Changes to BCBA-D Standards

The BCBA doctoral designation (-D) identifies a subset of BCBA certificants who have completed their doctoral training primarily in behavior analysis. The current standards specify two pathways for a qualifying doctoral degree:

1. A doctoral degree from a graduate program accredited by the Association for Behavior Analysis International; OR

2. A doctoral degree from an accredited university where the applicant conducted a behavior-analytic dissertation, passed at least two behavior-analytic courses, and met all BCBA coursework requirements prior to receiving the doctoral degree.

In August 2015, the BACB’s Board of Directors authorized a subject matter expert workgroup to review the BCBA-D secondary pathway (#2 above) for possible revision to ensure that eligibility standards accommodate training differences around the world and are properly discriminative of a thoroughly behavior-analytic doctoral experience. In October 2015, the BACB convened a remote workgroup comprised of 10 doctoral-level behavior analysts representing six countries (i.e., Canada, Japan, Northern Ireland, Poland, United Kingdom, and United States) and including an equal distribution of faculty and practitioners. The workgroup carefully reviewed the current standards and, using a consensus process, proposed revisions and additions to the secondary pathway that incorporate a broader range of possibilities for verifying a behavior-analytic training experience. In addition, the workgroup proposed
(continued from p 1)

a pathway for certificants who respecialize in applied behavior analysis after completion of their doctoral training (assuming the postdoctoral training or work experience was both intensive and thoroughly behavior-analytic). The workgroup recommendations were reviewed and approved by the BACB’s Board of Directors on December 14, 2015. The complete BCBA-D eligibility requirements are outlined below and are effective February 1, 2016.

New Eligibility Requirements

Each applicant must be actively certified as a BCBA in good standing and meet one of the following options:

Option 1 (Accredited Doctoral Program): The applicant has a doctoral degree from a graduate program accredited by the Association for Behavior Analysis International.

Option 2 (Non-Accredited Doctoral Program): The applicant has a doctoral degree, from a university that meets the BACB’s institution requirements, in which he or she conducted a behavior-analytic dissertation and has met ONE of the following requirements:

i. Has passed at least 4 behavior-analytic courses as part of the doctoral program of study

ii. Has been formally advised/supervised by a faculty member who, at the time of the formal relationship, held the BCBA credential and had met any supervisor qualification criteria in place at that time

iii. Has authored 2 peer-reviewed journal articles that are behavior-analytic in nature

Option 3 (Postdoctoral Respecialization): Has a doctoral degree from an accredited university prior to meeting ALL of the following requirements:

i. Has accumulated a minimum of 1,800 hours of experience in applied behavior analysis during a postdoctoral fellowship or postdoctoral employment experience that included explicit ongoing education in behavior analysis conducted under the supervision of a BCBA who met BACB supervision requirements prior to beginning the experience

ii. Has authored 2 peer-reviewed journal articles that are: (a) behavior-analytic in nature and (b) were completed as a product of the training experience above.

RBT Updates

Training Requirement

The core RBT training requirement is 40 hours of training based on the RBT Task List. However, the current time frame restriction precludes semester-long training (e.g., training via colleges or universities). Therefore, the training time frame will be extended from 90 to 180 days to provide additional flexibility. This change will provide an avenue for RBT training to be offered in semester-long courses. This change is effective immediately.

Competency Assessment

The RBT Competency Assessment has included 29 skills from the RBT Task List; 12 of which are skills that can be directly observed. The remaining 17 are verbal competencies. The implementation of the written exam requirement now serves as a test of these verbal competencies. Therefore, the RBT Competency Assessment has been updated to eliminate duplicate assessment of the verbal competencies and streamline the eligibility process. This change is effective immediately and the revised performance-based RBT Competency Assessment is now available.
A Survey of 8-Hour Supervision Trainings

On January 1, 2015, two supervision training requirements went into effect: an online training module covering the BACB’s Experience Standards and an 8-hour competency-based training covering the content of the Supervisor Training Curriculum Outline. The 8-hour training is required for certificants who supervise BACB candidates acquiring experience and/or current credential-holders who require supervision (i.e., BCaBAs, RBTs). The 8-hour training is offered by a number of providers independent of the BACB. Since the announcement of this requirement and publication of the curriculum outline, multiple training options have become available.

In an effort to provide information about available training options, the BACB surveyed certificants who reported having completed this training in their BACB Certificant Gateway. Of the 7,713 certificants surveyed, 9.6% (744) responded. The survey asked participants for feedback about various aspects of their training experience, including: overall satisfaction, cost, training format, resources provided, and relevance, among others.

These survey results are provided for informational purposes only. We hope this will serve as a valuable resource for future supervisors and training providers as they work to continually improve their trainings.

Survey Response Summary

The majority of respondents held the BCBA credential (86.6%). Fewer respondents held the BCBA-D (14.5%) or BCaBA credentials (1.9%). See Figure 1.
Most respondents were from the United States (89.6%). Respondents outside of the United States represented 19 countries, with the majority of those residing in Canada (5%). See Figure 2.

Figure 2. Geographical Distribution

Online training, either via an online workshop or webinar, was the most commonly reported training format (66.3%). The other four formats were in-person workshops (non-workplace), an organization’s staff person, a consultant to an organization, and a combination of in-person and online training (22.4%, 8.4%, 1.6%, and 1.3% respectively). See Figure 3.

Figure 3. Training Format

Figure 4 shows that a majority of respondents (30.1%) reported that training costs were paid by their employer. Of those who paid for their own training, most reported a fee range of $101 to $150 (25.6%). Some reported paying a higher fee in the range of $151 to $200 (18.2%) and fewer reported fees in the range of $51 to $100 (16.7%). Very few respondents reported paying less than $50 (3.9%) or more than $201 (5.6%).

The survey included an optional, open-ended question about any valuable supplemental resources provided during their training. A total of 492 respondents answered this question. The types of resources they indicated are listed in Table 1.

Table 1. Supplemental Resources

<table>
<thead>
<tr>
<th>Resource Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data collection spreadsheets</td>
</tr>
<tr>
<td>Giving and receiving feedback</td>
</tr>
<tr>
<td>Organizing supervision activities</td>
</tr>
<tr>
<td>Practice opportunities</td>
</tr>
<tr>
<td>PowerPoint slides</td>
</tr>
<tr>
<td>Recommended readings</td>
</tr>
<tr>
<td>Sample contracts</td>
</tr>
<tr>
<td>Task analyses for supervision sessions</td>
</tr>
<tr>
<td>Videos</td>
</tr>
</tbody>
</table>

A majority of respondents reported that the training was beneficial to their work activities (91%). See Figure 5. In addition, those who indicated that the training was beneficial cited the following reasons:
(a) learning new techniques to implement in practice (52%) and (b) confirmation of techniques already used in practice (38%). Reasons cited by individuals who did not find the training beneficial included: (a) they already had the skills in their repertoire (6%), (b) they are not providing supervision (1%), and (c) the training was poorly implemented (3%).

Most respondents (50%) reported convenience was the primary factor for choosing a training. The remaining respondents cited the following factors: recognition of a quality instructor (16%), free training through their employer (14%), the reputation of training quality (11%), compelling advertising (5%), and low cost (3%) as the reason for selecting the training. Very few (0.3%) made a selection based on the training having a reputation for being easy. See Figure 7.

In total, there were 112 different training experiences represented by survey respondents. Multiple training programs (n=62) had only one respondent, all of which were privately conducted trainings. The majority of respondents (73.4%) participated in supervision trainings that were available to the general public (n=15). Table 2 shows a selection of these trainings that met the following criteria:

1. at least 6 survey respondents had taken the training; and
2. the training is currently available to the general public; and
3. when sorted by percentage of participants who answered “Yes” to the question “Would you recommend this training to others?” the
(continued from p 5)

training had one of 10 highest percentages

Table 2. Ratings of Publicly Available Supervision Trainings

<table>
<thead>
<tr>
<th>Company Name</th>
<th>Recommended</th>
<th>Costs</th>
<th>Delivery Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elke Kazemi, PhD, BCBA-D</td>
<td>100%</td>
<td>151 - 200</td>
<td>In-person</td>
</tr>
<tr>
<td>Meinark</td>
<td>100%</td>
<td>151 - 150</td>
<td>In-person</td>
</tr>
<tr>
<td>Northen Behavior Consulting</td>
<td>100%</td>
<td>1 - 56</td>
<td>Online</td>
</tr>
<tr>
<td>Theodore Hoch, PhD, BCDA-D</td>
<td>92%</td>
<td>51 - 100</td>
<td>Online</td>
</tr>
<tr>
<td>CEU Inc</td>
<td>64%</td>
<td>151 - 150</td>
<td>Online</td>
</tr>
<tr>
<td>Rosco</td>
<td>80%</td>
<td>151 - 200</td>
<td>Online</td>
</tr>
<tr>
<td>ABA Technologies, Inc.</td>
<td>73%</td>
<td>151 - 150</td>
<td>Online</td>
</tr>
<tr>
<td>The Behavior Analyst</td>
<td>71%</td>
<td>51 - 100</td>
<td>Online</td>
</tr>
<tr>
<td>Inst for Behavioral Training</td>
<td>71%</td>
<td>151 - 200</td>
<td>Online</td>
</tr>
</tbody>
</table>

Note. The content of this table represents information received by respondents on the training they completed and may not reflect current costs or other delivery options available (e.g., online, in-person, combination). This table includes supervision trainings that met the following criteria: (a) they were available to the public and (b) there were 6 or more respondents who reported completing the training.

Only 4.9% of all respondents reported that the supervision training was not beneficial and they would not recommend it to others. The most frequently reported reasons for dissatisfaction with supervision training are indicated in Table 3.

Table 3. Most Frequent Reasons for Dissatisfaction

<table>
<thead>
<tr>
<th>General Problem Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unprepared/unorganized trainer</td>
</tr>
<tr>
<td>Too general (no expansion on BACB curriculum)</td>
</tr>
<tr>
<td>Excessive time spent on topics or examples</td>
</tr>
<tr>
<td>Content delivery was confusing or not engaging</td>
</tr>
<tr>
<td>Cost outweighed the content value</td>
</tr>
</tbody>
</table>

Respondents were asked to list the topics they perceived as most important. Table 4 represents the most frequently mentioned important topics from the highest-rated trainings. The inclusion criteria were respondents that reported: (a) they would recommend the training to others, (b) the training was beneficial to their practice, (c) the training covered curricular information “very well” or “above average,” and (d) the respondent provided take home-points and additional comments about the training.

Table 4. Important Topics from Highest-Rated Trainings

<table>
<thead>
<tr>
<th>General Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervision as a behavioral procedure</td>
</tr>
<tr>
<td>Giving feedback to supervisees</td>
</tr>
<tr>
<td>Soliciting feedback on supervisor performance</td>
</tr>
<tr>
<td>Being systematic but individualized as a supervisor</td>
</tr>
<tr>
<td>Supervision ethics</td>
</tr>
<tr>
<td>Maintaining boundaries</td>
</tr>
<tr>
<td>Being a good supervisor is a separate skill set</td>
</tr>
<tr>
<td>Contracting</td>
</tr>
<tr>
<td>Tracking and reviewing progress regularly</td>
</tr>
<tr>
<td>Organizing supervision activities</td>
</tr>
<tr>
<td>Setting goals for supervisees</td>
</tr>
<tr>
<td>Using Behavioral Skills Training</td>
</tr>
</tbody>
</table>

Participation Opportunity

We have begun the process that will lead to the development of the next edition of the task list for the BCBA and BCaBA exams. Participation from certificants is a critical part of this process.

A survey to validate the new list will be emailed to all BCBAs and BCaBAs in February.

Five continuing education units (Type 5) are available for completion of the survey.
A Summary of Recent and Upcoming Changes to BACB Standards

In an effort to assist certificants in remaining up-to-date with BACB standards, the table below summarizes current and upcoming changes announced in past issues of *BACB Newsletter*.

<table>
<thead>
<tr>
<th>Effective Date</th>
<th>Area</th>
<th>Change</th>
<th>Original Published Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recertification cycles that begin on or after January 1, 2015</td>
<td>Continuing Education</td>
<td>Changes to recertification cycle duration, # of required CEUs, ethics CE, and new CE categories</td>
<td>February 2013</td>
</tr>
<tr>
<td>January 1, 2016</td>
<td>BCBA Degree Requirement</td>
<td>Possession of a minimum of a master’s degree from an accredited university that was (a) conferred in behavior analysis, education, or psychology, or (b) conferred in a degree program in which the candidate completed a BACB approved course sequence</td>
<td>February 2013</td>
</tr>
<tr>
<td>January 1, 2016</td>
<td>Ethics and Discipline</td>
<td>The <em>Professional and Ethical Compliance Code for Behavior Analysts</em> will be enforced. Revisions to the disciplinary system will take effect.</td>
<td>September 2014</td>
</tr>
<tr>
<td>January 1, 2016*</td>
<td>BCBA Eligibility Requirements</td>
<td>Changes to eligibility requirements for Options 2 (College Teaching) and 3 (Postdoctoral Experience) *See also the October 2015 newsletter.</td>
<td>November 2014</td>
</tr>
<tr>
<td>February 1, 2016</td>
<td>Doctoral Designation Eligibility Requirements</td>
<td>Changes to eligibility requirements for the doctoral designation for BCBAs</td>
<td>January 2016</td>
</tr>
<tr>
<td>January 1, 2017</td>
<td>BCaBA Supervision</td>
<td>Changes made to supervisor responsibilities and qualifications, supervision amount and structure, group supervision, and documentation of supervision</td>
<td>December 2014</td>
</tr>
</tbody>
</table>