to replace aggression) to reduce interfering and disruptive behavior at the time of the episode and subsequently across settings (e.g., **antecedent** strategies: altering instruction, simplifying steps of given task(s), self-management; consequence strategies: **increasing replacement communication acts using extinction and natural reinforcers**).

4. **LEADERSHIP, SUPERVISION AND ETHICAL PRACTICE:** Participate in leadership, supervision and ethical practices that promote effective communication for individuals with ASD to support inclusion in social interactions and maximize the individual's ability to function in daily life.

A. **Lead and supervise teams of interventionists** as well as supervise practitioners in the assessment, diagnosis and treatment of individuals with ASD in accordance of the competencies of the BCS-ASD.

For the safe and effective performance of tasks associated with the competencies, the BCS-ASD must have knowledge of:

1. Terminology and techniques applicable to ASD (e.g., **positive and negative reinforcement**, Theory of Mind (ToM), social skills, social emotional ability, social cognitive skills, social communication skills, **motivational hierarchies**, executive function).

17. **Single subject research design**, including the creation and interpretation of graphs **depicting baseline and intervention phases, reversals, and generalization and maintenance**.

21. Autism-specific intervention procedures, including **evidence-based procedures** based on developmental and/or **operant/learning** theory frameworks and **Autism-specific interventions that do not have a supporting evidence base**.

25. **Controversial and unsubstantiated diagnoses** such as Central Auditory Processing Disorder (CAPD) and **sensory integration dysfunction (SID)** that are sometimes applied to ASD.

31. **Fidelity of the training for treatment as carried out by interventionists** with varied backgrounds (e.g., parents, aides, in-home therapists), patient management or coordination of needs, and implementation in varied service delivery models, i.e., treatment delivery across settings (e.g., home, school, community, hospitals, centers, universities), parent education, **and supervision of ABA insurance-reimbursed services related to communication**.

32. **Core features of operant learning theory and application of behavior analysis in the treatment of ASDs, including positive and negative reinforcement and positive and negative punishment** and how to evaluate these in persons with ASD.

33. Procedures for conducting **communication-based functional analyses such that trainees can understand the communicative functions of problem and inappropriate behavior, and how to effectively reduce problem episodes using communication replacement interventions**.

34. **How to identify replacement communication skills, either verbal or nonverbal for problem behavior and/or repetitive behavior so that trainees can learn variables related to developing and effectively teach replacement communication skills**.

36. ASD-specific considerations for protecting the human dignity of persons with ASD and their families, including ethical issues related to patient and family rights, intervention procedures, reporting procedures, humane responses to aggression, and a **basic right to freedom from restraint and other aversive methods unless medically indicated**.

ABA for SLPs: Interprofessional Collaboration for Autism Support Teams 1st Edition

by Dr. Joanne E. Gerenser Ph.D. CCC-SLP (Editor), Dr. Mareile A. Koenig Ph.D. CCC-SLP BCBA (Editor)

[Gerenser, Joanne E. \(Ed\) & Koenig, Mareile A. \(Ed\). \(2019\). ABA for SLPs: Interprofessional collaboration for autism support teams. Baltimore, MD, US: Paul H. Brookes Publishing Co.](#)

READ THIS BOOK TO:

- Discover the benefits of **collaborating with Bas**, including practical strategies for connecting with them and for **learning from their expertise**
- Learn **fundamental features of ABA**, including its key terminology, core behavioral teaching components, and data collection methods
- Receive recommendations for applying the interprofessional education and interprofessional practice model (IPE/IPP)
- Learn about proven ABA-based interventions, including the analysis of verbal behavior, **Pivotal Response Treatment**, Incidental Teaching, and the **Picture Exchange Communication System**
- Learn how to **integrate ABA with speech-language pathology in critical areas, including assessment, goal-setting, and behavior intervention**

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