

% Variables for 5th Edition Task List, BCBA/BCaBA.  
 % Formatted for LaTeX.  
 %  
 % secOne refers to 5th Edition Section 1.  
 % '\fivewa' should be read as "5th Edition Task List, Subsection  
 A" (which happens to be "Philosophical Underpinnings").  
 % '\fivewaOne' refers to "5th Edition Task List, Subsection A, Task  
 One".

✓  
 FK1,7 { \newcommand{\fivesecOne}{Section 1: Foundations}  
 \newcommand{\fiveseca}{A. Philosophical Underpinnings}  
 \newcommand{\fivewaOne}{A-1 Identify the goals of behavior analysis as  
 a science (i.e., description, prediction, control).}  
 FK2 → 6 { \newcommand{\fivewaTwo}{A-2 Explain the philosophical assumptions  
 underlying the science of behavior analysis (e.g., selectionism,  
 determinism, empiricism, parsimony, pragmatism).}  
 FK7,8 { \newcommand{\fivewaThree}{A-3 Describe and explain behavior from the  
 perspective of radical behaviorism}.  
 FK9 { \newcommand{\fivewaFour}{A-4 Distinguish among behaviorism, the  
 experimental analysis of behavior, applied behavior analysis, and  
 professional practice guided by the science of behavior analysis}.  
 FB1 { \newcommand{\fivewaFive}{A-5 Describe and define the dimensions of  
 applied behavior analysis (Baer, Wolf, & Risley, 1968).}

✓  
 FK10 { \newcommand{\fivesecb}{B. Concepts and Principles}  
 \newcommand{\fivebOne}{B-1 Define and provide examples of behavior,  
 response, and response class}.  
 FK11,12 { \newcommand{\fivebTwo}{B-2 Define and provide examples of stimulus and  
 stimulus class}.  
 FK13 → 16 { \newcommand{\fivebThree}{B-3 Define and provide examples of respondent  
 and operant conditioning}.  
 FK17,18,20,21 { \newcommand{\fivebFour}{B-4 Define and provide examples of positive  
 and negative reinforcement contingencies}.  
 FK22,4FK21 { \newcommand{\fivebFive}{B-5 Define and provide examples of schedules  
 of reinforcement}.  
 FK41,19,20,22 { \newcommand{\fivebSix}{B-6 Define and provide examples of positive and  
 negative punishment contingencies}.  
 FK23,4D5,4J6 { \newcommand{\fivebSeven}{B-7 Define and provide examples of automatic  
 and socially mediated contingencies}.  
 FK31,4FK17,18,19,20 { \newcommand{\fivebEight}{B-8 Define and provide examples of  
 unconditioned, conditioned, and generalized reinforcers and  
 punishers}.  
 FK22 { \newcommand{\fivebNine}{B-9 Define and provide examples of operant  
 extinction}.  
 FK24,25 { \newcommand{\fivebTen}{B-10 Define and provide examples of stimulus  
 control}.  
 FK34 → 37 { \newcommand{\fivebEleven}{B-11 Define and provide examples of  
 discrimination, generalization, and maintenance}.  
 FK1,4FK26-30 { \newcommand{\fivebTwelve}{B-12 Define and provide examples of  
 motivating operations}.  
 FK42,FK31 { \newcommand{\fivebThirteen}{B-13 Define and provide examples of rule-



governed and contingency-shaped behavior.}

4D9, 4FK43-46 \newcommand{\fivebFourteen}{B-14 Define and provide examples of the verbal operants.}

4FK12, 13-16? \newcommand{\fivebFifteen}{B-15 Define and provide examples of derived stimulus relations.}

41A -1 \newcommand{\fivesecC}{C. Measurement, Data Display, and Interpretation}

4I1,2 \newcommand{\fivecOne}{C-1 Establish operational definitions of behavior.}

\newcommand{\fivecTwo}{C-2 Distinguish among direct, indirect, and product measures of behavior.}

4A1,2,6 \newcommand{\fivecThree}{C-3 Measure occurrence (e.g., frequency, rate, percentage).}

4A3,4,5 \newcommand{\fivecFour}{C-4 Measure temporal dimensions of behavior (e.g., duration, latency, interresponse time).}

4FK47, 4H5 \newcommand{\fivecFive}{C-5 Measure form and strength of behavior (e.g., topography, magnitude).}

4A7 \newcommand{\fivecSix}{C-6 Measure trials to criterion.}

4A8 \newcommand{\fivecSeven}{C-7 Design and implement sampling procedures (i.e., interval recording, time sampling).}

4A9,8 \newcommand{\fivecEight}{C-8 Evaluate the validity and reliability of measurement procedures.}

4A12,13 [4H1] \newcommand{\fivecNine}{C-9 Select a measurement system to obtain representative data given the dimensions of behavior and the logistics of observing and recording.}

4A10,11 \newcommand{\fivecTen}{C-10 Graph data to communicate relevant quantitative relations (e.g., equal-interval graphs, bar graphs, cumulative records).}

4I5,4J15,4H3! \newcommand{\fivecEleven}{C-11 Interpret graphed data.}

-1 \newcommand{\fivesecD}{D. Experimental Design}

4B3,11 4FK33, 4D20,4I02 \newcommand{\fivedOne}{D-1 Distinguish between dependent and independent variables.}

4B2, \newcommand{\fivedTwo}{D-2 Distinguish between internal and external validity.}

4B4→10 Know \newcommand{\fivedThree}{D-3 Identify the defining features of single-subject experimental designs (e.g., individuals serve as their own controls, repeated measures, prediction, verification, replication).}

4B4→10 Defend \newcommand{\fivedFour}{D-4 Describe the advantages of single-subject experimental designs compared to group designs.}

4B11,10 Use \newcommand{\fivedFive}{D-5 Use single-subject experimental designs (e.g., reversal, multiple baseline, multielement, changing criterion).}

\newcommand{\fivedSix}{D-6 Describe rationales for conducting comparative, component, and parametric analyses.}

\newcommand{\fivesecTwo}{Section 2: Applications}

\newcommand{\fivesecE}{E. Ethics (Professional and Ethical Compliance

loose fit, new material




Code for Behavior Analysts})  
~~\newcommand{\fiveeOne}{E-1 Responsible conduct of behavior analysts}~~  
~~\newcommand{\fiveeTwo}{E-2 Behavior analysts' responsibility to clients}~~  
~~\newcommand{\fiveeThree}{E-3 Assessing behavior}~~  
~~\newcommand{\fiveeFour}{E-4 Behavior analysts and the behavior-change program}~~  
~~\newcommand{\fiveeFive}{E-5 Behavior analysts as supervisors}~~  
~~\newcommand{\fiveeSix}{E-6 Behavior analysts' ethical responsibility to the profession of behavior analysis}~~  
~~\newcommand{\fiveeSeven}{E-7 Behavior analysts' ethical responsibility to colleagues}~~  
~~\newcommand{\fiveeEight}{E-8 Public statements}~~  
~~\newcommand{\fiveeNine}{E-9 Behavior analysts and research}~~  
~~\newcommand{\fiveeTen}{E-10 Behavior analysts' ethical responsibility to the BACB}~~  
  
~~\newcommand{\fivesecf}{F. Behavior Assessment}~~  
~~\newcommand{\fivefOne}{F-1 Review records and available data (e.g., educational, medical, historical) at the outset of the case.}~~  
~~\newcommand{\fivefTwo}{F-2 Determine the need for behavior-analytic services.}~~  
~~\newcommand{\fivefThree}{F-3 Identify and prioritize socially significant behavior-change goals.}~~  
~~\newcommand{\fivefFour}{F-4 Conduct assessments of relevant skill strengths and deficits.}~~  
~~\newcommand{\fivefFive}{F-5 Conduct preference assessments.}~~  
~~\newcommand{\fivefSix}{F-6 Describe the common functions of problem behavior.}~~  
~~\newcommand{\fivefSeven}{F-7 Conduct a descriptive assessment of problem behavior.}~~  
~~\newcommand{\fivefEight}{F-8 Conduct a functional analysis of problem behavior.}~~  
~~\newcommand{\fivefNine}{F-9 Interpret functional assessment data.}~~  
  
~~\newcommand{\fivesecg}{G. Behavior-Change Procedures}~~  
~~\newcommand{\fivegOne}{G-1 Use positive and negative reinforcement procedures to strengthen behavior.}~~  
~~\newcommand{\fivegTwo}{G-2 Use interventions based on motivating operations and discriminative stimuli.}~~  
~~\newcommand{\fivegThree}{G-3 Establish and use conditioned reinforcers.}~~  
~~\newcommand{\fivegFour}{G-4 Use stimulus and response prompts and fading (e.g., errorless, most-to-least, least-to-most, prompt delay, stimulus fading).}~~  
~~\newcommand{\fivegFive}{G-5 Use modeling and imitation training.}~~  
~~\newcommand{\fivegSix}{G-6 Use instructions and rules.}~~  
~~\newcommand{\fivegSeven}{G-7 Use shaping.}~~  
~~\newcommand{\fivegEight}{G-8 Use chaining.}~~  
~~\newcommand{\fivegNine}{G-9 Use discrete-trial, free-operant, and~~


"naturalistic"

403 463 E12  
406 916  
407 17  
408 12  
409 12  
410 12  
411 12  
412 12  
413 12  
414 12  
415 12  
416 12  
417 12  
418 12  
419 12  
420 12  
421 12  
422 12  
423 12  
424 12  
425 12  
426 12  
427 12  
428 12  
429 12  
430 12  
431 12  
432 12  
433 12  
434 12  
435 12  
436 12  
437 12  
438 12  
439 12  
440 12  
441 12  
442 12  
443 12  
444 12  
445 12  
446 12  
447 12  
448 12  
449 12  
450 12  
451 12  
452 12  
453 12  
454 12  
455 12  
456 12  
457 12  
458 12  
459 12  
460 12  
461 12  
462 12  
463 12  
464 12  
465 12  
466 12  
467 12  
468 12  
469 12  
470 12  
471 12  
472 12  
473 12  
474 12  
475 12  
476 12  
477 12  
478 12  
479 12  
480 12  
481 12  
482 12  
483 12  
484 12  
485 12  
486 12  
487 12  
488 12  
489 12  
490 12  
491 12  
492 12  
493 12  
494 12  
495 12  
496 12  
497 12  
498 12  
499 12  
500 12



~~FE13, 4E6, J14~~ ~~naturalistic teaching arrangements.~~  
~~\newcommand{\fivegTen}{G-10 Teach simple and conditional discriminations.}~~  
~~FD9 → 14, FK43 → 46~~ ~~\newcommand{\fivegEleven}{G-11 Use Skinner's analysis to teach verbal behavior.}~~ ~~4E6~~  
~~E6, 4FK12, 4E12, 3~~ ~~\newcommand{\fivegTwelve}{G-12 Use equivalence-based instruction.}~~  
~~K-39, 4E9~~ ~~\newcommand{\fivegThirteen}{G-13 Use the high-probability instructional sequence.}~~  
~~D21, F7~~ ~~\newcommand{\fivegFourteen}{G-14 Use reinforcement procedures to weaken behavior (e.g., DRA, FCT, DRO, DRL, NCR).}~~  
~~D18~~ ~~\newcommand{\fivegFifteen}{G-15 Use extinction.}~~  
~~FD16~~ ~~\newcommand{\fivegSixteen}{G-16 Use positive and negative punishment (e.g., time-out, response cost, overcorrection).}~~  
~~4F2~~ ~~\newcommand{\fivegSeventeen}{G-17 Use token economies.}~~  
~~4E5~~ ~~\newcommand{\fivegEighteen}{G-18 Use group contingencies.}~~  
~~4E4~~ ~~\newcommand{\fivegNineteen}{G-19 Use contingency contracting.}~~  
~~4F1~~ ~~\newcommand{\fivegTwenty}{G-20 Use self-management strategies.}~~  
~~4J11~~ ~~\newcommand{\fivegTwentyone}{G-21 Use procedures to promote stimulus and response generalization.}~~  
~~4J12~~ ~~\newcommand{\fivegTwentytwo}{G-22 Use procedures to promote maintenance.}~~

  
~~4J1~~ ~~\newcommand{\fivesech}{H. Selecting and Implementing Interventions}~~  
~~16, 4J2~~ ~~\newcommand{\fivehOne}{H-1 State intervention goals in observable and measurable terms.}~~  
~~4J4, 4J6, 4J7~~ ~~\newcommand{\fivehTwo}{H-2 Identify potential interventions based on assessment results and the best available scientific evidence.}~~  
~~4J8, 4J3, 5~~ ~~\newcommand{\fivehThree}{H-3 Recommend intervention goals and strategies based on such factors as client preferences, supporting environments, risks, constraints, and social validity.}~~  
~~4J10~~ ~~\newcommand{\fivehFour}{H-4 When a target behavior is to be decreased, select an acceptable alternative behavior to be established or increased.}~~  
~~4C1, 2, 3, 4E7, 4FK38~~ ~~\newcommand{\fivehFive}{H-5 Plan for possible unwanted effects when using reinforcement, extinction, and punishment procedures.}~~  
~~K5, K7,~~ ~~\newcommand{\fivehSix}{H-6 Monitor client progress and treatment integrity.}~~ *This is part client-facing, part supervision, maybe ethics. We're entry.*  
~~H4~~ ~~\newcommand{\fivehSeven}{H-7 Make data-based decisions about the effectiveness of the intervention and the need for treatment revision.}~~  
~~K10, 5~~ ~~\newcommand{\fivehEight}{H-8 Make data-based decisions about the need for ongoing services.}~~  
~~K8, 9, K6~~ ~~\newcommand{\fivehNine}{H-9 Collaborate with others who support and/or provide services to clients.}~~

 -3 ~~\newcommand{\fiveseci}{I. Personnel Supervision and Management}~~ *to use fix mater new*  
~~K2~~ ~~\newcommand{\fiveiOne}{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).}~~

○ \newcommand{\fiveiTwo}{I-2 Establish clear performance expectations for the supervisor and supervisee.}

○ \newcommand{\fiveiThree}{I-3 Select supervision goals based on an assessment of the supervisee's skills.}

4k3 { \newcommand{\fiveiFour}{I-4 Train personnel to competently perform assessment and intervention procedures.}

4k4 { \newcommand{\fiveiFive}{I-5 Use performance monitoring, feedback, and reinforcement systems.}

4k2 { \newcommand{\fiveiSix}{I-6 Use a functional assessment approach (e.g., performance diagnostics) to identify variables affecting personnel performance.}

○ \newcommand{\fiveiSeven}{I-7 Use function-based strategies to improve personnel performance.}

4k7 { \newcommand{\fiveiEight}{I-8 Evaluate the effects of supervision (e.g., on client outcomes, on supervisee repertoires).}