Developing the Competent Behavior Analyst

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Disclaimer

• This presentation is for informational purposes only, and does not constitute nor infer a consultative or supervisory relationship between the speaker and audience.

• Sources for information presented will be cited as appropriate, but any interpretations and/or opinions are the speaker’s alone, and do not represent the opinions or interpretations of Florida Institute of Technology, nor the Behavior Analyst Certification Board.

• Laws, rules, and BACB® documents do change. Always check the latest source.

Introduction

• “Excellence in Behavior Analytic Supervision”

• Purpose

  • To facilitate the delivery of high-quality services that result in client improvement
  • To develop behavior-analytic, professional, and ethical repertoires in specific areas of behavior-analytic practice as specified by the BACB’s current task list, Professional Disciplinary and Ethical Standards, and Guidelines for Responsible Conduct for Behavior Analysts
Introduction

• "Excellence in Behavior Analytic Supervision"
  • Purpose
    • To guide behavioral case conceptualization, problem solving, decision making, and assistance seeking of the supervisee
    • To improve current repertoires of the supervisee
    • To maintain beneficial repertoires of the supervisee
    • To model effective supervision practices for the supervisee

• What’s at stake?
  • Poor quality of service
  • Harm to Client
  • Practitioners with insufficient repertoires
  • Ineffective supervisors
  • Unethical behavior

Introduction

• "Excellence in Behavior Analytic Supervision"
  • Introduction to Behavior Analytic Supervision
  • Legal & Ethical Considerations
  • Developing the Competent Behavior Analyst
    • What to teach
    • How to teach it
    • How to measure success

Objectives

The student will be able to:

1. List and describe critical competencies of a professional behavior analyst, and the history of their development
2. List and describe methods for developing competencies in the supervisee, including behavior skills training and the delivery of performance feedback
3. List and describe methods to evaluate the effectiveness of supervision practices

What to Teach

• History of Competencies
  • Sulzer-Azaroff & colleagues (1975, 1982, 2008)
  • Kazemi (2010)
  • Reeve & colleagues (In development)

Sulzer-Azaroff, Thaw & Thomas (1975)

• “Just who is this ‘trained behavior modifier’?”
• How do we sort?
  • Certification of individuals by agencies of APA
  • Certify training programs
  • Consumer evaluation
  • Say ‘Forget it’ – it’ll work itself out
Sulzer-Azaroff, Thaw & Thomas (1975)

- Methods are the same
  - Specify the problem
  - Operationalize the term ‘behavior modification competency’
  - Target the behaviors to be achieved
  - Specify under what conditions the response should occur
  - Specify criteria by which attainment of target behaviors should be evaluated

- Specify the problem

Response Categories

1. Behavior modification model
2. Assessment, goal formation, and targeting
3. Ethics, Law and philosophy
4. Behavioral observation: recording and contingency specification
5. Measurement
6. Design
7. Behavioral procedures
8. Communication
9. Training and consulting
10. Administration
11. Research

Sulzer-Azaroff, Thaw & Thomas (1975)

- Questionnaire (Thaw, Cuvo, Sulzer-Azaroff)
  - List of responses
  - Conditions under which the response should be performed
  - Criteria for assessing attainment of response

- Questionnaire (Thaw, Cuvo, Sulzer-Azaroff)

Sulzer-Azaroff, Thaw & Thomas (1975)

- Questionnaire
  - 250 sent out
  - Editors and contributors to JABA, Behavior Research and Therapy, Behavior Therapy and Experimental Psychiatry, and Behavior Therapy
  - 92 responses
    - 13 refusal letters
    - 11 only returned biographical sheet, 2 only competency survey
    - 66 complete responses

Sulzer-Azaroff, Thaw & Thomas (1975)

Competencies for Behavior Modification Practitioners

<table>
<thead>
<tr>
<th>Category</th>
<th>Conditions and Practitioner Responses</th>
<th>Criteria for Assessing Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Behavior Modification Model</td>
<td></td>
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<tr>
<td>a. Lists the essential steps in designing and conducting behavior modification program</td>
<td>Orally or in writing</td>
<td></td>
</tr>
<tr>
<td>b. Writes a proposal for a behavior modification project</td>
<td>Submits to supervisor</td>
<td></td>
</tr>
<tr>
<td>c. Writes a written report of a behavior modification project</td>
<td>All essential elements adequately covered</td>
<td></td>
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Sulzer-Azaroff, Thaw & Thomas (1975)

- 4 levels of behavior modifier responses
  1. The Behavior Analyst
     (conceptualizer, supervisor, evaluator)
  2. The Behavior Technology Coordinator
     (supervisor, trainer)
  3. The Behavior Technologist Engineer
     (designer and implementer)
  4. The Behavior Co-Technician
     (carries out day-to-day operation of programs)
### Sulzer-Azaroff, Thaw & Thomas (1975) Competencies for Behavior Modification Practitioners

#### Category: Conditions and Practitioner Responses

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<tbody>
<tr>
<td>II. Assessment, Goal Formation and Targeting</td>
<td>a. assess individual's problems and refers to people who have demonstrated competencies</td>
<td>Agency to which individual referred concurs that referral was appropriate</td>
</tr>
<tr>
<td></td>
<td>b. Given a behavioral problem situation, specifies appropriate and realistic project or program goal</td>
<td>Program goal shall be of value to client themselves; reasonable likelihood of being achieved and shall be practical</td>
</tr>
<tr>
<td></td>
<td>c. given an expressed need to alter or improve system strategies, specifies system goals.</td>
<td>Same as b above. Should be acceptable to the practitioners within system</td>
</tr>
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#### Category: III. Ethics, Law & Philosophy

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<tr>
<td>d. Identifies major ethical issues: Whose agent is the behavior modifier? Who has responsibility for the client? Who decides what is best for the client; On what grounds? How does one decide who receives treatment and who doesn't? How much information is given to the client? What type? What are the pros and cons for changing behavior? using aversive consequences? Reporting procedures and results? How are the human rights of the individual and his family best safe-guarded? Others</td>
<td>in writing or orally 5 major ethical issues should be listed and illustrated</td>
<td></td>
</tr>
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### Sulzer-Azaroff, Thaw & Thomas (1975) Competencies for Behavior Modification Practitioners

#### Category: Conditions and Practitioner Responses

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<td>III. Ethics, Law &amp; Philosophy</td>
<td>e. Discusses a behaviorally rational ethical system with which the given behavioral practices are consonant (the system places constraints upon those specific practices as well).</td>
<td>For 3 sample situations, paragraph is written that justifies behavioral approach selected in terms of a system of ethics</td>
</tr>
<tr>
<td></td>
<td>f. Provides for ethical concerns in behavior modification projects, programs, and systems.</td>
<td>Each behavior modification proposal shall have a section addressing specific ethical issues relevant to case</td>
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### Sulzer-Azaroff, Thaw & Thomas (1975) Competencies for Behavior Modification Practitioners

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<td>IV. Behavioral Observation: Recording and Contingency Specification</td>
<td>a. observes in the natural setting; identifies individual responses and the stimuli that appear to be contingent upon those responses.</td>
<td>In sample situations, at least 5 observable, measurable behaviors are listed along with precise description of antecedent and consequent events. Judged by supervisor as objectively measurable</td>
</tr>
<tr>
<td></td>
<td>b. observes in setting where actual problems exist for purposes of goal formulation and targeting</td>
<td>at least 3 behaviors in need of modification are targeted and measured for at least 15 minutes each for at least 2 sessions</td>
</tr>
<tr>
<td></td>
<td>c. trains others to observe in the natural setting.</td>
<td>Under supervision, trains at least 3 persons to observe according to criteria a and b above</td>
</tr>
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</table>
### Sulzer-Azaroff, Thaw & Thomas (1975) Competencies for Behavior Modification Practitioners

#### VI. Design

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<th>Criteria for Assessing Achievement</th>
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</thead>
<tbody>
<tr>
<td>a.</td>
<td>a. lists variables that frequently confound results of behavior modification projects and programs.</td>
<td>at least five</td>
</tr>
<tr>
<td></td>
<td>b. gives rationale: specifies the necessity for the inclusion of experimental controls in all behavior modification projects and programs</td>
<td>necessary for demonstrating effectiveness of procedures and that the procedure itself and not some artifact was responsible for the change.</td>
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<td></td>
<td>c. defines and illustrates traditional behavior modification designs: reversal, multiple baseline</td>
<td>illustrative study cited from current literature</td>
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<tr>
<td></td>
<td>d. describes designs for nonreversible responses, transition states: direct and systematic replication, schedule control, multiple schedule designs, others</td>
<td>specifies operation, cites source and illustrate from current literature</td>
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#### VII. Behavioral Procedures

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<tr>
<td>a.</td>
<td>a. For the behavioral procedures which follow, writes operational definitions including specification of the behavior contingent, consequential and prior stimuli, and the operation performed. Behavior procedures: operant conditioning, positive reinforcement, negative reinforcement, differential reinforcement, stimulus change, shaping, chaining, fading, schedules of reinforcement (ratio, interval, multiple, differential rates), extinction (operaunt), avoidance, timeout, response cost, punishment, satiation, reinforcement of incompatible behaviors, respondent conditioning, respondent extinction, desensitization, flooding (implosion), aversion therapy, sensitization, others</td>
<td>operational definitions should conform to those offered in standard texts. At least 90% of definitions must be correct</td>
</tr>
<tr>
<td></td>
<td>b. illustrate each procedure from VII.a. with an example from an applied setting</td>
<td>Each definition must include essential stimulus and response elements</td>
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<tr>
<td></td>
<td>c. for each procedure listed under VII.a. above, specifies rules for effective application of the procedure, the rules based upon the following variables: temporal, schedule, quantitative, qualitative, social, collateral effects (facilitating, suppressing), subject variables (history, deprivation, physiological), others</td>
<td>90% correction quiz, criteria for correctness based upon current knowledge in behavioral psychology</td>
</tr>
<tr>
<td></td>
<td>d. applies the above procedures in a laboratory or natural setting</td>
<td>for each procedure, response should be selected, baseline recorded and behavioral change generated that tends to move in predicted direction</td>
</tr>
</tbody>
</table>
### VII. Behavioral Procedures

**a.** applies at least one procedure from each of the following categories, with a concomitant demonstration of procedural effectiveness: increase in behavioral rate, decrease in behavioral rate, maintenance of behavioral rate, teaching of new behavior

**1.** given a behavioral problem from each of the 4 categories listed directly above offers alternative procedures to remedy the problem

**b.** applies appropriate procedures. Supervisor judges that procedures selected are defensible on basis of knowledge in field. Each of four categories of problems is effectively remedied as a consequence of the application of one of the procedures. Effective remedy is defined as achieving the preset terminal objective

### VII. Behavioral Procedures

**g.** discovers new information: by demonstrating the superiority of one procedure over another, under specific conditions; or by demonstrating the effectiveness of a refinement of a procedure; or by replicating a procedure with a new population; or by isolating a variable that affects a given behavior modification procedure others

**h.** communicates findings: by preparing and publishing a journal article on the study and acceptance of a paper written on the study and accepted for publication or for delivery at a major convention or accepted as a thesis or dissertation in a graduate program.

### VIII. 1. Communication: Oral

**a.** describes rationale and procedures to parents, paraprofessionals, persons who manage contingencies; answers questions is a clear, comprehensible non-threatening manner

**b.** presents completed project or program orally

**c.** presents completed project or program orally

**d.** presents completed project or program orally

### VIII. 1. Communication: Written

**a.** writes procedural steps to be followed

**b.** writes project proposal

**c.** writes program proposal

**d.** writes project report

### VIII. 2. Communication: Written

**a.** writes procedural steps to be followed

**b.** writes project proposal

**c.** writes program proposal

**d.** writes project report

### VIII. 3. Communication: Audio-Visual

**a.** draws figures, graphs, and diagrams at least 3 figures and diagrams according to APA specification

**b.** prepares slides, videotapes, films; Objectives of presentation stated

**c.** presents slides, videotapes, films; Objectives of presentation stated

### VIII. 3. Communication: Audio-Visual

**a.** draws figures, graphs, and diagrams

**b.** prepares slides, videotapes, films; Objectives of presentation stated

**c.** presents slides, videotapes, films; Objectives of presentation stated

**d.** teaches course in behavior modification.

**e.** in the natural setting, conducts in-service training program.

**f.** teaches course in behavior modification.

**g.** teaches course in behavior modification.

**h.** teaches course in behavior modification.
### IX. Training and Consulting in Behavior Modification

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<tbody>
<tr>
<td>f.</td>
<td>prepares written training manual; training population specified, objectives listed</td>
<td>same as e</td>
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<tr>
<td>g.</td>
<td>having demonstrated competence in the practitioner response in the area of the proposed consultation, according to the above criteria, consults with others about alternative modification procedures, control methods, graphing procedures, reference sources, administrative or practical problems, others</td>
<td>letter of endorsement from agency or individual served</td>
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### X. Administration

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<tbody>
<tr>
<td>a.</td>
<td>states agency administrative policies that relate to a given behavior modification project or program</td>
<td>Agency head certifies</td>
</tr>
<tr>
<td>b.</td>
<td>describes how staff organization and roles and how those resources could best be organized to carry out a behavior modification project or program most effectively</td>
<td>Same as a.</td>
</tr>
<tr>
<td>c.</td>
<td>utilizes natural contingencies in the natural environment</td>
<td>appropriate staff supervisor certifies</td>
</tr>
<tr>
<td>d.</td>
<td>obtains appropriate approval from administrative and supervisory authorities</td>
<td>written approval for proposed program</td>
</tr>
</tbody>
</table>

### XI Research

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<tbody>
<tr>
<td>a.</td>
<td>reads current research written summaries of at least 10 articles</td>
<td></td>
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<tr>
<td>b.</td>
<td>identifies current research trends written list of 3 major trends in the field</td>
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<tr>
<td>c.</td>
<td>formulates new research questions at least 5 written research questions</td>
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<tr>
<td>d.</td>
<td>integrates findings from published research into paper integrative paper written</td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td>writes research proposal; integrates issues in field to provide rationale for study supervisor judges that rationale is adequately supported</td>
<td></td>
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</tbody>
</table>

### Active Student Responding

Lists of competencies for behavior analysts were being developed as early as

A. 1953  
B. 1968  
C. 1975  
D. 1999
Active Student Responding
In ensuring the competency of behavior analysts, Sulzer-Azaroff, Thaw & Thomas (1975) suggest that the methods:

A. Are the same as for our clientele: Identify the target behavior, the conditions under which it must occur, and the criteria by which mastery will be evaluated
B. Are unique and require input from other fields
C. Are impossible, as there is no consensus on what constitutes a competent behavior analyst

Active Student Responding
In Sulzer-Azaroff, Thaw & Thomas’s (1975) competencies, Communication is further divided and specified as Oral, Written, and

A. Gestural
B. Professional
C. Social
D. Audio-Visual

Active Student Responding
In addition to assessment, design, and behavior change procedures, Sulzer-Azaroff, Thaw & Thomas (1975) also target a professional’s skills in Training and Consultation, Administration, and

A. Supervision
B. Research
C. Grant-writing
D. Interpersonal Skills

Sulzer-Azaroff & Reese (1982)
- “Applying Behavioral Analysis: A Program for Developing Professional Competence”
- Manual containing 35 workshops and field activities
- Task analysis of professional skills based on Sulzer-Azaroff, Thaw & Thomas (1975)
- Procedures for teaching
- Criteria for evaluation of skills

Response Categories
1. Model
2. Ethics & Law
3. Observation & Measurement
4. Assessment & Specification of Goals
5. Procedures
6. Evaluation & Within-Subject Design
7. Data Analysis & Interpretation
8. Maintenance & Follow-up
9. Communication
10. Training & Consulting
11. Administration (omitted)
12. Research

Sulzer-Azaroff & Reese (1982)
Competencies for Applied Behavior Analysts

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<tbody>
<tr>
<td>I. Model</td>
<td>a. Lists essential steps for designing and conducting a behavior modification program</td>
<td>Includes assessment, goals, procedures, contingencies, ethical provisions, measurement, favorable situation, evaluation, programming for maintenance and transfer, behavior analysis &amp; communication of results.</td>
</tr>
<tr>
<td></td>
<td>b. writes a proposal for a behavior modification project</td>
<td>Supervisor confirms all essential elements are included &amp; adequately covered</td>
</tr>
<tr>
<td></td>
<td>c. writes a report of a behavior modification project</td>
<td>Same as above</td>
</tr>
</tbody>
</table>
### Sulzer-Azaroff & Reese (1982) Competencies for Applied Behavior Analysts

#### II. Ethics & Law

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<tbody>
<tr>
<td>a.</td>
<td>is familiar with APA Ethical Guidelines</td>
<td>objective short answers quiz (at least 10 items) based on current APA guidelines for practice</td>
</tr>
<tr>
<td>b.</td>
<td>is familiar with the agency, community, &amp; state ethical standards and practices</td>
<td>Quiz II written standards available. If not, writes a summary of those standards</td>
</tr>
<tr>
<td>c.</td>
<td>is familiar with federal and state laws as they affect practice of behavior modification</td>
<td>Quiz on relevant laws — does not violate laws in proposal or practice</td>
</tr>
<tr>
<td>d.</td>
<td>identifies major ethical issues</td>
<td>Identifies at least 5 classes of ethical issues handled. Adequacy judges by supervisor and panel of judges</td>
</tr>
<tr>
<td>e.</td>
<td>provides for ethical concerns in proposals and projects</td>
<td>Each proposal and report includes a section describing how relevant ethical issues handled. Adequacy judges by supervisor</td>
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#### II. Ethics & Law

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<tr>
<td>f.</td>
<td>negotiates a behavioral contract with clients and others concerned.</td>
<td>Contract specifies goals &amp; procedures and the responsibilities &amp; privileges client and others concerned. There must be evidence of costs and benefits of alternative goals &amp; procedures that were discussed, and provisions for periodic review. Adequacy judges by supervisor and others who sign contract</td>
</tr>
<tr>
<td>g.</td>
<td>is familiar with major criticism regarding control of behavior (e.g., freedom and dignity) and responds to the criticisms in a rational manner</td>
<td>Supervisor selects sample of 5 current criticisms. Adequacy of response judges by supervisor and at least one person outside the field of behavior modification</td>
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#### III. Observation & Measurement

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<tbody>
<tr>
<td>a.</td>
<td>operationally defines behavior</td>
<td>Writes behavioral definitions of at least 5 classes of behavior, including antecedents and consequences of behavior. Adequacy judges by supervisor</td>
</tr>
<tr>
<td>b.</td>
<td>identifies antecedents &amp; consequences of behavior (sequence analysis) in natural environment</td>
<td>Identifies at least 5 classes of behavior and describes their antecedents and consequences. Behavior &amp; events must be objectively measurable. Judge by supervisor or interobserver agreement of at least 85%</td>
</tr>
<tr>
<td>c.</td>
<td>operationally defines procedures for observational recording</td>
<td>Quiz; responses conform to standard test</td>
</tr>
<tr>
<td>d.</td>
<td>selects appropriate recording procedures.</td>
<td>Given at least 10 situations, selects appropriate procedures to record specified behavior. Judge by supervisor</td>
</tr>
<tr>
<td>e.</td>
<td>designs systems to record behavior in natural environment</td>
<td>Selects &amp; defines 3 classes of behavior; designs appropriate recording procedures (including data sheets); attains interobserver agreement of at least 85% for each class of behavior. Method approved by supervisor</td>
</tr>
<tr>
<td>f.</td>
<td>trains others to observe in the natural setting.</td>
<td>Trains at least 3 people to reach criteria in b above</td>
</tr>
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#### III. Observation & Measurement

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<td>a.</td>
<td>operationally defines behavior</td>
<td>Identifies at least 5 classes of behavior and describes their antecedents and consequences. Behavior &amp; events must be objectively measurable. Judge by supervisor or interobserver agreement of at least 85%</td>
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<tr>
<td>b.</td>
<td>selects appropriate recording procedures.</td>
<td>Given at least 10 situations, selects appropriate procedures to record specified behavior. Judge by supervisor</td>
</tr>
<tr>
<td>c.</td>
<td>designs systems to record behavior in natural environment</td>
<td>Selects &amp; defines 3 classes of behavior; designs appropriate recording procedures (including data sheets); attains interobserver agreement of at least 85% for each class of behavior. Method approved by supervisor</td>
</tr>
<tr>
<td>d.</td>
<td>trains others to observe in the natural setting.</td>
<td>Trains at least 3 people to reach criteria in b above</td>
</tr>
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### IV. Assessment & Specification of Goals

**a.** Observes and records in setting where problem exists and/or trains client to collect data to determine goals

- At least three behaviors in a problem that need to be modified are defined and measured for at least 15 minutes each, for at least 2 sessions. Data confirmed by independent observer.

**b.** Assesses individual’s problem and refers to people who have demonstrated competencies

- Agency to which individual referred concurs orally or in writing that referral appropriate.

**c.** Given a particular situation, specifies appropriate goals

- Goal(s) must be of value to client and others, be reasonably likely to be achieved, and be practical in terms of time, funds, personnel.

- Statement of goal includes all information and specifies what behavior should be emitted under what conditions. Judged by supervisor and client.

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### V. Behavioral Procedures

**a.** Writes operation definitions of the major behavioral procedures

- Definitions specify behavior, antecedents, consequences, and other operations. Definitions conform to those in standard text.

**b.** Illustrates each procedure with an example from an applied setting.

- Must include behavior & relevant antecedents, consequences, contingencies, & other operations. Quiz or other assessment.

**c.** Specifies rules for applying procedures effectively

- Quiz based on current knowledge of relevant variables.

**d.** Applies procedures laboratory or natural setting.

- For approximately one third of procedures: selects behavior, record baseline, introduce procedure, provide evidence of behavior change in predicted direction.

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### VI. Evaluation & Within-Subject Designs

**a.** Lists variables that frequently confound results of behavioral programs.

- Names at least five variables (e.g., extra attention, manipulation), with an example for each.

**b.** States rationale for including experimental controls in all behavioral programs.

- For three different situations, states how the obtained results might be attributable to a variable other than the intended procedure.

**c.** Defines, illustrates, & identifies major within-subject designs.

- Describes, with examples from the literature, systematic replication, group designs, reversal designs, three kinds of multiple-baseline design, and one other. Can identify the design when they are not labeled in a graph.

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### VI. Evaluation & Within-Subject Designs

**d.** Selects appropriate design for a proposed project.

- Publisher or presents data relating to refinements, collaborations, or innovations in experimental designs.

**e.** Conduct research on within-subject designs.

- Supervisor judges that major confounding variables will be controlled or distributed.

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### V. Behavioral Procedures

**d.** Writes a task analysis

- Given 3 goal(s) for a new or simulated condition, analyzes component skills required by the task and specifies any necessary prerequisite skills. For at least 1 situation, assesses the learner's attainment of the prerequisite skills. Adequacy of solution judged by supervisor and by learner's performance.
### Sulzer-Azaroff & Reese (1982)
#### Competencies for Applied Behavior Analysts

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<td>VII. Data Analysis &amp; Interpretation</td>
<td>a. Plots data.</td>
<td>Given numerical data from a study, organizes the information and presents it in a graph, explaining and justifying any averaging or other transformations of the data. Graphs meet standards described in Ch. 14 and the design and major variables can be described by someone who is unfamiliar with the study.</td>
</tr>
<tr>
<td></td>
<td>b. Interprets data.</td>
<td>Given five (properly labeled) graphs, names the major variables &amp; conditions and describes the change illustrated. States how changes in one variable are (are not) related to changes in another; describes what inferences could be drawn from the data.</td>
</tr>
</tbody>
</table>

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### Sulzer-Azaroff & Reese (1982)
#### Competencies for Applied Behavior Analysts

<table>
<thead>
<tr>
<th>Category</th>
<th>Conditions and Practitioner Responses</th>
<th>Criteria for Assessing Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>VIII. Maintenance &amp; Follow-up</td>
<td>a. Describes major procedures that promote maintenance of gains in the natural environment.</td>
<td>Describes, with example, at least 5 procedures to program maintenance. Judged by supervisor.</td>
</tr>
<tr>
<td></td>
<td>b. Analyzes other programs for use of appropriate maintenance procedures.</td>
<td>Analyzes reports of at least 3 studies for adequacy of maintenance procedures. Judged by panel or supervisor.</td>
</tr>
<tr>
<td></td>
<td>c. Describes when and what follow-up data should be collected for different kinds of programs.</td>
<td>Given summaries of 5 programs dealing with different problems in different settings, describes at least 2 sets of data for each and states when data should be collected. One problem is alcohol or cigarette consumption. Judged by supervisor.</td>
</tr>
</tbody>
</table>

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### Sulzer-Azaroff & Reese (1982)
#### Competencies for Applied Behavior Analysts

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>IX. Communication: 1. Oral</td>
<td>a. describes rationale and procedures to parents, teachers, others concerned with program; answers questions is a clear, non-threatening manner</td>
<td>Describes in at least 1 nonprofessional a specified procedure and rationale for its selection. Supervisor judges clarity on basis of language (not jargon), audience responses, &amp; questions; detects no signs of audience anger or apprehension.</td>
</tr>
<tr>
<td></td>
<td>b. Gives oral presentation of a completed project.</td>
<td>All essential elements included. Check list provided; someone unfamiliar with program paraphrases steps or carries out procedure.</td>
</tr>
</tbody>
</table>

---

### Sulzer-Azaroff & Reese (1982)
#### Competencies for Applied Behavior Analysts

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>VIX. Communication: 2. Written</td>
<td>a. writes steps of a procedure to be followed</td>
<td>All essential elements included; check list provided; someone unfamiliar with program paraphrases steps or carries out procedure.</td>
</tr>
<tr>
<td></td>
<td>b. writes project proposal</td>
<td>All essential elements included. Check list provided; supervisor judges methodology sufficiently clear for an independent person to replicate study.</td>
</tr>
<tr>
<td></td>
<td>c. writes program proposal</td>
<td>Same as for b but for group treatment program</td>
</tr>
</tbody>
</table>
### Sulzer-Azaroff & Reese (1982) Competencies for Applied Behavior Analysts

<table>
<thead>
<tr>
<th>Category</th>
<th>Conditions and Practitioner Responses</th>
<th>Criteria for Assessing Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>VII. Communication: 2. Written</td>
<td>a. writes program report same as d but for group treatment program</td>
<td></td>
</tr>
<tr>
<td></td>
<td>f. publishes project or program report paper accepted for publication by a professional journal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>g. prepares periodic progress reports for relevant people report judged acceptable by supervisor and others concerned. Reader can paraphrase content</td>
<td></td>
</tr>
<tr>
<td>VII. Communication: 3. Audio-Visual</td>
<td>a. draws figures, graphs, and diagrams at least 3 figures and diagrams according to APA specifications; checklist attached</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. prepares slides, videotapes, films</td>
<td>Objectives for presentation stated; 80% achieved, as judged by supervisor and audience</td>
</tr>
</tbody>
</table>

### VII. Communication:

#### 2. Written
- a. writes program report
- f. publishes project or program report
- g. prepares periodic progress reports for relevant people

#### 3. Audio-Visual
- a. draws figures, graphs, and diagrams
- b. prepares slides, videotapes, films

### Sulzer-Azaroff & Reese (1982) Competencies for Applied Behavior Analysts

<table>
<thead>
<tr>
<th>Category</th>
<th>Conditions and Practitioner Responses</th>
<th>Criteria for Assessing Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>X. Training and Consulting</td>
<td>a. conducts a single session workshop written objectives and evidence that objectives were met; (Quiz, data collected during workshop, follow-up data)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. conducts a series of workshops Same as a. above for at least 3 workshops</td>
<td></td>
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<tr>
<td></td>
<td>c. is a consultant for a training program. brief report of consultation activities; including problems and suggested solutions</td>
<td></td>
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<tr>
<td></td>
<td>d. gives lectures in behavior analysis. written objectives and evidence that 80% of objectives met for at least two lectures.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e. teaches courses in behavior analysis. Course objectives, curriculum, methods; data demonstrating students' attainment of 80% of objectives.</td>
<td></td>
</tr>
</tbody>
</table>

### Sulzer-Azaroff & Reese (1982) Competencies for Applied Behavior Analysts

<table>
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<th>Conditions and Practitioner Responses</th>
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</tr>
</thead>
<tbody>
<tr>
<td>IX. Training and Consulting in Behavior Modification</td>
<td>a. conducts in-service training program (e.g., classroom, ward) Objectives specified and evidence that 80% achieved</td>
<td></td>
</tr>
<tr>
<td></td>
<td>g. prepares training manual (possible project) population specified; objectives specified and evidence that 80% of objectives achieved.</td>
<td></td>
</tr>
</tbody>
</table>

### IX. Training and Consulting in Behavior Modification

#### a. Conducts in-service training program (e.g., classroom, ward)
- Objectives specified and evidence that 80% achieved

#### g. Prepares training manual (possible project)
- Population specified; objectives specified and evidence that 80% of objectives achieved.

### XI. Administration

- 7 competencies omitted

### XII Research

<table>
<thead>
<tr>
<th>Category</th>
<th>Conditions and Practitioner Responses</th>
<th>Criteria for Assessing Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. reads current research written summaries of at least 10 current research articles in the field, essential elements included.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. identifies current research trends identifies 3 major trends in the field, citing 6-10 studies for each</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. formulates new research questions in writing, at least 5 questions for research, with major variables clearly specified. Questions must be answered.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. integrates findings from published research into paper</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### XI Research

- a. writes research proposal; incorporating previous research into justification for study supervisor judges that rationale for study is adequately supported by the literature cited in that procedure is feasible. |

### XI Research

- g. writes report of research Report in publishable form.

### XI Research

- h. evaluate research of others Submit written critique or evaluation of research to journal or granting agency.

### XI Research

- i. develops a model or theory of behavior Published in a professional source.

### Sulzer-Azaroff & Associates (2008)

- “Applying Behavioral Analysis Across the Spectrum: A Field Guide for Practitioners”
- 15 week practicum guide
  - Objectives
  - Activities
  - Discussion Topics

---

**Sulzer-Azaroff & Reese (1982)**

**Competencies for Applied Behavior Analysts**

**Category**

- VII. Communication: 2. Written
- VII. Communication: 3. Audio-Visual
- X. Training and Consulting
- IX. Training and Consulting in Behavior Modification
- XI. Administration
- XII Research
- XI Research

**Conditions and Practitioner Responses**

- a. writes program report
- f. publishes project or program report
- g. prepares periodic progress reports for relevant people
- a. draws figures, graphs, and diagrams
- b. prepares slides, videotapes, films
- a. conducts in-service training program (e.g., classroom, ward)
- a. writes research proposal; incorporating previous research into justification for study
- supervisor judges that rationale for study is adequately supported by the literature cited in that procedure is feasible.
- Report in publishable form.
- Submit written critique or evaluation of research to journal or granting agency.
- Published in a professional source.

**Criteria for Assessing Achievement**

- Same as d but for group treatment program
- Paper accepted for publication by a professional journal
- Report judged acceptable by supervisor and others concerned. Reader can paraphrase content
- At least 3 figures and diagrams according to APA specifications; checklist attached
- Objectives for presentation stated; 80% achieved, as judged by supervisor and audience
- Written objectives and evidence that objectives were met; (Quiz, data collected during workshop, follow-up data)
- Identifies 3 major trends in the field, citing 6-10 studies for each
- In writing, at least 5 questions for research, with major variables clearly specified. Questions must be answered.
- Supervisor judges that rationale for study is adequately supported by the literature cited in that procedure is feasible.
- Submitted written critique or evaluation of research to journal or granting agency.
- Published in a professional source.

- Week 1: Introduction
- Week 2: The Big Decision
- Week 3: Planning the Journey: Assessing Environment and Student Performance
- Week 4: Charting Your Course: Choosing Student Learning Objectives
- Week 5: Gearing Up: Assessing the Learning Environment and Defining Your Role

- Week 6: Gearing Up: Refining Your Instructional and Measurement Plan
- Week 7: Spring Trials: Testing Your Measurement Procedures
- Week 8: Trial Runs: Testing Your Teaching Procedures
- Week 9: Break
- Week 10: Hitting the Road: Analyzing and Reporting Progress

- Week 11: Looking Ahead, Behind, to the Left and to the Right: Generalization and Maintenance
- Week 12: Gauging Progress by Monitoring Performance
- Week 13: A Tale to Be Told: Reporting Your Methods and Results
- Week 14: Postcards from Afar: Displaying and Interpreting Your Graphs
- Week 15: Taking Stock: Evaluating Performance and Products

Active Student Responding

Sulzer-Azaroff and Reese's (1982) competencies expound behavioral change procedures and include a separate area on

A. Deceleration techniques
B. Maintenance and Follow-up
C. Termination of services
D. Acquisition of target skills

Active Student Responding

Sulzer-Azaroff and Reese (1982) are similar to the 1975 competencies, except for the omitting of competencies related to:

A. The Model
B. Behavior Change Procedures
C. Training and Consulting
D. Administration

Active Student Responding

Sulzer-Azaroff and Reese (1982), and Sulzer-Azaroff & Associates (2008) handbooks consist of:

A. Workshops
B. Activities
C. Handouts
D. All of the above
BACB® Task List

  - Florida Department of Children & Families Developmental Services Program
- Second Edition March 1997
  - Second Edition-Revised (BACB®)
- Third Edition 2005
- Fourth Edition 2010-2012

BACB® Task List: 1st Edition

- September 1991
  - Florida Departments of Health & Rehabilitative Services Program (HRS) and Business and Professional Regulation (BPR)
- Panel of experts
  - 20 content areas
- Revision, second panel
  - Reduced to 13 content areas, revised further
  - 12 content areas and 112 task statements

BACB® Task List: 1st Edition

- Survey pilot tested in 1993
- Should a behavior analyst be able to perform the work activity specified
- Rate the importance of the task
  1= no importance
  2= little importance
  3= some importance
  4= moderate importance
  5= great importance
- 276/922 surveys returned, 35/50 states, 61% of responses from Florida

BACB® Task List: 1st Edition

<table>
<thead>
<tr>
<th>Content Area: Legal and Ethical Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td>20. Assess behavior within applicable legal and ethical standards</td>
</tr>
<tr>
<td>21. Decide when to intervene within applicable legal and ethical standards</td>
</tr>
<tr>
<td>22. Select target behaviors and goals within applicable legal and ethical standards</td>
</tr>
<tr>
<td>23. Obtain formal informed consent within applicable legal and ethical standards</td>
</tr>
<tr>
<td>24. Obtain approval from other appropriate entities within applicable legal and ethical standards</td>
</tr>
<tr>
<td>25. Implement behavior change interventions within applicable legal and ethical standards</td>
</tr>
<tr>
<td>26. Evaluate interventions within applicable legal and ethical standards</td>
</tr>
<tr>
<td>27. Protect confidentiality within applicable legal and ethical standards</td>
</tr>
<tr>
<td>28. Use emergency and crisis interventions within applicable legal and ethical standards</td>
</tr>
</tbody>
</table>

BACB® Task List: 1st Edition

<table>
<thead>
<tr>
<th>Content Area: Decision and Consequences of Applied Behavior Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. State assumptions of behavior analysis that distinguish it from other approaches to analyzing behavior (e.g., behavior is lawful, behavior can be studied scientifically, behavior is a function of genetics and environment)</td>
</tr>
<tr>
<td>2. Distinguish between behaviorism, the experimental analysis of behavior, and applied behavior analysis</td>
</tr>
<tr>
<td>3. Describe dimensions of applied behavior analysis that, taken together, distinguish it from other treatment approaches (i.e., applied behavior analysis, applied behavioral principles, behavioral principles, analytical, descriptive, effectivness, and fidelity)</td>
</tr>
<tr>
<td>4. Define behavior analysis behavior analysis data</td>
</tr>
<tr>
<td>5. Define stimulus</td>
</tr>
<tr>
<td>6. Define consequencen</td>
</tr>
<tr>
<td>7. Define antecedent</td>
</tr>
<tr>
<td>8. Define reinforcement</td>
</tr>
<tr>
<td>9. Define punishment</td>
</tr>
<tr>
<td>10. Define stimulus control</td>
</tr>
<tr>
<td>11. Define establishing operation</td>
</tr>
<tr>
<td>12. Define operant conditioning model</td>
</tr>
<tr>
<td>13. Define functional relations</td>
</tr>
<tr>
<td>14. Define extinction</td>
</tr>
<tr>
<td>15. Define differentiation</td>
</tr>
<tr>
<td>16. Define generalization and maintenance</td>
</tr>
<tr>
<td>17. Describe the respondent conditioning model</td>
</tr>
<tr>
<td>18. Describe the operant conditioning model</td>
</tr>
<tr>
<td>19. Define contingency-shaped and rule-governed behavior and distinguish between examples of each</td>
</tr>
</tbody>
</table>

BACB® Task List: 1st Edition

<table>
<thead>
<tr>
<th>Content Area: Emergency Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>30. Define an emergency situation</td>
</tr>
<tr>
<td>31. State the role and function of emergency procedures</td>
</tr>
<tr>
<td>32. State the essential components and precautions for managing emergency procedures</td>
</tr>
</tbody>
</table>

BACB® Task List: 1st Edition

<table>
<thead>
<tr>
<th>Content Area: Behavioral Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>33. State the reasons for conducting a behavioral assessment</td>
</tr>
<tr>
<td>34. State the benefits and limitations of behavioral assessment</td>
</tr>
<tr>
<td>35. Use various methods to gather assessment information</td>
</tr>
<tr>
<td>36. Use various methods to display, summarize, and interpret data</td>
</tr>
</tbody>
</table>

BACB® Task List: 1st Edition

<table>
<thead>
<tr>
<th>Content Area: Selection of Target Behaviors and Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>37. Define and develop goals</td>
</tr>
<tr>
<td>38. Define and develop target behavior</td>
</tr>
<tr>
<td>39. Define and develop objectives</td>
</tr>
<tr>
<td>40. Prioritize goals/objectives</td>
</tr>
</tbody>
</table>
BACB® Task List: 1st Edition

Content Area 12: Performance Management, Incidental Learning, and Accountability
105. Establish systems that promote positive interperson relationships and incidental learning and support behavior change interventions on the part of persons directly involved with affected by behavior analysis services
106. Establish support for behavior change interventions from persons (individuals or groups) not directly involved with these interventions (e.g., administration, advocacy groups, consumer groups, law makers, other human service providers)
107. Establish competency-based training for persons who will be responsible for carrying out behavior analysis procedures
108. Establish performance monitoring systems

BACB® Task List: 2nd Ed., 2nd Ed. -R

March 1997
• Second Edition-Revised (BACB®)
• Reorganized and refined, based on another job task analysis
• Included Knowledge, Skills, Abilities (KSA) statements (one of most detailed versions)

BACB® Task List: 2nd Ed., 2nd Ed. -R

• Content Areas
  • Theoretical/Conceptual
    1. Ethical Considerations
    2. Characteristics of Applied Behavior Analysis
    3. Basic Principles of Behavior
  • Behavioral Assessment
    4. Characteristics and Rationale
    5. Descriptive Analysis
    6. Systematic Manipulations (demonstrating functional relations)
    7. Measurement
    8. Data Display
    9. Data Interpretation

BACB® Task List: 2nd Ed., 2nd Ed. -R

• Content Areas
  • Establishing, Strengthening, and Weakening Behavior
  10. Selection of Targets for Change and Intermediate/Ultimate Outcomes
  11. General Issues Regarding Procedures
  12. Behavior Change Procedures
  13. Generality of Behavior Change
  14. Managing Emergencies
  • Cultural and Social Issues
  15. Transfer of Technology
  16. Establishing Support for Behavior Analysis Services

BACB® Task List: 2nd Ed., 2nd Ed. -R

TASK 2-3: Describe the dimensions of applied behavior analysis (ABA).

A. APPLIED: ABA focuses on the implementation of basic principles (Content Area 3) to behaviors of significance to the participants involved.
B. BEHAVIORAL: ABA focuses on behavior in its own right as a target for change.
C. ANALYTIC: ABA seeks to identify functional relations between behavior and environmental events through scientific study.
D. TECHNOLOGICAL: In ABA, procedures are completely and precisely defined.
E. CONCEPTUALLY SYSTEMATIC: In ABA, procedures are linked to, and described in terms of, the basic principles of behavior (C A 3).
F. EFFECTIVE: In ABA, the changes in behavior are significant to the participants involved, cost effective, and efficient. Behavior analysts attempt to use procedures that promote generalization and maintenance of behavior change.
G. GENERAL: Behavior analysts attempt to discover procedures that can be applied effectively to many individuals and in many settings.

BACB® Task List: 3rd Ed.

• 2005
• 10 content areas
• KSAs are not included in task list (but are provided to instructors)
BACB® Task List: 3rd Ed.

CONTENT AREA 1: ETHICAL CONSIDERATIONS

1.1 Select 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 the style of systems change goals and targets for behavior change that are consistent with one's professional responsibilities.
1.6 Use evidence-based and professional standards of the profession of applied behavior analysis.
1.7 Value, verify, or discontinue behavior change services only when the net benefit ratio of doing so is greater than the net benefit ratio for using alternative actions.
1.8 Identify and resolve contingencies that compromise the practitioner-client relationship, including relationships among the practitioner, the client, and other parties.
1.9 Use the most effective assessment and behavior change procedures within applicable ethical standards taking into consideration the guideline of minimal invasiveness of the procedure to the client.
1.10 Protect confidentiality.
1.11 Fully and accurately represent one's contributions and those of others to the practice, discipline, and profession of applied behavior analysis.
1.12 Ensure that the dignity, health, and safety of one's client are fully protected at all times.
1.13 Give preference to assessment and intervention methods that have been scientifically validated, and use scientifically methods to evaluate those that have not yet been scientifically validated.

BACB® Task List: 3rd Ed.

CONTENT AREA 2: DEFINITION AND CHARACTERISTICS

2.1 Explain and behave in accordance with the philosophical assumptions of behavior analysis, such as the determinants of behavior, empirical, experimental analysis, and parsimony.
2.2 Explain determinants of behavior.
2.3 Differentiate between mechanistic and environmental explanations of behavior.
2.4 Use the informal and formal behavioral analysis of behavior, applied behavior analysis, and behavioral technologies.
2.5 Define and explain behavior, including private events, in behavior analytic (non-intellectual) terms.
2.6 Use the dimensions of applied behavior analytic (Burr, Wolf, & Risley '1996) for evaluating interventions to determine if they are behavior analytic.
2.7 Interpret analysis from the behavior analytic literature.

BACB® Task List: 3rd Ed.

CONTENT AREA 3: PRINCIPLES, PROCESSES, AND CONCEPTS

3.1 Define and provide examples of behavioral response class.
3.2 Define and provide examples of behavior and stimulus.
3.3 Define and provide examples of conditioned and unconditioned.
3.4 Define and provide examples of positive and negative reinforcement.
3.5 Define and provide examples of conditioned and unconditioned punishment.
3.6 Define and provide examples of extinction and spontaneous recovery.
3.7 Define and provide examples of discrimination generalization.
3.8 Define and provide examples of generalization and discrimination.
3.9 Define and provide examples of crossover and extinction.
3.10 Define and provide examples of reciprocal determinism.
3.11 Define and provide examples of functional relations.
3.12 Define and provide examples of operant and respondent.
3.13 Define and provide examples of normal and pathological.
3.14 Define and provide examples of normal and pathological.
3.15 Define and provide examples of normal and pathological.
3.16 Define and provide examples of normal and pathological.
3.17 Define and provide examples of normal and pathological.
3.18 Define and provide examples of normal and pathological.
3.19 Define and provide examples of normal and pathological.

BACB® Task List: 3rd Ed.

CONTENT AREA 4: BEHAVIORAL ASSESSMENT

4.1 State the primary characteristics of and rationale for conducting a descriptive assessment.
4.2 Gather descriptive data.
4.3 Describe various methods.
4.4 Use descriptive methods.
4.5 Conduct functional analyses.
4.6 Use functional methods.
4.7 Conduct functional analyses.
4.8 Use functional methods.
4.9 Conduct functional analyses.
4.10 Use functional methods.

BACB® Task List: 3rd Ed.

CONTENT AREA 5: EXPERIMENTAL EVALUATION OF INTERVENTIONS

5.1 Systematically manipulate independent variables to analyze their effects on behavior.
5.2 Use withdrawal designs.
5.3 Use reversal designs.
5.4 Use alternating treatments (i.e., i.e., multiple, simultaneous, multiple or concurrent, and multiple baseline designs).
5.5 Use reinforcement analysis.
5.6 Use multiple baseline designs.
5.7 Identify and address practical and ethical considerations in using various experimental designs.
5.8 Conduct a component analysis (i.e., determining effective components) of an intervention package.
5.9 Conduct a parametric analysis (i.e., determining effective parameters of values of consequences, such as duration or magnitude).

BACB® Task List: 3rd Ed.

CONTENT AREA 6: MEASUREMENT OF BEHAVIOR

6.1 Identify the measurable dimensions of behavior (e.g., rate, duration, latency, or interresponse time).
6.2 Define behavior in observable and measurable terms.
6.3 State the advantages and disadvantages of using continuous measurement procedures and summary techniques (e.g., partial and whole interval recording, momentary time samples).
6.4 Select the appropriate measurement procedures given the dimensions of the behavior and the purposes of recording and monitoring.
6.5 Select a schedule of observation and recording periods.
6.6 Use frequency (i.e., counts).
6.7 Use rate (i.e., count per unit time).
6.8 Use latency.
6.9 Use percent correct.
6.10 Use percent agreement.
6.11 Use percent correct and percent agreement.
6.12 Use tally and ratio.
6.13 Use tally and ratio.
6.14 Use various methods of evaluating the outcomes of measurement procedures, such as observer agreements, accuracy, and bias.
### BACB® Task List: 3rd Ed.

**CONTENT AREA 7: DISPLAYING AND INTERPRETING BEHAVIORAL DATA**

<table>
<thead>
<tr>
<th>TASK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Select a data display that effectively communicates quantitative results.</td>
</tr>
<tr>
<td>2. Use scatter-plot graphs.</td>
</tr>
<tr>
<td>3. Use Stoddard-Salter Charts (for BOC/A only - excluded for BOCA).</td>
</tr>
<tr>
<td>4. Use a cumulative record to display data.</td>
</tr>
<tr>
<td>5. Use data displays that highlight patterns of behavior (e.g., scatter plots).</td>
</tr>
</tbody>
</table>

**CONTENT AREA 8: SELECTING INTERVENTION OUTCOMES AND STRATEGIES**

<table>
<thead>
<tr>
<th>TASK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Conduct a task analysis.</td>
</tr>
<tr>
<td>2. Make recommendations to the client regarding target outcomes based upon such factors as client preferences, task analysis, current repertoires, supporting environments, constraints, social validity, assessment results and test available scientific evidence.</td>
</tr>
<tr>
<td>4. Make recommendations to the client regarding intervention strategies based on such factors as client preferences, task analysis, current repertoires, supporting environments, constraints, social validity, assessment results and test available scientific evidence.</td>
</tr>
<tr>
<td>5. Make recommendations to the client regarding behaviors that must be established, strengthened and/or weakened to support the stated intervention outcomes.</td>
</tr>
<tr>
<td>6. Select an alternative behavior to be established or strengthened.</td>
</tr>
<tr>
<td>7. Determine and make environmental changes that reduce the need for behavior analysis services.</td>
</tr>
<tr>
<td>8. Identify the contingencies governing the behavior of those responsible for carrying out behavior change procedures and design interventions accordingly.</td>
</tr>
</tbody>
</table>

### BACB® Task List: 3rd Ed.

**CONTENT AREA 9: BEHAVIOR CHANGE PROCEDURES**

<table>
<thead>
<tr>
<th>TASK</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-1. Use intermittent reinforcement.</td>
</tr>
<tr>
<td>9-2. Use positive and negative reinforcement.</td>
</tr>
<tr>
<td>9-3. Use extinction procedures and schedules of reinforcement.</td>
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<tr>
<td>9-4. Use stimulus extinction procedures (e.g., Premack principle).</td>
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<td>9-5. Use differential reinforcement.</td>
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<td>9-6. Use discrete trial training procedures.</td>
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<td>9-7. Use functional analysis.</td>
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<td>9-10. Use direct instruction.</td>
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<td>9-11. Use preference testing.</td>
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<td>9-14. Use social skills training procedures.</td>
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<td>9-17. Use self-management training procedures.</td>
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<td>9-18. Use contingency contracting (e.g., behavioral contracts).</td>
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<td>9-19. Use token economy procedures, including levels systems.</td>
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<td>9-20. Use independent, interpolated and dependent group contingencies.</td>
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<td>9-23. Use behavioral momentum.</td>
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<td>9-24. Use the matching law and recognize factors influencing choice.</td>
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<tr>
<td>9-25. Use language acquisition programs that employ Schema's analysis of verbal behavior (i.e., echolalia, mand's, tact, interjections).</td>
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<td>9-26. Use language acquisition/communication training procedures.</td>
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<td>9-28. Use behavior change procedures to promote stimulus and response generalization.</td>
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<td>9-29. Use behavior change procedures to promote maintenance.</td>
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### BACB® Task List: 3rd Ed.

**CONTENT AREA 10: SYSTEMS SUPPORT**

<table>
<thead>
<tr>
<th>TASK</th>
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<tbody>
<tr>
<td>10-1. Use competency-based training for persons who are responsible for carrying out behavioral assessment and behavior change procedures.</td>
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<tr>
<td>10-2. Use effective performance monitoring and reinforcement systems.</td>
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<tr>
<td>10-3. Design and use systems for monitoring professional integrity.</td>
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<tr>
<td>10-4. Establish support for behavior analysis services from persons directly and indirectly involved with these services.</td>
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<tr>
<td>10-5. Secure the support of others to maintain the client's behavioral repertoire in their natural settings.</td>
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<tr>
<td>10-6. Provide behavior analysis services in collaboration with others who support and/or provide services to one's clients.</td>
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</tbody>
</table>

### BACB® Task List: 4th Ed.

- **2010-2012**
  - 11 content areas, plus Foundational Knowledge
  - No specific content area related to ethics and professional conduct, as they are related to every other content area, and the Guidelines and Disciplinary Standards are considered “essential companion documents”
Section I: Basic Behavior-Analytic Skills

A. Measurement
A-01 Measure frequency (e.g., count).
A-02 Measure duration.
A-03 Measure latency.
A-04 Measure intervals.
A-05 Measure response time (RT).
A-06 Measure percent of occurrence.
A-07 Measure trial-to-criterion.
A-08 Assess interrater reliability agreements.
A-09 Evaluate accuracy and reliability of measurement procedures.
A-10 Design, pilot, and interpret data using equal-interval scales.
A-11 Design and implement frequency measurement procedures (e.g., point-by-point interval, noncontingent time sampling).
A-12 Design and implement choice measures.

B. Experimental Design
B-01 Use the dimensions of operant behavior analysis (Bear, Wolf, & Riley, 1966) to evaluate whether interventions are behavior-analytic in nature.
B-02 Review and interpret articles from the behavior-analytic literature.
B-03 Summarize and analyze independent variables to determine their effects on dependent variables.
B-04 Use central tendency and variability designs.
B-05 Use differential reinforcement (e.g., multiple schedule designs).
B-06 Use changing criterion designs.
B-07 Use multiple baseline designs.
B-08 Use multiple probe designs.
B-09 Use multiple baseline designs.
B-10 Conduct a computerized analysis to determine the effective components of an intervention package.
B-11 Conduct a parametric analysis to determine the effective values of an independent variable.

Section I: Basic Behavior-Analytic Skills

C. Behavior-Change Considerations
C-01 Rate and plan for the possible unwanted effects of reinforcement.
C-02 Rate and plan for the possible unwanted effects of punishment.
C-03 Rate and plan for the possible unwanted effects of extinction.

Section I: Basic Behavior-Analytic Skills

D. Fundamental Elements of Behavior Change
D-01 Use positive and negative reinforcement.
D-02 Use positive and negative punishment.
D-03 Use positive and negative consequences.
D-04 Use extinction and omission.
D-05 Use extinction and omission.
D-06 Use extinction and omission.
D-07 Use extinction and omission.
D-08 Use extinction and omission.
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D-18 Use extinction and omission.
D-19 Use extinction and omission.
D-20 Use extinction and omission.

Section I: Basic Behavior-Analytic Skills

E. Specific Behavior-Change Procedures
E-01 Use interventions based on manipulation of antecedents, such as motivating operations and discriminative stimuli.
E-02 Use discrimination training procedures.
E-03 Use visual reinforcement.
E-04 Use auditory reinforcement.
E-05 Use behavioral reinforcers, such as positive reinforcers, and discriminative stimuli.
E-06 Use positive reinforcement procedures.
E-07 Plan for behavioral contrast effects.
E-08 Use the matching law and discriminative stimuli influencing choice.
E-09 Use the matching law and discriminative stimuli influencing choice.
E-10 Use the matching law and discriminative stimuli influencing choice.
E-11 Use the matching law and discriminative stimuli influencing choice.
E-12 Use matching to sample procedures.
E-13 Use matching to sample procedures.

Section I: Basic Behavior-Analytic Skills

F. Behavior-Change Systems
F-01 Use self-management strategies.
F-02 Use self-management strategies.
F-03 Use self-management strategies.
F-04 Use self-management strategies.
F-05 Use self-management strategies.
F-06 Use self-management strategies.
F-07 Use self-management strategies.
F-08 Use self-management strategies.
F-09 Use self-management strategies.
F-10 Use self-management strategies.
F-11 Use self-management strategies.
F-12 Use self-management strategies.

### Section II: Client-Centered Responsibilities

#### G. Identification of the Problem
- G.01 Review records and establish data at the onset of the case.
- G.02 Locate biographical/historical variables that may be affecting the client.
- G.03 Conduct a preliminary assessment of the client in order to identify the referral problem.
- G.04 Explore behavioral concepts using nonverbal language.
- G.05 Describe and explain behavior, including print events, in behavior analytic (behavioral) terms.
- G.06 Provide behavior analytic services in collaboration with others who support and/or provide services to the client.
- G.07 Practice within the limits of professional competence to apply behavior analysis, and obtain consultation, supervision, and training, as made available.
- G.08 Identify and make environmental changes that reduce the need for behavior analytic services.

#### H. Measurement
- H.01 Select a measurement system to obtain representative data given the dimensions of the behavior and the logistics of observing and recording.
- H.02 Select a schedule of observation and recording periods.
- H.03 Select a data display that effectively communicates relevant quantitative features.
- H.04 Evaluate changes in level, trend, and variability.
- H.05 Evaluate temporal relations between observed variables (serial & between session, time series).

#### I. Assessment
- I.01 Define the behavior in observable and measurable terms.
- I.02 Define environmental variables in observable and measurable terms.
- I.03 Design and implement individual basal behavioral assessment procedures.
- I.04 Design and implement the full range of functional assessment procedures.
- I.05 Depict, analyze, and interpret observed data.
- I.06 Make recommendations regarding behavior that must be established, maintained, increased, or decreased.
- I.07 Design and conduct preference assessments to identify prior client reinforcers.

#### J. Intervention
- J.01 State intervention goals in observable and measurable terms.
- J.02 Identify potential interventionist(s) or assessment results and the most available scientific evidence.
- J.03 Select intervention strategies based on data analysis.
- J.04 Select intervention strategies based on client protection.
- J.05 Select intervention strategies based on the client’s current repertoire.
- J.06 Select intervention strategies based on supporting environments.
- J.07 Select intervention strategies based on environmental and resource constraints.
- J.08 Identify and address conceptual and ethical considerations when using experimental design to determine functional relationships.
- J.09 When a behavior is to be decreased, select an acceptable alternative behavior to be established or increased.
- J.10 Program for alternative and suppression generalization.
- J.11 Program for maintenance.
- J.12 Select differential consequences as appropriate.
- J.13 Stage correctional procedures to prompt gradual fading (i.e., derived relations).
- J.14 Make decisions regarding data display in various formats.

#### K. Implementation, Management, and Supervision
- K.01 Provide for ongoing documentation of behavioral services.
- K.02 Identify the contingencies generating the behavior of those responsible for carrying out behavior-change procedures and design interventions accordingly.
- K.03 Design and use contingency-based training for persons who are responsible for carrying out behavior-altering and behavior-change procedures.
- K.04 Design and use effective performance monitoring and reinforcement systems.
- K.05 Design and use systems for monitoring procedural integrity.
- K.06 Provide supervision for behavior-change agents.
- K.07 Evaluate the effectiveness of the behavioral program.
- K.08 Establish support for behavior-analytic services from direct and indirect consumers.
- K.09 Secure the support of others to maintain the client’s behavioral repertoires in their natural environments.
- K.10 Arrange for the orderly termination of services when they are no longer required.

#### Foundational Knowledge Accompanying the BACB Fourth Edition Task List

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>TK-01</td>
<td>Laws and principles</td>
</tr>
<tr>
<td>TK-02</td>
<td>Terminology (technical, ontological, cultural)</td>
</tr>
<tr>
<td>TK-03</td>
<td>Determinants</td>
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<tr>
<td>TK-04</td>
<td>Equations</td>
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<tr>
<td>TK-05</td>
<td>Predictive</td>
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<td>TK-06</td>
<td>Prognostic</td>
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<td>TK-07</td>
<td>Variability</td>
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<tr>
<td>TK-08</td>
<td>Comparative and methodological distinctions</td>
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<tr>
<td>TK-09</td>
<td>Distinguish between the conceptual analysis of behavior, experimental analysis of behavior, applied behavior analysis, and behavioral service delivery.</td>
</tr>
</tbody>
</table>
Similar to the competencies developed by Sulzer-Azaroff, Thaw, and Thomas (1975), The BACB task list items were developed through:

A. Majority agreement of the BACB board members
B. The sole inspiration of Jerry Shook
C. Surveys of subject matter experts, professionals in the field
D. Longitudinal studies examining outcomes data for clients of professionals with various competencies

Active Student Responding

Which content area was dropped in the 4th Edition BACB Task list?

A. Ethical Considerations
B. Measurement
C. Assessment
D. Experimental Design

Kazemi (2010)

• Fieldwork Experience Folder
• Materials, activities, and documentation for each of 24 competencies
• Supervisee builds a portfolio of demonstrated competencies that supervisor signs off on along the way
Kazemi (2010) Behavior Analytic Experience Competencies

The following relate to conducting a Functional Behavior Assessment:

Competency 1: Demonstrate knowledge of HIPPA and Confidentiality rules
Competency 2: Select and define target behavior for change
Competency 3: Use indirect measures of behavior and setting events/ MOs
Competency 4: Use direct observation methods to collect baseline data
Competency 5: Use direct assessment to identify preferred stimuli
Competency 6: Assess quality of behavioral measurement (Accuracy & Reliability)

The following relate to conducting a Behavior Intervention Plan:

Competency 13: Develop and implement antecedent control interventions
Competency 14: Develop and implement consequent based interventions
Competency 15: Select & use appropriate design to test interventions
Competency 16: Discuss ethical considerations related to your behavioral intervention

Offer and obtain feedback on:

Competency 21: Written functional behavior assessment(s)
Competency 22: Written intervention plan(s)
Competency 23: Written task analysis & graph of progress teaching behaviors
Competency 24: Development and implementation of a training module
Reeve & Colleagues (in development)

- Supervision Handbook
- 46 competencies, tied to 3rd edition task list items
- Evaluated via work product or competency checklist
- Competencies organized into 3 modules, each related to 500 hrs. of experience
- Incorporates several documentation elements (agreements, responsibilities, monthly evaluations) from Sulzer-Azaroff & Associates (2008)

<table>
<thead>
<tr>
<th>Clinical Competency</th>
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<th>Rate/Preference</th>
<th>Supervisor</th>
<th>Initials</th>
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<td>Work Product</td>
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Reeve & Colleagues (in development)

What to Teach

- Areas
- Ethics
- Foundational knowledge/Model
- Data collection/Measurement
- Graphing and interpreting
- Experimental design and research
- Functional assessment
- Behavior Change procedures
- Systems Support/Training/Supervision

What to Teach

- Verbal behavior vs. nonverbal behavior
- Coursework vs. Experience
  - What role does the supervisor play in developing mastery of foundational knowledge?
- Specific skills vs. Frameworks

Ferraioli, Hughes, & Smith (2005)

- Frameworks:
  - Ferraioli, Hughes, & Smith (2005)
  - Geiger, Carr & LeBlanc (2010)
What to Teach

- Areas
- Ethics
- Foundational knowledge/Model
- Data collection/Measurement
- Graphing and interpreting
- Experimental design and research
- Functional assessment
- Behavior Change procedures
- Systems Support/Training/Supervision
What to Teach

- Ethics
  - Guidelines for Responsible Conduct
  - Disciplinary Standards
  - Identifying ethical dilemmas and the right course of action
  - Making ethical decisions on a continual basis

What to Teach

- Foundational Knowledge
  - Fluency in concepts, principles, terminology
  - Linking practices to concepts
  - Translating our language into common language!

What to Teach

- Data collection/measurement
  - Develop and modify data collection sheets
  - Select data collection methods
  - Use various types of data collection methods

What to Teach

- Graphing and Interpreting
  - Select appropriate types of graphs for various purpose
  - Plot data on graphs using software, including all critical elements
  - Produce graphs suitable for review committee or publication
  - Interpret data on various types of graphs
  - Make treatment decisions based on graphs

What to Teach

- Experimental Design and Research
  - Find articles, both specific and by topic
  - Discuss articles, including methods, design types, results, implications, and whether internal, external, and social validity were demonstrated
  - Design intervention and evaluate using an appropriate experimental design
  - Develop a presentation, poster, or article.

What to Teach

- Functional assessment
  - Conduct descriptive assessment, using various indirect & direct methods
  - Develop a hypothesis concerning behavioral function based on assessment results, and determine level of confidence
  - Design a functional analysis to test various hypotheses concerning behavioral function
  - Write a functional assessment report
What to Teach

- Behavior Change procedures
  - Identify target replacement behaviors based on function of behavior
  - Teach and/or increase replacement behavior using appropriate procedures
  - Reduce target behavior using appropriate procedures; both antecedent and consequent
  - Write behavior plan outlining procedures and all features of behavior plan
  - Evaluate progress toward goals and write monthly summary report

What to Teach

- Systems Support/Training/Supervision
  - Train others in implementation of behavior plan, using behavioral skills training (BST)
  - Monitor procedural integrity
  - Provide feedback to technical and nontechnical implementers

Active Student Responding

Kazemi (2010) and Reeve and colleagues (in development) have organized behavioral competencies into
A. Task lists
B. Handbooks
C. Workshops
D. College courses

Active Student Responding

In addition to direct observation of skills demonstrated, supervisors may rely on which of these, in order to evaluate a supervisee’s competence?
A. The supervisor’s subjective evaluation of whether competence has been met
B. Performance on mock exams
C. Work products
D. Peer reports and observations

Active Student Responding

A behavior analyst’s repertoire may be divided into which two general classifications?
A. Mental and behavioral
B. Experimental and applied
C. Independent and dependent
D. Nonverbal and verbal

Active Student Responding

Terms like “State”, “Identify”, “Plan for”, “Define”, “Explain”, and “Describe” reference which repertoire?
A. Nonverbal
B. Verbal
Active Student Responding

Terms like "Measure", "Use", "Design", "Review", "Conduct", and "Practice" reference which repertoire?

A. Nonverbal
B. Verbal

Ferraioli, Hughes, & Smith (2005), and Geiger, Carr & LeBlanc (2010) developed:

A. Competency-based checklists
B. Training modules
C. Decision-making frameworks
D. Video-modeling software

How to Teach

- Behavioral Skills Training (BST)
  - Provide a rationale for why the target skills are to be trained
    - (Tell them why to do it!)
  - Provide a succinct, written description (instructions) of the target skills
    - (Tell them what to do!)
  - Provide a detailed, vocal description (instructions) of the target skills
    - (Tell them what to do!)

- Behavioral Skills Training (BST)
  - Demonstrate (model) each of the target skills
    - (Show them what to do!)
  - Require supervisees to practice (rehearse) each target skill
    - (Watch them do it!)
  - Provide positive and corrective feedback to supervisee
    - (Tell them how they did!)

- Behavioral Skills Training (BST)
  - Repeat the previous step until supervisee performs each target skill correctly
    - (Practice!)
  - Assess application and generalization of skills to new targets, clients, and settings, when appropriate
    - (Monitor how they’re doing!)

- Behavioral Skills Training (BST)
  - Tell them why to do it
  - Tell them what to do
  - Show them what to do
  - Watch them do it
  - Tell them how they did
  - Practice
  - Monitor how they’re doing
How to Teach

• Feedback
  • Types
    • Constructive/Supportive
    • Corrective

• Feedback
  • Modes
    • Vocal
    • Written
    • Modeled
    • Video
    • Graphic
    • Self-monitored
    • Formal or Informal

How to Teach

• Constructive/Supportive Feedback
  • Contingent, Specific, descriptive praise
  • Intended to function as reinforcer from learn unit perspective

• Corrective Feedback
  • Contingent, Specific, descriptive statement
  • Will serve two functions
    • Conditioned positive punisher
    • Antecedent for correct response
    • Error correction!

How to Teach

• Corrective Feedback
  1. Provide empathy statement (may include rationale)
  2. Describe ineffective/incorrect performance
  3. BST steps!
    a. Provide rationale
    b. Provide instruction
    c. Provide model
    d. Rehearsal with feedback
    e. Monitoring

• Behavioral Skills Training (BST)
  • Delivery Format
    • In person
    • Role-play
    • In-vivo
    • Distance
    • Video, computer
    • Individual/Group
How to Teach

• Behavioral Skills Training (BST)
  • EXAMPLE

How to Teach

• Ethics
  • Model ethical behavior, and analysis of situations, treatment decisions, etc. from an ethical standpoint
  • Discuss in terms of specific Guidelines
  • Provide feedback regarding identification of issues, guidelines, and ethical decision making

How to Teach

• Foundational knowledge/Model
  • Provide prompts, model, and opportunities to practice with feedback identifying concepts in real-life examples and explaining chosen strategies using terminology

How to Teach

• Data collection/Measurement
  • Provide explanation of why data collection is important
  • Provide instruction, model, and opportunities to practice with feedback choosing measures, data collection procedures, and collection of data
  • Monitor the data with supervisee (USE the data)

How to Teach

• Graphing and interpreting
  • Provide explanation of why graphing data is important – “If you’re not graphing, you’re not doing ABA!” (Freeman)
  • Provide instruction, model, and opportunities to practice with feedback on interpreting graphs and appropriate treatment decisions.

How to Teach

• Experimental design and research
  • Provide instruction, model, and opportunities to practice with feedback on finding journal articles
  • Provide instruction, model, and opportunities to practice with feedback on choosing an appropriate design to evaluate effectiveness of treatment/answer an experimental question
### How to Teach

- Functional assessment
  - Provide instruction, model, and opportunities to practice with feedback on conducting functional assessment interviews, collecting assessment data on behavior, and conducting experimental analyses
  - Provide instruction, model, and opportunities to practice with feedback on writing functional assessment reports

- Behavior Change procedures
  - Provide instruction, model, and opportunities to practice with feedback on necessary skills

### Systems Support/Training/Supervision

- Provide instruction, model, and opportunities to practice with feedback on obtaining consent for treatment
- Provide instruction, model, and opportunities to practice with feedback on explaining behavior plan to stakeholders
- Provide instruction, model, and opportunities to practice with feedback on training stakeholders in data collection and implementation of procedures (using these same strategies)
- Provide instruction, model, and opportunities to practice with feedback on supervising those seeking certification

### Active Student Responding

A conceptually systematic strategy for training professionals in various skills is:

A. Precision Teaching
B. Discrete Trial Teaching
C. Behavioral Skills Training
D. Naturalistic Teaching

### Active Student Responding

The FIRST step in Behavioral Skills Training is to provide:

A. detailed instructions
B. feedback
C. A model
D. A rationale

Once a supervisee has performed a skill and received feedback, it is important for them to:

A. Understand why the skill is important
B. Get directions on how to do the skill
C. Practice the skill
D. See their supervisor model the skill
Active Student Responding

The more colloquial phrase “Tell them what to do” refers to which step of Behavioral Skills Training?

A. Provide a rationale for why the target skills are to be trained
B. Provide a detailed description (instructions) of the target skills
C. Demonstrate (model) each of the target skills
D. Require supervisees to practice (rehearse) each target skill

Active Student Responding

The more colloquial phrase “Show them what to do” refers to which step of Behavioral Skills Training?

A. Provide a rationale for why the target skills are to be trained
B. Provide a detailed description (instructions) of the target skills
C. Demonstrate (model) each of the target skills
D. Require supervisees to practice (rehearse) each target skill

Active Student Responding

The more colloquial phrase “Tell them how they did” refers to which step of Behavioral Skills Training?

A. Require supervisees to practice (rehearse) each target skill
B. Provide positive and corrective feedback to supervisee
C. Repeat the previous step until supervisee performs each target skill correctly
D. Assess application and generalization of skills to new targets, clients, and settings, when appropriate

Active Student Responding

Feedback that consists of contingent, descriptive praise is referred to as

A. Supportive feedback
B. Corrective feedback

Active Student Responding

When delivering corrective feedback, we also use behavior skills training to explain the rationale for correct performance, provide instruction, a model, and an opportunity for the supervisee to perform the skill correctly and receive feedback. This process may also be called:

A. Prompting
B. Delivering an instructional demand or “S-D”
C. Error Correction
D. Reinforcement

Active Student Responding

Behavioral Skills Training may be delivered

A. In person
B. Via technology
C. Individually
D. All of the above
Active Student Responding

When a supervisor recreates a situation for the supervisee to respond to, out of context, this is referred to as:

A. In situ
B. Role play
C. Individual
D. Group

Think and Respond

Andrew is Kaitlynn’s supervisor. He has trained her in data collection methods, and feels confident in her ability to collect data. He instructs Kaitlynn to graph the data she collects over the next two weeks in order for them to review it at their next supervision meeting. When he reviews her Excel file at the meeting, she has failed to label the axes, the data points between Friday and Monday are connected, and the data is expressed in rate per day, though her observation sessions were typically a half hour in length, with 2-3 instances during those observations. What should Andrew do, or should he have done differently?

Think and Respond

Andrew cannot hold Kaitlynn accountable for something he has not seen her do competently before requiring it of her. He can either teach her to use Excel himself using behavioral skills training, or send her for training.

How to Measure Success

• BACB® Supervisor Training Curriculum Outline
  • VI. Evaluating the effects of supervision
• Validity
  • Internal
  • External
  • Social
• Internal Validity
  • Client outcomes
    • Objective measures – target behavior
    • Visual interpretation of data
    • Meeting of short and long-term goals
  • Staff/Stakeholder outcomes
    • Objective measures – target behavior
    • Procedural integrity
    • Visual interpretation of data
### How to Measure Success

**Internal Validity**
- Supervisor outcomes
  - Supervisory performance criteria
- Self-observation
- Peer observation
- Mentor observation

**Supervisor outcomes**

**Supervisory performance criteria**

**Self-observation**

**Peer observation**

**Mentor observation**

### How to Measure Success

**External Validity**
- Client outcomes
  - Ability to apply strategies with different populations
  - Different target behaviors
  - Acquisition
  - Deceleration
  - Novel Situations

**Staff/Stakeholder outcomes**

**Effective with**
- Various professionals
- Differing levels within organizations/agencies
- Parents, teachers, staff
- Various training modalities

### How to Measure Success

**Social Validity**
- Client outcomes
  - Client/caregiver satisfaction
  - Interviews, surveys, questionnaires

**Staff/Stakeholder outcomes**

**Effective with**
- Supervisees of varying pre-supervision skill levels
- Gender, ethnic, cultural differences
- Different supervision modalities

### How to Measure Success

**Social Validity**

**Client outcomes**

**Client/caregiver satisfaction**

**Interviews, surveys, questionnaires**
How to Measure Success

• Social Validity
• Supervisor outcomes
• Supervisee satisfaction

How to Measure Success

• Maintenance and Generalization
• Follow up probes
• Surveys

Active Student Responding

When determining the effectiveness of supervision, looking at changes in objective measures reflects which type of validity?

A. Internal
B. External
C. Social
D. Construct

A way to measure social validity of supervision is:

A. Objective data
B. Self-monitoring
C. Follow-up probes
D. Satisfaction surveys

One of the most critical levels of the effectiveness of supervision to evaluate is

A. Client outcome
B. Staff outcome
C. Supervisee outcome
D. Supervisor outcome

A supervisor may NOT evaluate the internal validity of their own effectiveness through

A. Self- Observation
B. Peer Observation
C. Supervisee Observation
D. Mentor Observation
Conclusion

• Developing the Competent Behavior Analyst
  • What to Teach
    • Competencies, Practicum Handbooks, Supervision Folders
    • BACB Task List
    • Verbal vs. Nonverbal repertoires
    • Individual Skills vs. Frameworks
    • Academic Coursework vs. Supervised Experience

• Developing the Competent Behavior Analyst
  • How to Teach
    • Behavioral Skills Training
      • Tell them why to do it
      • Tell them what to do
      • Show them what to do
      • Watch them do it

• Developing the Competent Behavior Analyst
  • How to Measure Success
    • Level
    • Client
    • Staff/Stakeholder
    • Supervisor

• Developing the Competent Behavior Analyst
  • Outline
    • Validity
      • Internal
      • External
    • Social

Next:

• Logistics
References


References


