

BACB 4th Edition Task List Items

Content Area E: Specific Behavior-Change Procedures

	Item	Description
E-01	Use interventions based on manipulation of antecedents, such as motivating operations and discriminative stimuli.	Interventions based on manipulation of antecedents, such as motivating operations and discriminative stimuli, are sound procedures to effect behavior change. These antecedent interventions may be used to increase or decrease behavior, using strategies to alter the effectiveness of consequences and/or antecedent stimuli. Often these less restrictive environmental changes can be implemented quickly and behavior change may occur rapidly. Altering motivating operations involves modifying the environment that affects learning and performance with respect to a particular reinforcer or aversive condition. Discriminative stimuli are events in the presence of which a target behavior is likely to be followed by consequences that affect its frequency.
E-02	Use discrimination training procedures.	Interventions based on discrimination training are sound procedures to increase skill acquisition. Discrimination training is necessary to increase behavior, including language, academic, and functional communication skills.

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E-03	Use instructions and rules.	Good teaching practice is to express the rules for the setting, whether a classroom, vocational setting, or home. Considered common practice for all children, students with ASD benefit from information related to what they are “expected” to do. Teaching the rules through direct instruction can increase likelihood that the rules will be followed. It is especially critical to ensure that the instructor has the client’s attention prior to delivering instruction or expectations. Remind supervisee to use behavioral language that is specific such as “hands on table” instead of “use good hands.”
E-04	Use contingency contracting (i.e., behavioral contracts).	A contingency contract, also known as a behavioral contract, is a document that specifies a contingent relationship between the completion of a specific behavior and access to a specified reinforcer. The contract must include a description of the task, the reward, and the task record (data). Typically the contract includes: reinforcement, rules, and response prompting. Common forms of contract contingencies are token economies, written contracts, or group contracts.

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E-05	Use independent, interdependent, and dependent group contingencies.	Group contingencies specify consequences that are applied to members of a group, based on the performance of one member, some members, or all members. In independent group contingencies, the contingency is available to all members, but reinforcement is only delivered to those who meet the criteria of the contingency. In dependent group contingencies, the reward for the whole group depends on the behavior or one or a subset of members. In interdependent group contingencies, all members of the group must meet the criteria for reinforcement before anyone in the group can obtain reinforcement.
E-06	Use stimulus equivalence procedures.	Stimulus equivalence teaches relationships between stimuli. For example, A is to B, and B is to C, therefore A is to C. This is a common way to teach vocabulary and other concepts in discrete trial teaching. Teaching equivalence between stimuli promotes generalization.
E-07	Plan for behavioral contrast effects.	Behavioral contrast is the phenomenon in which a change in one component of a multiple schedule that increases or decreases the rate of responding on that component is accompanied by a change in the response rate in the opposite direction on the other, unaltered component of the schedule. For example, behavior punished in one situation may increase in other situations where it's not punished.

Item		Description
E-08	Use the matching law and recognize factors influencing choice.	The matching law is a description of a phenomenon according to which organisms tend to proportionally match their responses during choice situations to the rates of reinforcement for each choice. For example, if a behavior is reinforced about 50% of the time in one situation and 20% of the time in another situation, that behavior tends to occur about 50% of the time in the first situation, and 20% of the time in the second situation.
E-09	Arrange high-probability request sequences.	A high-probability request sequence is a strategy used by educators and others to promote and maintain appropriate behaviors in children and in adults with developmental disabilities. A high-probability request is a request with which the client complies under most conditions. In contrast, a low-probability request is one that often results in a challenging or inappropriate behavior instead of the requested action. The high-probability request sequence involves both kinds of requests, with several high-probability requests preceding any low-probability requests. This strategy is usually discussed in terms of behavioral momentum.
E-10	Use the Premack principle.	Often referred to as Grandma's Law, the basic premise of the Premack principle is that engaging in a lower-probability response can be reinforced by the opportunity to engage in a higher-probability response.

Item		Description
E-11	Use pairing procedures to establish new conditioned reinforcers and punishers.	Using pairing procedures to establish new conditioned reinforcers is based on classical or Pavlovian conditioning. Pairing an unconditioned stimulus with a neutral stimulus, will, over time, result in the neutral stimulus evoking the same response and take on the same association as the unconditioned stimulus, therefore becoming a conditioned stimulus. This principle can be applied to the development of new reinforcers and punishers, as existing reinforcers and punishers are paired with neutral stimuli until those neutral stimuli take on the same properties as the reinforcers and punishers.
E-12	Use errorless teaching procedures.	Errorless teaching is a procedure in which the client is prompted to make the correct response immediately upon the opportunity to respond, ensuring a correct response each time. The prompt is then slowly faded in order to promote accuracy with the least amount of errors and frustration. This is a great technique to use with clients who may make errors when responding, although one must be cautious of prompt dependency.
E-13	Use matching-to-sample procedures.	Matching is an important skill as it helps clients learn to associate items, develop independence in tasks, helps with generalization in tacting and is a prerequisite to many other ABA programs that require attention to details. Matching is a skill often taught prior to discrimination training. Different types of matching tasks include identical matching, non-identical matching, and matching pictures to objects and objects to pictures.

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