

Interview Questions for Consultants

- Do you have a Masters Degree or Doctorate Degree in ABA with a focus on autism?
- If you do, where did you receive that degree?
- Are you a Board Certified Behavior Analyst (BCBA)? *Note: there is also a certification called BCABA, which is not a recommended level for designing ABA programs. BCABA professionals may work under the supervision of a BCBA professional.*
- Who supervised your practical experience for your degree or BCBA? *Supervision should be done by someone with a BCBA who has at least 5 years experience designing ABA programs for children with autism.*
- Did you do any training at a Lovaas Replication Site? What level did you achieve there? (Best is Clinical Director, then Clinical Supervisor, then Senior Therapist)
- Would you be able to develop programs for novel situations that are not on the Assessment of Basic Language and Learning Skills or ABLLS? *BC is known to have many consultants who depend very heavily on ABLLS and may only design cookie cutter programs to address ABLLS skills. It is important that a consultant can address any deficits or excesses by being able to design novel programs.*
- Describe the curricular domains around which you will be designing curriculum for my child. *It is important that a comprehensive curriculum will be designed for your child. The key curricular domains include but are not limited to - academic literacy (pre-academics, literacy and numeracy), communication, play skills/leisure skills, self-help, social skills, and self-management.*
- How will you ensure that my child's curriculum is individualized to his/her specific needs? *An assessment should be conducted with your child prior to the design of the curriculum. The curriculum designed for your child should be based on the results of this assessment. Curriculum that is pre-designed, is often referred to a 'cookie cutter' approach and should be avoided.*
- My child often engages in _(insert challenging behaviour)_ what would you do to target the decrease of this behaviour? *You are looking for two answers here - It is important that the practitioner has experience programming for the decrease of challenging behaviours and not just increasing academic and communication behaviours. And, it is important that the practitioner design a program that addresses the function of the challenging behaviour; determining what reinforced the child to engage in that behaviour (the function) and designing an intervention that will address it.*