

Behavior Analyst Certification Board®

BCBA® & BCABA® Behavior Analyst Task List – Third Edition

The Behavior Analyst Certification Board® (BACB) is a nonprofit corporation established as a result of credentialing needs identified by behavior analysts, state governments, and consumers of behavior analysis services. The BACB's mission is to develop, promote, and implement a voluntary international certification program for behavior analyst practitioners. The BACB credentials practitioners at two levels: Board Certified Associate Behavior Analyst (BCABA®), and Board Certified Behavior Analyst (BCBA®). The Behavior Analyst Certification Board BCBA® & BCABA® Behavior Analyst Task List—Third Edition specifies the minimum content that all behavior analysts should master. The Task List is integrated with the content of this text in two ways. First, a chart at the beginning of each chapter identifies the Task List items that are covered within that chapter. Second, to help students locate each place in the text where information about a Task List item is presented, the BACB Appendix shows the relevant page numbers where content related to the corresponding item in the Task List—Third Edition can be found.

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.

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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., multielement, 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).