**4TH EDITION TASK LIST STUDY GUIDE**

SECTION 1: BASIC BEHAVIOR ANALYTIC SKILLS

1. Measurement

|  |  |
| --- | --- |
| Task | Description |
| A-01 | Measure frequency/count |
| A-02 | Measure rate |
| A-03 | Measure duration |
| A-04 | Measure latency |
| A-05 | Measure inter-response time (IRT) |
| A-06 | Measure percent of occurrence |
| A-07 | Measure trails 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 |
| A-13 | Design and implement discontinuous measurement procedures |
| A-14 | Design and implement choice measures |

1. Experimental Design

|  |  |
| --- | --- |
| Task | Description |
| B-01 | Use the dimensions of ABA to evaluate whether interventions are behavior analytic in nature. |
| 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 treatment 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 |

1. Behavior-Change Considerations

|  |  |
| --- | --- |
| Task | Description |
| 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 |

1. Fundamental Elements of Behavior Change

|  |  |
| --- | --- |
| Task | Description |
| 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 |
| 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 |
| D-21 | Use differential reinforcement |

1. Specific Behavior-Change Procedures

|  |  |
| --- | --- |
| Task | Description |
| 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 |
| 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 |

1. Behavior-Change Systems

|  |  |
| --- | --- |
| Task | Description |
| F-01 | Use self-management systems |
| 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 |

SECTION II: CLIENT-CENTERED RESPONSIBILITIES

1. Identification of the Problem

|  |  |
| --- | --- |
| Task | Description |
| 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 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 ABA, 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. |

1. Measurement

|  |  |
| --- | --- |
| Task | Description |
| 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 quantitative relations |
| H-04 | Evaluate changes in level, trend and variability |
| H-05 | Evaluate temporal relations between observed variables |

1. Assessment

|  |  |
| --- | --- |
| Task | Description |
| 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-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 |

1. Intervention

|  |  |
| --- | --- |
| Task | Description |
| 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 |
| 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 |
| J-15 | Base decision-making on data displayed in various formats. |

1. Implementation, Management and Supervision

|  |  |
| --- | --- |
| Task | Description |
| 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 |
| K-09 | Secure the support of others to maintain the client’s behavioral repertoires in their natural environments |
| K-10 | Arrange for the oerderly termination of services when they are no longer required |

SECTION III: FOUNDATIONAL KNOWLEDGE

Explain and Behavior in Accordance with the Philosophical Assumptions of Behavior Analysis

|  |  |
| --- | --- |
| Task | Description |
| FK-01 | Lawfulness of behavior |
| FK-02 | Selectionism |
| FK-03 | Determinism |
| FK-04 | Empiricism |
|  | 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, ABA and behavioral service delivery. |

Define and Provide Examples of:

|  |  |
| --- | --- |
| Task | Description |
| 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 reinforcement |
| 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 |
| 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 | Rule-governed behavior |

Distinguish between the Verbal Operants

|  |  |
| --- | --- |
| Task | Description |
| FK-43 | Echoics |
| FK-44 | Mands |
| FK-45 | Tacts |
| FK-46 | Intraverbals |

Measurement Concepts

|  |  |
| --- | --- |
| Task | Description |
| FK-47 | Identify the measurable dimensions of behavior |
| FK-48 | State the advantages and disadvantages of using continuous measurement procedures and discontinuous measurement procedures. |

References

Behavior Analyst Certification Board. (2012). Fourth edition task list. Littleton, CO.