BCaBA Test Content Outline (6th ed.)

The BCaBA Test Content Outline (TCO; 6th ed.) describes the content that will appear on the BCaBA certification examination beginning in 2025. The TCO represents the knowledge and skills identified as being important for entry-level BCaBA practitioners by the most recent Job Task Analysis study (see February 2022 issue of BACB Newsletter). The BCaBA examination includes 150 scored questions and 15 unscored pilot questions. The TCO includes 90 tasks organized in 9 domains, as follows.

Domain	# of Questions (% of Exam)
A. Behaviorism and Philosophical Foundations	10 (7%)
B. Concepts and Principles	18 (12%)
C. Measurement, Data Display, and Interpretation	20 (13%)
D. Experimental Design	10 (7%)
E. Ethical and Professional Issues	18 (12%)
F. Behavior Assessment	17 (11%)
G. Behavior-Change Procedures	22 (15%)
H. Intervention Development and Monitoring	20 (13%)
I. Supervisory Relationships	15 (10%)
Total Questions	**150**

Domain	# of Questions

A. Behaviorism and Philosophical Foundations   10

A.1. Explain the goals of behavior analysis as a natural 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. Identify and describe dimensions of applied behavior analysis (Baer, Wolf, & Risley, 1968).

B. Concepts and Principles   18

B.1. Identify and distinguish among behavior, response, and response class.

B.2. Identify and distinguish between stimulus and stimulus class.

B.3. Identify and distinguish between respondent and operant conditioning.

B.4. Identify and distinguish between positive and negative reinforcement contingencies.

B.5. Identify and distinguish between positive and negative punishment contingencies.

B.6. Identify and distinguish between automatic and socially mediated contingencies.

B.7. Identify and distinguish among unconditioned, conditioned, and generalized reinforcers and punishers.

B.8. Identify and distinguish among simple schedules of reinforcement.

B.9. Identify examples of operant extinction.

B.10. Identify and distinguish between types of stimulus control.

B.11. Identify and distinguish between discrimination and generalization.

B.12. Define and identify examples of unconditioned motivating operations.

B.13. Identify and distinguish between rule-governed and contingency-shaped behavior.

B.14. Identify and distinguish among elementary verbal operants.

B.15. Define and identify examples of processes that promote emergent relations and generative performance.

C. Measurement, Data Display, and Interpretation   20

C.1. Define and identify dimensions of behavior (e.g., count, duration, magnitude).

C.2. Describe the form (i.e., topography) and develop operational definitions of behavior.

C.3. Distinguish among direct, indirect, and product measures of behavior.

C.4. Develop and implement continuous measurement procedures (e.g., duration recording, event recording).

C.5. Develop and implement discontinuous measurement procedures (e.g., interval recording, time sampling).

C.6. Evaluate the validity and reliability of measurement procedures.

C.7. Select a measurement system to obtain representative data given the dimensions of behavior and the logistics of observing and recording.

C.8. Graph data to communicate relevant quantitative relations (e.g., equal-interval graphs, bar graphs, cumulative records).

C.9. Interpret graphed data.

C.10. Develop and evaluate mastery criteria.

D. Experimental Design   10

D.1. Distinguish between dependent and independent variables.

D.2. Distinguish between internal and external validity.

D.3. Identify the defining features of single-case experimental designs (e.g., individuals serve as their own controls, repeated measures, prediction, verification, replication).

D.4. Identify strengths of single-case experimental design.

D.5. Distinguish among and implement single-case experimental designs (e.g., reversal, multiple baseline, multielement, changing criterion).

D.6. Distinguish among and implement comparative, component, and parametric analyses.

E. Ethical and Professional Issues   18

E.1. Identify and apply core principles underlying the ethics codes for BACB certificants (e.g., benefit others; treat others with compassion, dignity, and respect; behave with integrity).

E.2. Identify the risks to oneself, others, and the profession associated with engaging in unethical behavior (e.g., misuse of social media, misrepresentation of one's credential, making confidential information public).

E.3. Identify one's area(s) of competence and when to seek a supervisor's guidance.

E.4. Identify professional development activities that strengthen and expand areas of competence (e.g., attend conferences, read literature, seek consultation, establish mentors).

E.5. Identify and comply with requirements for collecting, using, protecting, and disclosing confidential information.

E.6. Identify steps that should be taken when transitioning clients or supervisees to another professional or when a BCaBA transitions to a different supervisor.

E.7. Identify types of and risks associated with multiple relationships, and how to mitigate those risks when they are unavoidable.

E.8. Identify and apply interpersonal and other skills (e.g., accepting feedback, listening actively, seeking input, collaborating) to establish and maintain professional relationships.

E.9. Engage in cultural humility in service delivery and professional relationships.

E.10. Apply culturally responsive and inclusive service and supervision activities.

E.11. Identify and apply the legal, regulatory, and practice requirements (e.g., licensure, jurisprudence, funding, certification) relevant to the delivery of behavior-analytic services.

F. Behavior Assessment   17

F.1. Review relevant information in available records and data (e.g., educational, medical, historical) at the outset of a case.

F.2. Identify conditions that warrant behavior-analytic services.

F.3. Identify and prioritize socially significant, client-informed, and culturally responsive behavior-change goals.

F.4. Implement assessments of relevant skill strengths and deficits, and contextual fit (e.g., client values, cultural variables, social validity, environmental resources).

F.5. Implement preference and reinforcer assessments.

F.6. Implement functional assessments of behavior, including indirect, descriptive, and experimental analyses.

G. Behavior-Change Procedures 22

G.1. Develop and implement positive and negative reinforcement procedures, including contingent and noncontingent applications.

G.2. Develop and implement procedures to establish and use conditioned reinforcers.

G.3. Develop and implement procedures that incorporate motivating operations and discriminative stimuli.

G.4. Develop and implement procedures to teach simple and conditional discriminations.

G.5. Develop and implement procedures using stimulus and response prompts that include appropriate fading procedures (e.g., errorless, least-to-most, stimulus fading).

G.6. Develop and implement modeling procedures.

G.7. Develop and implement procedures that use instructions and rules.

G.8. Develop and implement shaping procedures.

G.9. Develop and implement chaining procedures.

G.10. Develop and implement procedures to teach elementary verbal operants.

G.11. Develop and implement procedures to promote emergent relations and generative performance.

G.12. Develop and implement procedures that promote behavioral persistence.

G.13. Develop and implement acquisition procedures that are appropriate to the client's skills and intervention goals (e.g., discrete-trial, free-operant, and naturalistic teaching arrangements).

G.14. Develop and implement group contingency procedures.

G.15. Develop and implement contingency contracting procedures.

G.16. Develop and implement self-management procedures.

G.17. Develop and implement procedures to promote stimulus and response generalization.

G.18. Develop and implement differential reinforcement procedures with and without extinction.

G.19. Define and implement positive and negative punishment procedures (e.g., time-out, response cost, overcorrection).

G.20. Develop and implement procedures to promote maintenance of behavior change.

H. Intervention Development and Monitoring 20

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

H.2. Identify potential interventions based on assessment results and scientific evidence.

H.3. Develop intervention goals and procedures based on risks and contextual fit (e.g., client preferences and values, cultural variables, social validity, environmental resources).

H.4. Identify alternative behaviors to be established or increased when a target behavior is to be decreased.

H.5. Identify possible unwanted effects when using reinforcement, extinction, and punishment procedures.

H.6. Evaluate client progress and procedural integrity.

H.7. Make data-based decisions about the effectiveness of procedures and the need for modification.

H.8. Collaborate with and include others who support and/or provide services to clients.

I. Supervisory Relationships 15

I.1. Use behavior-analytic supervision practices and state the potential risks of ineffective supervision (e.g., poor client outcomes, impaired job satisfaction, employee turnover).

I.2. Identify and apply strategies for establishing and maintaining effective supervisory relationships (e.g., active listening, providing reinforcement, reciprocal feedback).

I.3. Identify and implement methods that promote equity in supervision practices.

I.4. Establish clear performance expectations for the supervisor and supervisee.

I.5. Select supervision goals based on an assessment of the supervisee's skills.

I.6. Apply empirically validated and competency-based approaches to train supervisees to perform assessment and intervention procedures.

I.7. Identify and apply empirically validated and culturally responsive performance management procedures (e.g., modeling, practice, feedback, reinforcement, task clarification, manipulation of response effort).

I.8. Apply a function-based approach (e.g., performance diagnostics) to assess and improve supervisee behavior.

I.9. Evaluate the effects of supervision (e.g., on client outcomes, on supervisee repertoires).