Clinical Associate ScoreCard

Purpose: The purpose of this document is to provide you with a list of key performance indicators that will set you on your path to continue becoming an excellent Clinical Associate (CA) at BDA.

How should I use this Document?

Using the guide can help guide your coaching conversations and check-ins. You can review this document with your Executive Coach and engage in reciprocal feedback regarding the skills listed. This can include self-rating, soliciting feedback from others who can review your progress on a certain skill, and utilize that information to formulate obtainable goals in order to identify criteria for advancement opportunities/bonuses/pay increases (see below for steps).

What is a Clinical Associate?

A Clinical Associate is a direct care clinician who works with individual learners, groups of learners, families, and school district staff. They are tasked with behavioral program implementation in the school, home, and community settings.

To be successful in this role, the Clinical Associate will need to display a compassionate nature, empathy, and discretion in their work. They should have excellent communication and time management skills, and be able to develop and maintain relationships with clients, supervisors and colleagues.

What are the Critical Skills Necessary to Being a Clinical Associate?

The phrase "critical skills" refers to the particular capabilities needed within an occupation in order to be successful. Critical skills for Clinical Associates at BDA are broken down into various knowledge areas that represent the competencies required of them.

Pivotal Skills Needed by ALL Clinical Associates Marked with a ☆

Steps for completing your scorecard:

1. **Review scorecard with your executive coach including self-rating and any notes**
2. **Create goals (we recommend between 3-5). Sample goals are provided at the end of each section, however you should determine individual goals with your coach.**
3. **Go to "enter your scorecard goals here" button on the intranet. Using that form, write your name, date, and list your goals.**
4. **Receive approval of your scorecard goals from an executive team member.**
5. **Complete the scorecard goals with executive coach support.**
6. **Upon completion of scorecard email scorecard@brettdassociates.com to set up an in person review meeting with a member of the executive team.**

It is recommended to pinpoint the critical behaviors below you would like to improve and rate yourself using a Behaviorally Anchored Rating Scale (BARS) Rating Scale: 1 Very poor- 2 Poor - 3 Average - 4 Well - 5 Excellently **e.g.** "If I submit my timesheet every week by the deadline and have never missed one, I would rate my performance at a 5." "If I miss a submission or make an error every 2 months or so, I would rate my performance at a 3 or 4"		
Critical Knowledge Areas	**Critical Skills**	**Self-Rating/Notes**
Assessment	☆ ***Collect functional data to be analyzed by the BC*** ○ Structured ABC data, narrative ABC data, etc. ☆ ***Collect behavioral data to be analyzed by the BC*** ○ Frequency, duration, interval, etc. ☆ ***Graph data as requested by the BC***	
	Sample Goals	
	● Review of learner graphs & data with BC/CC at least monthly	
	Average Rating:	
Behavior Reduction	☆ ***Implement a function-based behavior intervention plan*** ☆ ***Implement extinction procedures*** ☆ ***Ethically implement punishment procedures when needed*** ☆ ***Collect data on behavior reduction goals written by the BC (may include proficiency with Central Reach)*** ☆ ***Use behavioral skills training to teach replacement behaviors*** ☆ ***Respond to crisis situations as needed utilizing SPA techniques***	
	Sample Goals	
	● Achieve at least 80% treatment integrity when collected by CA/BC ● Take accurate data collection as measured by IOA data collection	
	Average Rating:	
Skill Acquisition	● Implement early intervention programming as written by the BC ☆ ***Collect data on skill acquisition goals written by the BC*** ☆ ***Utilize Behavior Skills Training to teach new skills*** ● Implement adaptive skill programs written by the BC ● Implement vocational skill programs written by the BC ● Implement functional academic skill programs written by the BC ● Implement executive functioning skill programs written by the BC ● Implement social skill programs written by the BC ● Implement intensive teaching trials ☆ ***Implement NET/Incidental teaching strategies*** ☆ ***Implement shaping/chaining/task analysis in programming*** ☆ ***Implement functional communication training to teach***	

	replacement communication skills	
	Sample Goals	
	● Actively engage with learner during session Create definition of "engaged" with BC and/or CC (i.e. not on phone, % of intervals running goals)	
	Average Rating:	
Consultation	☆ **Collect data on parent training goals written by the BC** ☆ **Implement parent training programs written by the BC** ☆ **Communicate information effectively to BC, stakeholders, and staff members** ☆ **Deliver feedback to staff members and stakeholders at the direction of the BC** ☆ **Build rapport and pair with staff members and stakeholders** ☆ **Implement classroom management procedures at the direction of the BC**	
	Sample Goals	
	● Receive predominantly good to excellent scores on 80% stakeholder (parent/ school) surveys	
Training Coaching	☆ **Implement various coaching strategies** to assist staff/stakeholders in acquisition of critical skills ☆ **Support staff/stakeholders in implementation of goals designed by BC** ☆ **Collect data on pinpointed behaviors and results** previously identified by the BC	
	Sample Goals	
	● Complete weekly coaching survey _____ out of 12 weeks	
	Average Rating:	
Documentation Ethics	☆ **Write accurate and objective sessions notes** ☆ **Express ideas in writing clearly and concisely** ☆ **Accurately identify situations in needs of incident reporting** ☆ **Write accurate and objective incident reports** ☆ **Accurately identify responsibilities of the CA as a mandated reporter** ☆ **Describe mandated reporting procedures** ☆ **Establish appropriate organizational and time management procedures** ☆ **Develop schedule which allows the needs of learners and administrative responsibilities to be met** ☆ **Meet deadlines** ☆ **Describe and adhere to ethical billing practices** ☆ **Submit accurate timesheet information weekly**	
	Sample Goals	
	● Submit timesheet with all associated notes with 100% compliance every Saturday by midnight with detailed notes including but not limited to behavior data %, goals completed, community outing location, etc.	

	• Completed weekly survey and submitted on time. Submitted on time for _____ out of 12 weeks • Respond to company emails/constant contacts by requested time frame • Use call out line for 100% of cancellations (staff or client)	
	Average Rating:	
Professional Development Culture Teamwork	• Complete degree or certification • Complete RBT coursework and pass exam • Attend workshops & conferences • Join Delta (prior approval needed) • Attend leadership meetings (if approved) • Watch internal trainings on our Skyprep platform (contact Kellie Smith) • Listen to ABA podcasts (i.e. ABA inside track, Behavioral Observations Podcast) • Actively participate in group discussions or presentations. • Disseminate behavioral science across multiple disciplines • Create behavior analytic content via video and audio per approval • Share BDA content on social media (i.e. LinkedIn) • Check the BDA culture page for important company updates. • Maintain professional social media boundaries (i.e. not friending parents or posting videos/photos of learners to personal pages)	
	Sample Goals	
	• Maintain credential RBT credential (if applicable) • Attend one DiNovi or similar workshop within 6 month period • Present at 1 leadership meeting, webinar, clinical meeting, workshop within 3 month period (if approved) • Create behavior analytic content via video and audio per approval • Post and/or comments at least 3 times per week on LinkedIn or other BDA platforms.	
	Average Rating:	