You must complete a minimum of 95% of the mandatory skills (75 of 79)

You must complete ALL skills which require a video submission (6 skills require videos)

The must complete a minimum of 85% of the skills listed (76 of 89)

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| **Professional Statements** |
| *Skills Assessment Supervisor Statement*As an SAS, by providing my initials on this form I confirm: * I have personally witnessed and verified any skill I have initialed either in person or via video.
* I have only provided my initials when I believe the applicant is completely proficient and has mastered the skill described.
* I believe the applicant uses methods which protect the physical and emotional welfare of people and animals at all times, and refrains from using methods which rely on intentional aversion, pain, coercion, or fear.
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| *Applicant Statement*As an Applicant for the AVBT Credential process, by providing this form I confirm: * I use methods which protect the physical and emotional welfare of people and animals at all times.
* I refrain from using methods which rely on intentional aversion, pain, coercion, or fear.
* I have completed every skill where my SAS’s initials appear
* This Skills Assessment Form represents my own work and no one else’s
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Applicant Signature:

Date:

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| INCLUDE VIDEO LINKS HERE: 1.2.3.4.5.6. |

*If you are submitting a scan of a hard copy for the skills list below,*

*submit an additional Word document of Page 1 to simplify video review.*

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| **MANDATORY SKILLS**You must complete at least 75 of the 79 mandatory skills*You must complete all of the skills which require a video* |
| Skill Description | SAS initial | Notes |
| 1 | Recognize and describe normal behaviors and behavioral development in a minimum of 3 species. |  |  |
| 2 | Demonstrate fluency in triaging behavior problems. |  |  |
| 3 | Recognize and address behavior related emergencies. |  |  |
| 4 | Demonstrate understanding of non-associative learning, its practical applications, and risks vs. benefits of this type of learning. |  |  |
| 5 | Demonstrate understanding of operant conditioning, associated quadrants, its practical application, and risks vs. benefits of this type of learning.VIDEO REQUIRED |  |  |
| 6 | Demonstrate understanding of classical conditioning: associated terminology, forward and backward conditioning, practical application, and risks vs. benefits of this type of learning. |  |  |
| 7 | Instruct clients on the purpose and use of desensitization. |  |  |
| 8 | Instruct clients on the purpose and use of classical counter conditioning. |  |  |
| 9 | Instruct clients on the purpose and use of operant counter conditioning. |  |  |
| 10 | Define and train the six aspects of fluency.VIDEO REQUIRED – see instructions |  |  |
| 11 | Demonstrate understanding of social learning: associated terminology, its practical application, and risks vs. benefits of this type of learning. |  |  |
| 12 | Demonstrate understanding of extinction, extinction bursts, and spontaneous recovery. |  |  |
| 13 | Demonstrate understanding of arousal, thresholds, triggers, and trigger stacking. |  |  |
| 14 | Teach clients and team members to recognize and avoid triggers associated with anxiety and aggression.VIDEO REQUIRED – see instructions |  |  |
| 15 | Demonstrate ability to educate clients on in-depth management strategies and their importance to treatment.VIDEO REQUIRED – see instructions |  |  |
| 16 | Perform functional assessment of a situation and/or behavior. |  |  |
| 17 | Provide immediate management and safety strategies for clients and team members. |  |  |
| 18 | Collect a minimum diagnostic database at the direction of a veterinarian.*Minimum database = all diagnostic procedures testing the veterinarian**has ordered. A minimum database generally consists of a physical**examination, blood collection, urine collection, and fecal collection**for apparently healthy animals. It may include additional diagnostics**depending on signalment, history, differential diagnoses, and primary exam findings.* |  |  |
| 19 | Recognize and address behavior problems likely to have a medical component. |  |  |
| 20 | Assist a veterinarian during behavior consultations. Minimum of 50 cases. |  |  |
| 21 | Demonstrate proficiency in behavioral record keeping including obtaining a history, follow up, treatment goals, behavioral observations, etc.  |  |  |
| 22 | Demonstrate understanding of veterinary neurochemistry. |  |  |
| 23 | Demonstrate understanding of common psychotropic agents, including mechanism of action, side effects, dosing, and common uses. |  |  |
| 24 | Demonstrate ability to discuss psychotropics with clients. |  |  |
| 25 | Demonstrate understanding of veterinary behavior diagnoses and diagnostic criteria. |  |  |
| 26 | Recognize and describe the various manifestations of stress. |  |  |
| 27 | Demonstrate ability to identify and teach others to identify behaviors described as appeasement in a minimum of 3 species. |  |  |
| 28 | Demonstrate ability to identify and teach others to identify conflict/displacement behaviors in a minimum of 3 species. |  |  |
| 29 | Demonstrate ability to identify and teach others to identify offensive versus defensive behaviors in a minimum of 3 species. |  |  |
| 30 | Demonstrate ability to *use* and teach others to display non-threatening body language and signals on a minimum of 3 species. |  |  |
| 31 | Demonstrate ability to handle animals displaying high anxiety and aggression. |  |  |
| 32 | Demonstrate ability to safely sedate animals displaying high anxiety and aggression. |  |  |
| 33 | Define aggression. |  |  |
| 34 | Define anxiety. |  |  |
| 35 | Define fear. |  |  |
| 36 | Define panic.  |  |  |
| 37 | Describe the purpose of environmental enrichment. Provide examples for a minimum of 3 species. |  |  |
| 38 | Instruct clients on use of a conditioned reinforcer. |  |  |
| 39 | Instruct clients on the use and mechanics of a clicker or other non-verbal marker |  |  |
| 40 | Instruct clients how to use cue-response-reward systems. |  |  |
| 41 | Develop and instruct clients how to use behavior diaries, medication management charts, & other tracking resources. |  |  |
| 42 | Assist a client in developing a non-conditioned reinforcement hierarchy. |  |  |
| 43 | Instruct clients on the proper fit and use of at least three behavior modification related tools.Examples: head collar, leash, harness, muzzle, etc. |  |  |
| 44 | Create a detailed DS/CC plan for a client. |  |  |
| 45 | Perform DS/CC to veterinary procedures or equipment in a minimum of 5 individuals.VIDEO REQUIRED FOR ONE INDIVIDUAL |  |  |
| 46 | Demonstrate proper conspecific introduction. |  |  |
| 47 | Demonstrate proper intraspecific introduction. |  |  |
| 48 | Demonstrate understanding of common treatments for conspecific directed aggression. |  |  |
| 49 | Demonstrate understanding of common treatments for human directed aggression. |  |  |
| 50 | Demonstrate understanding of common treatments for motion triggered reactivity and/or aggression. |  |  |
| 51 | Demonstrate understanding of common treatments for anxiety associated with vehicular transport. |  |  |
| 52 | Demonstrate understanding of common treatments for separation anxiety or distress. |  |  |
| 53 | Demonstrate understanding of common treatments for compulsive disorders. |  |  |
| 54 | Demonstrate understanding of common treatments for various phobias. |  |  |
| 55 | Demonstrate understanding of common treatments for possession-related aggression. |  |  |
| 56 | Train a minimum of 3 species. |  |  |
| 57 | Teach a “focus” cue.  |  |  |
| 58 | Teach bite inhibition. |  |  |
| 59 | Teach claw inhibition. |  |  |
| 60 | Teach impulse control. |  |  |
| 61 | Teach crate, cage, and/or confinement training. |  |  |
| 62 | Teach stationing or “go to place” |  |  |
| 63 | Teach “leave it” |  |  |
| 64 | Teach “drop it” |  |  |
| 65 | Teach relaxation on cue. |  |  |
| 66 | Define and test for stimulus control of a cued behavior. |  |  |
| 67 | Define generalization and generalize a behavior. |  |  |
| 68 | Define and demonstrate ability to perform active listening skills. |  |  |
| 69 | Demonstrate compassionate listening skills, conflict resolution skills, and other calming communication strategies. |  |  |
| 70 | Demonstrate ability to discuss quality of life concerns and end of life processes. |  |  |
| 71 | Define “luring” and demonstrate proficiency in training with this technique. |  |  |
| 72 | Demonstrate ability to fade lures/prompts. |  |  |
| 73 | Define “capturing” and demonstrate proficiency in training with this technique. |  |  |
| 74 | Define “shaping” and demonstrate proficiency in training with this technique.VIDEO REQUIRED – see instructions |  |  |
| 75 | Define “targeting” and demonstrate proficiency in training with this technique. |  |  |
| 76 | Teach a socialization class for puppies (<16 w/o), kittens (<14 w/o), or other species. And/or a husbandry class. |  |  |
| 77 | Demonstrate understanding of behavior chaining. Teach a 5-part chain.Chain evaluated comprised of these behaviors: |  |  |
| 78 | Define “Least Invasive, Minimally Aversive” (LIMA) and demonstrate dedication to this philosophy. |  |  |
| 79 | Provide problem prevention counseling to clients for a minimum of 3 species to include the following behavior categories:- Ingestive- Elimination- Confinement- Travel via Car, Carrier, or Trailer- Play and Physical Exercise- Social Interactions & Socialization- Handling, Grooming, & Medical Care- Equipment and Leash Skills |  |  |

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| **OPTIONAL SKILLS** |
| 80 | Perform a pet-selection counseling session. Write a professional report outlining recommendations |  |  |
| 81 | Teach a problem prevention training class for adult animals. |  |  |
| 82 | Demonstrate proficiency in use of and in instructing the use of a remote reward system |  |  |
| 83 | Perform at least 1 veterinary oriented presentation on a behavior related topic |  |  |
| 84 | Perform at least 1 public outreach presentation on a behavior related topic |  |  |
| 85 | Demonstrate ability to use TAG Teach |  |  |
| 86 | Train a minimum of two service animal skills |  |  |
| 87 | Demonstrate understanding of scent recognition, tracking, nosework, etc |  |  |
| 88 | Participate, observe, or teach a minimum of two competitive sports |  |  |
| 89 | Teach a pair of opposite behaviors/cues. |  |  |