APPENDIX

Behavior Analyst Certification Board®
Fifth Edition Task List[1]
with page references to the text

Introduction

The BCBA/BCaBA task list covers tasks that a practicing behavior analyst will perform with some, but probably not all, clients. These tasks include "the knowledge and skills that serve as the foundation for the BCBA and BCaBA examinations" (BACB: BCBA/BCaBA Task List, 5th ed., p. 1). This list is provided mainly as a resource for instructors and a study tool for candidates. Candidates for the BCBA and BCaBA credentials should have a thorough understanding of these topics.

The BCBA/BCaBA Task List is organized in two major sections, Foundations, which includes basic skills and underlying principles and knowledge, and Applications, which includes more practice-oriented skills (BACB:BCBA/BCaBA Task List, 5th ed., p. 1).

The BCBA Fifth Edition Task List is presented for those who wish to review and are seeking a quick reference. Chapter(s) and/or the primary pages in which each specific task is addressed are presented. Some tasks are more general than others so an entire chapter or chapters may be cited. Others are comprehensive in nature, resulting in the entire book being cited.

Be sure to review the glossary for terms. (Caution: reading just a section on a term is not likely to provide an integrative understanding of the term. A comprehensive understanding is needed to understand many of the terms. Thus, we highly recommend that the entire book be studied if your background in ABA is weak.) You can also download your own copy of the Task List from BACB.com.

Section I: Foundations		
Task #	**A. Philosophical Underpinnings**	**Page reference**
A-1	Identify the goals of behavior analysis as a science (i.e., description, prediction, control).	7-8; 730–731
A-2	Explain the philosophical assumptions underlying the science of behavior analysis (e.g., selectionism, determinism, empiricism, parsimony, pragmatism).	5–6

A-3	Describe and explain behavior from the perspective of radical behaviorism.	15–17
A-4	Distinguish among behaviorism, the experimental analysis of behavior, applied behavior analysis, and professional practice guided by the science of behavior analysis.	3–5; 8–11
A-5	Describe and define the dimensions of applied behavior analysis (Baer, Wolf, & Risley, 1968).	7–10
Task #	**B. Concepts and Principles**	**Page reference**
B-1	Define and provide examples of behavior, response, and response class.	7; 24–25
B-2	Define and provide examples of stimulus and stimulus class	25–27; 351
B-3	Define and provide examples of respondent and operant conditioning.	27–29; 99–101; 206
B-4	Define and provide examples of positive and negative reinforcement contingencies.	29–30; 81–92; 684
B-5	Define and provide examples of schedules of reinforcement.	Chapters 22–23; 503
B-6	Define and provide examples of positive and negative punishment contingencies.	Chapters 30–31; 87; 685–688; 695–696; 670–671; 701–703
B-7	Define and provide examples of automatic and socially mediated contingencies.	103–104; 200–202; 265, 321
B-8	Define and provide examples of unconditioned, conditioned and generalized reinforcers and punishers.	99–103; 686–687
B-9	Define and provide examples of operant extinction	Chapter 28; 30–31; 49t; 618; 705–706
B-10	Define and provide examples of stimulus control.	Chapters 15–16, 345

B-11	Define and provide examples of discrimination, generalization and maintenance.	Chapters 21–23; 345–349; 455; 459, 462–463; 543–544; 550t
B-12	Define and provide examples of motivating operations.	32;112–113; 202; 337–339; 340–341; 597–598
B-13	Define and provide examples of rule-governed and contingency-shaped behavior.	385–386
B-14	Define and provide examples of the verbal operants	411–413 & Chapter 19
B-15	Define and provide examples of derived stimulus relations.	354–357; 428–430; 430–432

Task #	C. Measurement, Data Display, and Interpretation	Page reference
C-1	Establish operational definitions of behavior.	67;149 box
C-2	Distinguish among direct, indirect, and product measures of behavior.	129–132; 203–211;145t
C-3	Measure occurrence (e.g. count, frequency rate percentage).	130–132; 145t
C-4	Measure temporal dimensions of behavior (e.g., duration, latency, interresponse time).	130–133; 145t
C-5	Measure form and strength of behavior (e.g., topography, magnitude).	Chapter 7
C-6	Measure trials to criterion.	134; 145t
C-7	Design and implement sampling procedures (i.e., interval recording, time sampling).	133–138
C-8	Evaluate the validity and reliability of measurement procedures.	37,125–127; 141–143
C-9	Select a measurement system to obtain representative data given the dimensions of behavior and the logistics of observing recording.	Chapter 7
C-10	Graph data to communicate relevant quantitative relations (e.g., equal-interval graphs, bar graphs, cumulative records).	Chapter 8
C-11	Interpret graphed data.	165–169

Task #	D. Experimental Design	Page reference
D-1	Distinguish between dependent and independent variables.	174
D-2	Distinguish between internal and external validity.	557–558; 579–582
D-3	Identify the defining features of single-subject experimental designs (e.g., individuals serve as their own controls, repeated measures, prediction, verification, replication).	177 & Chapters 9 & 25
D-4	Describe the advantages of single-subject experimental designs compared to group designs.	173–176
D-5	Use single-subject experimental designs (e.g., reversal, multiple baseline, multielement, changing criterion).	Chapters 9 & 25
D-6	Describe rationales for conducting comparative, component, and parametric analyses.	519–530

Section Two: Applications

Task #	E. Ethics	Page reference
E-1	Responsible conduct of behavior analysts.	Chapter 32 & the BACB's ethical code (all tasks in this section)
E-2	Behavior analysts' responsibility to clients.	
E-3	Assessing behavior.	
E-4	Behavior analysts and the behavior-change program.	
E-5	Behavior analysts as supervisors.	
E-6	Behavior analysts' ethical responsibility to the profession of behavior analysis.	
E-7	Behavior analysts' ethical responsibility to colleagues.	
E-8	Public statements.	
E-9	Behavior analysts and research.	
E-10	Behavior analysts' ethical responsibility to the BACB.	

Task #	F. Behavior Assessment	Page reference
F-1	Review records and available data (e.g., educational medical, historical) at the outset of the case.	67–68; 202–211
F-2	Determine the need for behavior-analytic services.	Chapters 4, 10 & 26

F-3	Identify and prioritize socially significant behavior-change goals.	67–73
F-4	Conduct assessments of relevant skill strengths and deficits.	132; 203–210; 426
F-5	Conduct preference assessments.	106–112
F-6	Describe the common functions of problem behavior.	200–202
F-7	Conduct a descriptive assessment of problem behavior.	206–211
F-8	Conduct a functional analysis of problem behavior.	211–214
F-9	Interpret functional assessment data.	214–218

Task #	G. Behavior Change Procedures	Page reference
G-1	Use positive and negative reinforcement procedures to strengthen behavior.	Chapters 5, 6, & 11
G-2	Use interventions based on motivating operations and discriminative stimuli.	Chapters 15–19
G-3	Establish and use conditioned reinforcers.	100–102
G-4	Use stimulus and response prompts and fading (e.g., errorless, most-to-least, least-to-most, prompt delay, stimulus fading).	Chapter 20
G-5	Use modeling and imitation training.	390–403; 470; 475; 530; 544
G-6	Use instructions and rules.	385-389; 593-596; 625–626; 639; 678–679
G-7	Use shaping.	Chapter 13
G-8	Use chaining.	Chapter 14
G-9	Use discrete-trial, free-operant and naturalistic teaching arrangements.	390–392; 415–418; 427
G-10	Teach simple and conditional discriminations.	349–354
G-11	Use Skinner's analysis to teach verbal behavior.	Chapter 19
G-12	Use equivalence-based instruction.	354–359
G-13	Use the high-probability instructional sequence.	601–602
G-14	Use reinforcement procedures to weaken behavior (e.g., DRA, FCT, DRO, DRL, NCR).	Chapter 29; 417–418
G-15	Use extinction.	Chapter 28

G-16	Use positive and negative punishment (e.g., time-out, response cost, overcorrection).	Chapters 30 & 31
G-17	Use token economies.	258–267
G-18	Use group contingencies.	30; 248–255; 618–630
G-19	Use contingency contracting.	74; 232–235
G-20	Use self-management strategies.	239–245
G-21	Use procedures to promote stimulus and response generalization.	Chapter 21
G-22	Use procedures to promote maintenance.	Chapters 22 & 23
Task #	**H. Selecting and Implementing Interventions**	**Page reference**
H-1	State intervention goals in observable and measurable terms.	58–60
H-2	Identify potential interventions based on assessment results and the best available scientific evidence.	103–118; 223–224; 231
H-3	Recommend intervention goals and strategies based on such factors as client preferences, supporting environments, risks, constraints, and social validity.	Chapters 3, 4 & 24; 81–82; 103–112
H-4	When a target behavior is to be decreased, select an acceptable alternative behavior to be established or increased.	630–636
H-5	Plan for possible unwanted effects when using reinforcement, extinction, and punishment procedures.	Chapter 11; 93–97; 615–620; 665–679; 691–698
H-6	Monitor client progress and treatment integrity.	Chapter 7; 42–43; 127–129; 283
H-7	Make data-based decisions about the effectiveness of the intervention and the need for treatment revision.	Chapter 8
H-8	Make data-based decisions about the need for ongoing services.	Chapter 8
H-9	Collaborate with others who support and/or provide services to clients.	Chapters 4 & 24

Task #	I. Personnel Supervision and Management	
I-1	State the reasons for using behavior-analytic supervision and the potential risks of ineffective supervision (e.g., poor client outcomes, poor supervisee performance).	Chapter 24
I-2	Establish clear performance expectations for the supervisor and supervisee.	Chapters 4 & 24
I-3	Select supervision goals based on an assessment of the supervisee's skills.	Chapters 4 & 24
I-4	Train personnel to competently perform assessment and intervention procedures.	Chapter 24
I-5	Use performance monitoring, feedback, and reinforcement systems.	Chapters 3 & 24
I-6	Use a functional assessment approach (e.g., performance diagnostics) to identify variables affecting personnel performance.	Chapter 10
I-7	Use function-based strategies to improve personnel perfor-mance	Chapters 10 & 24
I-8	Evaluate the effect of supervision (e.g., on client outcomes, on supervisee repertoires).	Chapters 4 & 24