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A Special Thank You to Our Dedicated Certificants and Subject Matter Experts

We do know how lucky we are to have certificants who are deeply dedicated to facilitating the BACB's processes. With gratitude in mind, we wish to thank you and report to you the outcome of several recent certificant-based activities.

First, we want to thank the 1586 certificants who took the time to cast their votes in the BACB online election process. As you know, the BACB election process is primarily certificant driven --- meaning that you get to help select who will fill most of the positions on the BACB governing Board. As a result of your votes, the following Directors were elected this year:

Shahla Ala'i-Rosales, PhD, BCBA-D;

Iser Deleon, PhD, BCBA-D; and

Stephanie Peterson, PhD, BCBA-D

From the solicitation of nominations to the final election ballot we count on you to help make our elections process work. Thank you!

Next, we want to also thank those of you who participated in the recent Job Task analysis update. As reported in the last edition of the Newsletter, in order to remain current with the field of behavior analysis and to retain accreditation from the NCCA, the BACB must conduct regular updates and reviews of the Job Task Analysis (JTA) which serves as a foundation for the BCBA and BCaBac ertification examinations. The BACBe xaminations based on the 3rd Edition Task List were launched in June 2005, and were therefore due for an update last year. In order for this effort to be successful, input from certificants was sought via a job analysis survey. To the many of you who assisted in the survey development and completion process, we sincerely thank you.

As you probably know by now, the job analysis, sometimes called the validation study, is the foundation on which a testing program is built. One of the first steps in developing a valid certification examination is defining the body of knowledge required for competent practice of the profession. It is critical that credentialing agencies establish a strong link between the practice of the profession and the certification examination In our 2009-2010 update, a panel of 12 subject matter experts was convened for the purpose of reviewing the current task list and proposing revisions. The panel met on .March 9-11, 2009 in San Francisco, CA. After a thorough orientation to the job analysis process, the panel reviewed the BACB 3rd Edition Task List, focusing initially on whether the current structure with 10 content areas was appropriate. After an initial review, the group focused on reviewing the tasks within each content area. As the discussion progressed, panel members suggested changes to the wording of tasks to reduce redundancies and to clarify meaning.



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During these discussions, several concerns were raised about the 3rd Edition Task List and the overlap of content across some content areas and tasks. It was also pointed out that many of the current task statements were best described as knowledge that was required to perform various tasks and duties.

Ultimately, the panel recommended a change to the organizational structure of the task list. The new task list, herein after referred to as the 4th Edition Task List, is organized in three major sections: Client Centered Activities, Basic Skills, and Foundational Knowledge. The panel felt that this structure more accurately reflects the practice of behavior analysis as it acknowledges the fact that the knowledge and skills required to address behavioral concerns for clients varies depending on the situation, setting, and nature of the concern.

Certain activities are likely to be performed with most, if not all, clients and these have been grouped together under Client Centered Activities. The specific behavioral procedures, skills, and techniques used may vary widely depending on the circumstances. These skills may be viewed as prerequisites to performing client centered activities and they are identified within the Basic Skills section. Both of these sections describe tasks that are observable and measurable. The panel felt strongly that possession of certain enabling knowledge was essential to competent practice of behavior analysis, thus this content has been identified in the Foundational Knowledge.

During the reorganization process, panel members and the psychometrician kept track of the original Content Area - Task codes. This enabled the panel to ensure that no content was lost as a result of reorganizing the tasks. It will also provide a framework that may be used to assist with reclassifying the item bank and perhaps to assist university programs with updating their curricula. A draft of the 4th Edition Task List with cross referencing to the 3rd Edition Task List appears at www.bacb.com in the Downloads section.

Survey Development

The 4th Edition Task List served as the basis for a survey instrument which was used to validate the tasks identified by the panel. The survey contained an introduction which explained the process and the structure of the survey.

All respondents were asked to rate the tasks contained in Client Centered Activities and Basic Skills in terms of frequency and importance and to evaluate whether BCaBAs should be able to perform each task with varying degrees of supervision. The survey was successfully pilot tested with a large sample of BCBAs and BCaBAs.

Survey Delivery

The survey was administered using a web based survey tool in November - December, 2009 to 2236 certificants and stakeholders of the BACB. Survey participants were asked to respond to the survey for the credential that they currently held and to provide background information in addition to rating the tasks. Due to the importance of the survey results to the BACB, an incentive of 5 continuing education credits was offered to individuals who completed the entire survey.

The initial invitation to respond to the survey was sent via email on November 29, 2009 and the deadline to complete the survey was extended until December 31, 2009.

Response Rate

The BACB provided an export from their database consisting of all active and inactive BCBAs and BCaBAs. After deleting individuals who had opted out and whose email addresses were undeliverable, the effective sample size was 7067. Of these, 2236 (31.64%) responded to the survey. The response rate for BCBAs was 34.68% while BCaBAs had a response rate of 23.26%. The volume of responses is sufficient to be considered a representative sample of the certificant population and to permit appropriate analyses to be performed. In fact, the response rate was surprisingly good for this kind of survey as response rates reported in the literature for similar surveys frequently fall in the 10-20% range.

Responses

We know some of you have been wondering about the outcome. A full summary is beyond the scope of this newsletter, but we thought we would share some of the core data with you:



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Respondents' Area of Primary Emphasis

Primary Emphasis	BCBA		BCaBA		Combined Totals	
	Count	%	Count	%	Count	%
Behavior Analysis	857	55.08%	123	35.55%	980	51.52%
Behavior Therapy	41	2.63%	21	6.07%	62	3.26%
Counseling	20	1.29%	6	1.73%	26	1.37%
Direct Instruction	8	0.51%	2	0.58%	10	0.53%
Education	306	19.67%	86	24.86%	392	20.61%
Language Disorders	2	0.13%	2	0.58%	4	0.21%
Medicine	2	0.13%	2	0.58%	4	0.21%
Organizational Management	11	0.71%	3	0.87%	14	0.74%
Positive Behavior Supports	43	2.76%	6	1.73%	49	2.58%
Precision Teaching	5	0.32%	1	0.29%	6	0.32%
Psychology	224	14.40%	71	20.52%	295	15.51%
Social Work	16	1.03%	20	5.78%	36	1.89%
Speech Pathologist	21	1.35%	3	0.87%	24	1.26%
Total Answering	1556	100%	346	100%	1902	100%
Skipped Question	242		92		334	
Grand Total	1798		438		2236	

Primary Client Population Worked With by Respondents

Client Age Group	BCBA		BCaBA		Combined Totals	
	Count	%	Count	%	Count	%
Alcohol/Drug Abuse	4	0.26%	1	0.29%	5	0.26%
Autism	846	54.48%	186	54.07%	1032	54.40%
Business/Industry/Government	7	0.45%	0	0.00%	7	0.37%
Dependency/Foster Care	7	0.45%	5	1.45%	12	0.63%
Developmental Disabilities	365	23.50%	74	21.51%	439	23.14%
Education - College	45	2.90%	2	0.58%	47	2.48%
Education - Regular K-12	37	2.38%	16	4.65%	53	2.79%
Education - Special Ed	202	13.01%	45	13.08%	247	13.02%
Families/Couples	6	0.39%	1	0.29%	7	0.37%
Health	3	0.19%	2	0.58%	5	0.26%
Mental Health	31	2.00%	12	3.49%	43	2.27%
Total Answering	1553	100%	344	100%	1897	100%
Skipped Question	245		94		339	
Grand Total	1798		438		2236	



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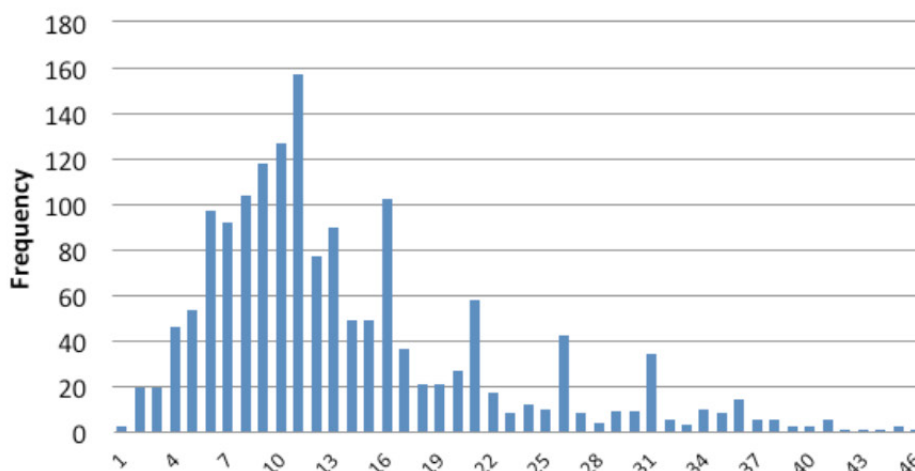
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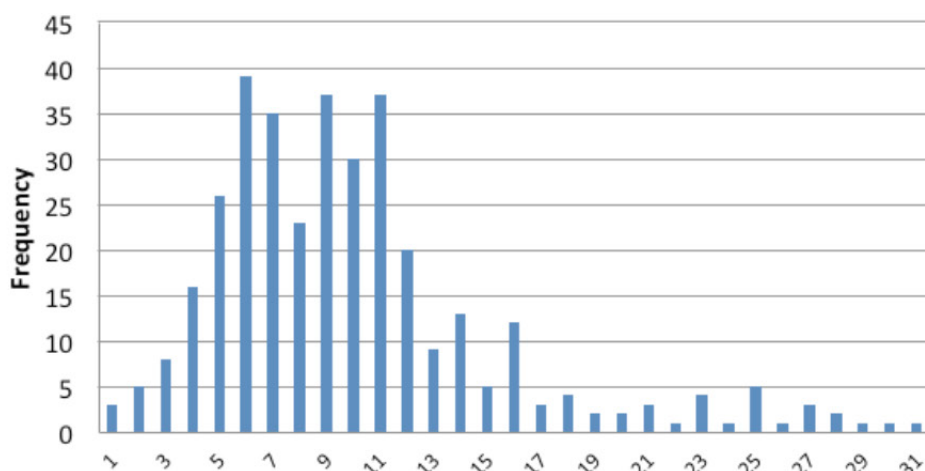
Respondents' Client Age Ranges

Client Age Group	BCBA		BCaBA		Combined Totals	
	Count	%	Count	%	Count	%
Adolescents	164	10.88%	45	13.35%	209	11.33%
Adults	254	16.84%	50	14.84%	304	16.48%
Children	1071	71.02%	238	70.62%	1309	70.95%
Geriatric	1	0.07%	2	0.59%	3	0.16%
Infants	18	1.19%	2	0.59%	20	1.08%
Total Answering	1508	100%	337	100%	1845	100%
Skipped Question	290		101		391	
Grand Total	1798		438		2236	

BCBA Years of Experience



BCaBA Years of Experience





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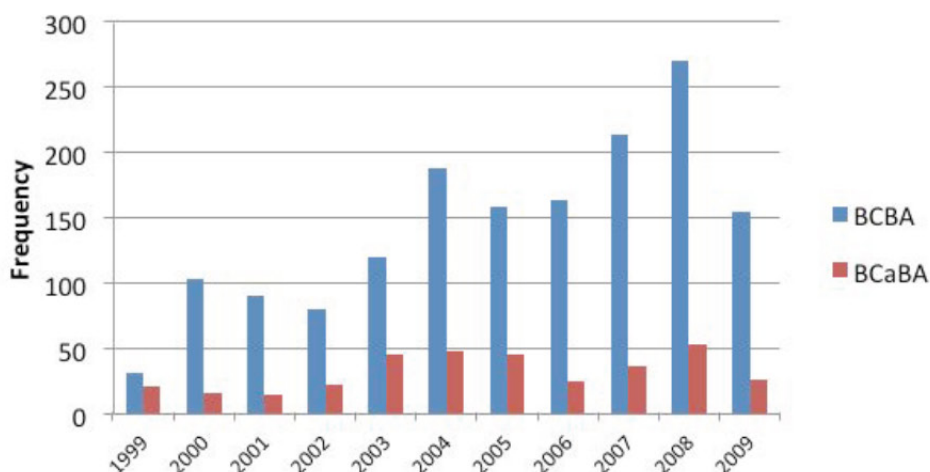
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Year First BACB Certified



Note: The data for 2009 in the figure above only includes 2 of 3 testing windows as the final window of the year was concurrent with the survey.

Supervising Others

Provide Supervision?	BCBA		BCaBA		Combined Totals	
	Count	%	Count	%	Count	%
No, I do not supervise others who provide ABA services.	303	12.79%	164	43.39%	467	16.89%
Yes, I supervise non-certified individuals who implement programs, comparable to a "behavior tech" level.	1083	45.72%	188	49.74%	1271	45.97%
Yes, I supervise BCaBAs.	464	19.59%	26	6.88%	508	18.37%
Yes, I supervise other BCBAs.	519	21.91%	n/a	n/a	519	18.77%
Total Answering	2369	100%	378	100%	2765	100%

Training Others

Provide Training?	BCBA		BCaBA		Combined Totals	
	Count	%	Count	%	Count	%
No.	236	9.71%	92	23.35%	328	11.61%
Yes, I train BCaBAs.	448	18.44%	46	11.68%	494	17.49%
Yes, I train other BCBAs.	508	20.91%	n/a	n/a	508	17.99%
Yes, I train non-certified individuals at the "behavior tech" level.	1238	50.95%	256	64.97%	1494	52.90%
Total Answering	2430	100%	394	100%	2824	100%



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Results

The primary purpose of the job analysis survey is to determine the relative criticality of tasks and knowledge required for competent practice of the profession. The data provide an empirically based definition of applied behavior analysis which will help drive the development of curricula used by the universities and colleges that prepare people to enter the field.

The task list portion of the survey was presented in three major sections. The first section asked about the importance and frequency of various "Client Centered Activities." Because the BACB credentials are oriented toward the clinical application of behavior analysis, many of the tasks that certificants perform are related to the clients with whom they work. This section of the survey is pretty generic and is meant to apply in most clinical situations. Many of the items in this section were drawn from Content Area 1: Ethical Considerations, Content Area 4: Behavioral Assessment, Content Area 7: Displaying and Interpreting Behavioral Data, Content Area 8: Selecting Intervention Outcomes and Strategies, and Content Area 10: Systems Support. Of course every client is different, so the same skills may not be used when addressing the needs of each one.

The second section of the survey asked questions about the importance and frequency of performing specific "Basic Skills" in applied behavior analysis. These are skills that would be used with some clients but not with others. Many of these skills were drawn from Content Area 5: Experimental Evaluation of Interventions, Content Area 6: Measurement of Behavior, and Content Area 9: Behavior Change Procedures.

The third section of the survey addressed the importance of certain "Foundational Knowledge" that is needed in order to perform behavior analytic services. The items in this part of the survey aren't tasks that a practitioner might perform; instead they are concepts that should have been mastered prior to entering practice. Many of these items were drawn from Content Area 3: Definitions and Characteristics and Content Area 4: Principles, Processes and Concepts. Respondents were asked to provide ratings

for the frequency and importance of each task identified in the Client Centered Responsibilities and Basic Skills sections. These ratings were combined to arrive at an overall "criticality" for each task which could be used for decision making regarding task retention on the examination specifications. In the interest of brevity, only the criticality results are presented here. Because the items in the Foundational Knowledge section are not observable and measurable tasks, respondents were only asked to rate the importance of each item.

Criticality of Tasks

Psychometric approaches to defining the dimension of "criticality" are generally based on the frequency and importance ratings in job analyses. The correlation between frequency and importance ratings of Client Centered Responsibilities for BCBAs was .855 and for BCaBas it was .833. The correlation between frequency and importance ratings of Basic Skills for BCBAs was .894 and for BCaBas it was .891. While both of these correlations indicate a strong relationship between frequency and importance, that relationship is not perfect. Behavior analysis practitioners work with a wide variety of populations and behaviors which vary greatly in the need for treatment and the potential consequences of delayed or inadequate treatment. Some of the most severe behavior problems are relatively rare; however, the consequences resulting from a lack of or improper treatment are great. As a result, it was decided that importance should be weighted more heavily than frequency when calculating criticality. The formula used was:

$$\text{Overall Criticality} = \frac{2(\text{Importance}) + \text{Frequency}}{3}$$

Since both frequency and importance were rated on scales with values from 1 to 5, this results in a criticality index that can range from 0.67 to 16.67.

For Client Centered Responsibilities, the BCBA criticality indices range from a low of 9.61, for "Select behavioral cusps as goals



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for intervention,” to a high of 15.67 for “Define behavior in observable and measurable terms.” The mean criticality was 12.43 with a standard deviation of 1.54. For Client Centered Responsibilities, the BCaBA criticality indices range from a low of 10.16, for “Select behavioral cusps as goals for intervention,” to a high of 15.48 for “Define behavior in observable and measurable terms.” The mean criticality was 12.34 with a standard deviation of 1.41. The correlation between BCBA and BCaBA criticality indices was .952. The overall high criticality indices for the tasks indicate that the panel did an excellent job developing the 4th Edition Task List.

Basic Skill Ratings

For Basic Skills, the BCBA criticality indices ranged from a low of 4.18, for “Design, plot and interpret data using ratio charts (e.g., semilogarithmic, Standard Celeration Charts, log-log),” to a high of 15.43 for “Use positive and negative reinforcement.” The mean criticality was 9.13 with a standard deviation of 2.68. The BCaBA criticality indices for Basic Skills ranged from a low of 5.34, for “Design, plot and interpret data using ratio charts (e.g., semilogarithmic, Standard Celeration Charts, log-log),” to a high of 15.00 for “Use positive and negative reinforcement.” The mean criticality as 9.48 with a standard deviation of 2.45. The correlation between BCBA and BCaBA criticality indices was .974.

Foundational Knowledge Ratings

Survey respondents were asked to rate importance of possessing foundational knowledge related to the practice of behavior analysis. The Importance Scale was a five-point Likert scale, whereby 5 = Critically Important, 4 = Very Important, 3 = Moderately Important, 2 = Somewhat Important, and 1 = Not Important.

For BCBAs, the importance rating, ranged from a low of 2.02 to a high of 4.76. The mean importance was 4.00 with an average standard deviation of 0.91. For BCaBAs, the importance rating, ranged from a low of 2.26 to a high of 4.66. the mean importance was 3.98 with an average standard deviation of 0.92. The highest and lowest rated tasks were the same for both groups, with the most important knowledge being “Define

and provide examples of extinction” and the least important knowledge being those items found within the “Theories of Practice” section, all but one of which had means well below the “Moderately Important” rating scale value.

Conclusions

The survey results were presented to the BACB Board of Directors for review at their annual board meeting, held on June 1, 2010 in San Antonio, TX. After discussion, the Board approved the 4th edition Task List with the following changes: The Design, plot and interpret data using ratio charts (e.g., semilogarithmic, Standard Celeration Charts, log-log) task was deleted from the “Basic Skills” section due to low criticality ratings for both BCBAs and BCaBAs. The “Theories of Practice” section was deleted from the “Foundational Knowledge” list due to low importance rating, for both BCBAs and BCaBAs. The Board also reviewed and discussed data collected on the adequacy of the course work and experience requirements. Based on these data, the Board increased the course work requirements and added a standalone ethics and professional conduct course requirement, as reported in the January 2011 edition of the BACB newsletter.

As behavior analysts, you know the importance of valid and reliable data. We sincerely appreciate the time and dedication of our certificants in helping us ensure the BACB standards and conduct are up to date.

News and Notes

We are pleased to announce that the 2011 Michael Hemingway award was given to Greg Wagner, PhD of California. Dr. Wagner received his award at the California Association for Behavior Analysis conference earlier this year. [Click here](#) for more information about the 2011 Hemingway award winner.

Dr. Jim Carr from Auburn University has joined the BACB on a part-time basis as a Senior Advisor. Jim will assist the BACB with special tasks related to certification and offer assistance to certificants involved in legislative efforts. Jim has served the BACB in a number of capacities over the years,



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with his most recent service being a two-year term on the board of directors. In addition to his part-time work with the BACB, Jim maintains his status as professor of psychology and co-director of the applied behavior analysis program at Auburn University where he continues his teaching, research, and editorial duties. Jim leaves vacant a partial term on the Board of Directors, to be filled by the Board of Directors, at its discretion.

BACB Events in Denver

As we have done in the past, we will hold several events during the annual Association for Behavior Analysis, International convention in Denver, Colorado. In addition to having an exhibit booth for the duration of the convention, we will hold the following business meetings:

Behavior Analyst Certification Board: University Contact Faculty
Business Meeting #122
Saturday, May 28
7:30PM - 8:20PM
401/402 (Convention Center)

Behavior Analyst Certification Board: Introduction and Application
Business Meeting #141
Sunday, May 29
8:00AM - 8:50AM
403 (Convention Center)

Behavior Analyst Certification Board: Status and New Developments
Business Meeting #300
Sunday, May 29
7:30PM - 8:20PM
403 (Convention Center)

Behavior Analyst Certification Board: International Certification Development
Business Meeting #478
Monday, May 30
7:30PM - 8:20PM
404 (Convention Center)

The BACB Ethics App

Adapted from the Description provided by Raymond G. Romanczyk, BCBA-D and Jennifer M. Gillis, BCBA-D at www.bacb.com

The most important content area of the Behavior Analyst Task List is the first: Client-centered Responsibilities (named Ethical Considerations in the Third Edition Task List).

Practice of behavior analysis without comprehensive ethical guidelines would be tragically flawed and a disservice to consumers, the profession, and society. Fortunately, the BACB historically has had strong ethical guidelines for certificants, and recently has adopted a slightly revised version of the Guidelines for Responsible Conduct for Behavior Analysts (revised 2010 in accordance with the 4th Edition Task List).

Because the teaching of professional ethics is a complex and critical activity, and because the equally important day to day process of resolving ethical dilemmas that face those in training, service providers, supervisors, and teaching faculty, we developed the BACB Ethics App. Professional ethics are not about following a set of rules, but rather concern balancing a complex set of principles of conduct within the context of personal moral principles and society's legal mandates. Two specific repertoires promote ethical behavior: consultation with knowledgeable peers/supervisors/experts and fluency with the ethical guidelines. As part of our teaching, workshop, and supervision activities concerning professional ethics, we wanted a more interactive method of presentation and review of the guidelines. So, we developed a teaching tool to assist in this second aspect of fluency. The app provides quick access to the content of the ethical principles and assists in focusing discussion and exploration. We have found it very useful for our own teaching activities and offer it in the hope others may find it useful and to provide benefit to the behavior analytic community. A special thanks to our colleague Emily H. Callahan, BCBA-D for her very helpful comments and suggestions.

What is the BACB Ethics App?

We coded the new guidelines into a database that allows use of simple menus and search functions to navigate through the guidelines. It uses a hierarchical structure wherein the 10 major categories are presented, and by clicking on a category one moves to greater and greater detail. For both self-study and



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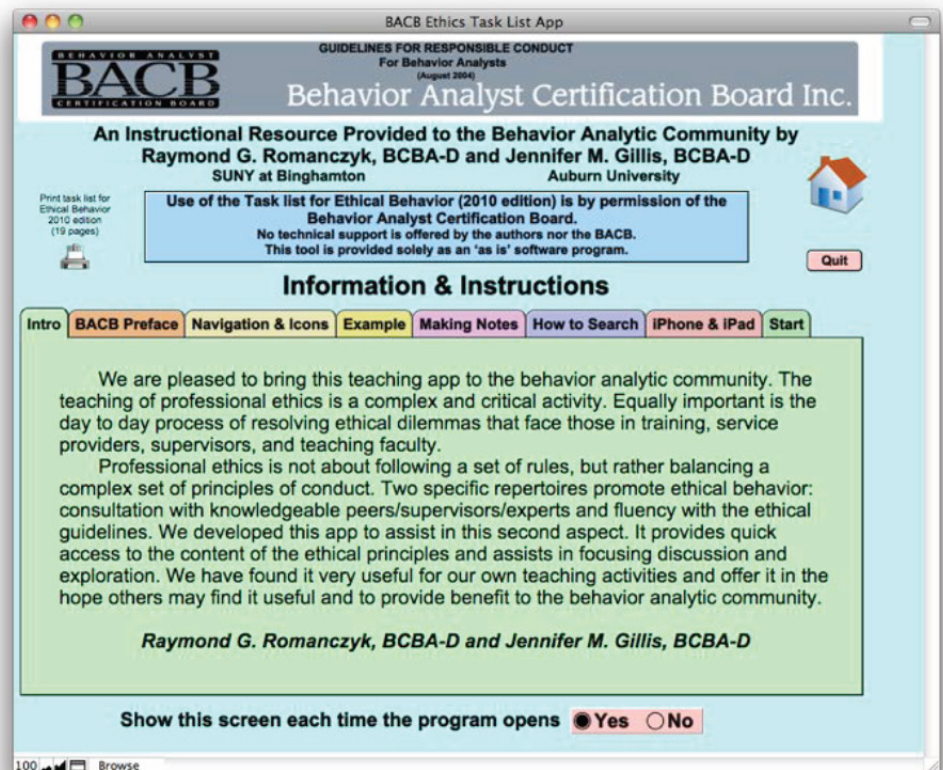
teaching purposes, users can also enter text into a notes field that can be either displayed or hidden by user choice.

Besides its 'cool' factor, we find this app to be a very useful teaching tool. As an example, at a recent workshop on ethics, this app was used via projection from a laptop as questions were fielded from the audience. Rather than using the app to simply answer a question, its use allowed the audience to see which of the 10 principles were applicable, and then to quickly navigate to the detail levels. This allowed for a discussion of the degree to which the actual item was applicable to the question's scenario. It was easy to engender group problem solving, which reflects our opinion that ethics should be taught as a process of resolution rather than a list of answers.

We hope you find the app useful. Because we have 'day jobs' we do not plan additional enhancements or improvements as software development can be an endless process of refinement. So we offer it 'as is' as a courtesy to all our fellow behavior analysts. The following sections describe the use of the app.

When you launch the BACB_Ethics.app, the following screen will appear.

This is the information screen. It explains aspects of the app. Clicking on the colored tabs displays the explanatory information.





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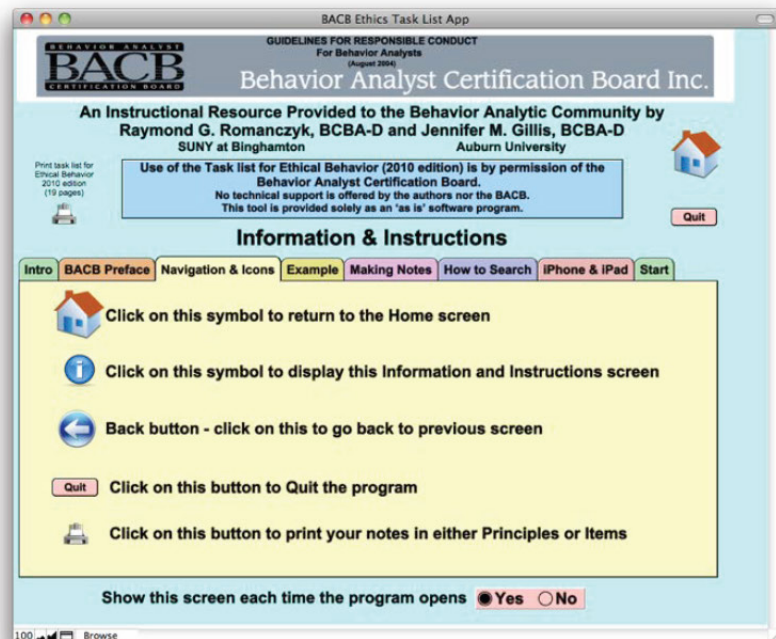
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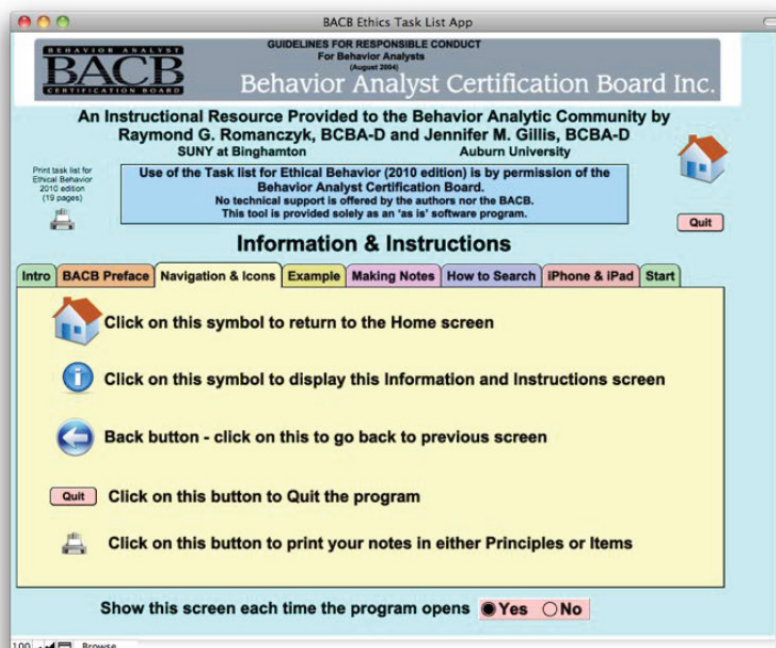
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For example, clicking the “Navigation & Icons” tab displays the following screen.



Clicking on the “Home” icon will take you to the primary user screen.





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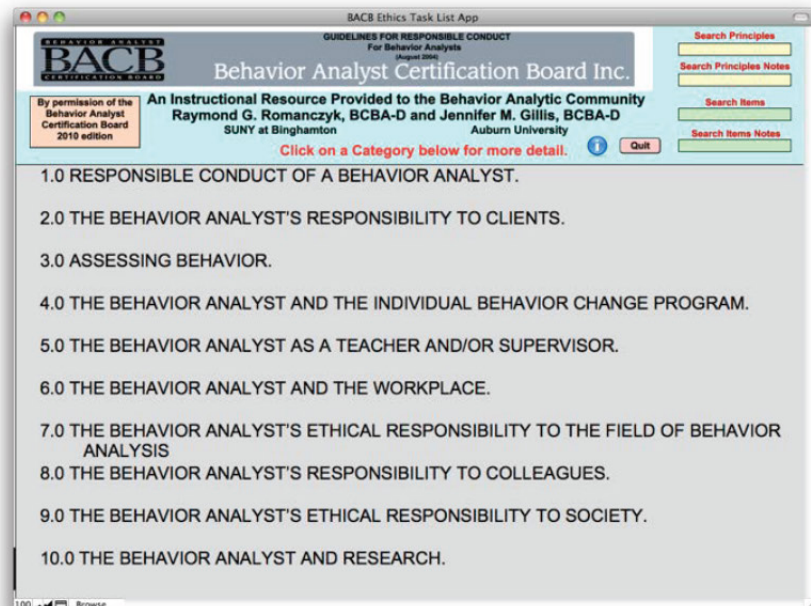
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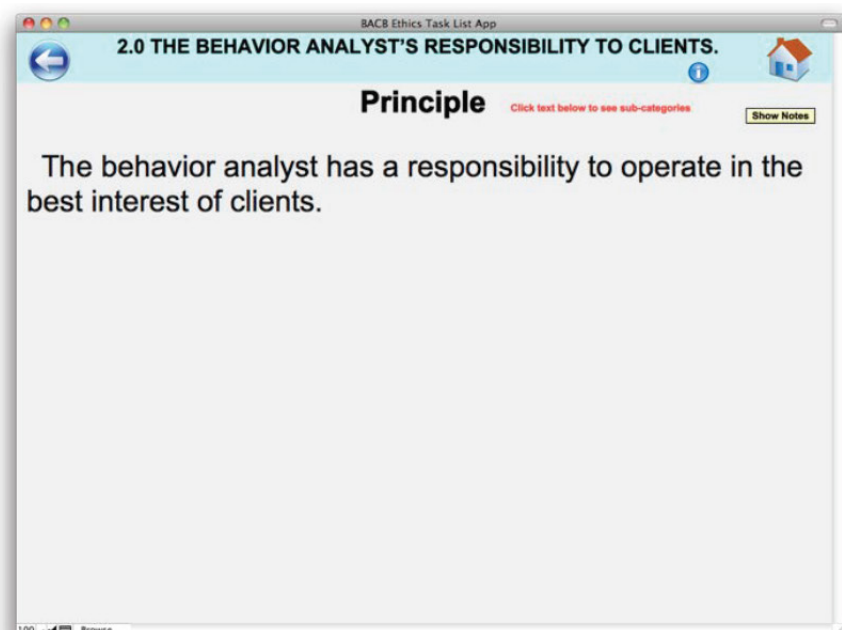
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Clicking on the “Home” icon will take you to the primary user screen.



From this screen you can perform search functions as well as directly choose the category you wish to examine. Clicking on a category brings up the next screen that presents the principle associated with the category you chose.





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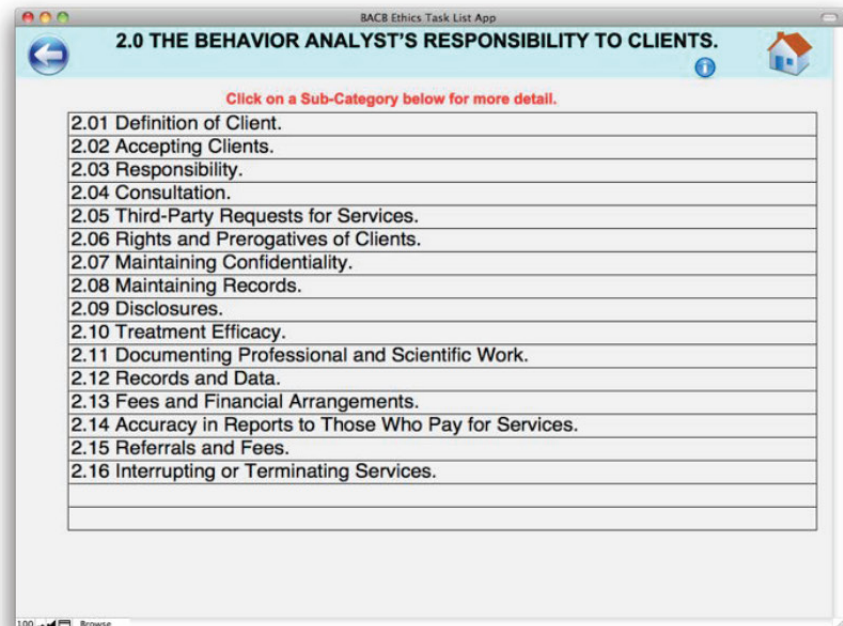
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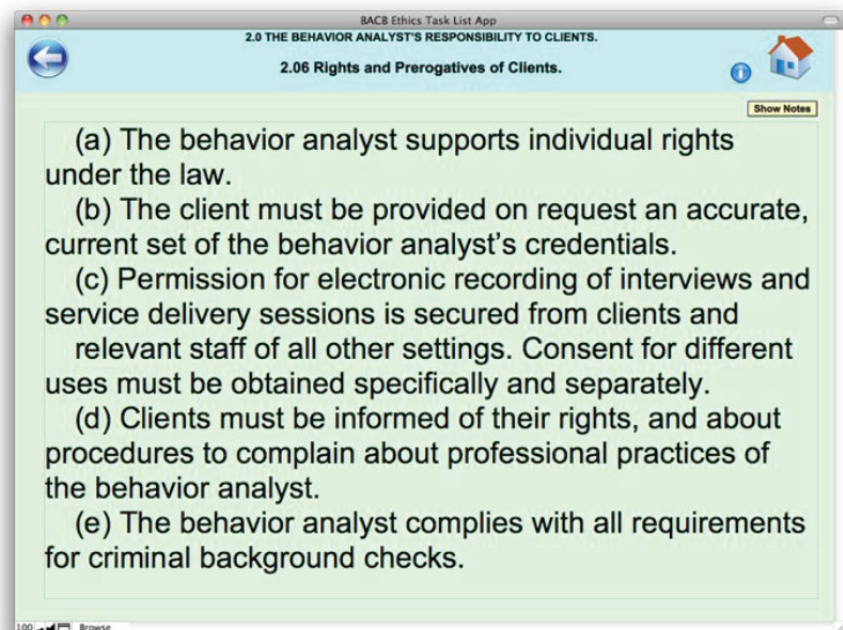
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Clicking on the principle allows you to 'drill down' further to the sub-category items.



Clicking on a specific sub-category presents the following screen. This screen provides the definition of the selected sub-category.



For both the category principles and the sub-category items, clicking the "Show Notes" button displays a text box in which your own notes may be typed. You can also print out your entered notes.



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You may also search your notes as well as the categories and sub-categories. As an example, a search of the word “client” within the sub-categories text yields the following.

