Applied Behavior Analysis Technician® (ABAT®) 40-Hour Training

Total course length: 40 hours, 44 minutes

Aligned to: QABA ABAT 40-hour coursework requirements

Format: Online, self-paced, with interactive activities

Responsible Trainer: Jaime Flowers, Ph.D., NCSP, BCBA, LEP (California), LSSP (Texas)

This course is designed to meet the 40-hour coursework requirement for initial Applied Behavior Analysis Technician (ABAT) certification through the Qualified Applied Behavior Analysis Credentialing Board (QABA). It covers autism and other disabilities, the principles and application of behavior analysis, data collection, assessment, evidence-based teaching and support strategies, documentation, ethics, and professional responsibility.

This training program is designed to meet the 40-hour coursework requirement for ABAT certification. This training is offered independent of QABA.

Course Requirements

Timeline. Self-paced. Total instruction time is 40 hours, 44 minutes. QABA requires coursework to be completed within 5 years unless otherwise specified.

Quizzes. Each content module ends with a multiple-choice quiz. Learners must pass every module quiz, and quizzes may be retaken.

Certificate. Learners who complete all requirements receive a certificate of completion signed by the Responsible Trainer.

Instruction. Lessons combine video instruction, modeling, active student responding, and interactive activities with immediate feedback.

Completion. Finish every lesson, activity, and quiz, then submit the end-of-course feedback form.

Next steps. The 40-hour coursework is one requirement. ABAT candidates must also complete 15 hours of supervised fieldwork, submit the QABA application with this certificate, and pass the ABAT exam.

Learning Activities

Video lectures with real-world examples and demonstrations, fill-in-the-blank exercises, summary and statement evaluations, drag-and-drop sorting, memory games, crossword puzzles, graphic organizers, reading assignments, and digital flashcards. Every content module ends with a multiple-choice quiz.

Learning Objectives

- Describe the characteristics of autism and related disabilities and use respectful, person-centered language.
- Explain the foundational principles and dimensions of applied behavior analysis.
- Collect, graph, and summarize behavioral data accurately.
- Assist with skill, preference, and functional assessments.
- Implement skill-acquisition, antecedent, reinforcement, and behavior-reduction procedures as written.
- Promote generalization and maintenance of learned skills.

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- Document and report services accurately and communicate effectively with a supervisor.
- Apply ethical and professional standards in daily practice.

Content Area Breakdown

	Content area and course modules	QABA minimum	Course time
1	Ethics Module N, Module O	3:00	**4:43**
2	Autism-specific treatment and support Module A, Module G, Module H, Module I, Module J	5:00 (autism core knowledge)	**16:19**
3	Other ABA foundations and practice Module 0, B, C, D, E, F, K, L, M	—	**19:42**
	Total	**40:00**	**40:44**

Times are hours:minutes and include each module's quiz. QABA minimums are from QABA's published ABAT requirements.

Module Time Summary

	Module	Lessons	Course time
0	Introduction	2	**1:27**
A	Introduction to Autism and Other Disabilities	6	**2:26**
B	Introduction to Applied Behavior Analysis	8	**2:08**
C	Preparing for Service Delivery	3	**1:00**
D	Data Collection	5	**1:45**
E	Graphing	4	**1:15**
F	Assisting with Behavior Assessments	9	**3:00**
G	Teaching New Behaviors	11	**4:05**
H	Prompting, Shaping, and Chaining	8	**2:32**
I	Antecedent Interventions	11	**3:10**
J	Differential Reinforcement	12	**4:06**
K	Behavior Reduction	7	**2:45**
L	Generalization and Maintenance	9	**3:22**
M	Documentation and Reporting	7	**3:00**
N	Ethical Responsibility	—	**1:49**

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O	Professional Responsibility	7	**2:54**
Q	Course Feedback and Certificate	2	**0:00**
	Total		**40:44**

Times are hours:minutes and include each module's quiz.

Course Outline

Lesson times are hours:minutes and include the video and all of the lesson's activities.

Start Introduction — 1:27

Course structure and expectations, and the steps to earn the ABAT credential through QABA: eligibility, coursework, application, and exam.

0.1 Introduction to the Course	0:40
0.2 ABAT Certification and QABA	0:47

Module A Introduction to Autism and Other Disabilities — 2:26

A.1 Common and Diagnostic Characteristics of Autism Spectrum Disorder	0:35
A.2 Effective Therapies for Autism Spectrum Disorder	0:20
A.3 Characteristics of Individuals with Intellectual Disabilities	0:22
A.4 Characteristics of Individuals with Down Syndrome	0:18
A.5 Characteristics of Individuals with ADHD	0:21
A.6 Person-First Language vs. Identity-First Language	0:20
Quiz A	0:10

Module B Introduction to Applied Behavior Analysis — 2:08

B.1 Branches of Applied Behavior Analysis	0:14
B.2 Three Levels of Science	0:16
B.3 Seven Dimensions of ABA	0:14
B.4 Understanding Behavior and Contingencies	0:15
B.5 Positive and Negative Reinforcement	0:16
B.6 Functions of Behavior	0:21
B.7 Verbal Operants	0:15
B.8 Common Phases of Behavior-Analytic Interventions	0:12
Quiz B	0:05

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Module C	Preparing for Service Delivery	1:00
	C.1 Readiness to Effectively Deliver Services	0:23
	C.2 Building Rapport with Clients	0:17
	C.3 Honoring Assent with Clients	0:16
	Quiz C	0:04

Module D	Data Collection	1:45
	D.1 Describing Behavior and Stimuli in Observable Terms	0:20
	D.2 Risks of Unreliable Data Collection	0:17
	D.3 Continuous Measurement	0:21
	D.4 Discontinuous Measurement	0:25
	D.5 Permanent Product Recording	0:12
	Quiz D	0:10

Module E	Graphing	1:15
	E.1 Calculating and Summarizing Data	0:21
	E.2 Types of Graphs	0:21
	E.3 Entering Data and Updating Graphs	0:13
	E.4 Identifying Changes in Graphed Data	0:15
	Quiz E	0:05

Module F	Assisting with Behavior Assessments	3:00
	F.1 Purpose of Various Assessments	0:17
	F.2 Skill-Based Assessment	0:24
	F.3 Assisting with Role-Play Scenarios	0:16
	F.4 Preference Assessment Interviews	0:17
	F.5 Free-Operant Preference Assessment	0:15
	F.6 Trial-Based Preference Assessments	0:20
	F.7 Indirect Functional Assessment	0:21
	F.8 Direct Functional Assessment	0:22
	F.9 Functional Analysis	0:23
	Quiz F	0:05

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Module G	Teaching New Behaviors	4:05
	G.1 Acquisition Skills Plans	0:25
	G.2 Discrete-Trial Teaching	0:37
	G.3 Naturalistic Teaching	0:29
	G.4 Incidental Teaching	0:18
	G.5 Pivotal Response Training	0:16
	G.6 Natural Environment Teaching	0:12
	G.7 Precision Teaching	0:18
	G.8 Discrimination Training	0:26
	G.9 Stimulus Equivalence	0:27
	G.10 Concept Formation	0:15
	G.11 Social Skills Training	0:17
	Quiz G	0:05

Module H	Prompting, Shaping, and Chaining	2:32
	H.1 Stimulus Prompts	0:18
	H.2 Response Prompts	0:19
	H.3 Errorless Learning vs. Error Correction	0:13
	H.4 Prompt Fading	0:16
	H.5 Preventing Prompt Dependency	0:21
	H.6 Shaping Procedures	0:21
	H.7 Chaining Procedures	0:19
	H.8 Task Analysis	0:20
	Quiz H	0:05

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Module I	Antecedent Interventions	3:10
I.1 Behavior Intervention Plans (BIPs)		0:27
I.2 Priming		0:14
I.3 Motivating Operations and Their Effects		0:26
I.4 Noncontingent Reinforcement		0:16
I.5 High-Probability Request Sequences		0:16
I.6 Premack Principle		0:12
I.7 Choice		0:14
I.8 Activity Schedules		0:14
I.9 Demand Fading		0:11
I.10 Task Modification		0:12
I.11 Antecedent Interventions in Practice		0:18
Quiz I		0:10

Module J	Differential Reinforcement	4:06
J.1 Conditioned and Unconditioned Reinforcement		0:24
J.2 Simple Reinforcement Schedules		0:30
J.3 Complex Reinforcement Schedules		0:09
J.4 Behavioral Cusps		0:18
J.5 DRA, DRI, and DRO		0:24
J.6 DRL and DRH		0:16
J.7 DRD and DRP		0:14
J.8 Functional Communication Training (FCT)		0:28
J.9 Token Economies		0:24
J.10 Group Contingencies		0:14
J.11 Contingency Contracting		0:19
J.12 Matching Law		0:16
Quiz J		0:10

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Module K	Behavior Reduction	2:45
	K.1 Extinction	0:30
	K.2 Positive Punishment	0:28
	K.3 Negative Punishment	0:21
	K.4 Effects of Extinction and Punishment	0:23
	K.5 Resurgence of Behavior	0:16
	K.6 Crisis Intervention	0:22
	K.7 Crisis Intervention Documentation	0:20
	Quiz K	0:05

Module L	Generalization and Maintenance	3:22
	L.1 Procedural Integrity	0:24
	L.2 Teaching Self-Monitoring Procedures	0:25
	L.3 Teaching Self-Management Procedures	0:26
	L.4 Stimulus Discrimination vs. Stimulus Generalization	0:21
	L.5 Response Generalization vs. Stimulus Generalization	0:24
	L.6 Training Across Settings, Trainers, and Examples	0:23
	L.7 Varying Instructions and Materials	0:16
	L.8 Natural Reinforcement	0:15
	L.9 Using Intermittent Reinforcement	0:18
	Quiz L	0:10

Module M	Documentation and Reporting	3:00
	M.1 Confidentiality and Documentation	0:30
	M.2 HIPAA Compliance	0:23
	M.3 Effective Documentation Practices	0:29
	M.4 Documenting and Reporting Variables That Affect Therapy	0:27
	M.5 Seeking and Prioritizing Supervision	0:29
	M.6 Communicating with Your Supervisor in a Timely Manner	0:22
	M.7 Common Documentation Challenges	0:15
	Quiz M	0:05

Module N	Ethical Responsibility	1:49

- Professional ethics: compliance, confidentiality, and supervision
- Human relations and public statements

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Module O	Professional Responsibility	2:54
O.1 Awareness of Multiple Relationships		0:25
O.2 Cultural Humility and Responsiveness		0:25
O.3 Public Statements About Professional Activities		0:39
O.4 Understanding the Process for Reporting Misconduct		0:21
O.5 Role of the Behavior Technician in Service Delivery		0:19
O.6 Behaving Professionally with Clients, Peers, and Supervisors		0:15
O.7 Advocating for Effective Supervision Practices		0:25
Quiz O		0:05

Finish	Course Feedback and Certificate	0:00
Q.1 Course Feedback		
Q.2 Certification Check and Certificate of Completion		

About the Responsible Trainer

Dr. Jaime Flowers (Ph.D., NCSP, BCBA, LEP, LSSP) designed and teaches this course. She is a Licensed Educational Psychologist in California, a Licensed Specialist in School Psychology in Texas, a Board Certified Behavior Analyst, and a Nationally Certified School Psychologist. Her research focuses on the ethics of behavior analysis and on behavior in educational settings. QABA requires ABAT coursework to be developed or delivered by a master's-level licensed professional in the scope of ABA and autism; Dr. Flowers holds a doctorate and is licensed in California and Texas.

References

Baer, D. M., Wolf, M. M., & Risley, T. R. (1968). Some current dimensions of applied behavior analysis. *Journal of Applied Behavior Analysis, 1*(1), 91–97.

Cooper, J. O., Heron, T. E., & Heward, W. L. (2020). *Applied behavior analysis* (3rd ed.). Pearson Education.

Miltenberger, R. G. (2015). *Behavior modification: Principles and procedures* (6th ed.). Cengage Learning.

Questions or technical support: support@behaviorwebinars.com