BCBA Task List (5th ed.)

Introduction

The *BCBA Task List* includes the knowledge and skills that serve as the foundation for the BCBA examination.

Structure

The *BCBA 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 (*Ethics Code for Behavior Analysts*)
- F   Behavior Assessment
- G   Behavior-Change Procedures
- H   Selecting and Implementing Interventions
- I   Personnel Supervision and Management

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., count, 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 *Ethics Code for Behavior Analysts*

E-1	Introduction
E-2	Responsibility as a Professional
E-3	Responsibility in Practice
E-4	Responsibility to Clients and Stakeholders
E-5	Responsibility to Supervisees and Trainees
E-6	Responsibility in Public Statements
E-7	Responsibility in Research

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).