

# Experience Verification & Skill Evaluation

Applicant Name: \_\_\_\_\_ Date: \_\_\_\_\_

Note: Consultants must be approved by Surrey College to be a Qualified Evaluator.  
Please contact Surrey College to receive A Qualified Evaluator – Consultant Registration form.

Consultant Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_ Email: \_\_\_\_\_

I am an approved Qualified Evaluator Yes  No  Pending

Applicants ABA Hours of Experience under your supervision: \_\_\_\_\_ (obtained from Parent)

Number of children that the applicant has worked with under your supervision: \_\_\_\_\_

### *Teaching Using Discrete Trial Teaching Skills*

The teaching of academic or pre-academic skills, with speed and precision while collecting data, manipulating stimuli and delivering reinforcement. A discrete trial consists of a) the presentation of an antecedent by the instructor, b) the student's response, c) the consequence provided to the student, and d) a short pause between the consequence and the presentation of the next antecedent. This may include errorless teaching strategies.

Hours of Experience: \_\_\_\_\_ Skill Rating (circle one): 0 1 2 3 4 5  
None Exceptional

### *Peer Play Facilitation Skills*

Teaching the student to interact using adaptive and pro-social behaviour with peers in different settings. Using varied and appropriate prompting for both peer and student, including prompt fading procedures when required. Consistently facilitates the participation of both the peer and student in social interactions and play activities throughout an entire peer play session. Provides instruction using behaviour analytic methodology in an unstructured and unscripted setting. Shows a high level of energy and is able to create "fun" for both children.

Hours of Experience: \_\_\_\_\_ Skill Rating (circle one): 0 1 2 3 4 5  
None Exceptional

### *Behaviour Modification Skills*

Applicant has an understanding of ABC (Antecedent, Behaviour, Consequence) relationship and the impact that has on future behaviours with respect to tantrum, self stimulatory, escape, attention, aggression and self-injurious behaviours.

Hours of Experience: \_\_\_\_\_ Skill Rating (circle one): 0 1 2 3 4 5  
None Exceptional

**Consultants: Please return completed from directly to Surrey College**

## Specific Experience

**Consultants** – please use a check mark to indicate the skills that this applicant has COMPETENTLY demonstrated under your supervision. Do not check the item if the applicant is not adept with both theory and practice of the skill.

- Planned ignore or extinction
- Cost response
- DRL – Differential Reinforcement Low Rates of Behaviour
- Redirection/replacement of inappropriate behaviours
- Overcorrection
- Token Economy
- DRO - Differential Reinforcement of Other Behaviour
- Experience in teaching appropriate toileting hygiene and/or Toilet Training
- Strategic introduction of new foods
- Using ABA to teach physical activities (bike riding, baseball, swimming, etc.)
- Understanding and use of differential reinforcement
- Knowledge of written rules and/or social stories
- Accurate trial by trial data collection throughout various environments
- Acted as support person for child in extra curricular activities
- Has overlapped an aide in the school setting to give feedback on the delivery of ABA programs
- Has trained new and existing therapists
- Monitors data collection
- Communicates with consultant about problems and program changes
- Writes program short term objectives
- Facilitates team meetings in a leadership role
- Managing a child prone to escape behaviour
- Managing a child with self-injurious behaviours
- Managing a child with aggressive behaviours
- Receives feedback and is able to implement it immediately
- Understands the importance of following consultants decisions as a ABA team member
- Appropriately shares criticisms and ideas with the ABA team

\_\_\_\_\_  
Consultant Signature

\_\_\_\_\_  
Date