

**Coverage of the Behavior Analyst Certification Board Fourth Edition Task List[©]
by Cooper, Heron, and Heward's *Applied Behavior Analysis*, Second Edition**

The BACB Fourth Edition Task List is organized in three major sections. The first section, *Basic Behavior-Analytic Skills*, covers tasks that a practicing behavior analyst will perform with some, but probably not all, clients. These tasks represent basic, commonly used skills and procedures. The second section, *Client-Centered Responsibilities*, includes tasks related to working with all clients and they should apply in most applied situations. The third section, *Foundational Knowledge*, covers concepts that should have been mastered prior to entering practice as a behavior analyst. The topics listed in this section are not tasks that a practitioner would perform; instead, they are basic concepts that must be understood in order to perform the tasks included in the first two sections. 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.¹

This appendix enables you to locate the page numbers where concepts, principles, or procedures related to the Behavior Analyst Certification Board's Fourth Edition Task List items are presented in the text. The BACB has not reviewed this appendix and disclaims any responsibility for the locations and related content identified by the authors. For the current requirements for taking BACB examinations, visit at www.BACB.com.

Applied Behavior Analysis, Second Edition covers most of the basic knowledge that a qualified behavior analyst must possess, and mastering this content will contribute to your attaining a passing score on the Behavior Analyst Certification Board's examinations to become a Board Certified Associate Behavior Analyst[®] (BCABA) or a Board Certified Behavior Analyst[®] (BCBA). However, two important qualifiers must be recognized. First, passing either of the Behavior Analyst Certification Board examinations requires knowledge beyond what is included in this or any other single textbook. Knowing everything in this book will not guarantee a passing score on either of the BACB examinations. Second, no matter how accurate, extensive, and current the content of any textbook and no matter how thoroughly a student masters that content, he or she will not be qualified to function as a behavior analyst as the result. Successful completion of the required coursework in behavior analysis is but one step in the preparation to become a BCBA or BCABA. For the current requirements for becoming a

¹ © 2013 the Behavior Analyst Certification Board[®], Inc. All rights reserved. Reprinted by permission. The most current version of this document is available at www.BACB.com. The trademarks "Behavior Analyst Certification Board, Inc. [®]," "BACB [®]," "Board Certified Behavior Analyst [®]," "BCBA [®]," "Board Certified Assistant Behavior Analyst [™]," and "BCaBA [®]" are owned by the Behavior Analyst Certification Board [®]. Unauthorized use, misrepresentation or references to Board Certification or the examination to become Board Certified (by individuals not currently certified) is strictly prohibited.

BASIC BEHAVIOR-ANALYTIC SKILLS		
A. Measurement		
Task		Textbook Content
A-01	Measure frequency (i.e., count).	75-78, 85-87 (T 4.1), 88-89, 127 (F 6.1), 132 (F 6.4), 181 (F 8.4), 190 (F 8.10 & 8.11), 192 (F 8.12), 193 (F 8.13), 232 (F 10.3), 268 (F 11.6), 299 (F 12.6), 341 (F 14.6), 365 (F 15.4), 443 (F 20.5), 445 (F 20.7), 472 (F 22.1), 493 (F 23.3)
A-02	Measure rate (i.e., count per unit time).	76-79, 85-87 (T 4.1), 127 (F 6.1), 129 (F 6.2), 133 (F 6.5), 140 (F 6.15), 142 (F 6.16), 182 (F 8.5), 265 (F 11.5), 272 (F 11.7), 281 (F 11.11), 301 (F 12.9), 308 (F 13.2), 328 (F 14.1), 334 (F 14.3), 336 (F 14.4), 340 (F 14.5), 345 (F 14.7), 359 (F 15.1), 365 (F 15.5), 460 (F 21.2), 463 (F 21.5), 474 (F 22.3), 475 (F 22.4), 478 (F 22.7), 481 (F 22.8), 489 (F 23.1), 490 (F 23.2)
A-03	Measure duration.	79-80, 85-87 (T 4.1), 89-90, 133 (F 6.6), 317 (F 13.7), 459 (F 21.1)
A-04	Measure latency.	75-76 (F 4.1), 80, 85-87 (T 4.1), 90, 99
A-05	Measure interresponse time (IRT).	80-81 (F 4.2), 85-87 (T 4.1), 90, 98, 479, 481-484
A-06	Measure percent of occurrence.	81-82, 85-87 (T 4.1), 127 (F 6.1), 131 (F 6.3), 132 (F 6.4), 134 (F 6.7), 135 (F 6.8), 136 (F 6.9), 145 (F 6.18), 183 (F 8.6), 187 (F 8.8), 194 (F

		8.14 & 8.15), 231 (F 10.2), 241 (F 10.6), 257 (F 11.1), 274 (F 11.8), 298 (F 12.5), 300 (F 12.7), 314 (F 13.6), 318 (F 13.8), 336 (F 14.4), 347 (F 14.8), 359 (F 15.2), 395 (F 17.1), 444 (F 20.6), 446 (F 20.8), 461 (F 21.3), 474 (F 22.3), 477 (F 22.6), 490 (F 23.2), 495 (F 23.5)
A-07	Measure trials to criterion.	82–83, 85–87 (T 4.1)
A-08	Assess and interpret interobserver agreement.	113-122
A-09	Evaluate the accuracy and reliability of measurement procedures.	94–98, 103–124
A-10	Design, plot, and interpret data using equal-interval graphs.	129–138, 144–157, 247, 249
A-11	Design, plot, and interpret data using a cumulative record to display data.	135–139, 192 (F 8.12), 268 (F 11.6), 297 (F 12.4), 299 (F 12.6)
A-12	Design and implement continuous measurement procedures (e.g., event recording).	88-90, 95-98
A-13	Design and implement discontinuous measurement procedures (e.g., partial & whole interval, momentary time sampling).	90-95
A-14	Design and implement choice measures.	275-283, 520
B. Experimental Design		
Task		Textbook Content
B-01	Use the dimensions of applied behavior analysis (Baer, Wolf, & Risley, 1968) to evaluate whether interventions are behavior analytic in nature.	16-18, 235, 247-252
B-02	Review and interpret articles from the behavior-analytic literature.	149–155, 230–252 (see discussions that accompany graphs throughout text)
B-03	Systematically arrange independent variables to demonstrate their effects on dependent variables.	5-6, all of Chapters 7–10, 504–506
B-04	Use withdrawal/reversal designs.	129 (F 6.2), 167–174, 172–173 (F 7.4 & 7.5), 177–187, 229–231 (F 10.2), 257 (F 11.1), 265 (F 11.5), 274 (F 11.8), 328 (F 14.1), 341 (F 14.6), 347 (F 14.8), 366 (F 15.7), 460 (F 21.2), 461 (F 21.3), 472 (F

		22.1), 477 (F 22.6), 478 (F 22.7), 592 (F 27.3), 647 (F 28.10)
B-05	Use alternating treatments (i.e., multielement) designs.	133 (F 6.5), 187–197, 230–232 (F 10.3), 299 (F 12.6), 314 (F 13.6), 365 (F 15.5), 475 (F 22.4), 516 (F 24.4), 518 (F 24.5), 519 (F 24.6), 522 (F 24.9)
B-06	Use changing criterion designs.	219–223, 308 (F 13.2), 430 (F 19.5)
B-07	Use multiple baseline designs.	131–132 (F 6.3 & 6.4), 201–219, 272 (F 11.7), 301 (F 12.8), 317 (F 13.7), 336 (F 14.4), 359 (F 15.1), 365 (F 15.4), 423 (F 19.2), 443 (F 20.5) 445 (F 20.7), 489 (F 23.1), 490 (F 23.2), 493 (F 23.3), 495 (F 23.5), 553 (F 26.2), 555 (F 26.3), 561 (F 26.8), 570 (F 26.12), 594 (F 27.4), 602(F 27.7), 629 (F 28.5), 630 (F 28.6), 645 (F 28.9)
B-08	Use multiple probe designs.	209-212, 444 (F 20.6)
B-09	Use combinations of design elements.	229-230, 232 (F 10.3), 298 (F 12.5), 299 (F 12.6), 365 (F 15.5 & F 15.5)
B-10	Conduct a component analysis to determine the effective components of an intervention package.	162, 166, 230, 359 (F 15.2)
B-11	Conduct a parametric analysis to determine the effective values of an independent variable.	166, 340 (F 14.5), 474 (F 22.3), 483 (F 22.9)
C. Behavior-Change Considerations		
Task		Textbook Content
C-01	State and plan for the possible unwanted effects of reinforcement.	36, 266–267, 302, 641
C-02	State and plan for the possible unwanted effects of punishment.	37–38, 336–338, 349, 370–371
C-03	State and plan for the possible unwanted effects of extinction.	461–463, 466–467
D. Fundamental Elements of Behavior Change		
Task		Textbook Content
D-01	Use positive and negative reinforcement.	36-37, 42 (F 2.3), 257–

		303, 463–464, 599–604, 635–642
D-02	Use appropriate parameters and schedules of reinforcement.	280–283, 287–289, 305, 323, 636–640, 646–648
D-03	Use prompts and prompt fading.	287, 401–408, 417–418, 426, 495
D-04	Use modeling and imitation training.	402, 413–419
D-05	Use shaping.	421–433
D-06	Use chaining.	435–453, 589
D-07	Use task analysis.	437–441, 444–446, 450
D-08	Use discrete-trials and free-operant arrangements.	77–78, see Chapters 11–23, 25–28
D-09	Use verbal operants as a basis for language assessment.	540–541
D-10	Use echoic training.	531, 543–544
D-11	Use mand training.	193–194, 530, 541–543
D-12	Use tact training.	530, 536–537, 539–540, 544–545
D-13	Use intraverbal training.	531–532, 538–539, 545–546
D-14	Use listener training.	529–533, 539–541
D-15	Use positive and negative punishment.	327–355, 357–371
D-16	Identify and use punishers.	37–41, 42 (F 2.3), 327–355, 357–371
D-17	Use appropriate parameters and schedules of punishment.	332–336, 361–363, 369–371
D-18	Use extinction.	457–468
D-19	Use combinations of reinforcement with punishment and extinction.	334–336, 342–343, 348–349, 362, 367–370, 465
D-20	Use response-independent (time-based) schedules of reinforcement (i.e., noncontingent reinforcement).	182–184, 284, 489–492
D-21	Use differential reinforcement (e.g., DRO, DRA, DRI, DRL, DRH).	284–285, 314–315, 421–422, 470–485
E. Specific Behavior-Change Procedures		
Task		Textbook Content
E-01	Use interventions based on manipulation of antecedents, such as motivating operations and discriminative stimuli.	41–42, 375–391, 393–409, 487–497, 587–590, 644–646
E-02	Use discrimination training procedures.	395–396, Chapter 17
E-03	Use instructions and rules.	260, 428, 465, 552–553, 604–605, 648

E-04	Use contingency contracting (i.e., behavioral contracts).	551–559
E-05	Use independent, interdependent, and dependent group contingencies.	567–573
E-06	Use stimulus equivalence procedures.	398-401
E-07	Plan for behavioral contrast effects.	337-338
E-08	Use the matching law and recognize factors influencing choice.	318-319
E-09	Arrange high-probability request sequences.	492-494
E-10	Use the Premack principle.	271–273, 277
E-11	Use pairing procedures to establish new conditioned reinforcers.	40-41, 269-270
E-12	Use errorless learning procedures.	403-408
E-13	Use matching-to-sample procedures.	398-401
F. Behavior-Change Systems		
Task		Textbook Content
F-01	Use self-management strategies.	576-612, 646, 648-650
F-02	Use token economies and other conditioned reinforcement systems.	560-567
F-03	Use Direct Instruction.	Not covered
F-04	Use precision teaching.	Standard Celeration Charts used by precision teachers: 139–144
F-05	Use personalized systems of instruction (PSI).	Not covered
F-06	Use incidental teaching.	542, 634
F-07	Use functional communication training.	494-496
F-08	Use augmentative communication systems.	Not covered

CLIENT-CENTERED RESPONSIBILITIES		
G. Identification of the Problem		
Task		Textbook Content
G-01	Review records and available data at the outset of the case.	55-65, 624-625, 666 (F 29.4), 675
G-02	Consider biological/medical variables that may be affecting the client.	Not covered
G-03	Conduct a preliminary assessment of the client in order to identify the referral problem.	49-56, 62-65, 510-511
G-04	Explain behavioral concepts using nontechnical language.	Not covered
G-05	Describe and explain behavior, including private events, in behavior-analytic (non-mentalistic) terms.	7, 9-14, 25-46, 260-269, 537-538, 599-600
G-06	Provide behavior-analytic services in collaboration with others who support and/or provide services to one's clients.	641-642, 675-676

G-07	Practice within one's limits of professional competence in applied behavior analysis, and obtain consultation, supervision, training, or make referrals as necessary.	665-668
G-08	Identify and make environmental changes that reduce the need for behavior analysis services.	18, 21, 167, 581-583
H. Measurement		
Task		Textbook Content
H-01	Select a measurement system to obtain representative data given the dimensions of the behavior and the logistics of observing and recording.	5, 11, 16-19, 73-101, 248 (F 10.8)
H-02	Select a schedule of observation and recording periods.	73-101, 106-108, 248 (F 10.8)
H-03	Select a data display that effectively communicates relevant quantitative relations.	127-157
H-04	Evaluate changes in level, trend, and variability.	78, 149-155, 161-162, 227-228, 247
H-05	Evaluate temporal relations between observed variables (within & between sessions, time series).	Chapters 6-10
I. Assessment		
Task		Textbook Content
I-01	Define behavior in observable and measurable terms.	3, 5, 16, 25-27, 65-69, 160-162
I-02	Define environmental variables in observable and measurable terms.	27-28, 38-42, 55, 65-66, 235-237
I-03	Design and implement individualized behavioral assessment procedures.	49-71, 300, 335-336, 364-366, 457, 459-460, 499-524
I-04	Design and implement the full range of functional assessment procedures.	178-179 (F 8.3), 300, 335-336, 364-366, 457, 459-460, 501-524
I-05	Organize, analyze, and interpret observed data.	Chapters 6-10
I-06	Make recommendations regarding behaviors that must be established, maintained, increased, or decreased.	55-65, 237-238
I-07	Design and conduct preference assessments to identify putative reinforcers.	36, 274-283, 551, 556-558 (F 26.6), 563, 635-642
J. Intervention		
Task		Textbook Content
J-01	State intervention goals in observable and measurable terms.	55-56, 65-69
J-02	Identify potential interventions based on	55-65, 237-240, 513-

	assessment results and the best available scientific evidence.	523, 623-624
J-03	Select intervention strategies based on task analysis.	437-441, 444-446
J-04	Select intervention strategies based on client preferences.	55-65, 193, 237-239, 557 (F 26.6), 674
J-05	Select intervention strategies based on the client's current repertoires.	55-65
J-06	Select intervention strategies based on supporting environments.	55-65, 623-624, 652
J-07	Select intervention strategies based on environmental and resource constraints.	240 (F 10.5), 250, 652, 674-676
J-08	Select intervention strategies based on the social validity of the intervention.	237-240, 250, 623-624, 661
J-09	Identify and address practical and ethical considerations when using experimental designs to demonstrate treatment effectiveness.	168-169, 180, 182, 185-187, 195-197, 217-219, 222-223
J-10	When a behavior is to be decreased, select an acceptable alternative behavior to be established or increased.	348-349, 470-485, 494-496
J-11	Program for stimulus and response generalization.	615-655
J-12	Program for maintenance.	615-617, 619-620, 623-624, 635-653
J-13	Select behavioral cusps as goals for intervention when appropriate.	58-59
J-14	Arrange instructional procedures to promote generative learning (i.e., derived relations).	398-400
J-15	Base decision-making on data displayed in various formats.	120-122, 127-128, 149-155, 167-173, 177-197, 201-223, 504-524 (see discussions that accompany graphs throughout text)
K. Implementation, Management, and Supervision		
Task		Textbook Content
K-01	Provide for ongoing documentation of behavioral services.	675 (see discussions that accompany graphs throughout text)
K-02	Identify the contingencies governing the behavior of those responsible for carrying out behavior-change procedures and design interventions accordingly.	235-236, 603-604, 607-609, 652, 659-678
K-03	Design and use competency-based training for persons who are responsible for carrying out behavioral assessment and behavior-change procedures.	108-110, 236

K-04	Design and use effective performance monitoring and reinforcement systems.	Not covered
K-05	Design and use systems for monitoring procedural integrity.	235-237
K-06	Provide supervision for behavior-change agents.	Not covered
K-07	Evaluate the effectiveness of the behavioral program.	6-7, 17-18, 23, Chapters 7-10 (see discussions that accompany graphs throughout text)
K-08	Establish support for behavior-analytic services from direct and indirect consumers.	Not covered
K-09	Secure the support of others to maintain the client's behavioral repertoires in their natural environments.	641-642, 652
K-10	Arrange for the orderly termination of services when they are no longer required.	565-566, 648-650, 672 (F 29.7), 673 (F 29.8)

**FOUNDATIONAL KNOWLEDGE ACCOMPANYING THE
BACB FOURTH EDITION TASK LIST**

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

Task	Textbook Content	
FK-01	Lawfulness of behavior	25-46, 160-162
FK-02	Selectionism (phylogenic, ontogenic, cultural)	32, 34, 36, 43
FK-03	Determinism	5, 22, 159,161
FK-04	Empiricism	5, 22, 159
FK-05	Parsimony	6, 22, 159
FK-06	Pragmatism	19, 22
FK-07	Environmental (as opposed to mentalistic) explanations of behavior	10-14, 27-28, 32-34, 40-45, 159-162
FK-08	Distinguish between radical and methodological behaviorism.	11-14, 537
FK-09	Distinguish among the conceptual analysis of behavior, experimental analysis of behavior, applied behavior analysis, and behavioral service delivery.	20, 21 (F 1.2)

Define and Provide Examples of:

Task	Textbook Content	
FK-10	behavior, response, response class	25-27, 34, 429-430, 620-621
FK-11	environment, stimulus, stimulus class	27-29, 41, 393-397
FK-12	stimulus equivalence	398-400, 622
FK-13	reflexive relations (US-UR)	10, 29-31 (T 2.2, F 2.1)
FK-14	respondent conditioning (CS-CR)	29-31 (F 2.1), 33 (T 2.3), 393, 606
FK-15	operant conditioning	31-36 (T 2.3)

FK-16	respondent-operant interactions	33 (T 2.3)
FK-17	unconditioned reinforcement	38-40, 269-270, 295
FK-18	conditioned reinforcement	40-41, 269-270, 295
FK-19	unconditioned punishment	39-40, 331-332
FK-20	conditioned punishment	40-41, 331-332
FK-21	schedules of reinforcement and punishment	305-323, 333-334
FK-22	extinction	30-31 (F 2.1), 37, 283-285, 457-468
FK-23	automatic reinforcement and punishment	267-269, 460, 490, 502, 534, 536,
FK-24	stimulus control	35, 41-42, 261, 393-409, 589-590
FK-25	multiple functions of a single stimulus	28, 382-384 (T 16.3)
FK-26	unconditioned motivating operations	377-381
FK-27	conditioned motivating operations	384-389
FK-28	transitive, reflexive, surrogate motivating operations	384-388, 390-391
FK-29	distinguish between the discriminative stimulus and the motivating operation	375-377, 382, 385-389, 394
FK-30	distinguish between motivating operation and reinforcement effects	39, 261, 263-265, 375-391
FK-31	behavioral contingencies	35, 41-42, 258-259, 261, 263-265, 292-294, 331 (F 14.2)
FK-32	contiguity	42
FK-33	functional relations	4-6, 17, 38-39, 167-174, 177-179, 188-191, 201-204, 219-221, 230-237
FK-34	conditional discriminations	398, 400-401 (F 17.6)
FK-35	stimulus discrimination	394-400, 408
FK-36	response generalization	250-251, 620-622
FK-37	stimulus generalization	394-396 (F 17.1), 616, 632
FK-38	behavioral contrast	337-338, 349
FK-39	behavioral momentum	493
FK-40	matching law	318-319 (F 13.8)
FK-41	contingency-shaped behavior	31-42
FK-42	rule-governed behavior	260, 552-553 (F 26.2), 573
Distinguish between Verbal and Nonverbal Operants		
Task		Textbook Content
FK-43	Echoics	412-419, 529, 531, 543-544
FK-44	Mands	193-194, 529-530, 540-543
FK-45	Tacts	529, 530, 536-537,

		539–540, 544–545
FK-46	Intraverbals	529, 531-532, 538–539, 545–546
Measurement Concepts		
Task		Textbook Content
FK-47	Identify the measurable dimensions of behavior (e.g., rate, duration, latency, inter-response time).	73, 76-82, 855-86 (T 4.1), 423 (T 19.1)
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).	90-94, 106-107