

Behavior Analyst Certification Board®

BCBA® & BCaBA® Behavior Analyst Task List - Third Edition

CONTENT AREA 1: ETHICAL CONSIDERATIONS	
#	TASK
1-1	Solicit or otherwise influence clients only through the use of truthful and accurate representations of intervention efficacy and one's professional competence in applied behavior analysis.
1-2	Practice within one's limits of professional competence in applied behavior analysis, and obtain consultation, supervision, training, or make referrals as necessary.
1-3	Maintain competence by engaging in ongoing professional development activities.
1-4	Obtain informed consent within applicable legal and ethical standards.
1-5	Assist the client with identifying life style or systems change goals and targets for behavior change that are consistent with:
a.	the applied dimension of applied behavior analysis (Baer, Wolf, & Risley 1968).
b.	applicable laws.
c.	the ethical and professional standards of the profession of applied behavior analysis.
1-6	Initiate, continue, modify, or discontinue behavior analysis services only when the risk-benefit ratio of doing so is lower than the risk-benefit ratio for taking alternative actions.
1-7	Identify and reconcile contingencies that compromise the practitioner - client covenant, including relationships among the practitioner, the client and other parties
1-8	Use the most effective assessment and behavior change procedures within applicable ethical standards taking into consideration the guideline of minimal intrusiveness of the procedure to the client.
1-9	Protect confidentiality.
1-10	Truthfully and accurately represent one's contributions and those of others to the practice, discipline and profession of applied behavior analysis.
1-11	Ensure that the dignity, health and safety of one's client are fully protected at all times.
1-12	Give preference to assessment and intervention methods that have been scientifically validated, and use scientific methods to evaluate those that have not yet been scientifically validated.

CONTENT AREA 2: DEFINITION AND CHARACTERISTICS	
#	TASK
2-1	Explain and behave in accordance with the philosophical assumptions of behavior analysis, such as the lawfulness of behavior, empiricism, experimental analysis, and parsimony.
2-2	Explain determinism as it relates to behavior analysis.
2-3	Distinguish between mentalistic and environmental explanations of behavior.
2-4	Distinguish among the experimental analysis of behavior, applied behavior analysis, and behavioral technologies.
2-5	Describe and explain behavior, including private events, in behavior analytic (non-mentalistic) terms.
2-6	Use the dimensions of applied behavior analysis (Baer, Wolf, & Risley 1968) for evaluating interventions to determine if they are behavior analytic.
2-7	Interpret articles from the behavior analytic literature.

CONTENT AREA 3: PRINCIPLES, PROCESSES AND CONCEPTS	
#	TASK
3-1	Define and provide examples of behavior/response/response class.
3-2	Define and provide examples of stimulus and stimulus class.
3-3	Define and provide examples of positive and negative reinforcement.
3-4	Define and provide examples of conditioned and unconditioned reinforcement.
3-5	Define and provide examples of positive and negative punishment.
3-6	Define and provide examples of conditioned and unconditioned punishment.
3-7	Define and provide examples of stimulus control.
3-8	Define and provide examples of establishing operations.
3-9	Define and provide examples of behavioral contingencies.
3-10	Define and provide examples of functional relations.
3-11	Define and provide examples of extinction.
3-12	Define and provide examples of generalization and discrimination.
3-13	Describe and provide examples of the respondent conditioning paradigm.
3-14	Describe and provide examples of the operant conditioning paradigm.
3-15	Define and provide examples of echoics and imitation.
3-16	Define and provide examples of mands.
3-17	Define and provide examples of tacts.
3-18	Define and provide examples of intraverbals.
3-19	Define and provide examples of contingency-shaped and rule governed behavior and distinguish between examples of each.

CONTENT AREA 4: BEHAVIORAL ASSESSMENT	
#	TASK
4-1	State the primary characteristics of and rationale for conducting a descriptive assessment.
4-2	Gather descriptive data.
a.	Select various methods.
b.	Use various methods.
4-3	Organize and interpret descriptive data.
a.	Select various methods.
b.	Use various methods.
4-4	State the primary characteristics of and rationale for conducting a functional analysis as a form of assessment.
4-5	Conduct functional analyses.
a.	Select various methods.
b.	Use various methods.
4-6	Organize and interpret functional analysis data.
a.	Select various methods.
b.	Use various methods.

CONTENT AREA 5: EXPERIMENTAL EVALUATION OF INTERVENTIONS	
#	TASK
5-1	Systematically manipulate independent variables to analyze their effects on treatment.
a.	Use withdrawal designs.
b.	Use reversal designs.
c.	Use alternating treatments (i.e., multi-element, simultaneous treatment, multiple or concurrent schedule) designs.
d.	Use changing criterion design.
e.	Use multiple baseline designs.
5-2	Identify and address practical and ethical considerations in using various experimental designs.
5-3	Conduct a component analysis (i.e., determining effective component(s) of an intervention package).
5-4	Conduct a parametric analysis (i.e., determining effective parametric values of consequences, such as duration or magnitude).

CONTENT AREA 6: MEASUREMENT OF BEHAVIOR	
#	TASK
6-1	Identify the measurable dimensions of behavior (e.g., rate, duration, latency, or inter-response times).
6-2	Define behavior in observable and measurable terms.
6-3	State the advantages and disadvantages of using continuous measurement procedures and sampling techniques (e.g., partial- and whole-interval recording, momentary time sampling).
6-4	Select the appropriate measurement procedure given the dimensions of the behavior and the logistics of observing and recording.
6-5	Select a schedule of observation and recording periods.
6-6	Use frequency (i.e., count).
6-7	Use rate (i.e., count per unit time).
6-8	Use duration.
6-9	Use latency.
6-10	Use inter-response time (IRT).
6-11	Use percent of occurrence.
6-12	Use trials to criterion.
6-13	Use interval recording methods.
6-14	Use various methods of evaluating the outcomes of measurement procedures, such as inter-observer agreement, accuracy, and reliability.

CONTENT AREA 7: DISPLAYING AND INTERPRETING BEHAVIORAL DATA	
#	TASK
7-1	Select a data display that effectively communicates quantitative relations.
7-2	Use equal-interval graphs.
7-3	Use Standard Celeration Charts (for BCBA only – excluded for BCaBA).
7-4	Use a cumulative record to display data.
7-5	Use data displays that highlight patterns of behavior (e.g., scatter plot).
7-6	Interpret and base decision-making on data displayed in various formats.

CONTENT AREA 8: SELECTING INTERVENTION OUTCOMES AND STRATEGIES	
#	TASK
8-1	Conduct a task analysis.
8-2	Make recommendations to the client regarding target outcomes based upon such factors as: client preferences, task analysis, current repertoires, supporting environments, constraints, social validity, assessment results and best available scientific evidence.
8-3	State target intervention outcomes in observable and measurable terms.
8-4	Make recommendations to the client regarding intervention strategies based on such factors as: client preferences, task analysis, current repertoires, supporting environments, constraints, social validity, assessment results and best available scientific evidence.
8-5	Make recommendations to the client regarding behaviors that must be established, strengthened, and/or weakened to attain the stated intervention outcomes.
8-6	When a behavior is to be weakened, select an acceptable alternative behavior to be established or strengthened.
8-7	Determine and make environmental changes that reduce the need for behavior analysis services.
8-8	Identify the contingencies governing the behavior of those responsible for carrying out behavior change procedures and design interventions accordingly.

CONTENT AREA 9: BEHAVIOR CHANGE PROCEDURES	
#	TASK
9-1	Use antecedent-based interventions, such as: contextual or ecological variables, establishing operations, and discriminative stimuli.
9-2	Use positive and negative reinforcement:
a.	Identify and use reinforcers.
b.	Use appropriate parameters and schedules of reinforcement.
c.	Use response-deprivation procedures (e.g., Premack principle).
d.	State and plan for the possible unwanted effects of the use of reinforcement.
9-3	Use positive and negative punishment:
a.	Identify and use punishers.
b.	Use appropriate parameters and schedules of punishment.
c.	State and plan for the possible unwanted effects of the use of punishment.
9-4	Use extinction.
a.	Identify possible reinforcers maintaining behavior and use extinction.
b.	State and plan for the possible unwanted effects of the use of extinction.
9-5	Use response-independent (time-based) schedules of reinforcement.
9-6	Use differential reinforcement.
9-7	Use discrimination training procedures.
9-8	Use prompt and prompt fading.
9-9	Use instructions and rules.
9-10	Use modeling and imitation.
9-11	Use shaping.
9-12	Use chaining.
9-13	Use incidental teaching techniques.
9-14	Use Direct Instruction.
9-15	Use precision teaching.
9-16	Use personalized system of instruction (PSI).
9-17	Use discrete trials.

9-18	Use contingency contracting (e.g., behavioral contracts).
9-19	Use token economy procedures, including levels systems.
9-20	Use independent, interdependent and dependent group contingencies.
9-21	Use stimulus equivalence procedures.
9-22	Plan for behavioral contrast effects.
9-23	Use behavioral momentum.
9-24	Use the matching law and recognize factors influencing choice.
9-25	Use language acquisition programs that employ Skinner's analysis of verbal behavior (i.e., echoics, mands, tacts, intraverbals).
9-26	Use language acquisition/communication training procedures.
9-27	Use self-management strategies.
9-28	Use behavior change procedures to promote stimulus and response generalization.
9-29	Use behavior change procedures to promote maintenance.

CONTENT AREA 10: SYSTEMS SUPPORT	
#	TASK
10-1	Use competency-based training for persons who are responsible for carrying out behavioral assessment and behavior change procedures.
10-2	Use effective performance monitoring and reinforcement systems.
10-3	Design and use systems for monitoring procedural integrity.
10-4	Establish support for behavior analysis services from persons directly and indirectly involved with these services.
10-5	Secure the support of others to maintain the clients' behavioral repertoires in their natural settings.
10-6	Provide behavior analysis services in collaboration with others who support and/or provide services to one's clients.

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