



NEWS

BACB NEWSLETTER | JANUARY 2016

www.bacb.com

CONTENTS:

- › Changes to BCBA-D Standards | p. 1
- › RBT Updates | p. 2
- › A Survey of 8-Hour Supervision Trainings | p. 3
- › Participation Opportunity | p. 6
- › A Summary of Recent and Upcoming Changes to BACB Standards | p. 7

Changes to BCBA-D Standards

The BCBA doctoral designation (-D) identifies a subset of BCBA certificants who have completed their doctoral training primarily in behavior analysis. The current standards specify two pathways for a qualifying doctoral degree:

1. A doctoral degree from a graduate program accredited by the Association for Behavior Analysis International; OR
2. A doctoral degree from an accredited university where the applicant conducted a behavior-analytic dissertation, passed at least two behavior-analytic courses, and met all BCBA coursework requirements prior to receiving the doctoral degree.

In August 2015, the BACB's Board of Directors authorized a subject matter expert workgroup to review the BCBA-D secondary pathway (#2 above) for possible revision to ensure that eligibility standards accommodate training differences around the world and are properly discriminative of a thoroughly behavior-analytic doctoral experience. In October 2015, the BACB convened a remote workgroup comprised of 10 doctoral-level behavior analysts representing six countries (i.e., Canada, Japan, Northern Ireland, Poland, United Kingdom, and United States) and including an equal distribution of faculty and practitioners. The workgroup carefully reviewed the current standards and, using a consensus process, proposed revisions and additions to the secondary pathway that incorporate a broader range of possibilities for verifying a behavior-analytic training experience. In addition, the workgroup proposed



(continued from p 1)

a pathway for certificants who respecialize in applied behavior analysis after completion of their doctoral training (assuming the postdoctoral training or work experience was both intensive and thoroughly behavior-analytic). The workgroup recommendations were reviewed and approved by the BACB's Board of Directors on December 14, 2015. The complete BCBA-D eligibility requirements are outlined below and are **effective February 1, 2016**.

New Eligibility Requirements

Each applicant must be actively certified as a BCBA in good standing and meet one of the following options:

Option 1 (Accredited Doctoral Program): The applicant has a doctoral degree from a graduate program accredited by the Association for Behavior Analysis International.

Option 2 (Non-Accredited Doctoral Program): The applicant has a doctoral degree, from a university that meets the BACB's institution requirements, in which he or she conducted a behavior-analytic dissertation and has met ONE of the following requirements:

- i. Has passed at least 4 behavior-analytic courses as part of the doctoral program of study
- ii. Has been formally advised/supervised by a faculty member who, at the time of the formal relationship, held the BCBA credential and had met any supervisor qualification criteria in place at that time
- iii. Has authored 2 peer-reviewed journal articles that are behavior-analytic in nature

Option 3 (Postdoctoral Respecialization): Has a doctoral degree from an accredited university prior to meeting ALL of the following requirements:

- i. Has accumulated a minimum of 1,800 hours of experience in applied behavior analysis

during a postdoctoral fellowship or postdoctoral employment experience that included explicit ongoing education in behavior analysis conducted under the supervision of a BCBA who met BACB supervision requirements prior to beginning the experience

- ii. Has authored 2 peer-reviewed journal articles that are: (a) behavior-analytic in nature and (b) were completed as a product of the training experience above.

RBT Updates

Training Requirement

The core RBT training requirement is 40 hours of training based on the RBT Task List. However, the current time frame restriction precludes semester-long training (e.g., training via colleges or universities). Therefore, the training time frame will be extended from 90 to 180 days to provide additional flexibility. This change will provide an avenue for RBT training to be offered in semester-long courses. This change is **effective immediately**.

Competency Assessment

The RBT Competency Assessment has included 29 skills from the RBT Task List; 12 of which are skills that can be directly observed. The remaining 17 are verbal competencies. The implementation of the written exam requirement now serves as a test of these verbal competencies. Therefore, the RBT Competency Assessment has been updated to eliminate duplicate assessment of the verbal competencies and streamline the eligibility process. This change is **effective immediately** and the revised performance-based RBT [Competency Assessment](#) is now available.



(continued from p 2)

Criminal Background Checks

The current requirement specifies that the criminal background check must have been completed no earlier than 45 days prior to completing an application for the RBT credential. In order to accommodate the time span of all of the activities necessary for an RBT credential application, this requirement has been revised. The new requirement states that the background check must have been completed no earlier than 180 days prior to the date of a complete application (i.e., all materials and payment submitted). This change is **effective immediately**.

The BACB is considering a modified criminal background check requirement for RBT applicants who have (a) successfully passed a background check as part of an application for employment at (or contract with) a (b) company at which they have been continuously employed (or under contract) and that company has (c) used an independent organization (i.e., third-party) or governmental agency that screens for ongoing criminal history. If your organization uses such a screening system and you wish to have the BACB consider it for administrative acceptance of ongoing compliance with the RBT background check requirement, please email a link to the screening system and the government under which the system operates to investigator@bacb.com.

A Survey of 8-Hour Supervision Trainings

On January 1, 2015, two supervision training requirements went into effect: an online training module covering the BACB's Experience Standards and an 8-hour competency-based training covering the content of the [Supervisor Training Curriculum Outline](#). The 8-hour training is required for certificants who supervise BACB candidates acquiring experience and/or current credential-

holders who require supervision (i.e., BCaBAs, RBTs). The 8-hour training is offered by a number of providers independent of the BACB. Since the announcement of this requirement and publication of the curriculum outline, multiple training options have become available.

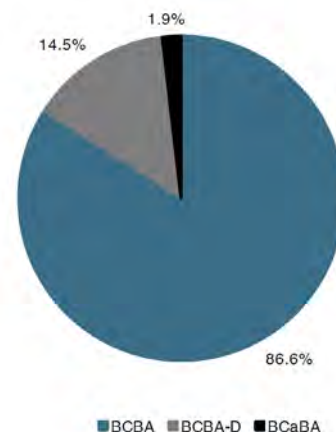
In an effort to provide information about available training options, the BACB surveyed certificants who reported having completed this training in their BACB Certificant Gateway. Of the 7,713 certificants surveyed, 9.6% (744) responded. The survey asked participants for feedback about various aspects of their training experience, including: overall satisfaction, cost, training format, resources provided, and relevance, among others.

These survey results are provided for informational purposes only. We hope this will serve as a valuable resource for future supervisors and training providers as they work to continually improve their trainings.

Survey Response Summary

The majority of respondents held the BCBA credential (86.6%). Fewer respondents held the BCBA-D (14.5%) or BCaBA credentials (1.9%). See Figure 1.

Figure 1. Credentials Held

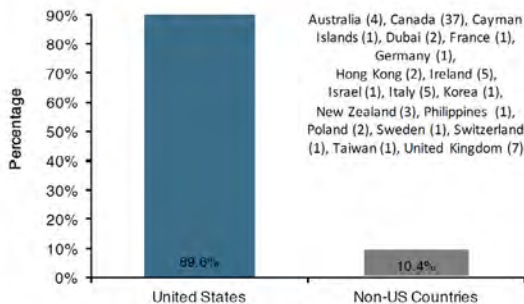




(continued from p 3)

Most respondents were from the United States (89.6%). Respondents outside of the United States represented 19 countries, with the majority of those residing in Canada (5%). See Figure 2.

Figure 2. Geographical Distribution



Online training, either via an online workshop or webinar, was the most commonly reported training format (66.3%). The other four formats were in-person workshops (non-workplace), an organization's staff person, a consultant to an organization, and a combination of in-person and online training (22.4%, 8.4%, 1.6%, and 1.3% respectively). See Figure 3.

Figure 3. Training Format

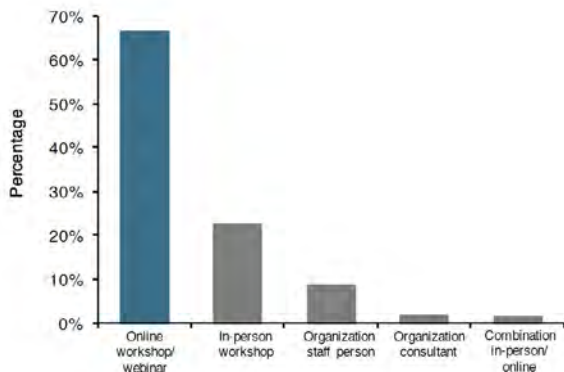
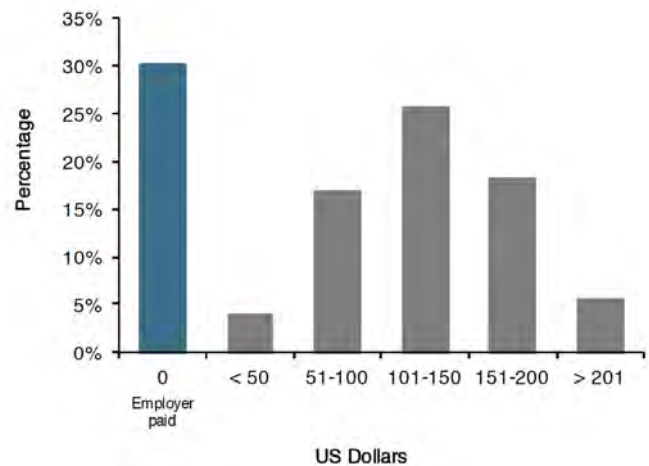


Figure 4 shows that a majority of respondents (30.1%) reported that training costs were paid by their employer. Of those who paid for their own training, most reported a fee range of \$101 to \$150 (25.6%). Some reported paying a higher fee in the range of \$151 to \$200 (18.2%) and fewer reported fees in the range of \$51 to \$100 (16.7%). Very few respondents reported paying less than \$50 (3.9%) or more than \$201 (5.6%).

Figure 4. Costs



The survey included an optional, open-ended question about any valuable supplemental resources provided during their training. A total of 492 respondents answered this question. The types of resources they indicated are listed in Table 1.

Table 1. Supplemental Resources

Resource Type
Data collection spreadsheets
Giving and receiving feedback
Organizing supervision activities
Practice opportunities
PowerPoint slides
Recommended readings
Sample contracts
Task analyses for supervision sessions
Videos

A majority of respondents reported that the training was beneficial to their work activities (91%). See Figure 5. In addition, those who indicated that the training was beneficial cited the following reasons:



(continued from p 4)

(a) learning new techniques to implement in practice (52%) and (b) confirmation of techniques already used in practice (38%). Reasons cited by individuals who did not find the training beneficial included: (a) they already had the skills in their repertoire (6%), (b) they are not providing supervision (1%), and (c) the training was poorly implemented (3%).

Figure 5. Was Training Beneficial?

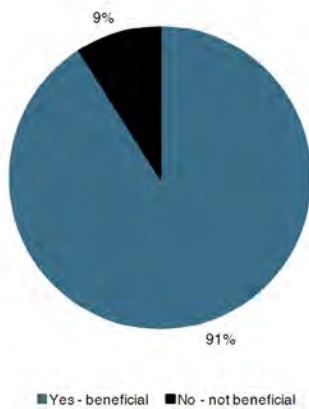
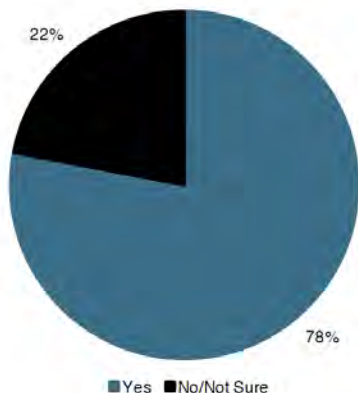


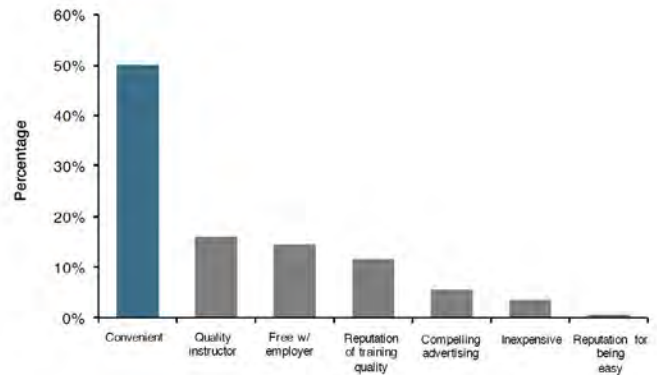
Figure 6 shows that the majority of respondents (78%) would recommend the training that they completed. The remaining 22% of respondents were combined into one category because they either: (a) did not recommend (7.3%) or (b) were not sure about recommending the training (14.5%).

Figure 6. Recommend to Others?



Most respondents (50%) reported convenience was the primary factor for choosing a training. The remaining respondents cited the following factors: recognition of a quality instructor (16%), free training through their employer (14%), the reputation of training quality (11%), compelling advertising (5%), and low cost (3%) as the reason for selecting the training. Very few (0.3%) made a selection based on the training having a reputation for being easy. See Figure 7.

Figure 7. Reasons for Training Selection



In total, there were 112 different training experiences represented by survey respondents. Multiple training programs (n=62) had only one respondent, all of which were privately conducted trainings. The majority of respondents (73.4%) participated in supervision trainings that were available to the general public (n=15). Table 2 shows a selection of these trainings that met the following criteria:

1. at least 6 survey respondents had taken the training; and
2. the training is currently available to the general public; and
3. when sorted by percentage of participants who answered "Yes" to the question "Would you recommend this training to others?" the



NEWS

(continued from p 5)

training had one of 10 highest percentages

Table 2. Ratings of Publicly Available Supervision Trainings

Company Name	Recommended	Costs	Delivery Method
Ellie Kazemi, PhD, BCBA-D	100% (31)	151 - 200	In-person
Melmark	100%(6)	101 - 150	In-person
Navigational Behavior Consulting	100%(6)	1 - 50	Online
Theodore Hoch, EdD, BCBA-D	92%(13)	51 - 100	Online
CEUey	84%(55)	101 - 150	Online
Relias	80%(192)	151 - 200	Online
ABA Technologies, Inc.	73%(122)	101 - 150	Online
TheBehaviorAnalyst.com	71%(21)	51 - 100	Online
TrainABA	71%(14)	151 - 200	Online
Institute for Behavioral Training	70%(43)	151 - 200	Online

Note. The content of this table represents information received by respondents based on the training they completed and may not reflect current costs or other delivery options available (i.e., online, in-person, combination). This table includes supervision trainings that met the following criteria: (a) they were available to the public and (b) there were 6 or more respondents who reported completing the training.

Respondents were asked to list the topics they perceived as most important. Table 4 represents the most frequently mentioned important topics from the highest-rated trainings. The inclusion criteria were respondents that reported: (a) they would recommend the training to others, (b) the training was beneficial to their practice, (c) the training covered curricular information “very well” or “above average,” and (d) the respondent provided take home-points and additional comments about the training.

Table 4. Important Topics from Highest-Rated Trainings

General Topics
Supervision as a behavioral procedure
Giving feedback to supervisees
Soliciting feedback on supervisor performance
Being systematic but individualized as a supervisor
Supervision ethics
Maintaining boundaries
Being a good supervisor is a separate skill set
Contracting
Tracking and reviewing progress regularly
Organizing supervision activities
Setting goals for supervisees
Using Behavioral Skills Training

Only 4.9% of all respondents reported that the supervision training was not beneficial and they would not recommend it to others. The most frequently reported reasons for dissatisfaction with supervision training are indicated in Table 3.

Table 3. Most Frequent Reasons for Dissatisfaction

General Problem Area
Unprepared/unorganized trainer
Too general (no expansion on BACB curriculum)
Excessive time spent on topics or examples
Content delivery was confusing or not engaging
Cost outweighed the content value

Participation Opportunity

We have begun the process that will lead to the development of the next edition of the task list for the BCBA and BCaBA exams. Participation from certificants is a critical part of this process.

A survey to validate the new list will be emailed to all BCBAs and BCaBAs in **February**.

Five continuing education units (Type 5) are available for completion of the survey.



A Summary of Recent and Upcoming Changes to BACB Standards

In an effort to assist certificants in remaining up-to-date with BACB standards, the table below summarizes current and upcoming changes announced in past issues of *BACB Newsletter*.

Effective Date	Area	Change	Original Published Source
Recertification cycles that begin on or after January 1, 2015	Continuing Education	Changes to recertification cycle duration, # of required CEUs, ethics CE, and new CE categories	February 2013
January 1, 2016	BCBA Degree Requirement	Possession of a minimum of a master's degree from an accredited university that was (a) conferred in behavior analysis, education, or psychology, or (b) conferred in a degree program in which the candidate completed a BACB approved course sequence	February 2013
January 1, 2016	Ethics and Discipline	The Professional and Ethical Compliance Code for Behavior Analysts will be enforced. Revisions to the disciplinary system will take effect.	September 2014
January 1, 2016*	BCBA Eligibility Requirements	Changes to eligibility requirements for Options 2 (College Teaching) and 3 (Postdoctoral Experience) *See also the October 2015 newsletter.	November 2014
February 1, 2016	Doctoral Designation Eligibility Requirements	Changes to eligibility requirements for the doctoral designation for BCBA's	January 2016
January 1, 2017	BCaBA Supervision	Changes made to supervisor responsibilities and qualifications, supervision amount and structure, group supervision, and documentation of supervision	December 2014