BCBA/BCaBA Task List (5th ed.)

Introduction

The BCBA/BCaBA Task List includes the knowledge and skills that serve as the foundation for the BCBA and BCaBA examinations.

Structure

The BCBA/BCaBA Task List is organized in two major sections, Foundations, which includes basic skills and underlying principles and knowledge, and Applications, which includes more practice-oriented skills.

Section 1: Foundations

A  Philosophical Underpinnings
B  Concepts and Principles
C  Measurement, Data Display, and Interpretation
D  Experimental Design

Section 2: Applications

E  Ethics (Professional and Ethical Compliance Code for Behavior Analysts)
F  Behavior Assessment
G  Behavior-Change Procedures
H  Selecting and Implementing Interventions
I  Personnel Supervision and Management

This document should be referenced as follows:
Section 1: Foundations

A. Philosophical Underpinnings

A-1 Identify the goals of behavior analysis as a science (i.e., description, prediction, control).

A-2 Explain the philosophical assumptions underlying the science of behavior analysis (e.g., selectionism, determinism, empiricism, parsimony, pragmatism).

A-3 Describe and explain behavior from the perspective of radical behaviorism.

A-4 Distinguish among behaviorism, the experimental analysis of behavior, applied behavior analysis, and professional practice guided by the science of behavior analysis.

A-5 Describe and define the dimensions of applied behavior analysis (Baer, Wolf, & Risley, 1968).

B. Concepts and Principles

B-1 Define and provide examples of behavior, response, and response class.

B-2 Define and provide examples of stimulus and stimulus class.

B-3 Define and provide examples of respondent and operant conditioning.

B-4 Define and provide examples of positive and negative reinforcement contingencies.

B-5 Define and provide examples of schedules of reinforcement.

B-6 Define and provide examples of positive and negative punishment contingencies.

B-7 Define and provide examples of automatic and socially mediated contingencies.

B-8 Define and provide examples of unconditioned, conditioned, and generalized reinforcers and punishers.

B-9 Define and provide examples of operant extinction.

B-10 Define and provide examples of stimulus control.

B-11 Define and provide examples of discrimination, generalization, and maintenance.

B-12 Define and provide examples of motivating operations.

B-13 Define and provide examples of rule-governed and contingency-shaped behavior.

B-14 Define and provide examples of the verbal operants.

B-15 Define and provide examples of derived stimulus relations.

C. Measurement, Data Display, and Interpretation

C-1 Establish operational definitions of behavior.

C-2 Distinguish among direct, indirect, and product measures of behavior.

C-3 Measure occurrence (e.g., frequency, rate, percentage).

C-4 Measure temporal dimensions of behavior (e.g., duration, latency, interresponse time).

C-5 Measure form and strength of behavior (e.g., topography, magnitude).
C-6 Measure trials to criterion.
C-7 Design and implement sampling procedures (i.e., interval recording, time sampling).
C-8 Evaluate the validity and reliability of measurement procedures.
C-9 Select a measurement system to obtain representative data given the dimensions of behavior and the logistics of observing and recording.
C-10 Graph data to communicate relevant quantitative relations (e.g., equal-interval graphs, bar graphs, cumulative records).
C-11 Interpret graphed data.

D. Experimental Design
D-1 Distinguish between dependent and independent variables.
D-2 Distinguish between internal and external validity.
D-3 Identify the defining features of single-subject experimental designs (e.g., individuals serve as their own controls, repeated measures, prediction, verification, replication).
D-4 Describe the advantages of single-subject experimental designs compared to group designs.
D-5 Use single-subject experimental designs (e.g., reversal, multiple baseline, multielement, changing criterion).
D-6 Describe rationales for conducting comparative, component, and parametric analyses.

Section 2: Applications

E. Ethics
Behave in accordance with the Professional and Ethical Compliance Code for Behavior Analysts.
E-1 Responsible conduct of behavior analysts
E-2 Behavior analysts’ responsibility to clients
E-3 Assessing behavior
E-4 Behavior analysts and the behavior-change program
E-5 Behavior analysts as supervisors
E-6 Behavior analysts’ ethical responsibility to the profession of behavior analysis
E-7 Behavior analysts’ ethical responsibility to colleagues
E-8 Public statements
E-9 Behavior analysts and research
E-10 Behavior analysts’ ethical responsibility to the BACB
# F. Behavior Assessment

| F-1 | Review records and available data (e.g., educational, medical, historical) at the outset of the case. |
| F-2 | Determine the need for behavior-analytic services. |
| F-3 | Identify and prioritize socially significant behavior-change goals. |
| F-4 | Conduct assessments of relevant skill strengths and deficits. |
| F-5 | Conduct preference assessments. |
| F-6 | Describe the common functions of problem behavior. |
| F-7 | Conduct a descriptive assessment of problem behavior. |
| F-8 | Conduct a functional analysis of problem behavior. |
| F-9 | Interpret functional assessment data. |

# G. Behavior-Change Procedures

| G-1 | Use positive and negative reinforcement procedures to strengthen behavior. |
| G-2 | Use interventions based on motivating operations and discriminative stimuli. |
| G-3 | Establish and use conditioned reinforcers. |
| G-4 | Use stimulus and response prompts and fading (e.g., errorless, most-to-least, least-to-most, prompt delay, stimulus fading). |
| G-5 | Use modeling and imitation training. |
| G-6 | Use instructions and rules. |
| G-7 | Use shaping. |
| G-8 | Use chaining. |
| G-9 | Use discrete-trial, free-operant, and naturalistic teaching arrangements. |
| G-10 | Teach simple and conditional discriminations. |
| G-11 | Use Skinner’s analysis to teach verbal behavior. |
| G-12 | Use equivalence-based instruction. |
| G-13 | Use the high-probability instructional sequence. |
| G-14 | Use reinforcement procedures to weaken behavior (e.g., DRA, FCT, DRO, DRL, NCR). |
| G-15 | Use extinction. |
| G-16 | Use positive and negative punishment (e.g., time-out, response cost, overcorrection). |
| G-17 | Use token economies. |
| G-18 | Use group contingencies. |
| G-19 | Use contingency contracting. |
| G-20 | Use self-management strategies. |
G-21 Use procedures to promote stimulus and response generalization.

G-22 Use procedures to promote maintenance.

H. Selecting and Implementing Interventions

H-1 State intervention goals in observable and measurable terms.

H-2 Identify potential interventions based on assessment results and the best available scientific evidence.

H-3 Recommend intervention goals and strategies based on such factors as client preferences, supporting environments, risks, constraints, and social validity.

H-4 When a target behavior is to be decreased, select an acceptable alternative behavior to be established or increased.

H-5 Plan for possible unwanted effects when using reinforcement, extinction, and punishment procedures.

H-6 Monitor client progress and treatment integrity.

H-7 Make data-based decisions about the effectiveness of the intervention and the need for treatment revision.

H-8 Make data-based decisions about the need for ongoing services.

H-9 Collaborate with others who support and/or provide services to clients.

I. Personnel Supervision and Management

I-1 State the reasons for using behavior-analytic supervision and the potential risks of ineffective supervision (e.g., poor client outcomes, poor supervisee performance).

I-2 Establish clear performance expectations for the supervisor and supervisee.

I-3 Select supervision goals based on an assessment of the supervisee's skills.

I-4 Train personnel to competently perform assessment and intervention procedures.

I-5 Use performance monitoring, feedback, and reinforcement systems.

I-6 Use a functional assessment approach (e.g., performance diagnostics) to identify variables affecting personnel performance.

I-7 Use function-based strategies to improve personnel performance.

I-8 Evaluate the effects of supervision (e.g., on client outcomes, on supervisee repertoires).