

International Behavior Analyst

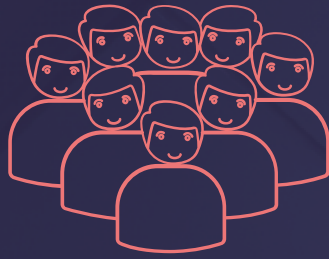
Required Educational Objectives

International Behavior
Analysis Organization
2021 v100



International Behavior
Analysis Organization

Ethics, Education, Confidence



30 Behavior Analysts

30 Behavior analysts completed a jobs skills analysis to determine the skills most important for behavior analysts to learn before they practice.



22 Countries

Behavior analysts from 22 different countries around the world participated in the skills analysis and various revisions.



4 Months

Four months were required to shape the original list to the current list of Required Educational Objectives.

IBA Required Educational Objectives

Section 1

Core Concepts

- 1.1 Explain and demonstrate the concept of Automatic Reinforcement
- 1.2 Explain and demonstrate examples of Operant Behavior
- 1.3 Explain variations and applications of Establishing Operations
- 1.4 Explain variations and applications of Abolishing Operations
- 1.5 Explain variations and applications of Extinction
- 1.6 Explain and recognize variations of Stimulus Classes
- 1.7 Explain Operant Conditioning
- 1.8 Explain Respondent Conditioning
- 1.9 Explain different types and behavioral patterns related to Schedules of Reinforcement
- 1.10 Explain and use Positive Reinforcement to increase behavior
- 1.11 Explain and use Negative Reinforcement to increase behavior
- 1.12 Explain and use Positive Punishment to decrease behavior
- 1.13 Explain and use Negative Punishment to decrease behavior
- 1.14 Explain different Types of Reinforcers and their advantages
- 1.15 Explain the concept of Stimulus Control and how it applies to behavior acquisition and reduction
- 1.16 Explain how to establish and teach Stimulus Discrimination
- 1.17 Explain how to establish and teach Stimulus Generalization
- 1.18 Explain how Verbal Behavior is conceptualized and the different functional categories

Section 2

Recording and Measuring Behavior

- 2.1 Create Behavioral Definitions
- 2.2 Evaluate Permanent Products as a data collection method
- 2.3 Demonstrate data collection with Frequency Recording
- 2.4 Demonstrate data collection with Rate
- 2.5 Demonstrate data collection with Partial and Whole Interval Recording
- 2.6 Demonstrate data collection with Momentary Time Sampling

IBA Required Educational Objectives

Section 2 Recording and Measuring Behavior (cont'd)

- 2.7 Explain the importance of Accuracy Based on Observing Behavioral Definitions
- 2.8 Demonstrate data collection with Percentage Accuracy
- 2.9 Explain the importance and considerations in choosing Appropriate Measurement Systems
- 2.10 Demonstrate data collection with Trial by Trial Data
- 2.11 Demonstrate data collection with Cold Probe Data

Section 3 Single-case Designs

- 3.1 Use Reversal/Withdrawal designs
- 3.2 Use Multi-element/Alternating Treatments designs
- 3.3 Use Multiple Baseline designs
- 3.4 Interpret and make accurate determinations when comparing Phase Change Designs
- 3.5 Explain the Dependent Variable and how it is used
- 3.6 Explain the Independent Variable and how it is used
- 3.7 Explain what defines Functional Relationships

Section 4 Behavioral Assessment

- 4.1 Explain the concept of Functions of Behavior
- 4.2 Explain Appropriate Observation Techniques and how and when they are used
- 4.3 Explain the difference between Correlation vs. Causation and how they each apply to behavioral assessment
- 4.4 Conduct a Functional Analysis of problematic behavior
- 4.5 Conduct Developmental Language Assessments (e.g.ABLLS and VB-MAPP)
- 4.6 Conduct Functional Skill Assessments (e.g., AFLS)

IBA Required Educational Objectives

Section 5 Behavioral Interventions

- 5.1 Use Shaping to change the topography of a behavior
- 5.2 Use Forward Chaining to teach a complex behavior
- 5.3 Use Backwards Chaining to teach a complex behavior
- 5.4 Use Behavioral Momentum to increase compliance
- 5.5 Use Differential Reinforcement of Other Behavior to decrease a behavior
- 5.6 Use Differential Reinforcement of Alternative Behavior to decrease a behavior
- 5.7 Use Differential Reinforcement of Incompatible Behavior to decrease a behavior
- 5.8 Use Functional Communication Training to increase appropriate requests and decrease problem behavior
- 5.9 Explain, set up, and use Multiple Schedules
- 5.10 Use Tokens to reinforce behavior
- 5.11 Use Video Modeling to model appropriate behavior
- 5.12 Use appropriate Extinction procedures based on function to decrease behavior
- 5.13 Use Antecedent Modifications to increase and decrease behavior
- 5.14 Use Noncontingent Reinforcement to decrease behavior
- 5.15 Use Common Punishment Strategies to decrease behavior

Section 6 Teaching Methods and Variations

- 6.1 Teach with Discrete Trials
- 6.2 Teach with Natural Environment Teaching
- 6.3 Teach with Behavioral Skills Training
- 6.4 Teach with Pivotal Response Training
- 6.5 Use Discrimination Training
- 6.6 Teach Stimulus Equivalence of various stimuli
- 6.7 Use the concepts of Verbal Behavior to increase language
- 6.8 Teach with Least-to-Most Prompting
- 6.9 Teach with Errorless Learning (e.g., Most-to-Least Prompting)

IBA Required Educational Objectives

Teaching Methods and Variations (cont'd)

- 6.10 Use Group/Class-wide Strategies to increase appropriate behavior/decrease problem behavior
- 6.11 Teach in ways that promote Generalization
- 6.12 Teach in ways that promote Maintenance in natural environments
- 6.13 Use Data Analysis strategies to make decisions regarding behavior change
- 6.14 Use data to make Treatment Changes and Modifications
- 6.15 Determine when to implement Treatment Fading

Section 7

Ethics

- 7.1 Knowledge of the IBAO Ethical Guidelines
- 7.2 Knowledge of the IBAO Ethical Problem-Solving Model