

BACB Fourth Edition Task List Assessment Form

Supervisor:

Rating Scale:

Date first assessed:

0 - cannot identify term/skill

Individual being Supervised:

1 - has taken course work on this skill/responsibility/principle

Certification being sought:

2 - can verbally define and give examples of the skill/responsibility/principle

3 - can display skill/responsibility/principle across multiple clients and situations

Instructions: Please mark each item with either a 0,1,2 or 3 based on rating scale

BASIC BEHAVIOR ANALYTIC SKILLS

A	Measurement	Rating
A-01	Measure frequency (i.e., count).	
A-02	Measure rate (i.e., count per unit time).	
A-03	Measure duration.	
A-04	Measure latency.	
A-05	Measure interresponse time (IRT).	
A-06	Measure percent of occurrence.	
A-07	Measure trials to criterion.	
A-08	Assess and interpret interobserver agreement.	
A-09	Evaluate the accuracy and reliability of measurement procedures.	
A-10	Design, plot, and interpret data using equal-interval graphs.	
A-11	Design, plot, and interpret data using a cumulative record to display data.	
A-12	Design and implement continuous measurement procedures (e.g., event recording).	
A-13	Design and implement discontinuous measurement procedures (e.g., partial & whole interval, momentary time sampling).	
A-14	Design and implement choice measures.	
B	Experimental Design	Rating
B-01	Use the dimensions of applied behavior analysis (Baer, Wolf, & Risley, 1968) to evaluate whether interventions are behavior analytic in nature.	

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B-02	Review and interpret articles from the behavior-analytic literature.	
B-03	Systematically arrange independent variables to demonstrate their effects on dependent variables.	
B-04	Use withdrawal/reversal designs.	
B-05	Use alternating treatments (i.e., multielement) designs.	
B-06	Use changing criterion designs.	
B-07	Use multiple baseline designs.	
B-08	Use multiple probe designs.	
B-09	Use combinations of design elements.	
B-10	Conduct a component 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.	
C	Behavior-Change Considerations	Rating
C-01	State and plan for the possible unwanted effects of reinforcement.	
C-02	State and plan for the possible unwanted effects of punishment.	
C-03	State and plan for the possible unwanted effects of extinction.	
D	Fundamental Elements of Behavior Change	Rating
D-01	Use positive and negative reinforcement.	
D-02	Use appropriate parameters and schedules of reinforcement.	
D-03	Use prompts and prompt fading.	
D-04	Use modeling and imitation training.	
D-05	Use shaping.	
D-06	Use chaining.	
D-07	Conduct task analyses.	
D-08	Use discrete-trial and free-operant arrangements.	
D-09	Use the verbal operants as a basis for language assessment.	
D-10	Use echoic training.	
D-11	Use mand training.	
D-12	Use tact training.	
D-13	Use intraverbal training.	
D-14	Use listener training.	

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D-15	Identify punishers.	
D-16	Use positive and negative punishment.	
D-17	Use appropriate parameters and schedules of punishment.	
D-18	Use extinction.	
D-19	Use combinations of reinforcement with punishment and extinction.	
D-20	Use response-independent (time-based) schedules of reinforcement (i.e., noncontingent reinforcement).	
D-21	Use differential reinforcement (e.g., DRO, DRA, DRI, DRL, DRH).	
E	Specific Behavior-Change Procedures	Rating
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 instructions and rules.	
E-04	Use contingency contracting (i.e., behavioral contracts).	
E-05	Use independent, interdependent, and dependent group contingencies.	
E-06	Use stimulus equivalence procedures.	
E-07	Plan for behavioral contrast effects.	
E-08	Use the matching law and recognize factors influencing choice.	
E-09	Arrange high-probability request sequences.	
E-10	Use the Premack principle.	
E-11	Use pairing procedures to establish new conditioned reinforcers and punishers.	
E-12	Use errorless learning procedures.	
E-13	Use matching-to-sample procedures.	
F	Behavior-Change Systems	Rating
F-01	Use self-management strategies.	
F-02	Use token economies and other conditioned reinforcement systems.	
F-03	Use Direct Instruction.	
F-04	Use precision teaching.	
F-05	Use personalized systems of instruction (PSI).	
F-06	Use incidental teaching.	
F-07	Use functional communication training.	
F-08	Use augmentative communication systems.	

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CLIENT-CENTERED RESPONSIBILITIES		
G	Identification of the Problem	Rating
G-01	Review records and available data at the outset of the case.	
G-02	Consider biological/medical 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	Explain behavioral concepts using nontechnical language.	
G-05	Describe and explain behavior, including private events, in behavior-analytic (non-mentalistic) terms.	
G-06	Provide behavior-analytic services in collaboration with others who support and/or provide services to one's clients.	
G-07	Practice within one's limits of professional competence in applied behavior analysis, and obtain consultation, supervision, and training, or make referrals as necessary.	
G-08	Identify and make environmental changes that reduce the need for behavior analysis services.	
H	Measurement	Rating
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 relations.	
H-04	Evaluate changes in level, trend, and variability.	
H-05	Evaluate temporal relations between observed variables (within & between sessions, time series).	
I	Assessment	Rating
I-01	Define behavior in observable and measurable terms.	
I-02	Define environmental variables in observable and measurable terms.	
I-03	Design and implement individualized behavioral assessment procedures.	
I-04	Design and implement the full range of functional assessment procedures.	
I-05	Organize, analyze, and interpret observed data.	
I-06	Make recommendations regarding behaviors that must be established, maintained, increased, or decreased.	
I-07	Design and conduct preference assessments to identify putative reinforcers.	

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J	Intervention	Rating
J-01	State intervention goals in observable and measurable terms.	
J-02	Identify potential interventions based on assessment results and the best available scientific evidence.	
J-03	Select intervention strategies based on task analysis.	
J-04	Select intervention strategies based on client preferences.	
J-05	Select intervention strategies based on the client's current repertoires.	
J-06	Select intervention strategies based on supporting environments.	
J-07	Select intervention strategies based on environmental and resource constraints.	
J-08	Select intervention strategies based on the social validity of the intervention.	
J-09	Identify and address practical and ethical considerations when using experimental designs to demonstrate treatment effectiveness.	
J-10	When a behavior is to be decreased, select an acceptable alternative behavior to be established or increased.	
J-11	Program for stimulus and response generalization.	
J-12	Program for maintenance.	
J-13	Select behavioral cusps as goals for intervention when appropriate.	
J-14	Arrange instructional procedures to promote generative learning (i.e., derived relations).	
J-15	Base decision-making on data displayed in various formats.	
K	Implementation, Management, and Supervision	Rating
K-01	Provide for ongoing documentation of behavioral services.	
K-02	Identify the contingencies governing the behavior of those responsible for carrying out behavior-change procedures and design interventions accordingly.	
K-03	Design and use competency-based training for persons who are responsible for carrying out behavioral assessment 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.	

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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.	

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FOUNDATIONAL KNOWLEDGE ACCOMPANYING THE BACB FOURTH EDITION TASK LIST

	Explain and Behave in Accordance with the Philosophical Assumptions of Behavior Analysis	2 = mastery for Functional Knowledge Section
FK-01	Lawfulness of behavior	
FK-02	Selectionism (phylogenic, ontogenic, cultural)	
FK-03	Determinism	
FK-04	Empiricism	
FK-05	Parsimony	
FK-06	Pragmatism	
FK-07	Environmental (as opposed to mentalistic) explanations of behavior.	
FK-08	Distinguish between radical and methodological behaviorism.	
FK-09	Distinguish between the conceptual analysis of behavior, experimental analysis of behavior, applied behavior analysis, and behavioral service delivery.	
	Define and Provide Examples of:	
FK-10	Behavior, response, response class	
FK-11	Environment, stimulus, stimulus class	
FK-12	Stimulus equivalence	
FK-13	Reflexive relations (US-UR)	
FK-14	Respondent conditioning (CS-CR)	
FK-15	Operant conditioning	
FK-16	Respondent-operant interactions	
FK-17	Unconditioned reinforcement	
FK-18	Conditioned reinforcement	
FK-19	Unconditioned punishment	
FK-20	Conditioned punishment	
FK-21	Schedules of reinforcement and punishment	
FK-22	Extinction	
FK-23	Automatic reinforcement and punishment	
FK-24	Stimulus control	
FK-25	Multiple functions of a single stimulus	

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FK-26	Unconditioned motivating operations	
FK-27	Conditioned motivating operations	
FK-28	Transitive, reflexive, surrogate motivating operations	
FK-29	Distinguish between the discriminative stimulus and the motivating operation	
FK-30	Distinguish between motivating operation and reinforcement effects	
FK-31	Behavioral contingencies	
FK-32	Contiguity	
FK-33	Functional relations	
FK-34	Conditional discriminations	
FK-35	Stimulus discrimination	
FK-36	Response generalization	
FK-37	Stimulus generalization	
FK-38	Behavioral contrast	
FK-39	Behavioral momentum	
FK-40	Matching law	
FK-41	Contingency-shaped behavior	
FK-42	Rule-governed behavior	
	Distinguish between the Verbal Operants	
FK-43	Echoics	
FK-44	Mands	
FK-45	Tacts	
FK-46	Intraverbals	
	Measurement Concepts	
FK-47	Identify the measurable dimensions of behavior (e.g., rate, duration, latency, interresponse time).	
FK-48	State the advantages and disadvantages of using continuous measurement procedures and discontinuous measurement procedures (e.g., partial- and whole-interval recording, momentary time sampling).	