

**BEHAVIORAL SCIENCES REGULATORY BOARD
BEHAVIOR ANALYST ADVISORY COMMITTEE MEETING
June 8, 2022**

Due to COVID-19, the Board office is practicing social distancing. The office space does not allow for a meeting while practicing social distancing, therefore, the meeting will be conducted virtually on the Zoom platform.

You may view the meeting here: <https://youtu.be/o43Kf3Pz1J4>

To join the meeting by conference call: 877-278-8686, Pin #: 327072

If there are any technical issues during the meeting, you may call the Board office at, 785-296-3240. The Behavioral Sciences Regulatory Board may take items out of order as necessary to accommodate the time restrictions of Board members and visitors. All times and items are subject to change

Wednesday, June 8, 2022, 10:00 a.m.

- I. Call to Order and Roll Call**
- II. Agenda Approval**
- III. Review and Approval of Minutes from Advisory Committee Meeting on April 13, 2022**
- IV. Executive Director's Report**
- V. Old Business**
 - A. Discussion on K.S.A. 65-7502 Qualifications for License and Consideration of the Qualified Applied Behavior Analysis Credentialing Board**
 - B. Continued Discussion on Unprofessional Conduct Regulations**
- VI. New Business**
 - A. Discussion on 2016 HB 2690 Amending the Applied Behavior Analysis Licensure Act**
- VII. Next Meeting on Wednesday, August 10, 2022, at 10am?**
- VIII. Adjournment**

**Kansas Behavioral Sciences Regulatory Board
Behavior Analyst Advisory Committee
April 13, 2022**

Draft Minutes

- I. Call to Order:** Bruce Nystrom, Chair of the Advisory Committee, called the meeting to order at 10am.

Committee Members: Bruce Nystrom, Jacqueline Lightcap, Kimberly Becker, Allison Bell, Claudia Dozier, Linda Heitzman-Powell, Emily Kessler, Pete Peterson, Christine Stiehl, Mike Wasmer, and Alice Zhang were present by Zoom.

BSRB Staff: David Fye and Leslie Allen attended by Zoom.

Guest Speaker: Holly Benincosa, Executive Director of the Qualified Applied Behavior Analysis (QABA) Credentialing Board, attended by Zoom.

- II. Agenda Approval.** David Fye, Executive Director for the BSRB, requested the addition of an agenda item so the Advisory Committee could discuss the topic of pre-approval for continuing education providers and programs. No Advisory Committee members expressed opposition to the addition. By consensus, the modified agenda was approved.
- III. Minutes Approval.** Christie Stiehl moved to approve the minutes from the meeting on February 9, 2022, with a technical amendment to reflect the date of the following meeting as April 13, 2022. Emily Kessler seconded. The motion passed.
- IV. Executive Director's Report.** The Executive Director for the BSRB reported on the following items:
- A. BSRB Staff Update.** The BSRB is still under most of the Governor's pandemic directions, including the limit on in-person meetings, so the agency is unable to hold Board or Advisory Committee meetings in person currently. Most staff are working in the office full-time, though the two investigators are using a telework hybrid model, working in the office three days each week and utilizing the BSRB Telework Pilot two days each week.
- B. 2022 Legislative Session.** The Executive Director provided a brief summary of the legislative process to enact a bill, including legislative deadlines. The Legislature is currently on a three-week break, before returning and wrapping up most items during the legislative Omnibus period. The appropriations bill (House Substitute for Substitute for Senate Bill (SB) 267) was passed by the Legislature and is pending review and action by the Governor. The bill requested by the BSRB was passed within SB 453. The final bill included Board recommendations for the addiction counselor profession and the social work profession, but did not include the Board's recommendation concerning continuing education changes for the Licensed

Psychology profession. Another bill relevant to the BSRB is House Bill (HB) 2087, which was passed with the previous contents of Substitute for SB 34. HB 2087 requires all agencies to submit a report to the Joint Committee on Rules and Regulations, for all agency regulations, explaining if each regulation is necessary for the implementation of state law. There are over 120 regulations for the BSRB, so creation of this report will necessitate the agency diverting staff time from regular duties and will likely cause licensing delays or lead the agency to hire additional part-time staff.

C. March Board Meeting. The Executive Director provided updates from the Board meeting on March 14, 2022. Most full Board meetings will begin at 9am, at least while meetings are held remotely. The Board is reviewing the Investigation Policy for the Board, which was last updated in 2009. The Executive Director will be presenting a report to the Board with proposed changes to the Policy at the May Board meeting. Certain statutes and regulations state authority for actions as “the Board,” but some of these tasks have been delegated over the years to the BSRB, the Executive Director, the Complaint Review Committee, etc. The Executive Director noted he will bring sections of statutes and regulations before the Board to clarify delegation authority and possibly have the Board vote to renew some of these delegations. The Board discussed Board-approved supervisor training and if there are adequate opportunities for supervisor trainings. The Executive Director noted that a majority of current members of the Behavior Analyst Advisory Committee started serving on the Advisory Committee in 2015. While the Advisory Committee did not meet every year since that time, the maximum period for membership on the Advisory Committee is 8 years, so several Advisory Committee members will reach their maximum service at the end of June 2023. In future meetings, the Board intends to discuss impaired provider programs, telehealth standards, and other topics. Advisory Committee members asked if Behavior Analysts could practice under the authority of the multi-state compact PSYPACT. The Executive Director noted the compact was limited to Licensed Psychologists and he was not aware of a multi-state compact for Behavior Analysts, though the Executive Director provided updates on a compact for the professional counselor profession and a compact being drafted for the social work profession.

D. Conferences. The Executive Director will be attending upcoming conferences for the Association of State and Provincial Psychology Boards (ASPPB) and the Association of Social Work Boards (ASWB) later this month and will provide a report on any items relevant to the Advisory Committee.

V. Presentation on the Qualified Applied Behavior Analysis (QABA) Credentialing Board. The Executive Director noted at the last Advisory Committee meeting, the Advisory Committee discussed licensing requirements, including that Behavior Analysts and Assistant Behavior Analysts are certified by a national certifying entity, which is currently recognized as the National Accredited Behavior Analyst Certification Board (BACB), or other equivalent non-governmental entity approved by the BSRB. Currently, the BSRB recognizes the BACB, but the Advisory Committee was asked to examine

whether the Qualified Applied Behavior Analysis Credentialing Board (QABA) would meet the appropriate standard. The Executive Director provided the members of the Advisory Committee materials on the BACB and the QABA. Holly Benincosa, Executive Director of the QABA Credentialing Board, provided a presentation on the QABA Credentialing Board and answered questions from Advisory Committee members. Responding to questions, Ms. Benincosa noted that Virginia currently recognize QABA as a national accrediting body, though they anticipated other states recognizing them before the conclusion of the current legislative sessions. Ms. Benincosa provided information on insurance company and Medicaid recognition of QABA licensees. Ms. Benincosa noted QABA is not a non-profit organization, provided information on Board members, and provided other background information on the QABA and processes used by the QABA. Ms. Benincosa noted 13 individuals residing in Kansas were previously certified by QABA, though some of those individuals have let their credentials lapse.

VI. Old Business

A. Consideration of Adding Behavior Analyst to the Board and Complaint Review Committee (CRC) of the BSRB. The Advisory Committee's previous recommendation to request the Board request legislation adding a Behavior Analyst to the Board is still being discussed by the Board. The Executive Director noted he contacted representatives from the Kansas Legislative Research Department, asking whether the addition of a professional member would necessitate adding another public member, due to any ratios of public members to professional members. That request is still pending with KLRD, but the Executive Director noted he will report back when he has more information. Factors to be considered on this topic that were discussed include the number of licensees for the Behavior Analyst profession compared to the other professions regulated by the Board, uncertainty whether adding a professional member would also require a public member to be added, the cost of adding additional members to the Board, and whether the Board would grow too large if Board members were added beyond the current number of 12 members. The Advisory Committee also expressed interest in a Behavior Analyst sitting on the Complaint Review Committee (CRC). The Investigation Policy for the BSRB was last updated in 2009, which was prior to both Addiction Counselors and Behavior Analysts being licensed by the BSRB, so neither profession is included as possible members. The Executive Director noted the CRC includes only 5 members of the Board, including a Licensed Psychologist, a Social Worker, two public members, and the last member of the CRC is a Board member representing Marriage and Family Therapy, Professional Counseling, or Master's Level Psychology. The Executive Director noted that the CRC was structured so there are always some professions without a representative on the CRC, to allow a majority of the Board the ability to serve on possible hearing panels for items heard by the CRC and later appealed. The Investigation Policy is scheduled to be reviewed at the May Board meeting and the Executive Director noted that he will discuss the issues raised by the Advisory Committee when the Board considers changes to the Investigation Policy and the Chair of the Advisory Committee will speak to recommendations of the Advisory Committee. The Chair of the Advisory Committee, who also currently serves as the

Chair of the CRC, noted that the two Investigators for the BSRB and the Assistant Attorney General assisting the Board provide knowledge and direction for the different rules of unprofessional conduct for all of the professions and that the public members serving on the CRC have done a wonderful job of becoming knowledgeable about each of the professions.

- B. Review of K.S.A 65-7502 Qualifications for License.** The Executive Director referenced the presentation by the Executive Director of QABA and the other materials provided to Advisory Committee members and asked members to review those materials for discussion on this topic at the next meeting.

VII. New Business

- A. Discussion on Unprofessional Conduct Regulations.** The Executive Director noted Advisory Committee members received a copy of the unprofessional conduct regulations for the profession and were asked to review the regulations to be able to discuss whether any changes were needed at this Advisory Committee meeting. The Executive Director also provided a separate statute on recordkeeping and the ethical code from the BACB. The Executive Director also offered to search for unprofessional conduct regulations from other states, if that method was requested. Members of the Advisory Committee discussed possible changes to the regulations, including:

- Adding language specific to social media, as relating to confidentiality;
- Adding language on supervision of others, regarding appropriate practices;
- Adding language in Section J concerning discrimination against others, to more closely align with the BACB ethics guidelines;
- Providing clarity to the language of Section O, regarding the responsibility to inform a client about available services from a public agency;
- Review the length of recordkeeping requirements for records for youth;
- Adding language on appropriate technology and associated concerns, such as security of connections, for telehealth services; and
- Considering changes to language of item D, which lists conviction of a crime resulting from or relating to one's professional practice of applied behavior analysis. Should this item include other crimes?

Advisory Committee members expressed interest in having a more “user friendly” version of the unprofessional conduct regulations, so practitioners and members of the public will be able to understand what constitutes a violation. The Executive Director noted that other Advisory Committees have expressed a similar interest and the agency will be looking into a possible solution to this issue.

- B. Pre-Approved Continuing Education Providers.** The BSRB currently offers optional pre-approved status for continuing education providers and continuing education programs for the social work profession (social work was the profession that had requested this ability previously). The Executive Director discussed the benefits and drawbacks involved in this process, for the providers and for the staff of the BSRB. At the last Board meeting, Advisory Committees were asked to discuss

whether the BSRB should pursue similar language for their professions. Advisory Committee members noted the BACB already offers a similar service and stated they did not believe this process was necessary to be done by the BSRB. Leslie Allen, Assistant Director and Licensing Manager for the BSRB, clarified the BSRB standard for pre-approval of continuing education. Advisory Committee members were not in support of adding this process for the Behavior Analyst profession.

VIII. Next Meeting: The next Advisory Committee meeting was scheduled for Wednesday, June 08, 2022.

IX. Adjournment: Linda Heitzman-Powell moved to Adjourn. Emily Kessler seconded. The motion carried.

DRAFT

65-7502. Same; definitions. For the purposes of this act:

(a) "Applied behavior analysis" means the design, implementation and evaluation of environmental modifications, using behavioral stimuli and consequences, to produce socially significant improvement in human behavior, including the use of direct observation, measurement and functional analysis of the relationship between environment and behavior;

(b) "autism service provider" means any person:

(1) That provides diagnostic or treatment services for autism spectrum disorders who is licensed or certified by the state of Kansas; or

(2) who is licensed by the behavioral sciences regulatory board as a licensed behavior analyst or a licensed assistant behavior analyst;

(c) "autism spectrum disorder" has the meaning ascribed to such term by K.S.A. 2021 Supp. [40-2,194](#), and amendments thereto.

(d) "board" means the behavioral sciences regulatory board created under K.S.A. [74-7501](#), and amendments thereto;

(e) "certifying entity" means the national accredited behavior analyst certification board or other equivalent nationally accredited nongovernmental agency approved by the behavioral sciences regulatory board which certifies individuals who have completed academic, examination, training and supervision requirements in applied behavior analysis;

(f) "controlled substance" means any drug, substance or immediate precursor included in any of the schedules designated in K.S.A. [65-4105](#), [65-4107](#), [65-4109](#), [65-4111](#) and [65-4113](#), and amendments thereto;

(g) "diagnosis of autism spectrum disorders" means any medically necessary assessments, evaluations or tests in order to diagnose whether an individual has an autism spectrum disorder;

(h) "licensed assistant behavior analyst" or "LaBA" means an individual who is certified by the certifying entity as a certified assistant behavior analyst and meets the licensing criteria as established by the board by rules and regulations;

(i) "licensed behavior analyst" or "LBA" means an individual who is certified by the certifying entity as a certified behavior analyst and meets the licensing criteria as established by the board by rules and regulations;

(j) "line therapist" means an individual who:

(1) Provides supervision of an individual diagnosed with autism spectrum disorder and other neurodevelopmental disorders pursuant to the prescribed treatment plan; and

(2) implements specific behavioral interventions as outlined in the prescribed treatment plan under the direct supervision of a licensed behavior analyst; and

(k) "treatment for autism spectrum disorder" means care prescribed or ordered for an individual diagnosed with an autism spectrum disorder by a licensed physician or licensed psychologist, including equipment medically necessary for such care, pursuant to the powers granted under such licensed physician's or licensed psychologist's license.

History: L. 2014, ch. 62, § 3; July 1.



BACB Fact Sheet

About the BACB

- ▶ Established in 1998 as a nonprofit corporation
- ▶ The first national organization to certify practitioners of applied behavior analysis (ABA)
- ▶ Governed by a Board of Directors primarily comprised of behavior analysts elected by the profession along with representation from the public
- ▶ More than 61,000 behavior analysts and more than 115,000 behavior technicians currently certified
- ▶ BACB standards are the basis of almost all behavior analyst licensure laws in the United States

BACB Certification Programs

- ▶ **High School Level**
Registered Behavior Technician® (RBT®)
- ▶ **Bachelor's Level**
Board Certified Assistant Behavior Analyst® (BCaBA®)
- ▶ **Master's Level**
Board Certified Behavior Analyst® (BCBA®)

Certification Requirements

- ▶ The BACB's behavior analyst certifications (BCaBA/BCBA) require an academic degree, behavior-analytic coursework, supervised experience, passage of a psychometrically sound examination, compliance with ethics requirements, continuing education, and ongoing supervision (BCaBA).
- ▶ The BACB's behavior technician certification (RBT) requires a high school diploma, formal training in ABA, a skill-based competency assessment, a background check, passage of a psychometrically sound examination, compliance with ethics requirements, and annual competency assessments.

Applied Behavior Analysis

Applied Behavior Analysis is a science based on the use of learning principles to improve lives. The practice of ABA focuses on assessing the environmental influences on behavior, assessment-based intervention, and data-based decision making. ABA has been used to address the behavioral needs of consumers in multiple areas, including general and special education, organizational management and safety, gerontology, and many more. ABA is best known as being the leading evidence-based treatment approach for autism and other developmental disabilities.



The BCBA, BCaBA, and RBT certification programs are accredited by the National Commission for Certifying Agencies in Washington, DC. NCCA is the accreditation body of the Institute for Credentialing Excellence.



The Integrity of the BACB® and its Certification Programs

Application Safeguards

Applicants for certification as a Board Certified Behavior Analyst® (BCBA®) must undergo rigorous review, including, but not limited to the following:

- [Degree verification](#) – submitted from the [original source](#)
- [Coursework verification](#) – directly identified on the transcripts
- [Experience verification](#) – subject to additional [audit](#) to ensure veracity of experience claimed
- [Ethical verification](#) – conducted via applicant reporting and independent verification against those currently sanctioned

Ongoing/Maintenance Safeguards

Certificants must demonstrate ongoing compliance with BACB maintenance and ethical requirements, including, but not limited to:

- Uploading [proof of continuing education completion](#), which is subject to additional [audit](#)
- Reporting investigations, charges and sanctions
 - The BACB enforces an [Ethical and Professional Compliance Code](#)
 - The BACB provides a rigorous [ethical enforcement and disciplinary process](#)
 - The BACB publically [reports certain sanctions](#) on the BACB's website
 - The BACB [collaborates with state regulators](#) in handling ethical matters

Organizational Safeguards

- The BACB is committed to meeting best industry standards for credentialing of behavior analysts
 - Unlike other certification boards, the BACB was incorporated in 1998 to address the needs of state agencies in credentialing behavior analysts. Accordingly, the BACB received 501(c)(3) tax exempt status on the basis of the BACB's [Lessening the Burden of Government](#)
- The BACB's BCBA, BCaBA, and RBT credentials are all nationally accredited by the [National Commission for Certifying Agencies](#)
- The BACB Board of Directors includes certificant-elected directors

Additional information

Additional information about the BACB is available at www.bacb.com

Additional information about the BACB's certificant data is available at www.bacb.com/bacb-certificant-data



BCBA[®]

BOARD CERTIFIED BEHAVIOR ANALYST[®] HANDBOOK

ABOUT THIS HANDBOOK

This handbook describes the requirements for obtaining and maintaining BCBA certification, including the eligibility requirements that went into effect on January 1, 2022. Applicants and certificants must comply with the requirements outlined in this handbook. Failure to do so may result in the BACB taking summary action (e.g., suspension, revocation, invalidation) against your eligibility or certification and/or submitting a Notice of Alleged Violation to the BACB Ethics Department.

This handbook contains clickable images that link directly to BACB documents. New versions of the BCBA Handbook will be published quarterly as needed. Applicants completing requirements in a future year should make note of upcoming implementation dates for revised requirements. Please refer to the [BACB Newsletter](#) and the [Upcoming Changes](#) web page for the most updated information on our certification requirements.

The BACB does not discriminate against any individual because of race, ethnicity, gender, age, creed, disability, religion, marital status, sexual orientation, or national origin. Allegations of discrimination can be reported via our [Administrative Appeal Request Form](#). The BACB reserves the right to amend the procedures outlined in this handbook.

For a complete list of updates included in this version of the BCBA Handbook, please see [page 65](#).

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OVERVIEW

Overview

About the Behavior Analyst Certification Board

The Behavior Analyst Certification Board, Inc.[®] (BACB[®]) has been the leader in behavior analyst certification for over two decades. The BACB is a nonprofit corporation that was established in 1998 to meet professional certification needs identified by behavior analysts, governments, and consumers of behavior-analytic services. The BACB's mission is to protect consumers of behavior-analytic services by systematically establishing, promoting, and disseminating professional standards of practice.

In the profession of applied behavior analysis, the BACB's primary role is to operate certification programs, which involves responsibilities similar to regulatory boards. In this role, the BACB establishes practice standards, administers examinations, and provides ethics requirements and a disciplinary system for each of its certification programs. To learn more about our role and limitations, read our blog post, [The BACB: What it is, What it Does, and Why](#), and listen to [Episode 11](#) of our podcast, *Inside the BACB*.

What Is a Board Certified Behavior Analyst?

The Board Certified Behavior Analyst (BCBA) is a graduate-level certification in behavior analysis. Professionals certified at the BCBA level are independent practitioners who provide behavior-analytic services.

BCBAs may [supervise](#) the work of Board Certified Assistant Behavior Analysts (BCaBAs), Registered Behavior Technicians (RBTs), and other professionals who implement behavior-analytic services.

Note: In the interest of consumer protection and to ensure that the BACB certification mark is only used to accurately represent certification status, the BACB may seek legal and other remedies to address any misrepresentation of BACB certification (and/or any misuse of other BACB trademarks and logos) that constitutes trademark infringement. For more information about the use of BACB certification marks, see the [September 2008](#), [October 2013](#), and [July 2021](#) BACB Newsletters.

Board Certified Behavior Analyst—Doctoral

BCBAs with doctoral training in behavior analysis may receive the designation of [Board Certified Behavior Analyst-Doctoral[®] \(BCBA-D[®]\)](#). The BCBA-D is not a separate certification, and it does not grant any privileges above or beyond BCBA certification. BCBA-Ds function in the same capacity as BCBAs (i.e., as independent practitioners who provide behavior-analytic services) and are required to meet all BCBA maintenance requirements.

Jurisdiction

The BACB currently accepts certification applications from individuals regardless of their country of residence. Effective January 1, 2023, only individuals who reside in the US, Canada, Australia, and the United Kingdom* may apply for BACB certification.

Accreditation



The BCBA[®], BCaBA[®], and RBT[®] certification programs are accredited by the National Commission on Certifying Agencies (NCCA), the accreditation body of the [Institute for Credentialing Excellence](#) (ICE). NCCA's [Standards for the Accreditation of Certification Programs](#) were the first standards developed for professional certification programs to help ensure the health, welfare, and safety of the public. NCCA standards articulate the essential elements of a high-quality certification program. Consistent with these standards, the BACB's certification requirements, examination content, and procedures undergo regular review by subject matter experts in the discipline. To learn more about accreditation, see ICE's video, [Value of Accreditation: Why it Matters](#).

** Individuals who reside in the UK may continue to apply for BACB certification through 2025. This date may be moved earlier if the UK Society for Behaviour Analysis seeks national recognition for UK behavior analysts, develops its own credentialing system, and transitions current BACB certificants into the UK system.*

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Reasons for Becoming a BCBA

There are many benefits to obtaining BCBA certification, including:

- BCBA certification is the leading behavior analyst credential and is required by many funders and licensure boards. BCBA certification is offered by the first certifying entity in behavior analysis, the BACB, which has been certifying behavior analysts for over 20 years.
- BCBA certification shows that you have met certain requirements that are critical in providing and overseeing behavior-analytic services.
- BCBA certification provides increased consumer protection since you must meet certain eligibility and maintenance requirements to obtain and maintain certification.
- BCBA certification makes it easier for employers, funders, and consumers, among others, to verify that you have certain knowledge, skills, and abilities and are not under disciplinary sanctions.

You Want to Pursue Certification... Now What?*

So, you are interested in pursuing BCBA certification. What should you do now? Although the BACB cannot instruct you on how to meet our requirements, the content in this section is intended to provide some guidance that might be helpful as you start this journey.

A Few Tips Before Getting Started

First, carefully review both the eligibility and maintenance requirements that are detailed in this handbook. Then, determine which eligibility pathway you plan to pursue. The majority of BCBA certificants apply under Pathway 1 or Pathway 2, so this section focuses primarily on those pathways. Once you have selected a pathway, determine when you might apply, as it may take a few years to meet all of the requirements, and the eligibility requirements may change.

Third, you will want to create a [BACB account](#) using these tips:

- **Enter your full name** exactly as it appears on your government-issued identification. If it does not match *exactly*, you will not be able to take the examination. Name changes require review by BACB staff, so a name change could delay your ability to take the examination.
- **Use a personal email address** and not a work or school email address. Important notifications and reminders are sent to this address, so if you change employers or lose access to your school email address, you will not receive reminders, correspondence, or password resets.
- **Set up the profile yourself** and do not share your account information with anyone else, including your employer. This is *your* certification—no one else should be managing it for you.
- **Update your information** in your BACB account as soon as changes occur (e.g., name change, address change).

Creating a BACB account will give you a BACB account ID number, which you will need to add to documents as you work toward certification. Having a BACB account also means that you will receive important updates from the BACB.

** This is not a comprehensive resource for all activities you will need to or should complete as you prepare for certification.*

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Considerations When Exploring Training Options

You only receive your initial training once. If possible, don't pick your training out of convenience, expense, or geography. We recommend thoroughly researching the trainings before committing to one. While we can't provide guidance on where to receive your behavior-analytic coursework, here are some things to consider.

Ideally, you should obtain your education in behavior analysis from a behavior-analytic degree program. There are many benefits to this option. For instance, in most cases, you can meet all BCBA eligibility requirements in one place while also having engaging, non-classroom interactions with behavior-analytic faculty and students that will greatly enhance your education and begin to develop your behavior-analytic social networks. Even if you don't receive all of your supervised fieldwork through the degree-granting program, your faculty will likely help you identify where you can accrue your hours in an immersive behavior-analytic environment. If completing your education in a behavior-analytic degree program is a possibility for you, here are a few things to consider as you research programs.

First, research the faculty members and determine whether the program's interest(s) align with yours (see the ABA Subspecialty Resources on the [About Behavior Analysis](#) web page for some of the areas in which behavior analysis has been applied). Second, identify the program's structure to determine how much time you will have with your faculty and fellow students. Third, confirm that the program has a pathway to meet the BACB's coursework requirements.

You may obtain your behavior-analytic coursework through one of two sources: an Association for Behavior Analysis International (ABAI) accredited graduate program or a Verified Course Sequence.

- **ABAI-Accredited Graduate Program (Pathway 1):** Behavior-analytic graduate programs that have been accredited by ABAI have met ABAI's accreditation standards, which include standards for the curriculum, faculty, and resources, among other areas. Accredited programs may be found on ABAI's [Accredited Programs](#) web page. *Note:* If you receive a graduate degree from an ABAI-accredited program, both the coursework and degree eligibility requirements will be met.
- **Verified Course Sequence (Pathway 2):** The other option for completing behavior-analytic coursework is through a Verified Course Sequence. A Verified Course Sequence is a set of courses that have been verified by ABAI as having met the BACB's behavior-analytic coursework requirements. Although some Verified Course Sequences are embedded in an ABAI-accredited graduate program, many are not. Verified Course Sequence status merely indicates that the content-hour requirements for certain behavior-analytic courses have been reviewed. Verified Course Sequences may be located using ABAI's [Verified Course Sequence Directory](#).

Finally, when determining where to obtain your coursework, you might also want to consider:

- **Program Focus:** Do you have any existing areas of interest? If so, does the program align with your professional goals? Is the program led by faculty with similar interests? Will the program help facilitate experience in areas that are meaningful to you?
- **Program Size:** Find out the size of each cohort and determine if the size is a good fit for you as a learner. This information can usually be found on the program's website. Our [university pass rate](#) documents also give an idea of program size by looking at the number of candidates who took the examination from an institution each year (see the Sort by Volume section of the document).
- **Program Structure:** Courses are usually taught on campus, online, or in a combination of online and on-campus experiences (again, this information should be available on the program's website). Consider what structure is the best fit for you as a learner. You might want to consider what has worked for you in the past. Were you successful in online courses? Did you need or value in-person experiences? In what setting did you learn the most and feel the most engaged?
- **Number of Faculty:** Determine how many part- and full-time faculty are on staff, especially in relation to the program size, to understand the student-to-faculty ratio.
- **University Pass Rates:** The BACB annually publishes [examination pass rate data](#) for universities with Verified Course Sequences. Passing the BCBA examination is not the most important part of your training, but, at a minimum, your training should prepare you to pass the examination.

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Once you have identified where you will get your behavior-analytic coursework, your faculty mentor/advisor, program chair, and/or Verified Course Sequence Coordinator will be your resource(s) to help you meet the BACB's requirements along the way.

Considerations When Identifying Practical Fieldwork Opportunities

Hold on! Remember that qualifying behavior-analytic coursework needs to begin before fieldwork, so make sure you get your coursework situation figured out beforehand. Once you have started your coursework, determine where you want to accrue your structured fieldwork hours and whether it will give you the applied experience that will prepare you to practice independently after you are certified. For instance, consider the population(s) and setting(s) where you want to ultimately provide behavior-analytic services. The BACB cannot provide this guidance, so you should reach out to your Verified Course Sequence Coordinator, advisor, or employer for guidance about where to accrue fieldwork in your chosen area.

When identifying supervisor(s) to oversee your fieldwork hours, ensure that they are qualified to be your supervisor (see the [Fieldwork Requirements](#) section). In addition, you should focus on finding supervisors who have a successful track record of BACB supervision. You could do this in a number of ways, but here are a few ideas:

- Check on their certification status in the [Certificant Registry](#) to ensure that they are qualified to supervise and to see if they have any disciplinary sanctions.
- Look at how long they have been certified. We recommend identifying supervisors who have been certified for at least a year, if not longer. *Note:* BCBA's in their first year of certification who are supervising fieldwork must have a consulting supervisor.
- Gather information from the supervisor and past supervisees about the supervisor's style to make sure they are a good fit for you.
- Ask about their time and document-management systems. *Caution:* If you can't produce all of the necessary documents to support your fieldwork in the event of an audit, you might lose fieldwork hours, so you will want a very organized supervisor!
- Determine whether they are familiar with the BACB's requirements.
- Consider whether they could customize the fieldwork to your interests (while still meeting their ethical obligations as a BCBA to stay within their area of competence).

Once you have identified fieldwork site(s) and supervisor(s), complete the [Fieldwork Checklist and Tip Sheet](#) before you get started with each fieldwork site/supervisor. The BACB is not able to provide guidance beyond what is in our fieldwork requirements, as each situation is unique (e.g., whether a specific activity will qualify toward your fieldwork hours). Work together with your supervisor(s) to ensure that you are meeting the fieldwork requirements while also meeting your professional goals.

A Few Final Tips

- Keep this handbook close by. We will update the handbook quarterly as needed, so always make sure that you are reviewing the most current handbook to see what has changed since the last version. It is also important that you become familiar with all applicable [licensure requirements](#) in your area.
- Frequently check the [BACB website](#) for new resources, including videos, blogs, and podcasts. For example, the [Tips for New Certificants](#) blog shares valuable information for newly certified individuals, and [The Professional Infrastructure of Applied Behavior Analysis](#) video describes the various organizations within the ABA profession.
- Get involved and engaged with your behavior-analytic community! This might include joining or volunteering with your local, regional, or national professional associations and groups focused in your area(s) of interest. You will likely learn a lot and have an opportunity to contribute to behavior analysis and its consumers. Having professional support is helpful at every stage of your career, so create opportunities to identify trusted colleague(s), mentors, and/or groups now.
- As you pursue certification, ensure that you do not represent yourself as a BCBA trainee or applicant to prevent consumers from being confused about your qualifications. For more information about use of the BCBA certification mark, see the [September 2008](#), [October 2013](#), and [July 2021](#) BACB Newsletters.

ELIGIBILITY REQUIREMENTS

Eligibility Requirements

Eligibility Pathways

For those applying **on or after January 1, 2022**, you have four pathways for applying for BCBA certification. Each pathway requires a degree, behavior-analytic content, supervised fieldwork, and passing the BCBA certification examination.

Overview of Eligibility Pathways				
	Pathway 1: ABAI-Accredited Degree	Pathway 2: Behavior-Analytic Coursework	Pathway 3: Faculty Teaching and Research	Pathway 4: Postdoctoral Experience
Degree		Graduate degree	Graduate degree	Doctoral degree
Behavior-analytic content	Degree from ABAI-accredited master's or doctoral program	Behavior-analytic coursework	Faculty teaching and research	Postdoctoral experience in applied behavior analysis
Fieldwork	Practical fieldwork in applied behavior analysis	Practical fieldwork in applied behavior analysis	Practical fieldwork in applied behavior analysis	Practical fieldwork in applied behavior analysis

The following pages provide further details for each eligibility pathway.

ELIGIBILITY REQUIREMENTS

Pathway 1: Association for Behavior Analysis International (ABAI) Accredited Program

To apply for BCBA certification via this pathway, you must have a degree from an ABAI-accredited master's or doctoral program and have completed supervised fieldwork.



Degree

You must have obtained a master's or doctoral degree in 2015 or later, **and** the degree must have been obtained while the master's or doctoral program was [accredited by ABAI](#). For example, your degree would meet the degree requirement if you received your master's or doctoral degree in 2018 from a program that was accredited from 2016 to 2022. For degrees earned outside of the US, the BACB requires applicants to complete a [degree equivalency evaluation](#).



Does the BACB use primary source verification of degrees and coursework?

Yes! Under every eligibility pathway, we rely on official transcripts to verify that an applicant's degree and coursework meet our requirements.



Demonstrate that you meet this requirement when you apply by submitting an [official transcript](#) with a [conferral date](#) for your qualifying degree.

Supervised Fieldwork

You must complete supervised fieldwork in applied behavior analysis. You may accrue your fieldwork hours under one or more fieldwork types: Supervised Fieldwork or Concentrated Supervised Fieldwork. The following table provides a general overview of the requirements for fieldwork; however, your fieldwork must meet all of the requirements in the [Supervised Fieldwork Requirements](#) section.

Overview of Fieldwork Requirements		
	Supervised Fieldwork	Concentrated Supervised Fieldwork
Fieldwork hours required to qualify	2,000	1,500
Supervisor qualifications (see the Supervised Fieldwork Requirements section for additional supervisor requirements)	Supervisors must be one of the following: <ul style="list-style-type: none"> • an active BCBA without current disciplinary sanctions who has been certified for at least one year and meets an ongoing supervision CEU requirement; • an active BCBA without current disciplinary sanctions who has been certified for less than one year and is receiving consultation on a monthly basis from a qualified consulting supervisor; • a licensed or registered psychologist certified by the American Board of Professional Psychology in Behavioral and Cognitive Psychology who was tested in applied behavior analysis; OR • an authorized Verified Course Sequence Instructor. 	
Supervision hours per supervisory period	5% of hours	10% of hours



Demonstrate that you meet this requirement when you apply by submitting your signed Final Fieldwork Verification Form(s) (F-FVF). *Note:* If your fieldwork is [audited](#), you may need to submit an audit log and other documents, such as your supervision contract, Monthly Fieldwork Verification Forms (M-FVFs), and/or documentation system, to support the information entered in your audit log. All current fieldwork requirements must be met.

ELIGIBILITY REQUIREMENTS

Pathway 2: Behavior-Analytic Coursework

To apply for BCBA certification via this pathway, you must have an acceptable graduate degree from a [qualifying institution](#), have completed acceptable graduate coursework in behavior analysis, and have completed supervised fieldwork.



Degree

You must have a graduate degree (e.g., master’s or doctoral) from a [qualifying institution](#). For degrees earned outside of the US, the BACB requires applicants to complete a [degree equivalency evaluation](#).



Demonstrate that you meet this requirement when you apply by submitting an [official transcript](#) with a [conferral date](#) for your qualifying degree.



Not sure if your degree qualifies?

If you are uncertain whether your degree meets our current requirements, you can request a [degree equivalency evaluation](#) online before submitting a BCBA Certification Application.

Behavior-Analytic Coursework

You must complete behavior-analytic coursework that meets the following requirements:

- The coursework was graduate level (i.e., master’s or doctoral) and from the [qualifying institution](#) at which you were enrolled.
- You received academic credit for the coursework.
- The coursework reflects that you received a passing grade (“C” or higher in a graded course or “pass” in a pass/fail system) in each course.
- The coursework covers all of the content areas and number of hours specified in this table:

Coursework Content Requirements	
Content Areas	Hours*
BACB Ethics Code and Code-Enforcement System; Professionalism <i>Note: The content must be taught in one or more freestanding courses.</i>	45 hrs
Philosophical Underpinnings; Concepts & Principles <i>Note: 45 hours must be taught as one freestanding course on concepts and principles.</i>	90 hrs
Measurement, Data Display, and Interpretation; Experimental Design <i>Note: The content must be taught in one freestanding course.</i>	45 hrs
Behavior Assessment	45 hrs
Behavior-Change Procedures; Selecting and Implementing Interventions	60 hrs
Personnel Supervision and Management	30 hrs
Total	315 hrs



Check out the [You Want to Pursue Certification... Now What?](#) section for guidance on where to get your behavior-analytic training.

*For the purpose of establishing instructional requirements that can be applied globally, 1 semester credit hour will represent 15 hours of classroom instruction, and 1 quarter credit hour will represent 10 hours of classroom instruction. This conversion is based on [US Federal Rule](#).

ELIGIBILITY REQUIREMENTS

How is my coursework evaluated? When applying for BCBA certification under Pathway 2, you can show that you meet the coursework requirements in one of two ways:

1. **Verified Course Sequence (VCS) Coordinator Coursework Attestation:** Your BCBA-certified VCS Coordinator reviews all of your course materials and, if all requirements have been met, completes the [VCS Coordinator Coursework Attestation](#).
2. **Course-by-Course Review:** ABAI works with institutions to identify and verify sequences of courses—known as Verified Course Sequences—that have been prescreened to meet BCBA coursework requirements. The [ABAI Verified Course Sequence Directory](#) includes all Verified Course Sequences, VCS Coordinators and content hours, and dates on which the courses were verified. Under this option, the BACB reviews each course you completed with the courses in ABAI’s VCS records to determine whether all requirements, including all content hour requirements, have been met. If you completed qualifying coursework that was not part of a VCS, you must have your department chair complete a [Nonverified Course Content Attestation](#) and submit it with your BCBA [Certification Application](#) or your [preliminary coursework evaluation](#). The BACB will then add the attestation to the course database for consideration during the course-by-course review.

Demonstrate that you meet the coursework requirements when you apply by submitting [official transcript\(s\)](#) for all qualifying behavior-analytic courses that you will use to meet the requirements. In addition, if your VCS Coordinator completes a [VCS Coordinator Coursework Attestation](#), they must email it directly to the BACB as stated in the form.



Not sure your coursework qualifies?

If you are uncertain whether your coursework qualifies, you can request a [preliminary coursework evaluation](#) online. This will include a \$100 fee that may be credited to your BCBA Certification Application when you apply.

Supervised Fieldwork

You must complete supervised fieldwork in applied behavior analysis. You may accrue your fieldwork hours under one or more fieldwork types: Supervised Fieldwork or Concentrated Supervised Fieldwork. The following table provides a general overview. You should thoroughly review the [Supervised Fieldwork Requirements](#) section to ensure that you meet all of the detailed requirements.

Overview of Fieldwork Requirements		
	Supervised Fieldwork	Concentrated Supervised Fieldwork
Fieldwork hours required to qualify	2,000	1,500
Supervisor qualifications (see the Supervised Fieldwork Requirements section for additional supervisor requirements)	Supervisors must be one of the following: <ul style="list-style-type: none"> • an active BCBA without current disciplinary sanctions who has been certified for at least one year and meets an ongoing supervision CEU requirement; • an active BCBA without current disciplinary sanctions who has been certified for less than one year and is receiving consultation on a monthly basis from a qualified consulting supervisor; • a licensed or registered psychologist certified by the American Board of Professional Psychology in Behavioral and Cognitive Psychology who was tested in applied behavior analysis; OR • an authorized Verified Course Sequence Instructor. 	
Supervision hours per supervisory period	5% of hours	10% of hours



Demonstrate that you meet this requirement when you apply by submitting your signed Final Fieldwork Verification Form(s) (F-FVF). *Note:* If your fieldwork is [audited](#), you may need to submit an audit log and other documents, such as your supervision contract, Monthly Fieldwork Verification Forms (M-FVFs), and/or documentation system, to support the information entered in your audit log. All current fieldwork requirements must be met.

ELIGIBILITY REQUIREMENTS

Pathway 3: Faculty Teaching and Research

To apply for BCBA certification via this pathway, you must have an acceptable graduate degree from a [qualifying institution](#), have held a full-time faculty position in behavior analysis that includes research and teaching, and have completed supervised fieldwork.



Degree

You must have a graduate degree (e.g., master's or doctoral) from a [qualifying institution](#). For degrees earned outside of the US, the BACB requires applicants to complete a [degree equivalency evaluation](#).



Demonstrate that you meet this requirement when you apply by submitting an [official transcript](#) with a [conferral date](#) for your qualifying degree.

Faculty Appointment

You must have at least three years (cumulative) of full-time work as a faculty member at a qualifying institution within a five-year period.

Teaching: Your faculty appointment must have included the following teaching characteristics:

- You taught at least five sections/iterations of [behavior-analytic](#) coursework.
- You taught at least two of the following behavior-analytic content areas in separate courses: concepts and principles of behavior, single-subject research methods, applied behavior analysis, and ethics in behavior analysis.
- Each course must have been exclusively or primarily devoted to behavior-analytic content.
- You taught this coursework at the graduate level.



Demonstrate that you meet this requirement when you apply by submitting a letter from the department chair indicating that these requirements were met along with course syllabi.

Research: You must have published one journal article with the following characteristics:

- It was [behavior analytic](#) in nature.
- It included at least one experimental evaluation.
- It was published in a high-quality, peer-reviewed journal.
- You were the first, second, or corresponding author.
- It was published at any point in your career.



Demonstrate that you meet this requirement when you apply by submitting a copy of your published article.

ELIGIBILITY REQUIREMENTS

Supervised Fieldwork

You must complete supervised fieldwork in applied behavior analysis. You may accrue your fieldwork hours under one or more fieldwork types: Supervised Fieldwork or Concentrated Supervised Fieldwork. The following table provides a general overview. You should thoroughly review the [Supervised Fieldwork Requirements](#) section to ensure that you meet all of the detailed requirements.

Overview of Fieldwork Requirements		
	Supervised Fieldwork	Concentrated Supervised Fieldwork
Fieldwork hours required to qualify	2,000	1,500
Supervisor qualifications (see the Supervised Fieldwork Requirements section for additional supervisor requirements)	Supervisors must be one of the following: <ul style="list-style-type: none"> • an active BCBA without current disciplinary sanctions who has been certified for at least one year and meets an ongoing supervision CEU requirement; • an active BCBA without current disciplinary sanctions who has been certified for less than one year and is receiving consultation on a monthly basis from a qualified consulting supervisor; • a licensed or registered psychologist certified by the American Board of Professional Psychology in Behavioral and Cognitive Psychology who was tested in applied behavior analysis; OR • an authorized Verified Course Sequence Instructor. 	
Supervision hours per supervisory period	5% of hours	10% of hours

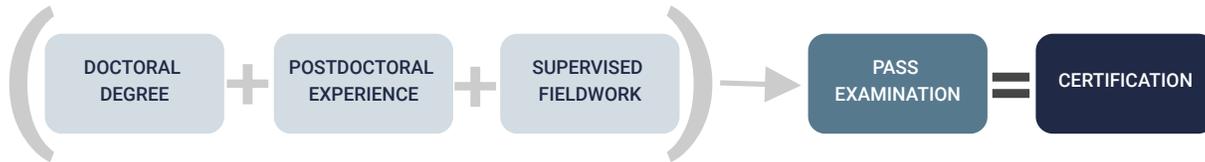


Demonstrate that you meet this requirement when you apply by submitting your signed Final Fieldwork Verification Form(s) (F-FVF). *Note:* If your fieldwork is [audited](#), you may need to submit an audit log and other documents, such as your supervision contract, Monthly Fieldwork Verification Forms (M-FVFs), and/or documentation system, to support the information entered in your audit log. All current fieldwork requirements must be met.

ELIGIBILITY REQUIREMENTS

Pathway 4: Postdoctoral Experience

To apply for BCBA certification via this pathway, you must have an acceptable doctoral degree from a [qualifying institution](#) that was conferred at least 10 years ago, have completed at least 10 years of postdoctoral practical experience, and have completed 500 hours of supervised fieldwork.



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Doctoral Degree

You must have a doctoral degree from a [qualifying institution](#). For degrees earned outside of the US, the BACB requires applicants to complete a [degree equivalency evaluation](#).



Demonstrate that you meet this requirement when you apply by submitting an [official transcript](#) with a [conferral date](#) for your qualifying degree.

Postdoctoral Experience

The postdoctoral experience must:

- include 10 years of full-time, cumulative experience *practicing* behavior analysis (time spent teaching behavior analysis does not count) AND
- have occurred under a relevant state/provincial license or national professional credential. You may have held different credentials at different times during the 10 years.



Demonstrate that you meet this requirement when you apply by submitting a curriculum vitae showing this experience, signed attestations describing the behavior-analytic practice from current or former employers, and proof of the applicable professional credential(s).

Supervised Fieldwork

You must complete supervised fieldwork in applied behavior analysis. You may accrue your fieldwork hours under Supervised Fieldwork. This fieldwork must have started once you have completed 10 years of postdoctoral experience. The following table provides a general overview. You should thoroughly review the [Supervised Fieldwork Requirements](#) section to ensure that you meet all of the detailed requirements.

ELIGIBILITY REQUIREMENTS

Overview of Fieldwork Requirements	
Supervised Fieldwork	
Fieldwork hours required to qualify	500
Supervisor qualifications (see the Supervised Fieldwork Requirements section for additional supervisor requirements)	<p>Supervisors must be one of the following:</p> <ul style="list-style-type: none"> • an active BCBA without current disciplinary sanctions who has been certified for at least one year and meets an ongoing supervision CEU requirement; • an active BCBA without current disciplinary sanctions who has been certified for less than one year and is receiving consultation on a monthly basis from a qualified consulting supervisor; • a licensed or registered psychologist certified by the American Board of Professional Psychology in Behavioral and Cognitive Psychology who was tested in applied behavior analysis; OR • an authorized Verified Course Sequence Instructor.
Supervision hours per supervisory period	5% of hours



Demonstrate that you meet this requirement when you apply by submitting your signed Final Fieldwork Verification Form(s) (F-FVF). *Note:* If your fieldwork is [audited](#), you may need to submit an audit log and other documents, such as your supervision contract, Monthly Fieldwork Verification Forms (M-FVFs), and/or documentation system, to support the information entered in your audit log. All current fieldwork requirements must be met.

ELIGIBILITY REQUIREMENTS

Supervised Fieldwork Requirements

Applicants must complete supervised fieldwork in applied behavior analysis. The following sections describe all of the requirements for supervised fieldwork (hereafter referred to as “fieldwork”). **Regardless of when the hours were earned, applicants who apply for BCBA certification must meet all of these requirements.** If any hours were accrued under the 4th edition experience requirements, please reference the [Guidance for Those Applying for BCBA Certification During the 2022 Transition](#) for conversion information.

Fieldwork Hour Requirements

Total Fieldwork Hours Required: Based on the type of fieldwork hours accrued (see the [A Comparison of Fieldwork Types](#) table), you will need to complete either 2,000 Supervised Fieldwork hours or 1,500 Concentrated Supervised Fieldwork hours to meet the fieldwork requirement.

Onset of Fieldwork: Trainees may not start accumulating fieldwork hours until they have:

- secured a qualified supervisor (see [Supervisor Qualifications](#)) AND
- if applying under Pathway 1 or 2: started qualifying graduate-level behavior-analytic coursework (they may begin accruing hours after attending the first class meeting*) OR
- if applying under Pathway 4: completed 10 years of postdoctoral experience.

**For fieldwork to be counted, a passing grade of “C” or higher in a graded course or “pass” in a pass/fail system must be earned in the qualifying behavior-analytic course.*

Accrual of Fieldwork: No fewer than 20 hours but no more than 130 hours of fieldwork requirements may be accrued per month. Fieldwork hours include independent hours (supervisor not present) and supervised hours (supervisor present).

Duration of Fieldwork: The time frame of the fieldwork may not exceed five continuous years (e.g., May 2020 to May 2025).

Clients: Any person (or group of people) for whom behavior-analytic services are appropriate may be a client. However, the trainee may not be related to the client, be the client’s primary caregiver, or be related to the client’s primary caregiver. Trainees must work with, be observed by, and receive feedback from their supervisor for multiple clients during the fieldwork. This requirement is applicable for the duration of the fieldwork (i.e., not per supervisory period).

Acceptable Activities: The trainee’s primary focus should be on acquiring the skills necessary to demonstrate competence in behavior analysis and the skills necessary to interact effectively with consumers, supervisors, families, and others. The supervisor will be responsible for determining whether activities qualify for accruing fieldwork hours and are consistent with the requirements in this document.

Trainees are strongly encouraged to have multiple experiences (e.g., different settings, populations) with multiple supervisors from each of these areas of activity:

- conducting assessments related to the need for behavioral intervention (e.g., stimulus preference assessment, functional assessment, staff performance assessment) or for evaluating behavioral interventions;
- designing, implementing, and systematically monitoring skill-acquisition and behavior-reduction programs;
- writing behavior plans, progress summaries, clinical notes, transition summaries, and professional correspondence;
- overseeing the implementation of behavior-analytic programs by others;
- training others, designing behavioral systems, and performance management;
- communicating and collaborating effectively with caregivers and other professionals; AND
- other activities normally performed by a behavior analyst that are directly related to behavior analysis, such as attending planning meetings regarding the behavior-analytic program and researching the literature that is relevant to a current client’s programming.



Now is the time to explore! Find out what areas of interest you might have and what populations and settings you enjoy working in. Get different perspectives by working with different supervisors with various areas of expertise.

ELIGIBILITY REQUIREMENTS

Before You Start Your Fieldwork

The BACB strongly encourages you (the trainee) to complete the [Fieldwork Checklist and Tip Sheet](#) and share it with the supervisor at each fieldwork setting.

Before You Start Your Fieldwork:

- Create a [BACB account](#).
 - Set up the profile yourself and do not share your account information with anyone else, including your employer.
- Read and make sure that you understand the fieldwork requirements outlined in this supplemental guide.
- Start your qualifying coursework if applying under Pathway 1 or 2.
- Locate an appropriate supervisor.
 - Confirm that your supervisor is qualified to supervise using the [Certificant Registry](#) and the [Supervisor Requirements](#) section.
- Complete a supervision contract with your supervisor (the BACB provides a [sample supervision contract](#) that you can use as a comparison to make sure all of the relevant content is included).
- Develop a system for storing fieldwork-related documents.
 - Create your own documentation system to capture information showing that you met the requirements.
 - Avoid storing fieldwork documents (e.g., M-FVFs, F-FVFs) on a computer where access could be limited (e.g., a work computer).
- Plan your fieldwork.
 - Remember that fieldwork must be completed within a five-year period.
 - Determine when you expect to submit a BCBA Certification Application.



[Fieldwork Checklist and Tip Sheet](#)

During Your Fieldwork:

- Keep your personal contact information up to date in your BACB account. Make changes to contact information (legal name, email address, phone number, mailing address) in your BACB account when necessary.
- Remain current on changes to BACB certification requirements by reading [BACB Newsletters](#) and reviewing the BACB website (including [podcasts](#) and [blogs](#)).
- Ensure that you are continuing to meet the fieldwork requirements.
- Complete and sign (you and your supervisor) your M-FVFs for each supervisory period.
 - M-FVFs need to be signed within one month of the close of the supervisory period, but you and your supervisor are strongly encouraged to sign the M-FVF immediately at the close of each supervisory period.
 - The forms may contain drop-down menus, so we recommend completing them electronically. Submission of incomplete or unclear forms may delay the processing of your application.
- Ensure that your documentation system provides evidence that you are meeting the fieldwork requirements.

Concluding Fieldwork With a Supervisor or Organization:

- Complete and sign the F-FVF(s) upon completion of fieldwork with a given supervisor or organization.
 - The total hours on your F-FVF(s) may not exceed the sum of the hours on your M-FVFs.
 - Make sure that the names and BACB account ID numbers you provide on your FVFs are identical to how they appear in your BACB account.
- Retain fieldwork documents for at least seven years.

ELIGIBILITY REQUIREMENTS

Restricted Activities: There is a restriction on the overall amount of hours you may spend delivering therapeutic and instructional procedures during fieldwork. This restriction is designed to ensure that trainees have sufficient time to acquire the other skills necessary for practice as a BCBA. Restricted activities may comprise *no more than* 40% of the total fieldwork hours—this requirement does not need to be met during each supervisory period. Please note that this restriction does not necessarily refer to all time spent working with clients.

Unrestricted Activities: Activities that are unrestricted are those that are most likely to be performed by a BCBA. Unrestricted activities must comprise *at least* 60% of the total fieldwork hours—this requirement does not need to be met during each supervisory period. Examples of unrestricted activities include:

- observation and data collection
- training staff and caregivers on behavior-analytic programs or content
- conducting assessments related to the need for behavioral intervention
- meeting with clients about behavior-analytic programming and services
- conducting behavior-analytic assessments (e.g., functional analyses, stimulus preference assessments)
- data graphing and analysis
- researching the literature relevant to a current client’s programming
- writing and revising behavior-analytic programs



Why are unrestricted activities so important?

Following certification, most behavior analysts primarily perform unrestricted activities. It is important, therefore, to have experience with these activities before becoming certified.

Unacceptable Activities: Only behavior-analytic activities may be counted toward fieldwork requirements. Nonbehavior-analytic activities, while valuable, may not be counted. Examples of activities that will not count as fieldwork include:

- attending meetings with little or no behavior-analytic content
- providing interventions that are not based in behavior analysis
- performing nonbehavioral administrative activities
- nonbehavior-analytic trainings related to service delivery (e.g., crisis management, CPR, billing systems)
- completing nonbehavioral assessments (e.g., diagnostic assessments, intellectual assessments), paperwork, documentation, billing, or any other activities that are not directly related to behavior analysis
- attending professional conferences, workshops, or university courses
- didactic-course assignments (e.g., completing homework assignments, readings)



Can the BACB tell me if an activity counts toward my fieldwork hours?

Unfortunately not. Since every trainee’s goals are unique—and we cannot possibly know or anticipate all of the situational variables, populations, and settings in which they may be working—we cannot provide guidance beyond our certification requirements. We rely on qualified supervisors to determine how to develop fieldwork that meets our requirements and best supports clients’ needs and trainees’ goals.

ELIGIBILITY REQUIREMENTS

Supervisor Requirements

Supervisor Qualifications: Supervisors must be one of the following:

- an active BCBA without current disciplinary sanctions who has been certified for at least one year and meets an [ongoing supervision CEU requirement](#);
- an active BCBA without current disciplinary sanctions who has been certified for less than one year and is [receiving consultation on a monthly basis from a qualified consulting supervisor](#);
- a licensed or registered psychologist certified by the American Board of Professional Psychology in [Behavioral and Cognitive Psychology](#) who was tested in applied behavior analysis; OR
- an authorized [Verified Course Sequence Instructor](#).

Supervisor Training: Supervisors must complete an [8-hour supervision training](#) before providing any supervision to those accruing fieldwork hours.

Supervisors are responsible for ensuring that they have completed the training (available in the [Certificant Registry](#)) and uploaded the certificate into their BACB account before signing a supervision contract. Trainees should confirm the date on which the supervisor completed the training before signing a supervision contract.

Supervisor/Trainee Relationship: The supervisor may not be related to, subordinate to, employed by, or in a multiple relationship with (e.g., personal or business relationship) the trainee during the fieldwork period. Employment does not include compensation paid to the supervisor by the trainee for supervision services.

Multiple Supervisors/Settings: Trainees are strongly encouraged to receive supervision from multiple supervisors and across various settings over the course of their fieldwork hours. This may occur as several individual supervisors, multiple supervisors at one organization, or a combination of these supervision structures.

Individual Supervisor: An individual supervisor must ensure that all of their trainees' fieldwork requirements are being met during their supervision. In this situation:

- the supervision contract should clearly outline the roles, responsibilities, and expectations for the trainee and supervisor (see the [Supervision Contract](#) section);
- all supervision must be related to specific client programming;
- the supervisor must have written permission to receive client information and must be well aware of the organization's values, practices, and personnel; AND
- the person signing the M-FVFs and F-FVF for Individual Supervisors must be able to agree to all of the relevant attestations, including that all fieldwork requirements were met.

Multiple Supervisors at One Organization: An organization may coordinate and oversee multiple supervisors who provide fieldwork to a trainee. For example, a service organization might have multiple supervisors providing supervision, or a university might coordinate all on- and off-campus activities under one system. The supervisors must work together to ensure that all of their trainees' fieldwork requirements are met (e.g., all of the hours provided by the supervisors are used to calculate the supervision percentage). One supervisor must ensure that the activity is well organized and coordinated. In this situation:

- the supervision contract should clearly outline the roles, responsibilities, and expectations for the trainee and each supervisor (see the [Supervision Contract](#) section);
- all supervision must be related to specific client programming;
- the supervisor(s) must have written permission to receive client information and must be well aware of the organization's values, practices, and personnel; AND
- the person signing the M-FVFs and F-FVF for Multiple Supervisors at One Organization (i.e., the responsible supervisor) must be able to agree to all of the relevant attestations, including that all fieldwork requirements were met.



Check the [Certificant Registry](#) to find actively certified supervisors who meet BACB requirements. You may do this by choosing to show certifiants who are willing to supervise those pursuing BCBA and BCaBA certifications.

ELIGIBILITY REQUIREMENTS

Requirements for Supervision of Fieldwork Hours

Nature of Supervision: The purpose of supervision is to improve and maintain the behavior-analytic, professional, and ethical repertoires of the trainee and facilitate the delivery of high-quality services to the trainee's clients.

Effective behavior-analytic supervision includes:

- monitoring the skills of the trainee throughout the supervised fieldwork
- developing and communicating performance expectations to the trainee
- conducting behavioral-skills training for the trainee
- observing the trainee's performance with clients and delivering feedback
- modeling technical, professional, and ethical behavior
- guiding the development of behavioral case conceptualization and problem-solving and decision-making repertoires
- reviewing the trainee's written materials (e.g., behavior programs, data sheets, reports) and delivering related feedback about the products
- overseeing and evaluating the effects of the trainee's behavior-analytic service delivery
- evaluating the effects of supervision throughout the supervised fieldwork

Responsibilities of the Supervisor: When behavior analysts are functioning as supervisors, they must take full responsibility for all facets of this experience. Therefore, it is the responsibility of the supervisor to ensure that the trainee abides by all ethical and legal requirements.

Responsibilities of the supervisor include:

- being fluent in, current in, and compliant with all BACB requirements relating to fieldwork
- confirming that the trainee has met all requirements before the outset of supervised fieldwork
- consistently demonstrating technical, professional, and ethical behavior for the trainee
- ensuring that fieldwork activities are in the best interest of the client rather than strictly for the purpose of meeting the fieldwork requirements
- providing supervision only within their areas of defined competence
- taking on only a volume of supervisory activity that is commensurate with their ability to be effective
- delegating to their trainees only those responsibilities that trainees can reasonably be expected to perform competently, ethically, and safely, or providing the conditions for the trainee to acquire those skills in an ethical and safe manner
- ensuring that supervision, fieldwork activities, and trainings are behavior analytic in content, are effectively and ethically designed, and meet the requirements for licensure, certification, or other defined goals
- providing a clear written description of the purpose, requirements, evaluation criteria, conditions, and terms of supervision before the onset of supervision (i.e., behavior analysts are responsible for the development and execution of the supervision contract). See the [Supervision Contract](#) section.
- designing and implementing feedback and reinforcement systems in a way that improves trainee performance
- providing documented, timely feedback regarding the trainee's performance on an ongoing basis
- designing systems for obtaining ongoing evaluation of their own supervision activities

ELIGIBILITY REQUIREMENTS

Structure of Supervision: Supervision contacts should ideally consist of individual (i.e., one-on-one) contacts between the supervisor and trainee; however, group supervision is permitted in certain circumstances.

- **Group Supervision Restrictions:** Groups are interactive meetings in which 2–10 trainees who share similar experiences participate in the supervision activities described earlier (see the [Nature of Supervision](#) section). The number of trainees in a group meeting may not exceed 10 at any time, regardless of the number of supervisors in the meeting. If nontrainees are present, their participation should be limited, and their presence must not inhibit discussion or interfere with participation by trainees. The amount of group supervision may not exceed the amount of individual supervision in a given supervisory period. In other words, supervision may be conducted in groups for no more than half of the total supervised hours in each supervisory period. Unless the trainee is receiving supervision at an [organization with multiple supervisors](#), group supervision must be provided by the same supervisor who provides individual supervision.
- **Observation-With-Client Requirements:** The trainee must be observed working with a client in the natural environment during each supervisory period by at least one supervisor. In-person, on-site observation is preferred. However, the observation may be conducted using asynchronous (e.g., recorded video) or synchronous (e.g., live video conference) formats.

Please refer to the [A Comparison of Fieldwork Types](#) table for information about supervision contacts and observations with clients and how these differ across the fieldwork types.



Can a supervision contact and an observation with a client occur at the same time?

If your supervisor observes you with a client and provides you with immediate, real-time feedback, it could meet both requirements. However, if your supervisor observes you with a client and doesn't give you feedback on the interaction until the following day, the supervision contact and observation are considered to have occurred at different times.

Amount of Supervision: Based on the type of fieldwork hours accrued, you will need to have 5% (Supervised Fieldwork) or 10% (Concentrated Supervised Fieldwork) of your hours supervised by a qualified supervisor each supervisory period. The supervision percentage is calculated by dividing supervised hours by total fieldwork hours (i.e., independent and supervised hours).

Fieldwork Types: There are two supervised fieldwork types: Supervised Fieldwork and Concentrated Supervised Fieldwork. Concentrated Supervised Fieldwork provides a pathway for individuals to complete their fieldwork in fewer hours and with more supervision than Supervised Fieldwork.

ELIGIBILITY REQUIREMENTS

The following table illustrates the requirements for each fieldwork type.

A Comparison of Fieldwork Types		
	Supervised Fieldwork	Concentrated Supervised Fieldwork
Fieldwork hours required to qualify	2,000*	1,500
Supervisory period	1 calendar month	
Fieldwork hours per supervisory period	min of 20 hours—max of 130 hours	
Number of contacts with supervisor per supervisory period	4 contacts	6 contacts
Observations with client per supervisory period	1 observation	1 observation
Supervision per supervisory period	5% of hours	10% of hours
Individual supervision hours per supervisory period	At least 50% of supervised hours must be individual (i.e., group supervision may not exceed 50%).	
Unrestricted activities	At least 60% of overall supervised fieldwork must be spent engaged in unrestricted activities.	

* Under [Pathway 4](#), only 500 hours of Supervised Fieldwork are required.

Combination of Fieldwork Types and Settings: Trainees may accrue hours in a single category or may combine the two types to meet the fieldwork requirement (i.e., within a supervisory period or across supervisory periods), with fieldwork hours for Concentrated Supervised Fieldwork having approximately 1.33 times the temporal value of Supervised Fieldwork. Trainees must meet all other supervision requirements independently for each fieldwork type. For example, the required supervision percentage, number of observations, and number of contacts must be met independently for each fieldwork type. Trainees must also meet the requirements for each organized fieldwork experience (i.e., for each M-FVF and F-FVF). For example, if a trainee is accruing some hours with an individual supervisor at one setting and also accruing hours at another organization where multiple supervisors are overseeing their hours, then the trainee must independently meet the requirements at both sites.

Partial Months: Some fieldwork requirements (e.g., number of contacts) may need to be prorated in instances where a trainee does not work a full calendar month (e.g., four contacts were required, but only two weeks of fieldwork were accrued within the month). The BACB does not provide formulas for prorating every instance where there may be a deviation in the calculation of the supervisory period. Instead, it is the responsibility of the supervisor to determine how best to prorate the fieldwork. In the event of an audit, the BACB will require evidence of how the supervisor prorated the fieldwork (and all associated requirements) to ensure the partial fieldwork was compliant with these requirements.

ELIGIBILITY REQUIREMENTS

Documentation Requirements

Supervision Contract: The trainee and supervisor must develop and sign a written contract at the outset of the supervisory relationship. The purpose of the contract is to protect all involved parties and align fieldwork activities with the purpose of supervision. The contract should include:

- the responsibilities of the supervisor and trainee, including the completion of the 8-hour supervision training by the supervisor and the adherence of both parties to the fieldwork requirements
- if there are [multiple supervisors at one organization](#), outline each supervisor’s roles, responsibilities, and expectations, including how the documentation and forms will be completed
- a description of the appropriate activities and training objectives individualized to the trainee
- the objective and measurable circumstances under which the supervisor will not sign the trainee’s M-FVFs and F-FVF
- the consequences if the parties do not adhere to their responsibilities (including proper termination of the relationship)
- a statement requiring the trainee to obtain written permission from the trainee’s on-site employer or manager when applicable
- an attestation that both parties will adhere to the [Ethics Code for Behavior Analysts](#) (Code)
- a statement declaring that the trainee and supervisor (a) will retain a copy of the contract and supervision documentation for at least seven years from the date of the final supervision meeting and (b) will provide all documentation to the BACB if requested

Documenting Fieldwork: Because fieldwork varies across settings and practice areas, the BACB gives supervisors and trainees the flexibility to develop their own system for documenting ongoing supervision and fieldwork in a way that demonstrates adherence to all relevant requirements and the Code.

Documentation must include the following:

Independent Hours	Supervised Hours
<p>For each session, document:</p> <ul style="list-style-type: none"> • date • start time • end time • fieldwork type • setting name • supervisor name • activity category: restricted or unrestricted 	<p>For each supervision contact, document:</p> <ul style="list-style-type: none"> • date • start time • end time • format (e.g., in person, online) • fieldwork type • supervision type: individual or group • activity category: restricted or unrestricted • whether the supervisor observed the trainee with clients • summary of supervision activity (e.g., discussion of activities completed during independent hours, feedback provided, progress toward goals discussed)

In addition to tracking data by session and supervision contact, the documentation system should be regularly reviewed to ensure that all relevant requirements are met each supervisory period and across all fieldwork hours:

- **Each Supervisory Period:** The trainee and supervisor should have documentation that shows they are meeting the quantitative requirements (e.g., minimum number of supervisory meetings and contacts) and qualitative requirements (e.g., summary of what happened during the supervision meeting).
- **Across all Fieldwork Hours:** The trainee should have documentation that shows they are accruing the minimum number of unrestricted hours and making progress toward completing the necessary requirements for obtaining certification.



Download our [sample supervision contract](#) for guidance in creating your own contract.



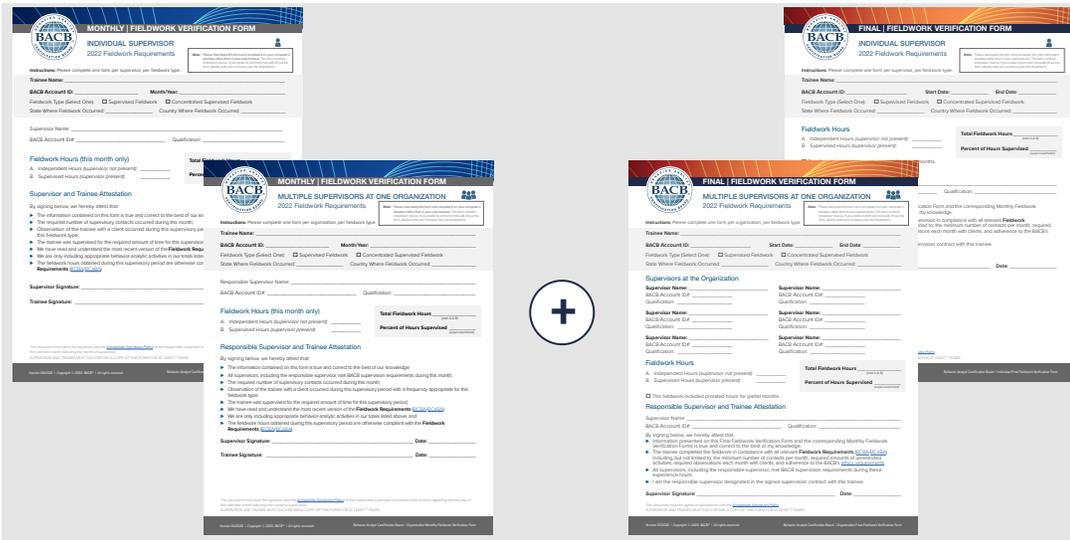
For more information on documenting fieldwork, check out the [Documenting Fieldwork Hours video](#) and the [Documenting Fieldwork: Helpful Answers to Your FAQs blog](#).

ELIGIBILITY REQUIREMENTS

Fieldwork Forms: Supervisors and trainees are required to use two forms to verify fieldwork:

- **Monthly Fieldwork Verification Form (M-FVF):** must be provided to the BACB upon request
- **Final Fieldwork Verification Form (F-FVF):** must be submitted in the certification application

Two versions of each form are available and should be selected based upon the supervisory structure (i.e., one [individual supervisor](#), [multiple supervisors at one organization](#)). Non-BACB forms will not be accepted.



Individual Supervisor Forms

- [Monthly Fieldwork Verification Form: Individual Supervisor](#)
- [Final Fieldwork Verification Form: Individual Supervisor](#)

Organization Forms

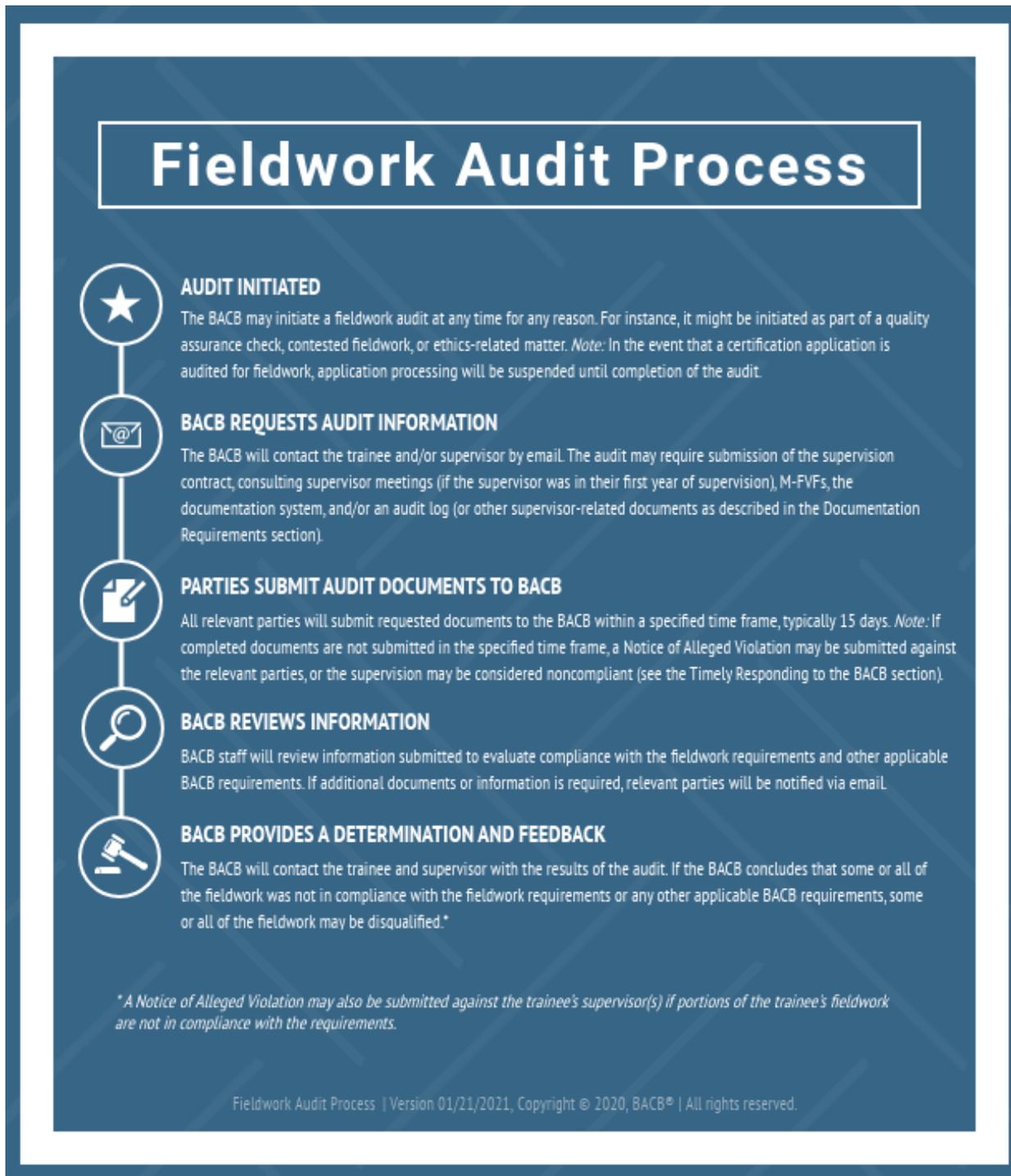
- [Monthly Fieldwork Verification Form: Multiple Supervisors at One Organization](#)
- [Final Fieldwork Verification Form: Multiple Supervisors at One Organization](#)

The M-FVF must be signed by the last day of the calendar month following the month of supervision, and we recommend that the F-FVF be signed at the end of a specific fieldwork experience. Both parties must retain a copy of the completed fieldwork forms for at least seven years.

ELIGIBILITY REQUIREMENTS

Audits

The BACB can audit trainees and supervisors at any time to determine compliance with BACB requirements. See the following figure for an overview of the fieldwork audit process.



ELIGIBILITY REQUIREMENTS

Disputes About Fieldwork Verification Form Signatures

Disputes that occur during supervisory relationships should first be addressed directly between the supervisor and the trainee. If there is an ethics violation related to the experience, the trainee may report the matter to the BACB by filing a [Notice of Alleged Violation](#). *Note:* A Notice of Alleged Violation may only be submitted against someone who has applied for BACB certification.

Trainees may submit a [Contested Fieldwork Form](#) when the supervisor refuses or is unable to sign the Final Fieldwork Verification Form even though the supervision-contract terms have been met. Submission of a Contested Fieldwork Form may involve a fieldwork audit. Disputes over signing M-FVFs should be handled between supervisors and trainees. In the event of a contractual dispute, issues may need to be addressed through an appropriate independent legal process.

Tips for Preventing Disputes Between Supervisors and Trainees

A supervisor may feel justified in not signing a trainee's F-FVF or M-FVF even though the trainee may believe that they are entitled to the signature. Although it is impossible to eliminate the likelihood of disputes about supervised fieldwork hours, there are ways to mitigate that risk. The following guidance might be helpful:

- Before the supervisory relationship begins, trainees and supervisors should review the supervision contract and BACB requirements together and clarify expectations. Specifically, supervisors should identify conditions under which they will and will not sign a trainee's F-FVF or M-FVF, as well as situations that could end the supervisory relationship.
- Supervision should adhere to BACB ethics requirements as described in the Code. It should be behavior analytic and effectively and ethically designed to meet the requirements for certification; supervisors should communicate conditions with trainees before beginning supervision, including evaluation criteria and supervision terms; and supervisors should provide documented, timely feedback about trainee performance.
- Supervisors should be familiar with BACB supervision requirements and provide supervised fieldwork accordingly. This is an ethics requirement for all supervisors and will help ensure that trainees can count their hours when applying for certification.
- Before the end of the supervisory relationship, supervisors should take the steps necessary to avoid abandoning their trainees. This includes discussing relevant client services and transition needs with their trainees; organizing, gathering, and signing supervision documentation; and, if appropriate, helping to facilitate a timely transfer of responsibility to another supervisor.

Guidance in the Event of a Dispute

The BACB's [Contested Fieldwork Form](#) was developed to help resolve supervisor/trainee disagreements about signing F-FVFs. Based on past contested-fieldwork cases filed with the BACB, the following are the most common issues we have encountered—along with some guidance:

- **Accuracy of Information on FVFs:** Under the Code, a supervisor may not submit or allow the submission of false or misleading information and has an obligation to correct inaccurate information submitted to the BACB. If a contested-fieldwork case is filed with the BACB that alleges inaccurate information, supporting documentation should clearly identify how the information is inaccurate and outline the efforts taken to correct the inaccuracies.
- **Questions About a Trainee's Competence After Concluding Supervision:** Under the Code, if a supervisor questions a trainee's competence after supervision has ended, they must provide sufficient documentation of feedback given to the trainee about performance issues, along with training and retraining efforts that occurred during the supervisory period. In other words, supervisors should not question competence after the conclusion of supervision without clear evidence showing they provided performance-based feedback during the supervised fieldwork.

ELIGIBILITY REQUIREMENTS

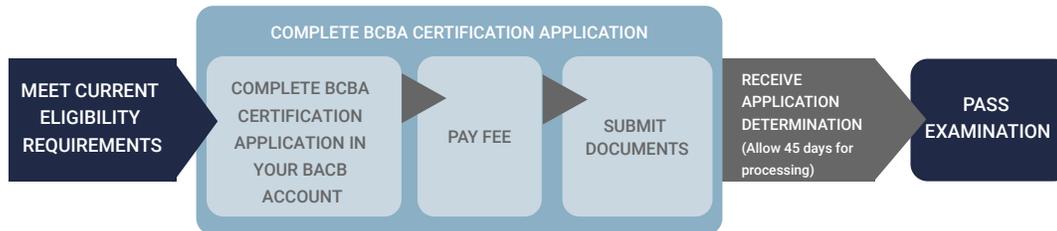
- **Business Disputes Over Supervision Service Payments:** Should a trainee refuse to pay for supervision services, supervisors should seek enforcement of the supervision contract through the appropriate venue (e.g., lawsuit, arbitration, mediation). Supervisors should not withhold signatures on FVFs until they receive payment. If a trainee demonstrates that supervision occurred in accordance with BACB requirements, we will allow the hours to be counted.
- **Potential Ethics Violations Discovered After Concluding Supervision:** If potential ethics violations are discovered following the conclusion of supervision, report the alleged violation immediately through one of the BACB's reporting options. If there is a serious risk of harm to a consumer, follow all applicable mandated-reporting requirements in addition to reporting to the BACB. *Note:* A Notice of Alleged Violation may only be submitted against someone who has applied for BACB certification.
- **Potential Supervisor Ethics Violations Discovered:** The trainee should review the [Reporting Alleged Violations Against BCaBAs/BCBAs](#) web page to determine whether submitting a Notice of Alleged Violation is appropriate (see the [Considerations for Reporting an Alleged Violation Against a BCaBA/BCBA](#)).

Supervisors contemplating not signing an FVF should determine if (a) not signing is appropriate, (b) they delineated the conditions for not signing an FVF in the supervision contract, and (c) they have sufficient documentation to justify withholding their signature. Trainees who contest a signature denial must be prepared to demonstrate that the denial violates BACB requirements and that they have tried to resolve the situation with the supervisor first.

APPLYING FOR BCBA CERTIFICATION

Applying for BCBA Certification

To apply for BCBA certification, complete these steps:



Submit Your Application

1. Complete the BCBA Certification Application in Your BACB Account

Once you have met all of the current eligibility requirements, you may apply for BCBA certification at any time by completing an application in your BACB account under the Certification Application tab.

Make sure the contact information in your BACB account is current. Information in your application must match your official identification (e.g., first and last name) or you will not be permitted to sit for the examination when you arrive at the testing center. How you enter your name in your account (e.g., all caps) is also how this will print on your certificate if you pass the examination.



The [BACB blog](#) provides tips for a smoother application process.

When you submit your application, you will be asked to provide attestations in the Eligibility Affidavit section of the application and agree to the [Application Processing Agreement](#). You will be asked to (a) affirm that you have read, are in compliance with, and will continue to comply with all BACB requirements, (b) report whether you have a physical or mental health condition or substance use disorder that could impair your ability to safely and competently work as a behavior analyst, and (c) report any relevant disciplinary or legal investigations or actions. Please read each question and answer truthfully. Answering “yes” to the second or third question will require that you also complete and submit an [Ethics Self-Reporting Form](#). Your application will be placed on hold while your self-report is reviewed by BACB staff.

Note: You may only have one active examination authorization at a time. If you already have an active examination authorization for the BCaBA examination, you will need to [Contact Us](#) to cancel your authorization before applying for BCBA certification.



Did you previously pay for a preliminary evaluation of your coursework?

If so, complete the certification application, but stop before paying and [notify us](#) so that we can credit your account.

2. Submit Your Payment

Once you complete your application, you can pay online with a credit card or mail a check to the BACB. You have 90 days from the time of payment to submit your supplemental documents. A new application and payment are needed after 90 days.

3. Submit Supplemental Documents

Submit all required supplemental documents. Please keep a record of all documents submitted, as once they are sent, they become the property of the BACB and will not be released back to you (see [Documentation Policy](#)).

Note: Ensure that the information you submit is accurate and truthful. The BACB reserves the right to invalidate any certification (immediately making the certification null and void) and/or prohibit any individual from taking a BACB examination in the event that the individual submitted falsified, forged, or untrue information (see the [Code-Enforcement Procedures](#) for more details).

APPLYING FOR BCBA CERTIFICATION

Pathways	Requirements	Documentation	Submission Information
Pathway 1: ABAI-Accredited Degree	Degree from ABAI-accredited master's or doctoral program	Official transcript(s)	Institution sends electronic transcript(s) to applications@bacb.com OR Institution or applicant mails sealed transcript(s) to BACB–Applications 7950 Shaffer Pkwy, Littleton, CO 80127 USA
	Practical fieldwork in applied behavior analysis	Final Fieldwork Verification Form(s)	Submit via the Contact Us form
Pathway 2: Behavior-Analytic Coursework	Graduate degree	Official transcript(s) and BCBA VCS Coordinator Coursework Attestation (if relevant)	Institution sends electronic transcript(s) to applications@bacb.com OR Institution or applicant mails sealed transcript(s) to BACB–Applications 7950 Shaffer Pkwy, Littleton, CO 80127 USA AND VCS Coordinator emails BCBA VCS Coordinator Coursework Attestation to VCSatt@bacb.com
	Behavior-analytic coursework		
	Practical fieldwork in applied behavior analysis	Final Fieldwork Verification Form(s)	Submit via the Contact Us form
Pathway 3: Faculty Teaching and Research	Graduate degree	Official transcript(s)	Institution sends electronic transcript(s) to applications@bacb.com OR Institution or applicant mails sealed transcript(s) to BACB–Applications 7950 Shaffer Pkwy, Littleton, CO 80127 USA Submit via the Contact Us form
	Faculty teaching and research	Letter from department chair and course syllabi Copy of published article	
	Practical fieldwork in applied behavior analysis	Final Fieldwork Verification Form(s)	
Pathway 4: Postdoctoral Experience	Doctoral degree	Official transcript(s)	Institution sends electronic transcript(s) to applications@bacb.com OR Institution or applicant mails sealed transcript(s) to BACB–Applications 7950 Shaffer Pkwy, Littleton, CO 80127 USA Submit via the Contact Us form
	Postdoctoral experience in applied behavior analysis	Curriculum vitae, signed attestations from current or former employers, and proof of professional credentials	
	Practical fieldwork in applied behavior analysis	Final Fieldwork Verification Form(s)	

APPLYING FOR BCBA CERTIFICATION

4. BACB Staff Will Review Your Application and Issue a Determination

You will receive an email once the BACB receives your supplemental documents. It may take up to 45 days for staff to review your application and issue a determination from the date your payment and all documents have been received. If missing or updated documentation is submitted, it will require additional time for processing.

Note: During the application-review process, your fieldwork hours might be audited. If so, additional documentation will be requested (see the [Fieldwork Audit Process](#)).

If your application is:

- **Approved:** You will receive instructions via email for scheduling your BCBA examination.
- **Not approved:** You will receive feedback and guidance for next steps via email. If you do not meet the requirements within 90 days of submitting your application, you must submit a new BCBA Certification Application, including paying another certification application processing fee.*

**If you believe the decision was made in error, you will need to review the [Administrative Appeals Policy](#) and, if appropriate, submit an appeal within 30 days of the determination.*

Schedule Your Examination Appointment

Within 24–48 hours of your application being approved, you will receive an email with instructions on how to schedule your BCBA certification examination with [Pearson VUE](#). The examination is continuously available, and results are provided on site immediately upon completion. You have two years from the date your application is approved to pass the BCBA examination. During this time, you may take the examination up to 8 times with at least 30 days between each appointment.

Fees*

Application Fees	
Certification Application	\$245
Examination Retake Application	\$140
Examination Appointment (paid to Pearson VUE)**	\$125
Preliminary Coursework Evaluation***	\$100

**BACB fees are nonrefundable. Each examination retake will require a new retake application and new examination appointment fees.*

***Veterans who qualify for the GI Bill can receive reimbursement for BACB certification examination fees from the Department of Veterans Affairs, regardless of whether they pass the examination. Learn more about this benefit on the [GI Bill website](#).*

****Preliminary fees are only applicable if a Preliminary Coursework Evaluation application is submitted. If an applicant submits a preliminary evaluation fee, the BACB will credit a maximum of \$100 toward a subsequent certification application.*

EXAMINATION

Examination

Once you meet all applicable eligibility requirements, submit your application, and receive an approved determination, you must take and pass the BCBA certification examination. This examination assesses your knowledge of the [BCBA Task List \(5th ed.\)](#) at a level consistent with that of an entry-level behavior analyst.

Examination Development

The BCBA examination is based on the results of a formal job task analysis. These results serve as the foundation of the examination content outline, also known as the task list. The BCBA examination is currently based on the 5th edition of the BCBA Task List.

Note: The BACB follows nationally accepted standards for examination development that include the use of subject matter experts and extensive surveys.

Preparation

The BACB recommends that you prepare for the BCBA examination by reviewing the [BCBA Task List \(5th ed.\)](#), the [Ethics Code for Behavior Analysts](#), and the materials gathered from your training. The BACB cannot endorse specific study guides or other preparation materials, and the purchase of any study materials does not guarantee that you will pass the examination.

Examination Outline

The BCBA examination comprises 185 multiple-choice questions, 10 of which are unscored. Each question has 4 possible answers and only 1 correct answer. Candidates have 4 hours to complete the examination.

Content Area	Number of Questions	Percentage of Examination
Foundations		
A. Philosophical Underpinnings	6	3.43%
B. Concepts and Principles	32	18.29%
C. Measurement, Data Display, and Interpretation	21	12.00%
D. Experimental Design	12	6.86%
Applications		
E. Ethics	18	10.29%
F. Behavior Assessment	18	10.29%
G. Behavior-Change Procedures	35	20.00%
H. Selecting and Implementing Interventions	16	9.14%
I. Personnel Supervision and Management	17	9.71%
Total	175	100%

EXAMINATION

Sample Examination Questions

The following retired questions appeared on previous administrations of the BCBA examination and represent content areas that are currently on the examination. These questions are provided to offer candidates insight into the format of the BCBA examination.

1. An employee is having difficulty staying on task at his job. His supervisor wants to graph the employee's time on task. Based on these data, what would be the appropriate labels for the vertical and horizontal axes?

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Minutes on Task	45	45	42	35	28
Number of Minutes Observed	60	65	60	45	55

- a. Number of minutes on task; number of minutes observed
 - b. Number of minutes on task; time of day observed
 - c. Percentage of minutes on task; day observed**
 - d. Percentage of minutes on task; number of minutes observed
2. Delivering a potential reinforcer one-half hour after the occurrence of a response to be strengthened is:
 - a. Generally effective for low response-effort behaviors
 - b. Effective, provided the individual understands the contingency
 - c. Most effective with high-frequency behaviors
 - d. Inconsistent with best practices in applied behavior analysis**
 3. If Terry puts his dishes in the sink after dinner, he earns computer time, which he enjoys. However, Terry does not consistently put the dishes in the sink. Near the end of the dinner, his dad says, "Remember, you only get to use the computer if you put your dishes in the sink." Terry finishes dinner and puts his dishes in the sink. Dad's reminder is an example of which of the following?
 - a. Motivating operation
 - b. Verbal prompt**
 - c. Positive reinforcer
 - d. Negative reinforcer
 4. Injections reliably cause Johnny to cry and scream. Originally, Johnny liked the doctor, but because of frequent pairings of the doctor with painful injections, the sight of the doctor walking into the examination room came to elicit crying and screaming. In the respondent paradigm, the crying and screaming elicited by the sight of the doctor would be called a(n):
 - a. Conditioned response**
 - b. Discriminative stimulus
 - c. Generalized fear response
 - d. Unconditioned response
 5. Randy is rarely aggressive. However, when he is, his behaviors are extreme in their intensity. Emergency procedures have been developed to ensure the safety of Randy and others. One essential component of addressing the problem behavior should be to:
 - a. Make a referral to a psychiatrist to access PRN medication
 - b. Immediately implement a behavior-reduction program
 - c. Perform a functional assessment to determine antecedents and consequences to the target behavior**
 - d. Perform social validation to establish the staff's tolerance and willingness to continue the procedure

EXAMINATION

Scheduling

The BACB contracts with Pearson VUE to deliver the BCBA examination in person via online proctoring. The examination is offered at authorized Pearson VUE testing sites worldwide that meet the security requirements necessary for the administration of high-stakes examinations. You can schedule your BCBA examination in your [Pearson VUE account](#) or by contacting [Pearson VUE's customer service center](#).

The BACB has authorized the use of testing sites in multiple countries and evaluates the addition of new sites routinely and by requests made through [Pearson VUE's website](#).

Pearson VUE Examination Fees

Pearson VUE charges \$125 for every BCBA examination appointment. This fee is in addition to BACB application fees, and Pearson VUE will collect it at the time of scheduling. You may be required to pay applicable sales tax, value-added tax, GST, or similar tax required by law in the country or locality in which you are testing. If taxes are applicable, Pearson VUE will collect them at the time of scheduling.

Any appointment canceled or rescheduled within 30 days of the examination date will be subject to a fee. If you are within 48 hours of your appointment, you will be unable to cancel or reschedule your appointment, and a refund will not be issued. Please note that all fees are nonrefundable and nontransferable.

Cancellation and rescheduling fees are as follows:

Cancelation/Rescheduling Time Period	Cancelation/Rescheduling Fee
30 days—5 days before examination appointment	\$59
5 days—48 hours before examination appointment	\$69

Examination Accommodations

Examination accommodations are available for individuals with a current disability as defined by the [Americans with Disabilities Act \(ADA\)](#) or a comparable human rights law in their country. Accommodation requests must be submitted via the [BACB Examination Accommodation Request Form](#) and must include appropriate documentation from a qualified professional (e.g., physician, school official, licensed psychiatrist, licensed psychologist).

Appropriate documentation must identify the disability and state the need for the requested accommodation(s). Examples of appropriate documentation include official letters, reports of test results, and documentation of past accommodation(s) received, including accommodation(s) received for standardized testing (e.g., previous Individualized Education Plan [IEP], documentation from another organization similar to the BACB).

All documentation must be compiled into a single PDF file and submitted through the [Submit Accommodations Documentation](#) web page. Once the accommodation request and supporting documentation are received, the BACB will conduct a review, which typically takes 10–14 days. The BACB may require additional documentation, which can result in longer processing times.

Individuals should not attempt to schedule their examination until they receive an email about the status of their accommodation request and how to schedule their examination. Please note that certification applications and accommodation requests are reviewed separately, and the approval of a certification application does not equal the approval of an accommodation request.

EXAMINATION

What to Expect on Examination Day

At all Pearson VUE testing centers, the BCBA examination is administered using a computer-based testing (CBT) format. For additional information, visit Pearson VUE's [BACB Certification Testing](#) web page, which offers the following:

- a tutorial to help you become familiar with the CBT format,
- details about what to expect at a Pearson VUE testing center, and
- testing center locations.

General Rules for Taking the Examination

- You are advised to arrive at the testing center approximately 30 minutes before your examination appointment to allow sufficient time for the check-in process. This process includes security measures, such as photographing, palm vein scanning, and obtaining an electronic signature from each candidate. Once an examination has been underway for 30 minutes, no candidates will be admitted to the examination area.
- You must provide TWO forms of [valid identification](#) to be admitted into the examination area. Both pieces of identification must show your first and last name exactly as they appear on your BACB account. Any name discrepancies will prevent admission to the examination (e.g., providing a nickname on your BACB account, identification that shows a different last name due to marriage). Pearson VUE does not make exceptions to name discrepancies based on marriage certificates.
- Both pieces of identification must have your signature and be current (i.e., not expired). The primary identification must be government issued and include both a photo and signature (e.g., a driver's license or state/national ID). The secondary identification must include a signature but need not include a photo (e.g., a signed credit card with a signature that matches the government-issued identification).
- Failure to present two fully valid pieces of identification will prevent your admission to the testing center. If this happens, you will be marked absent and will forfeit the entire examination fee.
- No cameras, phones, recording devices, beepers or electronic transmitting devices, notes or reference materials, books, briefcases, backpacks, portfolios, purses, etc. may be taken into the examination area. Personal items may be stored in lockers available at all testing centers.
- Scratch paper, calculators, rulers, textbooks, reference materials, and notes are NOT permitted in the examination area, and you are not allowed to remove any examination materials from the administration room. A dry-erase board will be provided at each workstation.
- Earplugs are available upon request at all testing centers, some of which also provide noise-canceling headphones upon request.
- No food or beverage items are permitted in the examination area.
- No visitors are permitted in the examination area.
- If you leave the examination area to use the restroom, you will go through palm vein scanning when you leave and again before you reenter. During breaks, you are prohibited from accessing phones, electronic devices, and notes, among other items stored in lockers. However, you are permitted to access food, drink, or medication during breaks.
- Smoking areas are not provided at the testing centers.
- No questions concerning the examination's content may be asked during the examination period. Please listen carefully to instructions from testing-center staff and read all directions thoroughly.
- BACB examinations are delivered via the Internet and, occasionally, Internet connectivity at Pearson VUE testing centers may result in technical problems (e.g., slow screen-load times, screen freezes), which may require rebooting the computer. Answers and examination times (time allotted and time used) are not affected by these technical issues, even in the case of a computer restart.

EXAMINATION

Examination Terms and Conditions

Please note that the time spent reviewing these Terms and Conditions is part of the examination time.

Before the commencement of the BACB examination, the candidate must read and agree to the following examination Terms and Conditions. Failure to agree to these Terms and Conditions will result in immediate dismissal from the examination.

Confidentiality

- BACB examinations are copyright protected and highly confidential trade secrets. Any disclosure or reconstruction of test questions or content is a violation of BACB rules and is subject to damages, including, but not limited to:
 - BACB investigation fees, court costs, and legal fees;
 - the cost of replacing the compromised question(s); and
 - the cost of reconstructing the examination at the discretion of the BACB.
- **CANDIDATES ARE PERMANENTLY PROHIBITED FROM EVER DISCLOSING THE CONTENT OF BACB EXAMINATION QUESTIONS.** Candidates may not communicate with other examinees or other individuals during the examination. The BACB considers unauthorized sharing of examination content with others a violation of BACB copyright and a form of cheating on the examination. This prohibition includes, but is not limited to, verbal, written, and/or electronic (e.g., email, chat room, other Internet or electronic medium) disclosure.

Test Security

- BACB examinations may only be taken by individuals wishing to apply for BACB certification and for no other purpose.
- Proctors continuously monitor candidates by video and audio during the examination. The candidate recognizes that they have no right to privacy during examination delivery and that they waive all claims asserting a right to privacy. The candidate also acknowledges and consents to audio and video recording of their face, voice, the physical room in which they are seated, and their location during examination delivery. If a candidate does not wish to be recorded (either by video or audio), they must notify the proctor immediately of their intent not to proceed with the examination.
- ANY use of electronic devices while an examination is in progress is prohibited and is grounds for termination of the examination and invalidation of the examination score. No materials, documents, notes, or memoranda of any sort may enter or leave an on-site testing center or be in the proximity of the remote examination area. Additionally, any item visible or items worn by the candidate before or during an examination, including, but not limited to, cell phones, electronic devices, bags, purses, briefcases, and jewelry, may be investigated at the discretion of the examination proctor.
- Proctors are authorized to maintain a secure and proper examination administration and assist with operational issues but will not provide comments or recommendations regarding examination questions. Tampering with Pearson VUE or its subcontractor software, cheating, or permitting cheating (e.g., letting someone copy answers, letting someone provide answers, providing information on the content of examination questions to others) is cause for automatic disqualification and dismissal from the examination. At the sole discretion of the BACB and/or the BACB's testing vendor, irregular, disruptive, inappropriate, or suspected cheating behavior by the candidate may result in any combination of the following:
 - relocation or removal from the examination site;
 - immediate termination of examination delivery;
 - invalidation of examination scores;
 - inactivation of certification pending investigation of the irregularity;
 - a required retest to validate a candidate's examination score;
 - a permanent restriction on sitting for any future BACB examination;
 - another disciplinary action related to eligibility or certification status;

EXAMINATION

- forfeiture of all application and examination fees paid by the candidate; and
- any other remedy necessary to protect BACB examination content and security.
- The BACB reserves the right to report examination content theft to applicable law enforcement authorities, and the candidate authorizes the BACB to release the candidate's name, examination performance data, audio and video files from the examination administration, and any other pertinent information necessary to demonstrate the basis for finding that the candidate participated in or benefited from theft of BACB examination content.

Breaks

- Candidates taking the examination at an on-site testing center may take breaks, including using the restroom, but must raise their hand to inform the proctor. The proctor will secure the workstation while the candidate takes a break. Candidates will not be given extra time for any lost examination time. Candidates CANNOT leave their seat at any time unless the proctor has secured the workstation and WILL NOT be permitted to access or use a cell phone or electronic device. If at any time the candidate leaves their computer without the permission of the proctor, the candidate will be unable to continue testing.
- Candidates taking the examination via remote proctoring are NOT allowed to take breaks. Candidates CANNOT leave their seat or webcam view at any time and ARE NOT permitted to access or use a cell phone or electronic device after the examination is launched. If at any time the candidate leaves their seat or webcam view, the candidate will be unable to continue testing.

Examination Security

The BACB and Pearson VUE take examination security seriously because the value of your certification and our credibility depend on it. BCBA certification examination content is confidential; it is never appropriate to share, discuss, post, or upload examination content. In addition, candidates are required to adhere to the [Ethics Code for Behavior Analysts](#), which includes the following requirement: "Behavior analysts are truthful and arrange the professional environment to promote truthful behavior in others."

Unauthorized possession, reproduction, publication, or disclosure of any BACB examination materials—including storing or disclosing examination questions to any person or entity by any means before, during, or after the examination—is prohibited. Individuals violating these terms will not be permitted to retest or take any BACB examination until the matter has been resolved and the BACB has determined whether the candidate can have access to BACB examinations. Examples of violations and misconduct include:

- submitting false, inconsistent, or misleading statements or omitting information the BACB requests
- attempting to take the examination for someone else or having someone else take the examination for you
- copying or sharing information or any other form of cheating
- obtaining advanced access to examination materials
- stealing examination materials
- bringing prohibited items into the examination room
- failing to follow directions from testing-center staff
- violating Pearson VUE scheduling or testing-center rules and regulations

EXAMINATION

Examination Appeals

The BACB is committed to reporting valid examination results; however, certain circumstances may cause results to be invalidated. The BACB reserves the right to invalidate examination results and certification status due to suspected or documented misconduct during testing or violation of the [Ethics Code for Behavior Analysts](#). The Code requires certificants, candidates, and applicants to immediately report any confirmed or suspected examination misconduct by others to the BACB.

Additionally, invalidation may also occur due to situations beyond your control—or that of the BACB's—at the testing site. If you experience examination condition irregularities (e.g., poor lighting, disruptive noises, long screen-load times) during your examination, you may file an appeal with the BACB. Pearson VUE sites deliver BACB examinations via a web browser, so minor Internet bandwidth variances are to be expected. Examination scores, content, questions, answers, procedures, deadlines, fees, and requirements may not be appealed.

How to appeal: You must file a written request for appeal within seven days of your examination appointment by completing the [Administrative Appeal Request Form](#).

Examination Results

You will be notified of your results at the testing site as soon as you complete the examination. The BACB will confirm your results via email, and they will appear in your BACB account within approximately 24 hours of completing the examination.

Examination Retakes

You may retake the BCBA examination for a maximum of 8 total attempts within a 2-year period following your initial examination approval. An Examination Retake Application will be available online via your BACB account within 48 hours of each failed examination attempt. You will receive an examination authorization email within 48 hours of submitting the Examination Retake Application, which will provide further instructions on how to schedule a new examination appointment. You must pay a \$140 retake application fee and a \$125 examination appointment fee each time you retake the examination. You must wait 30 days to retake the examination following your previous attempt.

Note: If you do not pass the examination after 8 attempts and you still have time in your 2-year authorization period, you must wait until your 2-year authorization period is over to reapply for BCBA certification.

Scoring Methodology

The BACB uses the modified Angoff method to establish the BCBA examination's passing score. This method is criterion-referenced, meaning that the passing score is determined by a panel of BACB-certified subject matter experts and then approved by the BACB Board of Directors. Your performance on the examination is solely dependent on your understanding of entry-level behavior analyst knowledge.

A new passing score is established when a significant change to the industry or examination content occurs (e.g., introduction of a new task list).

WHAT TO EXPECT AFTER PASSING THE EXAMINATION

What to Expect After Passing the Examination

What happens after I leave the testing center? In most instances, you will receive a pass/fail report at the testing center. If you passed the examination, your BCBA certification number will be generated and available in your BACB account within 24 hours of passing the examination. You will receive your BCBA certificate in the mail within 4–6 weeks (so make sure that your mailing address is correct in your BACB account).



BCBA Certificate Sample

When can I start using my BCBA certification? You may start using your BCBA certification as soon as you have passed the examination. However, please contact your state, regional, or national behavior-analytic professional associations to learn about any additional requirements for practice as a behavior analyst in your region and to access valuable support in the profession. If you reside in a US state where behavior analysts are [licensed](#), you should immediately contact your state licensure board to determine whether or how you should submit an application for licensure before practicing with your new BACB certification.

How can employers and funders, among others, verify my certification? Newly certified BCBAs appear in the [Certificant Registry](#) within 48 hours of passing the examination. The Certificant Registry shows the status of your certification and recertification date, and if your certification becomes inactive for any reason, this will be indicated on the registry.

Anyone may request a [written verification](#) of their current certification status from the BACB for a \$25 fee per verification. The verification letter is delivered as an emailed PDF document or state-issued verification form and contains the information shown on the registry.

What does it mean now that I am certified? Becoming certified means you have demonstrated that you have the knowledge and skills of an entry-level practicing behavior analyst. That said, consider what you are proficient in, what you know a little about (but need more experience and mentorship in), and what you do not know to ensure that you do not overstate your expertise to the public. Consider your scope of competence (e.g., populations or behavior-analytic techniques you are capable of serving or using) because you have an ethical obligation to refrain from practicing outside of your scope of competence (see the Code).



What steps should I take to begin my career as a professional?

The BACB cannot provide guidance on this outside of the requirements to maintain your certification, so the first step might be to identify a mentor who can help you develop a professional-development plan. That plan might include determining your scope of competence; recognizing skill sets that you need support with (e.g., billing) to move toward your goals; identifying ways to stay in contact with the literature (as a certificant, you have free access to recent issues of major behavior-analytic journals in your [BACB account](#)); and identifying ways to stay or get involved with the professional community, such as joining professional associations. A mentor might also be able to help you determine how to assess job opportunities to make sure they fit within your scope of competence and career goals; whether you are ready and qualified to serve as a supervisor, assessor, or trainer (see the [Supervision, Assessment, Training and Oversight](#) section); and whether a service organization has an environment that is set up to promote ethical behavior.

When can I start supervising?

RBTs and BCaBAs: You may start providing ongoing supervision to RBTs and BCaBAs as soon as you are certified and have met all other relevant supervision requirements (e.g., supervisor training). See the Ongoing Supervision sections in the [RBT](#) and [BCaBA](#) Handbooks for details.

WHAT TO EXPECT AFTER PASSING THE EXAMINATION

Trainees accruing fieldwork hours: You may start providing supervision to trainees accruing fieldwork as soon as you are certified and have met all other relevant supervision requirements (e.g., supervisor training). Please note that during your first year of certification, you must meet with a consulting supervisor each month that you provide supervision to trainees accruing fieldwork. See the [Consulting Supervisor Requirements for New BCBA Supervising Fieldwork](#) document for more information.

How should I maintain my certification moving forward?

- Review the [Certification Maintenance Requirements](#) section and develop a plan to meet them, including accruing continuing education and complying with ethics requirements (e.g., ensure that you accept clients within the boundaries of your competence, have appropriate service contracts, provide appropriate services, follow procedures to ensure continuity of care and appropriate client transitions).
- Be sure to keep an eye out for helpful resources, like BACB [videos](#), [blogs](#), and [podcasts](#). For example, the Tips for New Certificants blog shares valuable information for newly certified individuals, and The Professional Infrastructure of Applied Behavior Analysis video describes the various organizations in ABA.
- Keep your contact information up to date in your BACB account to ensure that you receive important updates about certification requirements, and periodically review [bacb.com](#) to stay informed of changes. This is especially important because if the BACB tries to contact you and receives no response after reasonable attempts are made, the BACB may take summary action (e.g., suspension) against your certification (see the [Timely Responding to the BACB](#) section).
- Report critical events to the BACB Ethics Department (see the [Self-Reporting](#) web page).
- Stay up to date with [licensure requirements](#) in your area.
- If your certification status changes (e.g., your certification becomes inactive), ensure that you accurately reflect your certification status to the public. For more information about the correct use of the BCBA certification mark, see the [September 2008](#), [October 2013](#), and [July 2021](#) BACB Newsletters.

Tips for Protecting Your BACB Information

The BACB works to ensure the security of our certificants' information. Despite our efforts, however, you are still at risk of someone misusing your credential, most commonly for billing fraud. Given the prevalence of open electronic access and digital identity theft, here are a few ways that you can take a proactive approach to maximizing the security of your professional credentials.

- **Check your BACB account regularly.** Put a reminder in your calendar to log in and check the accuracy of the information in your BACB account every six months or more frequently if you have been—or suspect you may be—the target of identity theft. It is critical that you log in to ensure that your information is accurate and review how your information is publicly displayed in the [Certificant Registry](#). In addition to your personal information, review the information specific to supervisees or supervisors to make sure it is correct. If you find any inconsistencies or inaccuracies, use the [Contact Us](#) form to immediately inform us of the potential issue.
- **Protect your BACB certificate.** While your certification number is publicly available in the Certificant Registry, you should protect your BACB certificate from being copied and/or modified. Think twice before posting photos of your certificate on social media platforms, and be sure to keep your private BACB account ID number protected. This number is not published in the Certificant Registry and is generally only needed by your supervisees/trainees, the BACB, and certain funding sources.
- **If you suspect misuse of your information, contact a specialist (e.g., attorney/advisor) in identity theft to help you determine your options.** While BACB staff cannot provide legal advice, we are sympathetic to the frustrations you may experience if your information is misused. Finally, if you suspect the misuse or misappropriation of another certificant's credential (or the creation of false credentials), please immediately report your evidence to the appropriate authorities (e.g., law enforcement, funders) and to the BACB using the [Reporting Infringement or Misuse Form](#).

For additional guidance, please refer to the August 2019 newsletter on our [Newsletters](#) web page.

CERTIFICATION MAINTENANCE REQUIREMENTS

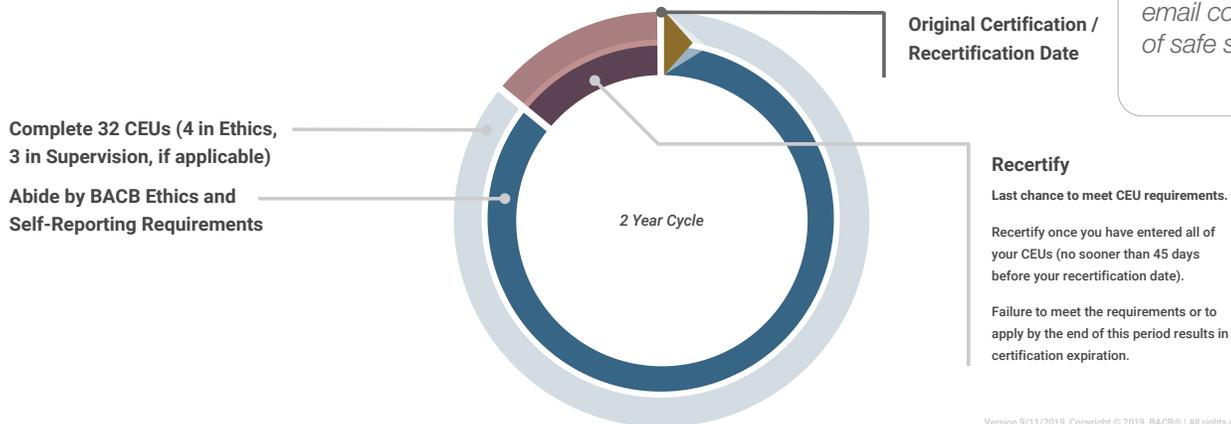
Certification Maintenance Requirements

To maintain your BCBA certification, you must obtain ongoing continuing education, adhere to the BACB's [ethics requirements](#) and [self-reporting requirements](#), and submit a completed recertification application and associated fees every two years before your recertification date.



Remember to keep your information up to date in your BACB account, and please ensure that bacb.com is in your email contacts and list of safe senders.

Overview



Continuing Education

Initial BCBA certification indicates that an individual has met entry-level standards of practice as a behavior analyst. The purpose of the BACB's continuing education (CE) requirement is to ensure that BCBA certificants engage in activities that will expand their behavior-analytic skills beyond the requirements for initial certification and help them stay up to date on developments in the profession.

CEU Requirements

As a BCBA, you are required to obtain 32 continuing education units (CEUs) within each 2-year recertification cycle, including 4 CEUs in ethics and 3 CEUs in supervision (for supervisors).

All CEUs must occur within the recertification cycle to which they are applied. For example, if you submit your recertification application on September 27, 2021, and your recertification date is September 30, 2021, you may only count CEUs accrued from October 1, 2021, to September 30, 2023, toward your next recertification application. Making up missed CEUs after your recertification date is not permitted, and CEUs in excess of the requirements cannot be applied to a subsequent cycle.



Demonstrate that you meet this requirement by entering your CEUs into your BACB account as soon as you have supporting documentation. Use the following table to identify which type of CEU was earned. Depending on the type of CE selected, you will need to enter specific information about the activity and upload supporting documentation.

CERTIFICATION MAINTENANCE REQUIREMENTS

CEU Types

You can earn CEUs via three types of activities, as illustrated in the following table. There are no restrictions or limitations on the number of CEUs you can earn via each activity type.

	Continuing Education By:	Documentation	CEU Values
Learning	Attending events offered by Authorized Continuing Education (ACE) Providers (see ACE Provider Directory)	Certificate from the ACE Provider	25 minutes of learning = .5 CEU
	Completing didactic behavior-analytic graduate courses with a passing grade (“C” or higher in a graded course or “pass” in a pass/fail system)*	Syllabi and transcripts from university courses	
	Participating in certain BACB certification activities	No documentation is needed for BACB events (these are issued directly into BACB accounts)	
Teaching	Teaching ACE events	Documentation from the ACE Provider demonstrating that the certificant taught an ACE event	25 minutes of instruction = .5 CEU
	Teaching university courses in behavior analysis at a qualifying institution *	Letter from a department chair indicating that the certificant taught a university course	
Scholarship	Publishing an article on behavior analysis in a peer-reviewed journal	A PDF of the final published article	1 publication = 8 CEUs
	Writing a review or decision letter for an article on behavior analysis submitted to a peer-reviewed journal	Confirmation from the journal (e.g., confirmation email, snapshot of the portal), associate editor, or editor. <i>Note:</i> Please redact title and author information.	1 review/ decision letter = 1 CEU

*For the purpose of establishing instructional requirements that can be applied globally, 1 semester credit hour will represent 15 hours of classroom instruction, and 1 quarter credit hour will represent 10 hours of classroom instruction. This conversion is based on [US Federal Rule](#).

CEU Content

Continuing education may address any aspect of behavior analysis: practice, science, methodology, theory, or the profession. CEUs must cover material that goes beyond the current BCBA/BCaBA Task List and coursework required to sit for the certification examinations.

Ethics CEUs

Acceptable ethics content must cover ethical issues in behavior-analytic practice or research. Ethics content should relate to the BACB’s [ethics requirements](#). Sample ethics topics include the (in)appropriateness of implementing nonbehavioral therapies, strategies for avoiding/ managing dual relationships, creating a culture of ethics in an organization, and ethical implications of media and technology, among many others.

Supervision CEUs

BCBAs who supervise the ongoing practice of RBTs or BCaBAs or trainees pursuing BCBA or BCaBA certification are required to obtain 3 supervision CEUs every recertification cycle. Supervision is [behavior analytic in nature](#) and covers effective supervision as described in the BACB [Supervisor Training Curriculum Outline \(2.0\)](#) and the [Nature of Supervision](#) section.



There are a lot of options for continuing education in terms of format, content, and providers, among others. Consider obtaining CEUs that will help with your professional-development plan. And remember that the intent is for ongoing development, so we highly recommend accruing continuing education throughout your recertification cycle.

CERTIFICATION MAINTENANCE REQUIREMENTS

Critical Events

The following events must be self-reported to the BACB in a timely manner. This guidance does not constitute ethics or legal advice. If it is not required that you self-report your situation to the BACB, but you are still unsure, the best course of action is to self-report. Please note that for the purposes of self-reporting, *funder* refers to any entity (e.g., healthcare organization, state or federally funded service, commercial payer, managed care organization, educational institution, other payment entity) that you have contracted with to provide behavior-analytic, educational, or health-care services.

Violations of Ethics Standards: You must self-report any violation of one or more standards in the applicable BACB ethics code (i.e., [Ethics Code for Behavior Analysts](#) for BCBAAs and BCaBAAs, [RBT Ethics Code \[2.0\]](#) for RBTs). This includes, but is not limited to, the following events:

- leaving a position without ensuring continuity of services or in a manner that fails to appropriately transition or discontinue services
- engaging in a multiple relationship with a client or supervisee
- failing to maintain appropriate client records

Physical and Mental Health Conditions and Substance Use Disorders: You must self-report the following events related to physical and mental health conditions and substance use disorders:

- You currently have, or within the past 3 years have had, a physical or mental health condition or substance use disorder that directly impacts your ability to provide services safely and competently, **and**:
 - you do not have an active, effective care plan in place;
 - you have an active, effective care plan in place, and your care provider recommends that you self-report to the BACB; **OR**
 - you have an active care plan in place, but it is no longer effective.
- Within the past 3 years, you have been voluntarily or involuntarily hospitalized or placed in a treatment facility (e.g., in-patient, intensive out-patient) because of a physical or mental health condition or substance use disorder for which you **do not** or **did not** have a care plan in place, and your ability to provide services safely and competently is or was directly impacted.
- Within the past 3 years, you have participated in a diversion plan or treatment plan related to a physical or mental health condition or substance use disorder in accordance with a license or credential held by you in any profession.
- Within the past 3 years, you have participated in a diversion plan or treatment plan in accordance with a court of law following criminal charges against you for which a physical or mental health condition or substance use disorder lessened the offense that resulted in the diverted or deferred outcome.



You **do not** need to self-report the following events:

- a new or existing diagnosis of a physical or mental health condition or substance use disorder that is unlikely to impact the competent and safe delivery of services
- a new or existing diagnosis of a physical or mental health condition or substance use disorder for which you have an active, effective care plan, and you and your care provider have determined that it will not likely impact the competent and safe delivery of services

CERTIFICATION MAINTENANCE REQUIREMENTS

Investigations: You must self-report any investigation naming you, a company that you own, or a company in which you hold a primary role related to the matter under investigation (e.g., billing, clinical quality control) within 30 days of becoming aware of the investigation. Do not wait until the conclusion of the investigation to self-report. This includes, but is not limited to, the following events:

- any investigation conducted by an employer in response to an alleged violation of any BACB ethics standard
- any investigation or audit conducted by a state or federal entity (e.g., funder, licensure or regulatory board), professional association, or educational institution that was triggered by a complaint or irregularity identified by the entity
- any investigation or audit triggered by a self-identified irregularity
- any billing or quality control audit (e.g., random or scheduled audit that was not triggered by a complaint or concern) conducted by a funder, governmental insurance provider, licensure or regulatory board, or other entity (e.g., department of health, fire department) that resulted in an order to repay money due to overbilling and a penalty that exceeded \$2,500 (USD or equivalent)



You **do not** need to self-report the following events:

- any billing or quality control audit (e.g., random or scheduled audit that was not triggered by a complaint or concern) conducted by a funder, governmental insurance provider, licensure or regulatory board, or other entity (e.g., department of health, fire department) that did **not** result in any corrective actions, improvement plans, fines, or repayments exceeding \$1,000 (USD or equivalent)

Agreements and Actions: You must self-report certain agreements and actions within 30 days of (a) receiving a final determination, disposition, or order or (b) signing an agreement or consent order that relates to any of the following events:

- termination by an employer in response to a violation of any BACB ethics standard
- requirement to report a situation or action that posed a risk of harm to others and occurred during the delivery of behavior-analytic, health-care, or educational services to a licensure or regulatory board, professional liability insurance company (i.e., if the event triggered malpractice coverage), or other governmental agency (i.e., if the event warranted mandated reporting to a welfare or protective agency)
- denial of a professional licensure application for conduct or competence reasons, such as eligibility requirements deficits, that would not otherwise constitute ethics code violations (e.g., unmet education, training, experience, application, and/or documentation requirements; unpaid fees)
- an arbitration decision or a settlement or consent agreement/order between yourself and any funder, licensure board, or certification entity
- required actions (e.g., repayment, compliance or remediation plan, participation restrictions, probation or suspension, voluntary surrender or relinquishment of license or certification, revocation or suspension, practice restrictions or inclusions, mandatory mentorship or continuing education) assigned to you by a state or federal entity (e.g., licensure or regulatory board), professional association, court or tribunal, arbitrator, funder, or educational institution in response to a complaint, audit, or investigation related to the delivery of behavior-analytic services or a behavior-analytic service company that you own or manage
- public health and safety tickets, citations, or fines greater than \$750 (USD or equivalent) **or** of any amount if the situation involved or occurred in the presence of a client
- criminal or civil suits naming you that are directly or indirectly related to the delivery of behavior-analytic services or involve assault, battery, or abuse of a person or animal
- criminal or civil suits in which you have been found guilty, have entered a plea of no contest, or have otherwise been sanctioned related to a misdemeanor or felony involving public health and safety or the delivery of behavior-analytic, health-care, educational, or other human services

CERTIFICATION MAINTENANCE REQUIREMENTS

- official expungement of court records that meet BACB self-reporting requirements **if** the action occurred during the delivery of behavior-analytic, health-care, or educational services or involved the assault, battery, or abuse of a person or animal
- probation, parole, pretrial diversion agreements, settlement agreements, or consent orders assigned to you
- current detainment (e.g., you are being held in custody in a jail, prison, other correctional facility, court-mandated treatment facility, or under house arrest)
- any conviction of a felony that carried a maximum sentence of more than 5 years imprisonment and that has not been expunged



You **do not** need to self-report the following events:

- credit or tax hearing
- personal bankruptcy
- fines related to tax, revenue, or wage garnishment
- parking tickets or tickets generated by traffic cameras
- traffic tickets not exceeding \$750 (USD or equivalent)
- family court proceedings (e.g., divorces, custody hearings)
- employer layoffs and actions that do not involve a violation of a BACB ethics standard

CERTIFICATION MAINTENANCE REQUIREMENTS

Recertification

As a BCBA, you are required to submit a recertification application (including payment) every two years. Recertification applications are available in your BACB account within 45 days of your recertification date AND as soon as you have entered your required CEUs. You must complete your recertification application on or before your recertification date to avoid lapses in your certification and late fees.

Recertifying

1. **Throughout your certification cycle, enter your [CEUs](#) into your portal.** *Note:* These entries require that CEU documentation is submitted to support each entry.
2. **As soon as all of your CEUs are entered AND you are within 45 days of your recertification date, a recertification application will appear in your BACB account under the Recertification tab.** This tab will not be visible until these two elements are met.
3. **Complete the application and pay the fee.** Make sure that you are reviewing your information closely in your recertification application to ensure that it is accurate, including your contact information and mailing address. *Note:* At the time of application, you will be asked to attest to questions in the Eligibility Affidavit section of the application and agree to the [Application Processing Agreement](#). You will be asked to (a) affirm that you have read, are in compliance with, and will continue to comply with all BACB requirements; (b) report whether you have a physical/mental condition or substance addiction that could impair your service delivery; and (c) report about any disciplinary or legal investigations or actions. Please read each question carefully and answer truthfully. Answering “yes” to the second or third questions will require that you also complete and submit an [Ethics Self-Reporting Form](#). Your application will be placed on hold while your self-report is reviewed by BACB staff.
4. **If your CEU entries are selected for audit, we might reach out for additional information via email.** If we do not receive the appropriate documentation to indicate that you met the CE requirements, your certification will expire.

If your application has been approved:

- Your certification dates will update with a new expiration date that is two years from your last recertification date.
- After your new recertification date, you may start accruing CEUs for your next recertification cycle. Even if you complete the recertification application before your recertification date, you can only count CEUs for your next cycle once that new cycle starts.
- You will receive a new certificate in the mail at the address on record within 4–6 weeks.

If you do not recertify:

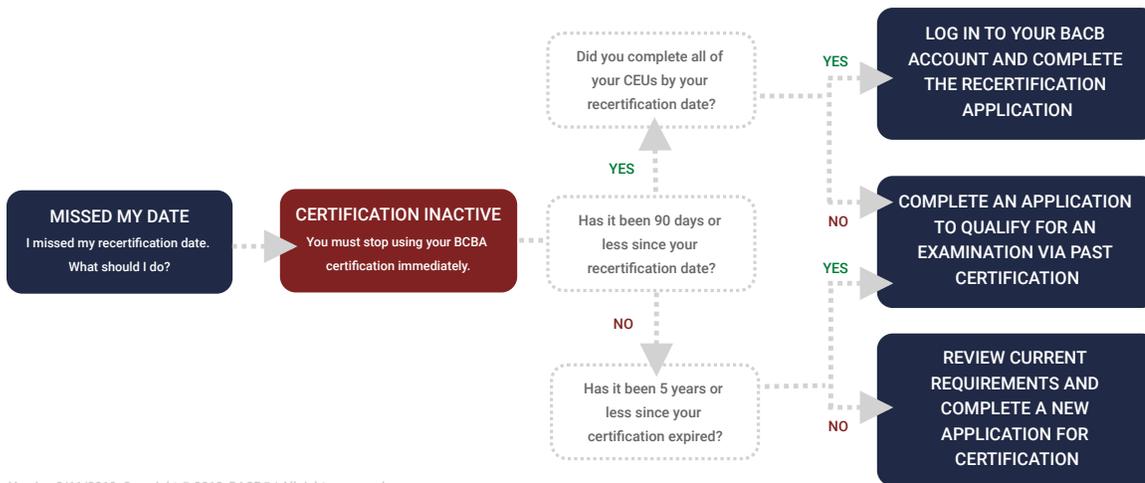
- **By your recertification date:** Your certification status will become inactive, and you will not be permitted to bill, practice, supervise, or represent yourself as a BCBA (see the Reinstatement Period section for more details).
- **By the end of your reinstatement period:** Your certification will expire, and you will not be permitted to bill, practice, supervise, or represent yourself as a BCBA. You will need to reapply and meet the eligibility requirements applicable at that time to become a BCBA (see the following graphic).

CERTIFICATION MAINTENANCE REQUIREMENTS

Reinstatement Period

If you complete all of your CE requirements but fail to recertify before your recertification date, you will have 90 days from your recertification date to reinstate your certification and pay the late fee. Additional CEUs may *not* be accrued during the reinstatement period. After this grace period, you will lose your certification and will need to reapply and meet the eligibility requirements applicable at that time.

GUIDANCE FOR THOSE WHO MISSED THEIR RECERTIFICATION DATE AND WISH TO REMAIN CERTIFIED



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Fees*

Recertification Fees	BCBA	BCBA-D
Recertification Application	\$215	\$290
Late Fee	\$50	\$50
Insufficient Funds/Returned Check	\$45	\$45
Certificate Replacement	\$35	\$35

*BACB fees are nonrefundable.

CERTIFICATION MAINTENANCE REQUIREMENTS

Inactive Policy

BCBAs may become inactive because:

- they placed their certification on [voluntary inactive status](#) or [active duty/reserve status](#),
- they did not recertify by their recertification date, or
- they have [sanctions](#) against their certification.

BCBAs with an inactive certification may not bill, practice, supervise, or represent themselves as active BCBAs.

Voluntary Inactive Status

BCBAs who need a break from maintaining their certification for a period—and who are within their recertification cycle and have completed continuing education for their recertification cycle (prorated to the month)—may request inactive status. As an inactive BCBA, you are not permitted to practice, bill, supervise, or represent yourself as an active BCBA, and you will be listed as inactive on the Certificant Registry. Once granted voluntary inactive status, you may remain inactive for up to four years. There are no certification maintenance requirements (e.g., recertification fees) during the period of inactivity.

Applying for Voluntary Inactive Status

If you wish to request voluntary inactive status, you must complete the [BCBA Application for Voluntary Inactive Status](#) and pay a one-time, inactive-request fee of \$50.

Applying for Reactivation

If you are on voluntary inactive status for less than four years and wish to reactivate your certification, you must submit a [BCBA/BCaBA Request to Return from Voluntary Inactive Status Application](#).

Once your certification is reactivated, your recertification cycle will resume. If your certification remains inactive for a period of four years, you must request reactivation, or your certification will expire. Once you have returned from inactive status, you may not apply for inactive status again until your next recertification cycle.



Example of how your recertification cycle is paused while on voluntary inactive status:

If you go on inactive status 18 months into your recertification cycle, you will have needed to complete 24 CEUs. When you return, you will need to accrue the remaining CEUs for the next 6 months of your cycle before your next recertification date. Your next recertification date will be 6 months from the date that you return from inactive status.

CERTIFICATION MAINTENANCE REQUIREMENTS

Active Duty/Reserve Status

If you are called to active military duty in the armed forces and are actively certified, you may apply for a temporary pause of your recertification cycle or examination authorization period to cover the time frame for which you are called (not to exceed two years). While on reserve inactive status, you are prohibited from representing yourself as an active BCBA. This policy only applies to service members. If a spouse of a service member wishes to go on inactive status, they must apply for voluntary inactive status.

Upon being called to active duty, notify the BACB via the [Contact Us](#) web page and provide a copy of your official call-up notice. The BACB will place your certification on inactive status during your active duty period. Following completion of your active duty or two years, whichever is earlier, you must contact the BACB to update your certification status. When your certification becomes active again, your recertification cycle or authorization period will resume.

Fees*

Inactive Status Fees	
BCBA Application for Voluntary Inactive Status	\$50
BCBA/BCaBA Request to Return from Voluntary Inactive Status Application (0–2 years inactive)	\$0
BCBA/BCaBA Request to Return from Voluntary Inactive Status Application (2–4 years inactive)	\$50
Active Duty/Reserve Status	\$0

*BACB fees are nonrefundable.

SUPERVISION, ASSESSMENT, TRAINING, AND OVERSIGHT

Supervision, Assessment, Training, and Oversight

As a BCBA, you may serve in the important role of overseeing the work, training, or assessment of others who are providing behavior-analytic services or working toward BACB certification. This oversight may occur in three primary roles:

- **Supervisor:** As a supervisor, you will oversee those who are providing behavior-analytic services (i.e., RBTs, BCaBAs) and/or those who are accruing fieldwork hours toward becoming certified (i.e., trainees). *Note:* In overseeing RBTs, you may also be an RBT Requirements Coordinator who is responsible for ensuring that multiple supervisors in an organization are providing appropriate supervision to RBTs (see the Ongoing Supervision section of the [RBT Handbook](#) for more details).
- **Assessor:** As an assessor, you will be responsible for directly conducting or overseeing assessments of those pursuing RBT certification or those who are maintaining their RBT certification to determine whether they are competent in specific tasks commonly conducted by behavior technicians (i.e., Initial Competency Assessment or Renewal Competency Assessment).
- **Trainer:** As a trainer, you will develop and/or provide the RBT 40-hour training and/or oversee individuals who are providing the RBT 40-hour training.

Because of the obvious importance of these roles, failure to comply with BACB requirements and ethics standards constitutes a violation of the Code and may result in a Notice of Alleged Violation being filed against you and subsequent action being taken by the Ethics Department.

This section of the handbook provides an overview of each role; however, you will need to carefully review the linked requirements specified in each section. It is the responsibility of every candidate, certificent, and supervisor to ensure that any supervision provided or received is consistent with current BACB requirements, any applicable state regulatory requirements (e.g., licensure), and relevant third-party payer requirements.

Overview of Additional Requirements by Role: Although holding BCBA certification is the primary qualification, additional requirements are indicated in the following table.

Additional Requirements by Role				
Role	8-Hour Supervision Training*	Ongoing CEUs in Supervision	May Not Be Related to, Subordinate to, or Employed by the Trainee, Supervisee, Certificent	<u>Consulting Supervisor</u>
Assessing RBTs (competency assessments)	✓	×	✓	×
Training RBTs (RBT 40-hour training)	×	×	✓	×
Supervising RBTs	✓	✓	✓	×
Supervising BCBA and BCaBA trainees in your first year of certification	✓	✓	✓	✓
Supervising BCBA and BCaBA trainees after your first year of certification	✓	✓	✓	×
Supervising BCaBAs	✓	✓	✓	×

* You can find a list of ACE Providers who may offer 8-hour supervision training on the [ACE Provider Directory](#).



How are eligible supervisors identified

BCBAs who meet supervision requirements are identified in the [Certificent Registry](#) with the statement “Completed supervision training on DATE.” The date shown is the date the certificent became eligible to provide supervision.

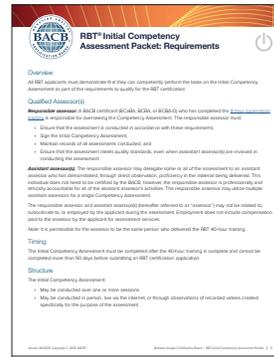
SUPERVISION, ASSESSMENT, TRAINING, AND OVERSIGHT

Assessing, Training, and Supervising RBTs

Assessing RBTs (Competency Assessments)

One of the primary eligibility and maintenance requirements for RBT certification is demonstrating competence in the tasks on the Initial/Renewal Competency Assessment. A qualified assessor conducts these assessments and, in some cases, may also involve and oversee assistant assessors.

Requirements: The [Initial Competency Assessment](#) and the [Renewal Competency Assessment](#) include the requirements for administering the assessments.



Initial Competency Assessment



Renewal Competency Assessment

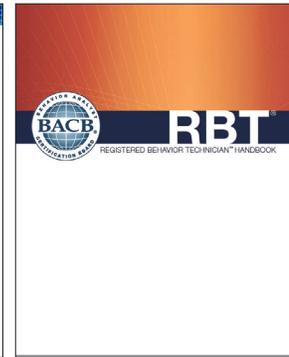
Training RBTs (RBT 40-Hour Training)

As one of the requirements to obtain certification, RBT applicants must complete a 40-hour training based on the RBT Task List (2nd ed.). A qualified trainer conducts the training and, in some cases, may also involve and oversee assistant trainers.

Requirements: The [RBT 40-Hour Training Packet](#) outlines the requirements for conducting the RBT 40-hour training.



RBT 40-Hour Training Packet



RBT Handbook

Supervising RBTs

RBTs practice under the close, ongoing supervision of an RBT Supervisor and/or an RBT Requirements Coordinator who is responsible for the RBT's work (see the Ongoing Supervision section of the [RBT Handbook](#) for a full description of each role's requirements).

Requirements: The Ongoing Supervision section of the [RBT Handbook](#) helps RBT Supervisors, RBT Requirements Coordinators, and RBTs ensure that the appropriate ongoing supervision is provided in order to maintain active certification.

Managing Alleged Ethics Violations by RBTs

As an RBT Supervisor, you are responsible for the actions of all RBTs under your supervision, so it's important to be aware of the special considerations for submitting a Notice of Alleged Violation against an RBT. You can learn more about these considerations by visiting the [Reporting Alleged Violations Against RBTs](#) web page and by reviewing the [Considerations for Reporting an Alleged Violation Against an RBT](#) document. Supervisors are often best positioned to immediately and directly address some ethics violations by an RBT. Therefore, in an instance where an RBT Requirements Coordinator or RBT Supervisor becomes aware of a potential ethics violation by an RBT, they must take steps to investigate and document the alleged violation. If they determine that a violation did occur, they should decide if the matter should be addressed internally or by submitting a Notice of Alleged Violation to the BACB.

Submit a Notice of Alleged Violation against the RBT if the alleged violation:

- involves abuse or neglect of a client;
- results in the RBT being charged with or convicted of a violation of the law;
- is a violation of subsection 1.03, 1.05, 3.01, 3.02, 3.03, 3.04, or 3.05 of the RBT Ethics Code (2.0); OR
- has occurred repeatedly despite reasonable attempts to address the problem with the RBT.

If none of these situations apply, the RBT Requirements Coordinator and/or RBT Supervisor should develop and implement an individualized corrective-action plan for the RBT and document the outcome. The BACB reserves the right to audit the RBT Requirements Coordinator or RBT Supervisor for documentation of the complaint, investigation, and resolution.

SUPERVISION, ASSESSMENT, TRAINING, AND OVERSIGHT

Tips for Supervising Trainees, RBTs, or BCaBAs

Being a supervisor is an important responsibility in both shaping future behavior analysts and helping to facilitate quality services being provided to clients. With that in mind, here are a few tips for those who supervise.

- **Know the relevant supervision requirements.** This might be obvious by now, but supervisors should know the relevant requirements for supervision and stay up to date about requirements changes by reading the BACB Newsletter and periodically reviewing the BACB website and BCBA Handbook. It's also vital to remember that the BACB reserves the right to contact you to share or request information regarding individuals for whom you are or were the supervisor on record. For example, if your RBT or BCaBA supervisee is named in a Notice of Alleged Violation, they must immediately notify you, share all documentation they received from the BACB, and review it with you. Then, the BACB may ask you to complete a form acknowledging that you are the individual's supervisor on record.
- **Become intimately familiar with the BACB's ethics Codes.** Supervisors should know the Code and, if relevant, the RBT Ethics Code (2.0). Not only do you need to follow the Code in your practice and supervision, but you will also need to be an ethical resource and guide for your supervisees/trainees. Of note, abruptly discontinuing supervision, especially in the case of ongoing supervision of RBTs and BCaBAs, can negatively impact services, so make sure that you have transition plans in place when discontinuing supervision services. See the [November 2019 Newsletter](#) on our Newsletters web page for the most recent ethics data. So, it is important to review these sections carefully and take them into account when determining how you will provide supervision. For instance, when determining how many supervisees you can supervise, consider the number of clients on your caseload, how many hours each supervisee is working, and how much of your time will be dedicated to their supervision, the clients' needs, and the program settings, among others.
- **Consider whether you are ready to be a supervisor.** We highly recommend waiting until after you have ample experiences of your own before you supervise others. In addition, consider whether supervision activities will be within your area of defined competence and whether you have the time and ability to supervise trainees. As a reminder, if you are a first-year BCBA who provides supervision to BCBA and BCaBA trainees accruing fieldwork, you must meet with a [consulting supervisor](#) each month in which you provide supervision for the remainder of your first year.
- **Determine whether your trainee is pursuing or maintaining more than one credential.** If so, you will need to ensure that all requirements are being met and separately documented for each credential that you are overseeing.
- **Develop your time management and organizational systems.** Have these systems in place before you start supervision to ensure that you are meeting all relevant requirements. For example, you will need a system for keeping your RBT and BCaBA supervisee accounts up to date with the BACB, documenting feedback, and evaluating the effects of your supervision, among other areas. In the event of an audit, it is your responsibility to produce the requested documentation.
- **Evaluate fit before agreeing to supervise.** Identify your work and supervision style before taking on a supervisee/trainee to determine whether their style is a good fit. Both you and the trainee/supervisee have a history of experiences coming into the relationship, so it is helpful to know a little about them before agreeing to be their supervisor. If your styles don't fit, determine whether you are open to adjusting your supervision style.
- **Set clear expectations.** Although a supervision contract is only required for supervising trainees and BCaBAs—not RBTs—setting clear expectations at the beginning of supervision is valuable in all supervisory relationships.
- **Aim to provide high-quality, individualized, and effective supervision.** Don't just focus on doing enough to meet the BACB's requirements. These were established as minimum requirements that allow flexibility for variations in each setting. Think about what your past supervisors have done well (and maybe not so well) so that you can identify how you can provide high-quality supervision. For instance, you may want to develop a supervision curriculum for the trainee/supervisee that includes behavior-analytic topics, specific skills that are important in practice (e.g., problem solving, interpersonal skills), and skills that they will need when they become a supervisor (see the [Supervisor Training Curriculum Outline \[2.0\]](#)).
- **Continue your professional development as a supervisor and seek out a trusted mentor.** These tips are only a starting point. There is growing literature on supervision, as well as continuing education events and resources on the topic, so make continued growth and learning part of your regular schedule.

SUPERVISION, ASSESSMENT, TRAINING, AND OVERSIGHT

Supervising BCBA and BCaBA Trainees

To obtain BCBA and BCaBA certification, individuals must complete a defined practical experience in applied behavior analysis under the supervision of a qualified supervisor.

Requirements: Supervisors must provide supervision in accordance with the [BCBA](#) or [BCaBA](#) fieldwork requirements.

Supervising BCaBAs

BCaBA certificants may not practice independently, so they must practice under the supervision of a qualified supervisor.

Requirements: The Ongoing Supervision section of the [BCaBA Handbook](#) helps both supervisors and BCaBAs ensure that the appropriate ongoing supervision is provided in order to maintain certification.



[BCaBA Handbook](#)

BOARD CERTIFIED BEHAVIOR ANALYST-DOCTORAL

Board Certified Behavior Analyst-Doctoral (BCBA-D)

BCBAs with doctoral training in behavior analysis may receive the designation of Board Certified Behavior Analyst-Doctoral (BCBA-D). The BCBA-D is not a separate certification and does not grant any privileges beyond the BCBA certification. If you hold the BCBA-D designation, you function in the same capacity as a BCBA (i.e., as an independent practitioner who provides behavior-analytic services) and are required to meet all BCBA maintenance requirements.

BCBA-D Eligibility Requirements

If you wish to become a BCBA-D, you must be actively certified as a BCBA and meet one of the following options.

Option A: Accredited Doctoral Program



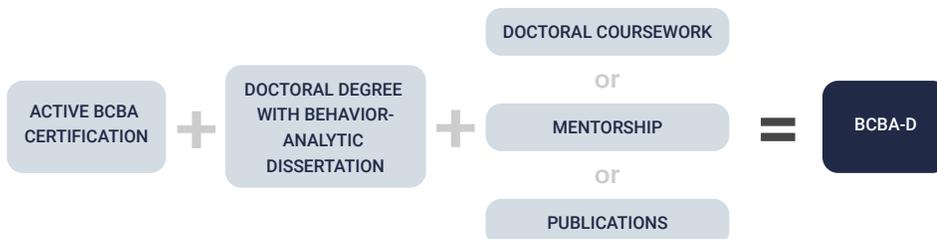
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Doctoral Degree From an ABAI-Accredited Program: You hold a doctoral degree from a doctoral program accredited by the [Association for Behavior Analysis International](#).



Demonstrate that you meet this requirement when you apply by submitting an [official transcript](#) listing a doctoral degree that was conferred by an ABAI-accredited doctoral program.

Option B: Nonaccredited Doctoral Program



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Doctoral Degree With a Behavior-Analytic Dissertation: You hold a doctoral degree from a [qualifying institution](#), conducted a [behavior-analytic dissertation](#), AND meet ONE of the following requirements:

- **Doctoral Coursework:** You passed at least four [behavior-analytic](#) courses as part of your doctoral program of study.
OR
- **Mentorship:** You received formal mentorship from a faculty member who, at the time of your mentorship, held the BCBA credential and met the supervisor qualifications in place at that time.
OR
- **Publications:** You authored two peer-reviewed journal articles that are [behavior analytic in nature](#). These articles may have been published before, during, or after [conferral](#) of your doctoral degree.

BOARD CERTIFIED BEHAVIOR ANALYST-DOCTORAL



Demonstrate that you meet this requirement when you apply by submitting:

- a copy of an [official transcript](#) or a diploma from the institution showing a [conferred](#) doctoral degree;
- a copy of the published (e.g., in ProQuest) dissertation abstract; AND
- one of the following:
 - if applying with **doctoral coursework**: a copy of the official doctoral program of study showing all courses and syllabi from the courses to demonstrate that they were entirely behavior analytic in nature;
 - if applying with **mentorship**: a letter on university letterhead that attests to the formal mentorship relationship from the faculty member who held a BCBA certification; OR
 - if applying with **publications**: copies of the journal articles.

Option C: Postdoctoral Respecialization



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Doctoral Degree: You hold a doctoral degree from a [qualifying institution](#).

AND

Postdoctoral Experience: You accumulated a minimum of 1,800 hours (beyond the experience hours used to qualify for BCBA certification) in applied behavior analysis during a postdoctoral fellowship or postdoctoral employment experience, which included explicit, ongoing education in behavior analysis conducted under the supervision of a BCBA who met the supervision requirements in place at that time.

AND

Publications: You authored two peer-reviewed journal articles that are (a) [behavior analytic in nature](#) and (b) were completed as a product of the training experience described earlier. These publications do not need to be experimental in nature, and first authorship is not required.



Demonstrate that you meet this requirement when you apply by submitting a copy of an [official transcript](#) showing a [conferred](#) doctoral degree, a letter of attestation from the BCBA who supervised the 1,800 hours of postdoctoral experience/fellowship, and copies of your publications. The supervising BCBA may determine how the ongoing experience is documented.

BOARD CERTIFIED BEHAVIOR ANALYST-DOCTORAL

Applying for the BCBA-D Designation

If you are currently a BCBA, an application is required to apply for the BCBA-D designation. The application requires supplemental documentation and a fee. Applications are accepted on a continual basis.

1. Complete the [BCBA-D Designation Application](#) online.
2. Submit all required supplemental documentation as described in the following table:

Options	Requirements	Documentation	How to Submit Documentation
Option A: ABAI-Accredited Doctoral Program	Doctoral degree from a doctoral program accredited by the Association for Behavior Analysis International	Official university transcript(s)	Institution sends electronic transcript(s) to applications@bacb.com OR Institution or applicant mails sealed transcript(s) to BACB–Applications 7950 Shaffer Pkwy Littleton, CO 80127 USA
	Doctoral degree and behavior-analytic dissertation AND	Official university transcript(s) or a diploma from the institution	Institution sends electronic transcript(s) to applications@bacb.com OR Institution or applicant mails sealed transcript(s) to BACB–Applications 7950 Shaffer Pkwy Littleton, CO 80127 USA
Option B: Nonaccredited Doctoral Program		Copy of the published dissertation abstract showing that it meets the behavior-analytic dissertation * requirement	File is uploaded in the BCBA-D Designation Application
	Doctoral coursework OR	Copy of the official doctoral program of study showing all courses and syllabi from the courses to demonstrate that they were entirely behavior analytic in nature	
	Mentorship OR	A letter on university letterhead that attests to the formal mentorship relationship from the faculty member who held a BCBA credential	
	Publications	Copies of the two peer-reviewed journal articles that are behavior analytic in nature	

*The BACB reserves the right to request a copy of the complete dissertation.

BOARD CERTIFIED BEHAVIOR ANALYST-DOCTORAL

Options	Requirements	Documentation	How to Submit Documentation
Option C: Postdoctoral Respecialization	Doctoral degree	Official university transcript(s)	Institution sends electronic transcript(s) to applications@bacb.com OR Institution or applicant mails sealed transcript(s) to BACB–Applications 7950 Shaffer Pkwy Littleton, CO 80127 USA
	Postdoctoral experience	A letter of attestation from the BCBA who supervised the 1,800 hours of postdoctoral experience or fellowship	File is uploaded in the BCBA-D Designation Application
	Publications	Copies of the two peer-reviewed journal articles that are behavior analytic in nature	

3. **Submit your payment:** Pay the \$105 processing fee by either:
 - including a check with your application documentation (The BACB only accepts US currency. Please do not send cash.) OR
 - having BACB staff add a \$105 invoice to your BACB account for online payment (credit card) after submitting your application.
4. **Allow up to two weeks from the date the BACB receives your complete application and payment for your application to be reviewed.**
5. **If your application is:**
 - **Approved:** You will be notified via email. Your certification will be updated in your BACB account, and you will receive a new certificate in the mail within four to six weeks. Your certification number and recertification date will stay the same.
 - **Not approved:** You will receive feedback and guidance on next steps via email.*

*If you believe the decision was made in error, you will need to review the [Administrative Appeals Policy](#), and, if appropriate, submit an appeal within 30 days of the determination.

Maintaining the BCBA-D Designation

As a BCBA-D, you are required to meet all BCBA maintenance requirements. The BCBA-D recertification fee is \$290 every 2 years. Please note that you may choose to discontinue your BCBA-D designation and retain your original BCBA certification at the time of your recertification by [contacting the BACB](#).



The BCBA-D designation is **not** a distinct certification. It is merely an addition to the BCBA certification, indicating that the BCBA has earned a doctoral or postdoctoral education in behavior analysis.

OTHER RELEVANT POLICIES

Other Relevant Policies

Administrative Appeals

Application Appeals

Any adverse eligibility or certification decision including, but not limited to, a denial of a certification application, recertification application, or other application submitted to the BACB may be appealed.

BACB requirements, deadlines, procedures, and fees may not be appealed. Do not submit an appeal in order to request information about a denied application; you will receive detailed information (i.e., reasons for the denial, steps that need to be taken to correct any deficiencies) at the time of the denial.

How to appeal: You must file a written request for appeal within 30 days of the date of the decision being appealed by completing the [Administrative Appeal Request Form](#).

Examination Appeals

If you experience examination condition irregularities (e.g., poor lighting, disruptive noises, long screen-load times) during your examination, you may file an appeal with the BACB. *Note:* Pearson VUE sites deliver BACB examinations via a web browser, so minor Internet bandwidth variances are to be expected. Examination scores, content, questions, answers, procedures, deadlines, fees, and requirements may not be appealed.

How to appeal: You must file a written request for appeal within seven days of your examination appointment by completing the [Administrative Appeal Request Form](#).

Compassionate Appeals

If you are a current applicant or certificant who has experienced an unforeseen life event or extenuating circumstance (e.g., hospitalization, act of nature) that warrants relief within one year of the determination that you wish to appeal (e.g., the day that your certification expires), you may file an appeal with the BACB.

This appeal requires documentation that verifies the event or circumstance in question. BACB staff will evaluate the appeal based on the date of the event, its potential impact on your ability to obtain or maintain BACB certification, the amount of time you had to meet the applicable requirements (e.g., whether you are using the two years between recertification to accrue continuing education), and whether you could have taken preventative actions (e.g., applied for voluntary inactive status).

How to appeal: You must file a written request within six months of the determination that you wish to appeal (e.g., your certification expiration date) by completing the [Administrative Appeal Request Form](#) located on the BACB's Administrative Appeals web page.

OTHER RELEVANT POLICIES

Acceptable Signatures Policy

The BACB accepts electronic signatures* for applications and forms, whether submitted electronically or by mail. Although it is preferred that documents are digitally signed using a third-party electronic signature service (e.g., [Adobe Sign](#), [DocuSign](#), [HelloSign](#)), the BACB will accept any type of electronic signature (e.g., Adobe Fill & Sign, JPEG of a signature), provided the document is signed by the appropriate party with the intent of signing the document.

The BACB also accepts handwritten signatures on scanned documents, unless the document states that an original signed copy is needed. Alterations on documents (e.g., white-outs, strikethroughs) must be initialed by all relevant parties.

**An electronic signature is “an electronic sound, symbol, or process, attached to or logically associated with a contract or other record and executed or adopted by a person with the intent to sign the record” (15 U.S.C. § 7006 (2000)). Simply stated, an electronic signature is an electronic expression indicating a signee’s intent to sign a document. By contrast, a digital signature is a specific kind of electronic signature, which requires authentication of a signee’s identity.*

Documentation Policy

All documentation submitted to the BACB, for any reason, becomes the property of the organization. Documents submitted to the BACB will be retained and/or safely discarded at the discretion of the BACB. For this reason, candidates should retain a copy of their certification application and all supporting documentation.

Submission of False, Forged, or Untrue Information to the BACB

The BACB reserves the right to invalidate any certification (immediately making the certification null and void) and/or prohibit any individual from taking a BACB examination if the individual submitted false, forged, or untrue information.

Examples of false, forged, or untrue information include:

- submitting false, inconsistent, or misleading statements or omitting information the BACB requests
- submitting an altered or inauthentic transcript
- submitting an application containing false, inconsistent, or misleading information
- attempting to take the examination for someone else or having someone else take the examination for you
- copying or sharing information or any other form of cheating
- obtaining advanced access to certification or examination material
- stealing examination materials
- bringing prohibited items into the examination room
- failing to follow directions from testing-center staff
- violating Pearson VUE scheduling or testing-center rules and regulations

Timely Responding to the BACB

If an individual fails to respond to the BACB after reasonable contact attempts are made, or if an individual fails to comply with a request from the BACB, the BACB may take summary action (e.g., suspension, revocation) against their eligibility or certification. See the [Code-Enforcement Procedures](#) document for more information.

DOCUMENTS AND RESOURCES

Documents and Resources

Eligibility and Applying for Certification

- [Qualify for Examination via Past Certification: Application](#)

Coursework

- [Nonverified Course Content Attestation](#)
- [Preliminary Coursework Evaluation Application](#)
- [VCS Coordinator Coursework Attestation](#)

Supervised Fieldwork

Monthly and Final Fieldwork Verification Forms

- [Monthly Fieldwork Verification Form: Individual Supervisor](#)
- [Final Fieldwork Verification Form: Individual Supervisor](#)
- [Monthly Fieldwork Verification Form: Multiple Supervisors at One Organization](#)
- [Final Fieldwork Verification Form: Multiple Supervisors at One Organization](#)

Optional Resources

- [Fieldwork Checklist and Tip Sheet](#)
- [Sample Supervision Contract for BCBA/BCaBA Trainees](#)
- [Documenting Fieldwork Hours Video](#)
- [Documenting Fieldwork: Helpful Answers to Your FAQs Blog](#)
- [Contested Fieldwork Form](#)

Consulting Supervisor

- [Consulting Supervisor Requirements for New BCBA's Supervising Fieldwork](#)

Examination

- [BCBA Task List \(5th ed.\)](#)
- [Pearson VUE Website](#)
- [Accommodation Request Form](#)

Continuing Education

- [ACE Provider Directory](#)
- [Supervisor Training Curriculum Outline \(2.0\)](#)

Ethics and Self-Reporting

- [Ethics Code for Behavior Analysts](#)
- [Considerations for Self-Reporting](#)
- [Code-Enforcement Procedures](#)
- [Ethics Web Page](#)

Voluntary Inactive Status

- [BCBA Application for Voluntary Inactive Status](#)
- [BCBA/BCaBA Request to Return from Voluntary Inactive Status Application](#)

DOCUMENTS AND RESOURCES

Supervising, Training, and Assessing

Assessing RBTs

- [RBT Initial Competency Assessment Packet](#)
- [RBT Renewal Competency Assessment Packet](#)
- [Sample RBT Assessor Evaluation and Log](#)

Training RBTs

- [RBT 40-Hour Training Packet](#)
- [RBT Trainer Evaluation and Log](#)

Supervising RBTs

- [RBT Handbook \(Ongoing Supervision section\)](#)
- [Noncertified RBT Supervisor Form](#)
- [Process for Adding or Removing Supervisees](#)

Supervising BCaBAs

- [BCaBA Handbook \(Ongoing Supervision section\)](#)
- [BCaBA Supervision Contract Specifications](#)

Administrative Appeals

- [Administrative and Examination Appeal Request Form](#)

GLOSSARY

Glossary

Applicant: An individual who is pursuing certification.

BCBA-Doctoral: BCBAs with doctoral training in behavior analysis may receive the designation of Board Certified Behavior Analyst-Doctoral® (BCBA-D®). The BCBA-D is not a separate certification and it does not grant any privileges above or beyond the BCBA certification. If you are certified at the BCBA-D level, you function in the same capacity as a BCBA (i.e., as an independent practitioner who provides behavior-analytic services) and are required to meet all BCBA maintenance requirements. Information that pertains to BCBAs also pertains to BCBA-Ds (e.g., supervisor qualifications).

Behavior-Analytic Dissertation: The dissertation must include at least one experimental manipulation. The independent variable must be explicitly operant or respondent in nature, the dependent variable must be sufficiently operationalized, and the problem must be framed using an operant/respondent conceptualization. The experimental criterion may be met with either single-subject or group-design methods. The dissertation must have been published in a public database (e.g., ProQuest).

Candidate: An individual who has submitted a certification application.

Certification Application: An application to apply for certification after eligibility requirements have been met.

Client: The direct recipient of behavior-analytic services. Other individuals impacted by behavior-analytic services (e.g., parent, caregiver, relative, legally authorized representative, employer) may meet the definition of client when they receive direct training or consultation. In some contexts, the client might be a group of individuals (e.g., with organizational behavior management services).

Conferral Date: The official date on which your degree was awarded by the institution.

Continuing Education: Initial BCBA certification indicates that an individual has met entry-level standards of practice as a behavior analyst. The purpose of the BACB's continuing education requirement is to ensure that BCBA certificants engage in activities that will expand their behavior-analytic skills beyond the requirements for initial certification and help them stay up to date on developments in the profession.

Didactic Course: A course that includes synchronous instruction by an instructor.

Documentation System: A documentation system that tracks all ongoing supervision and fieldwork in a way that demonstrates adherence to all relevant requirements and the Code.

Ethics Code for Behavior Analysts: The document that describes ethics obligations for BCBAs, BCaBAs, applicants, and trainees. All BCBAs, BCaBAs, applicants, and trainees agree to abide by this Code.

Fieldwork Verification Forms: The forms used by the supervisor and trainee to document fieldwork hours each month (Monthly Fieldwork Verification Form) and at the end of the fieldwork (Final Fieldwork Verification Form). Versions of the forms are provided for individual supervisors as well as organizations with multiple supervisors.

Freestanding Course: The entire course was devoted to the topic.

Group Supervision: An interactive supervision meeting that includes no fewer than 2 and no more than 10 trainees. The number of trainees in a group meeting may not exceed 10 at any time, regardless of the number of supervisors in the meeting.

GLOSSARY

Inactive Status: BCBAAs may be inactive for the following reasons:

- They are on voluntary inactive or reserve status (i.e., they put a pause on maintaining their certification). To qualify for these options, BCBAAs must complete a [BCBA Application for Voluntary Inactive Status](#) or request reserve active duty.
- They did not recertify their BCBA certification and are within their reinstatement period.
- They have disciplinary actions against their certification.

BCBAAs with an inactive certification may not bill, practice, supervise, or represent themselves as active BCBAAs.

Independent Hours: Fieldwork hours that are accrued when a supervisor is not present.

Individual Supervisor: An individual supervisor must ensure that all of their trainees' fieldwork requirements are being met during their supervision. In this situation:

- the supervision contract should clearly outline the roles, responsibilities, and expectations for the trainee and supervisor (see the [Supervision Contract](#) section);
- all supervision must be related to specific client programming;
- the supervisor must have written permission to receive client information and must be well aware of the organization's values, practices, and personnel; AND
- the person signing the M-FVFs and F-FVF for Individual Supervisors must be able to agree to all of the relevant attestations, including that all fieldwork requirements were met.

Multiple Supervisors at One Organization: An organization may coordinate and oversee multiple supervisors who provide fieldwork to a trainee. For example, a service organization might have multiple supervisors providing supervision, or a university might coordinate all on- and off-campus activities under one system. The supervisors must work together to ensure that all of their trainees' fieldwork requirements are met (e.g., all of the hours provided by the supervisors are used to calculate the supervision percentage). One supervisor must ensure that the activity is well organized and coordinated. In this situation:

- the supervision contract should clearly outline the roles, responsibilities, and expectations for the trainee and each supervisor (see the [Supervision Contract](#) section);
- all supervision must be related to specific client programming;
- the supervisor(s) must have written permission to receive client information and must be well aware of the organization's values, practices, and personnel; AND
- the person signing the M-FVFs and F-FVF for Multiple Supervisors at One Organization (i.e., the responsible supervisor) must be able to agree to all of the relevant attestations, including that all fieldwork requirements were met.

Nonverified Coursework: Coursework completed in anything other than an ABAI Verified Course Sequence **and** evaluated via course-by-course review is considered nonverified. You must have your department chair complete a [Nonverified Course Content Attestation](#) and submit it with your BCBA Certification Application or your preliminary coursework evaluation.

Observation With a Client: The trainee must be observed working with a client in the natural environment during each supervisory period by at least one supervisor. In-person, on-site observation is preferred. However, the observation may be conducted using asynchronous (e.g., recorded video) or synchronous (e.g., live video conference) formats.

Official Transcripts: Transcripts that are either:

- electronically sent directly by the institution to the BACB
- mailed in the original sealed and unopened envelope

Ongoing Supervision: Supervision of the services provided by an RBT or BCaBA as one of their requirements to maintain their certification.

GLOSSARY

Preliminary Coursework Evaluation: A preliminary review of coursework (i.e., a review that occurs before the submission of a certification application) by the BACB to determine whether it meets the Pathway 2 coursework requirements.

Preliminary Degree Evaluation: The BACB offers two types of preliminary evaluations of degrees:

- **Degree-Equivalency Evaluation:** This evaluation will determine whether a degree obtained outside of the United States was from a qualifying institution and meets the graduate-level requirement.
- **Field-of-Study Evaluation:** This evaluation will determine whether the field of study of a degree meets our current acceptable degree definitions to apply for BCBA certification.

You may request either type of determination, or both, as needed before completing a BCBA Certification Application.

Qualifying Coursework: Coursework that must come from a qualifying institution and cover the required content. Only graduate (i.e., master's or doctoral) courses where the applicant was formally enrolled and earned a passing grade ("C" or higher in a graded course or "pass" in a pass/fail system) are acceptable.

Qualifying Institution: Institutions within the US that are listed in the Council for Higher Education Accreditation database OR institutions outside of the US whose degrees meet certain requirements.

Recertification Date: The date on which a BCBA's certification lapses (the day the BCBA first became certified). BCBA's may locate this date in their BACB account, in the [Certificant Registry](#), and on their certificate.

Reinstatement Period: If you complete **all** of your CE requirements but fail to recertify before your recertification date, you will have 90 days from your recertification date to reinstate your certification. After this grace period, you will lose your certification and will need to reapply and meet the eligibility requirements applicable at that time.

Responsible Supervisor: A supervisor who signs a Fieldwork Verification Form on behalf of an organization where multiple supervisors are providing supervision for one trainee accruing fieldwork hours and who meets supervisor requirements for the entirety of the fieldwork.

Restricted Activities: The delivery of therapeutic or instructional procedures to a client for those accruing fieldwork hours. *Note:* Not all time spent working with a client is considered restricted. For example, a number of unrestricted activities may involve the trainee working directly with a client (see [Unrestricted Activities](#)).

Supervised Fieldwork: The experiential activities in which one engages as part of the eligibility requirements for obtaining BCBA (or BCaBA) certification. There are two types of supervised fieldwork: Supervised Fieldwork and Concentrated Supervised Fieldwork. For detailed fieldwork requirements, visit the [Supervised Fieldwork Requirements](#) section.

Supervised Hours: Hours accrued when a supervisor is present. These may include restricted or unrestricted activities observed by a supervisor or individual or group meetings with the supervisor.

Supervisee: For the purpose of BACB requirements, this includes RBTs and BCaBAs who are receiving supervision from a qualified supervisor (see [Trainee](#)).

Supervisor: A supervisor might supervise trainees who are pursuing BCBA or BCaBA certification (i.e., fieldwork), RBTs who require ongoing supervision, or BCaBAs who require ongoing supervision. BCBA's who are serving as a supervisor must complete an [8-hour supervision training](#) before providing any supervision and may not be related to, subordinate to, or employed by the trainee during the supervisory period. In addition, first-year BCBA's who provide supervision to BCBA or BCaBA trainees accruing fieldwork hours must meet with a consulting supervisor each month in which they provide supervision for the remainder of their first year.

Supervisor-Trainee Contact: A real-time interaction between the supervisor and trainee that takes place in an individual or group format.

GLOSSARY

Trainee: Any individual accruing fieldwork toward fulfilling eligibility requirements for BCBA or BCaBA certification.

Unrestricted Activities: Activities under the fieldwork requirements that are most likely to be performed by a BCBA or BCaBA, including conducting assessments, staff training, and developing behavior plans, among others.

VCS Coordinator Coursework Attestation: This form may be completed by a current, BCBA-certified VCS Coordinator to attest that an applicant has met all of the current coursework requirements for BCBA certification.

Verified Course Sequence (Verified Coursework): ABAI works with institutions to identify and verify sequences of courses—known as Verified Course Sequences—that meet the BACB’s coursework requirements. The [ABAI Verified Course Sequence Directory](#) includes all Verified Course Sequences, Verified Course Sequence Coordinators, content hours, and dates for which the courses were verified. The BACB also publishes [examination pass rates](#) for Verified Course Sequences.

APPENDIX

Appendix

Application Processing Agreement

The Behavior Analyst Certification Board (BACB) agrees to process this application subject to your agreement to the following terms and conditions:

1. You have read and agree to be bound by and comply with all BACB rules and requirements (which may be revised) as specified in the applicable BACB certification handbook(s) and on the BACB website relating to:
 - your application for initial certification,
 - your compliance with the relevant ethics code,
 - the maintenance of your certification, and
 - your application for renewal or recertification.
2. You will only convey truthful and accurate information to the BACB.
3. You must complete all requirements related to the BACB certification you are seeking or currently hold, including, but not limited to:
 - paying applicable fees (which are nonrefundable)
 - demonstrating that you have met requirements for initial certification, maintaining certification, and renewal or recertification, as may be applicable
 - complying with applicable BACB ethics requirements
 - complying with all BACB documentation and reporting requirements
 - reviewing and complying with any revised requirements. You will receive notice of revisions in at least one of the following mediums:
 - the BACB Newsletter,
 - the BACB website,
 - an email from the BACB, or
 - a notice published in your BACB account.
4. You must check the email account you have on record with the BACB, review the BACB website, and review your BACB account on a monthly basis, as the BACB typically provides at least thirty (30) days' advance notice of updated requirements.
5. You authorize the BACB to publish or otherwise release the following information to governmental licensure boards or agencies, funders, professional associations, and employers. You also authorize the BACB to publish the following information on the BACB website:
 - certificant name
 - certification status (e.g., active, inactive, expired, suspended, revoked, practice restrictions)
 - certificant geographic location
 - certification dates
 - qualifications and willingness to supervise others
 - violations of ethics requirements, including, but not limited to:
 - your name on a matter resulting in revocation of certification, suspension of certification or eligibility, or practice restrictions
 - geographic region where the matter occurred
 - code section(s) violated
 - year of disciplinary action(s)
 - interim or final action(s) imposed

The BACB may authorize you to be contacted through the Certificant Registry and through the BACB mass email service.

Except as otherwise provided herein, it is the policy of the BACB not to release information provided in BACB applications (initial, renewal, and recertification) or contained in certificant records unless such information relates to pending or final disciplinary matters; is requested by a governmental licensure authority, governmental agency, or court of law; is necessary to conduct a disciplinary investigation or criminal background check; or is otherwise properly subpoenaed.

APPENDIX

It is the policy of the BACB to comply with all applicable privacy and publication laws. If you become aware that this agreement contravenes laws where you reside, you agree to immediately provide the BACB with written notice of the conflict. Once your information has been published on the BACB website or released outside of the BACB, the BACB is unable to assure removal or retrieval of the information.

6. You agree to hold the BACB harmless and to waive, release, and exonerate the BACB, its officers, directors, employees, committee members, and agents (referred to collectively as BACB personnel) from any claims that you may have against the BACB arising out of the BACB's review of this application or any future applications relating to eligibility for certification, recertification or renewal, reinstatement, conduct of the examination, disciplinary processing, issuance of a disciplinary decision, publication, or third-party disclosure in accordance with Clause 5 of this Agreement. **Except as may be found to contravene the law, you waive any right to assert a claim against the BACB where you are a representative or member of a class or representative action; further, should you be permitted by law or court of law to proceed with a class or representative action, you shall not be entitled to recover attorneys' fees.**
7. You are prohibited from engaging in vexatious or harassing communications with BACB personnel. You must immediately comply with any cease-and-desist notice issued to you by the BACB.
8. You acknowledge that this certification, if granted, indicates that you have met the BACB's requirements but does not warrant or guarantee your competence to provide professional services. You also indemnify the BACB from and against any liability that may arise from the BACB's issuance of your certification as it relates to your professional practice.
9. You agree to abide by all BACB ethics requirements, [Examination Terms and Conditions](#), [Examination Rules](#), and any other testing-related [requirements](#) identified by the BACB and/or the [BACB's testing vendor](#).
10. Should your application be approved, you are aware that you have a two-year authorization period (for the BCBA or BCaBA examination) or a one-year authorization period (for the RBT examination) in which to take and pass the examination. If you live outside of the US, Canada, Australia, or the United Kingdom and apply after January 1, 2021 (for the BCBA or BCaBA examination) or January 1, 2022 (for the RBT examination), your authorization period will automatically end on December 31, 2022.

The terms of this agreement include and incorporate by reference the [Terms of Use](#) and [Privacy Policy](#) published on the BACB website. This agreement survives expiration of your certification application and certification. This agreement is governed by the laws of the state of Colorado. Any action arising out of this agreement may be required to be submitted to and resolved by arbitration in the sole discretion of the BACB. In the event of a judgment against the BACB in a matter filed by or on behalf of you, you agree that damages or compensation payable or due to you by the BACB may not exceed any fees you have paid to the BACB in association with submitting this application.

Do you agree to be bound by all the terms of this Application Processing Agreement?

VERSION HISTORY AND UPDATES

Version History and Updates

Version 2/18/2021 Updates

In addition to minor edits to enhance clarity, the following changes were made:

- Provided definitions for *Individual Supervisor* and *Multiple Supervisors at One Organization* ([pp. 16, 20, 60](#)).
- Clarified that the Fieldwork Tracker is merely a model that can be used to evaluate progress while accruing hours. In the event of an audit, the BACB will send an audit log that the trainee and/or supervisor will need to complete at that time.
- Added Australia to the Jurisdiction section ([p. 1](#)).
- Updated the Application Processing Agreement with a note that those applying from countries that are not within the BACB's jurisdiction will have a shorter examination authorization period if they apply on or after January 1, 2021 ([p. 63](#)).
- Further clarified that the supervisor may not be in a multiple relationship with (e.g., personal or business relationship) the trainee ([p. 16](#)).

Version 5/7/2021 Updates

In addition to minor edits to enhance clarity, the following changes were made:

- Clarified the documentation system requirements and removed all links to the Fieldwork Tracker.
- Provided further clarification that unless the trainee is receiving supervision at an organization with multiple supervisors, group supervision must be provided by the same supervisor who provides individual supervision.
- Added a section for examination scoring and clarified that candidates may not cancel, reschedule, or receive a refund within 48 hours of a scheduled examination appointment.
- Modified the About the Behavior Analyst Certification Board section to better define the role of the BACB.

Version 9/16/2021 Updates

In addition to minor edits to enhance clarity, the following changes were made:

- Added an option for demonstrating the coursework requirement using the BCBA VCS Coordinator Coursework Attestation.
- Noted that the BACB requires applicants with degrees earned outside of the US to complete a degree equivalency evaluation.

Version 1/1/2022 Updates

In addition to minor edits to enhance clarity, the following changes were made:

- Updated the eligibility requirements to reflect the requirements that went into effect on January 1, 2022.
- Added the Timely Responding to the BACB ([p. 56](#)) and Compassionate Appeals ([p. 55](#)) sections.
- Revised the Self-Reporting section ([p. 39](#)).
- Revised the Examination section, including the Examination Terms and Conditions ([p. 28](#)).



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To: The Behavior Analyst Advisory Committee,

My name is Hollie Benincosa, Executive Director of the Qualified Applied Behavior Analysis Credentialing Board (QABA). I am writing in regards to the Kansas statutes for behavior analysis statutes as stated in KSA 65-7502.

QABA is a premiere credentialing board for applied behavior analysis professionals and paraprofessionals. We offer the 3-tier model for credentialing and are internationally accredited with the American National Standards Institute, the golden standard for accreditation. Our credentials are as follows:

Qualified Behavior Analyst (QBA)

Qualified Autism Services Practitioner (QASP-S)

Applied Behavior Analysis Technician (ABAT)

We are requesting that QABA credentials be included in Kansas rules to be applicable to the licensed behavior analyst and licensed assistant behavior analyst. In the definitions of certifying entity in 65-7502, it states:

"certifying entity" means the national accredited behavior analyst certification board or other equivalent nationally accredited nongovernmental agency approved by the behavioral sciences regulatory board which certifies individuals who have completed academic, examination, training and supervision requirements in applied behavior analysis;

With QABA's accreditation with ANSI, all QBA and QASP-S certificants meet the standards of this statute and therefore, may apply to become licensed in the state of Kansas. I am happy to meet with the board and provide more details and documents to prove the validity and legally defensible credentials of QABA.

Best regards,

Hollie Benincosa

Attachments: QBA Competency Standards, QASP-S Competency Standards, QBA vs. BCBA comparison



**Qualified Applied Behavior Analysis
Credentialing Board®**

CANDIDATE HANDBOOK

**Qualified Behavior Analyst
(QBA®)**

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QABA PURPOSE

The purpose of the Qualified Applied Behavior Analysis Credentialing Board is to ensure the competency of professionals who provide therapeutic intervention for individuals with autism spectrum disorders and related disabilities. Through credentialing, the Qualified Applied Behavior Analysis Credentialing Board strives to be the standard-bearer for providers at all levels of applied behavior analysis. Additionally, our goal is to improve coordination between providers, families, and insurers to establish seamless delivery of effective therapeutic services.

QABA VALUES

We uphold the highest standards of effective behavioral interventions by adhering to our core values:

- To work with a spirit of cooperation and collaboration, appreciating diversity among all stakeholders;
- To act ethically and honestly toward our certificants, colleagues and community;
- To uphold quality and excellence in service to our professionals.
- To improve the lives of individuals with ASD (autism spectrum disorder) and related disabilities by increasing the availability of qualified behavioral analysts.

QABA CREDENTIALS

The QABA Board credentials provide 3-tiers of behavior analytic support. This 3-tiered model is unique among credentialing boards. The 3 tiers include:

- The ABAT is an entry-level interventionist who typically serve as direct care one-to-one instructors.
- The QASP-S is a mid-tier interventionist who serves as an experienced instructor and may also provide training to staff/families, monitor the progress of goals and objectives, and provide supervision to entry-level staff.
- QBAs are mastery level interventionists who provide ABA program oversight, supervision, assessment, analysis of data, goal development, and other aspects of treatment and ethical integrity.

QBA CREDENTIAL

The QBA credential certifies that certificants have demonstrated master's-level achievement in applied behavior analysis or a related health service profession, advanced applied skills through supervised fieldwork experience, professional integrity and decision-making maturity through supervisor recommendation, and competency in subject matter including autism and ABA and ethical/legal standards have been assessed through written examination.

The purpose of the exam is to test the knowledge, skills, and abilities in competency of professionals who provide supervision and therapeutic intervention for individuals with autism spectrum disorders and related disabilities; to determine if a candidate demonstrates full competence/qualification as a professional (to protect the safety and welfare of the public).

QBA REQUIREMENTS

Candidates must:

- Pay the \$350 non-refundable application and exam fee (\$225 for the retake fee)
- Possess a minimum of a master's degree from an accredited institution in a related field
- Must have completed 270 hours of approved coursework (18 semester credits), including 8 hours of supervision coursework (master's degree in ABA, Psychology, Special education, or a related field). 5 hrs. of coursework must be in ethics and 20 hours in autism core knowledge.
- 1500 Hours of Supervised Fieldwork with a minimum of 900 hours in the role of oversight or supervision (FBA, reviewing data, training staff or parents, etc.)
- Recommendation from their supervisor
- Background Check Attestation Form completed by the candidate's employer indicating that there have been no changes to the candidate's background. If the candidate does not have an ongoing background check, one will be conducted by the QABA Credentialing Board through our 3rd party company.
- Successful passing of the exam proctored by Examity
- Agree to the Code of Ethics and renewal requirements
- Final review of all eligibility criteria at QABA® Board meeting before formal credentialing
- Placement on our Public Registry
- Bi-Annual Renewal required – Verification of required 32 CEs, continued supervision, criminal background check and agreement to code of ethics

Supervision Requirements

For the first 1500 hours of fieldwork, the QBA is required to meet with his or her supervisor for 5% of the time they provide behavior analytic services every 3-month period. Supervision can be done remotely, using a HIPAA compliant video conferencing program; however, one contact must be one-to-one in-person for a minimum of 1 hour. Up to 50% of supervision hours may occur in a group setting.

Supervision must be documented using the QABA supervision log and verification form located on the QABA website (qababoard.com).

Valid Supervisors:

- QBA
- BCBA/BCBA-D
- A licensed practitioner within the scope of ABA, state licensed practitioner within the scope of ABA (e.g., Licensed Behavior Analyst, a licensed psychologist who is certified by the American Board of Professional Psychology who was tested in ABA)

If the in-person supervision requirement places a hardship on the service provider or supervisor, or jeopardizes the provision of services, contact info@qababoard.com to request a variance of this requirement. All variances are reviewed by the QABA Board for approval.

Supervision activities may include the following:

- Performing assessments such as functional assessment, preference assessment, staff performance assessment; or assessments used for evaluating behavior intervention and person-centered planning

- Implementing and comprehensively monitoring skill-acquisition and behavior reduction programs through data collection
- Creating behavior and/or treatment plans, clinic notes, progress reports, etc.
- Creating treatment plans which address skill deficits
- Attending planning meetings regarding the behavior analytic program and person-centered planning, and talking to individuals about the program
- Collecting data for the assessments related to the need for behavior intervention
- Training others, designing behavior plans, performance management
- Overseeing the implementation of behavior analytic programs
- Communication with stakeholders, parents and/or caregivers, and other professionals
- Review of peer reviewed research which directly corresponds with client treatment

Fieldwork hours that will NOT count as supervised hours include:

- Participating in meetings that not specific to the person-centered planning process
- Implementation of plans that are not based in evidenced-based practice
- Documentation other than data collection, progress notes, graphs, and other necessary paperwork related to the person-centered planning process
- Clerical or administrative work such as filing client forms, entering client claim information, etc.

Once the QBA has passed the competency exam and have been certified, the QBA does not require ongoing supervision and is an independent practitioner.

Examination

Prior to accessing the QBA examination, all coursework and training requirements, recommendation, fieldwork and supervision requirements will need to be completed, verified, and approved through the online process. The candidate will have 3 hours to complete the exam. The exam will be proctored by our third-party company, Examity. All candidates must complete an Examity profile for identification purposes.

APPLICATION PROCESS

For initial application for the QBA, candidates should:

1. Go to <https://www.qababoard.net/login> The link will request the candidate to log in and upload:
 - 270-hour coursework certificate from an approved provider; or
 - credit from college/university classes as a portion of the required coursework. Send transcripts with the course number circled along with your application; however, be prepared to provide course curriculums or additional information on courses if requested.
 - government issued ID
 - background attestation form completed by the current employer (forms can be printed at www.qababoard.com/) or from a third party if the employer does not provide the attestation form

3. Pay the non-refundable application fee, or enter the coupon code provided by your employer
4. Enter the name and email address of your supervisor for both the fieldwork and recommendation requests
5. Once the enrollment application has been reviewed and approved, candidates should schedule their exam using the correct time zone

It is important that all instructions be carefully followed to avoid invalidating the application process. Candidates must reschedule the exam and pay another fee if there are errors that invalidate the application.

270 hours of coursework must have the following minimum requirements:

Subject	Hours
Autism Spectrum Disorders	20
Legal, Ethical, Professional considerations	20
Core Principals of ABA	35
Antecedent Interventions	30
Skill Acquisition	40
Behavior Reduction Interventions	30
Data Collection Analysis	30
Assessment	45
Training and Supervision	20
Total	270

QBA FEES (USD):

- Application: \$350
- Renewal: \$200
- Exam retake: \$225
- Printed Certificate: \$25

EXAM PROCESS

Online testing is convenient and allows for a quiet and easy examination experience. Please read all of the testing rules and requirements beforehand to ensure that the entire process goes smoothly. The exam is live-proctored by our independent partner Examity® to ensure that the online test is fair and valid.

Examity’s software works on most modern desktop or laptop with a webcam and microphone. A secure and high-speed internet connection is vital to exam navigation. There will be a speed test prior to the

exam to check the candidate's technology.

The QBA examination consists of 125 questions. 100 questions live and scored, while 25 of the questions (pretest questions) are not scored. There is no indication of which questions are not scored, so it is very important to answer all 125 questions to the best of your ability.

Unlike scored live exam questions, unscored pretest questions are newly created pilot questions that provide helpful information regarding difficulty level and overall question quality. Pretest questions are not used for scoring purposes. Instead, they are analyzed for psychometric performance and provide verification that newly developed questions are performing acceptably within defined parameters prior to being implemented as live exam questions.

After the exam, candidates will have exam results immediately.

After QABA has reviewed the video and validated the passing score, the candidate will receive a congratulatory email with a request to complete a brief survey in order to give QABA feedback regarding the test and exam process. Once the survey is submitted, a certificate will be unlocked under the enrollment application and accessible for printing. Passing candidates' names are forwarded to the QABA Board for formal ratification, and are then added to the public registry on qababoard.com.

Testing Logistics:

Exam	Duration	# of Questions	Pass Score
QBA Exam	3.0 hours	125	72%

Testing Rules:

- ✓ must use a desktop or laptop computer only **(No Chromebooks, tablets or phones permitted)**
- ✓ must use a computer with a microphone and webcam. The webcam, speakers, and microphone must remain fully operational throughout the test
- ✓ the computer must be connected to a power source
- ✓ a minimum of 2 MBPS download/upload speed is required to take the exam; however, we strongly recommend a speed of 5 MBPS. If the video feed is weak and is lost during the exam, it is an automatic failure.
- ✓ candidate must be alone in the room
- ✓ no eating during the test, but one drink on the desk is allowed
- ✓ desk surface and floor area must be completely clear except for computer and one drink
- ✓ no leaving the seat or talking
- ✓ a mirror must reveal the front of the computer screen to the proctor at the beginning of the exam.
- ✓ no headphones, dual monitors, or phone

For exam or technical difficulties, please contact info@qababoard or call the office at (877)220-1839.

EXAM RETAKE POLICY

Retakes of Qualified Behavior Analyst (QBA): Candidates who fail the exam on their first attempt may schedule a second attempt immediately after the first attempt. If the applicant fails to pass on the second attempt, a third exam may be scheduled 30 days after the second attempt. If needed, 30 days must elapse between the third and fourth exam attempt. Candidate may not test more often than 4 times without one year of their first exam attempt.

RENEWAL REQUIREMENTS

All candidates must renew every 2 years. Participants may renew within 60 days of the deadline and must complete CEU and supervisor attestation information. Renewal fees apply. Participants who fail to renew will forfeit the credential within 30 days of the deadline. To continue participation after forfeiture, individuals must complete all the initial eligibility requirements again and pass the current test.

Candidates should use the intervals below to determine when to renew their credentials. There are four deadlines for renewals, January 1, April 1, July 1, or October 1. Continuing education credits are due at the time of renewal and must be completed through an approved QABA CE Provider (please see CEU restrictions [here](#) or on the following pages. Renewals can be done up to 60 days prior to the deadline by logging into the www.qababoard.com account. It is the professional’s responsibility to update any information regarding credentials, personal information, and renewals. **Please note that a minimum of 25% of the hours must be live contact (in-person or online seminar/training).** Please refer to the [renewal process](#) on the QABA website.

Initial Certification or Renewal Date	Due for Renewal	CEU Required	In-person	Ethics
April 1 – June 30, 2019	04/01/21	32	5	3
July 1 – Sept 30, 2019	07/01/21	32	5	3
Oct 1 – Dec 31, 2019	10/01/21	32	5	3
Jan 1 – March 30, 2020	01/01/22	32	5	3
April 1 – June 30, 2020	04/01/22	32	5	3
July 1 – Sept 30, 2020	07/01/22	32	5	3
Oct 1 – Dec 31, 2020	10/01/22	32	5	3
Jan 1 – March 30, 2021	01/01/23	32	5	3
April 1 – June, 2021	04/01/23	32	5	3
July 1 – Sept 30, 2021	07/01/23	32	5	3
Oct 1 – Dec 31, 2021	10/01/23	32	5	3

APPROVED CEUs

All CEUs must include a certificate of attendance with a signature and the printed name of the presenter. Presenters must hold a master's degree or above in a related field.

Type	CEU	Restrictions
National/state ABA or related field associations (i.e., ABAI)	1 per clock hour	None
College/University coursework	1 per clock hour	None
Approved QABA provider	1 per clock hour	None
Seminar/webinar/workshop non-pre-approved QABA provider	1 per clock hour	2 CE
Participation in QABA committee or development	1 per clock hour	2 CE
Poster presentation	1 per poster	1 CE
Authorship article/presentation	3 per paper/presentation	3 CE

*College/University coursework is subject to QABA approval. Transcripts and curriculum must be provided prior to submission for CE credit. Only subject matter specifically addressing the field of ABA, special education, autism, developmental disability and similar subjects will be considered.

GRIEVANCE/COMPLAINT POLICIES

QABA strives to uphold best practice and integrity in all policies and procedures. Candidates, credentialed participants, and coursework or CEU providers are required to uphold the ethical guidelines and all policies and procedures established by the QABA Board.

All complaints and grievances are confidential. All parties remain anonymous unless a legal or ethical violation is substantiated. For cases where confidentiality poses a risk to the public, notifications to third party, legal authorities and/or employers may be necessary. Frivolous complaints made by fellow certificate holders or providers are subject to disciplinary action by the QABA Board.

- I. Grounds for sanctions include, but are not limited to:
 - A. Conviction of a felony or crime of moral turpitude under federal or state law
 - B. Gross negligence, willful misconduct, or ethical violation in performance of services under QABA certification

- C. Fraud, falsification, or misrepresentation of qualifications or candidacy, renewals applications, or regulated policy rules of QABA
 - D. Falsification or misrepresentation of any information requested by QABA, including making a frivolous complaint, causing delay or disruption to investigations, or being non-responsive to requests from the QABA Board
 - E. Misrepresentation of credentials to public or logo in advertising or public domain
 - F. Cheating on an exam or assisting others to cheat on an exam
 - G. Failure to respond to an allegation within 15 business days
- II. Complaints regarding the exam process: Any complaints or issues related to the exam process, technical difficulties, or rescheduling should be sent in writing to info@qababoard.com or called into the office at 877.220.1839. Most issues can be resolved quickly via telephone or in coordination with Examity. Any issues or exam red flags that cannot be resolved by administration will be forwarded to the preliminary review committee.
- III. Complaints regarding any credentialed member or QABA coursework or CEU provider should be made in writing to the QABA Board president. For additional information or help in determining if a complaint is applicable, please contact info@qababoard.com or call the office at 877.220.1839.

All complaints must be in writing through the complaint form on the website qababoard.com. NOTE: all information must include the name, title, and credential of the person submitting the complaint; the name of the person/company and credential of the person being reported; all relevant information and a detailed description of the event, including dates and timelines; all contact information, including phone, email, and written correspondence for parties noted in the complaint.

NOTE: Every effort to resolve employee/employer/supervisor issues should be made through supervision and employer channels PRIOR to filing a complaint. The only ethical issues that should be referred to the board are those that affect credentialing and maintenance of a credential.

IMPORTANT: Complaints should not be filed until all corroborating evidence is available and/or other investigations are complete including, but not limited to, on-going written internal discipline counseling documents (signed by both parties), employer or other agency investigations and dispositions of those investigations, corroborating complaints from other witnesses, etc.

- A. Preliminary Review: All complaints are reviewed by the board president and secretary. Preliminary review is completed within 5 business days.
 - 1. The complaint is determined to:
 - a. Be substantial and contain valid and sufficient information to justify a discipline committee review
 - b. Be insufficient and returned for further information; or, dismissed as not qualifying as an ethics/policy violation
 - c. Be more appropriate for administrative resolution through the QABA office
 - 2. Disciplinary Committee Review: A valid and substantial complaint is investigated by a Disciplinary Review Committee (DRC) comprised of the board president, secretary and one additional board member. The committee forwards a report and recommendation to the QABA Board upon completion of all relevant investigation materials.
 - a. Notification is made within 5 days of substantiated review to the certificant or

provider whose conduct is in question. Email, phone and/or written correspondence and all contacts are documented in a written log of all data. If the recipient does not respond within 5 business days, a certified letter is issued. The respondent has 15 days upon receipt to respond. All participants and providers are responsible for maintaining current and correct information in the QABA system. Incorrect or out-of-date information is not the responsibility of the QABA Board; however, every effort will be made to contact all parties. Failure to respond within 15 days will result in automatic suspension of the certificate. During suspension, individuals cannot represent, provide services nor bill services utilizing the credential. Employers will be immediately notified upon suspension. Further failure within an additional 15 days to respond to a suspension notice will result in revocation following a board vote and notification to the employer. Reinstatement may be requested in writing up to 30 days following the revocation to the QABA Board President, along with thorough justification and data to support the reinstatement. The investigation timeline procedures will continue at that time.

- b. Employers, employees, or related parties to any complaint may be contacted to substantiate information.

B. Board Review: All complaints forwarded by the DRC are reviewed by a quorum of QABA Board members.

1. Determination is made upon completion of all investigation materials and reports. Final determination is not completed until all legal processes are fulfilled, if applicable. Final determinations for certificates or provider status may result in the following:
 - a. Caution/warning along with counseling
 - b. Code compliance or training through voluntary professional development
 - c. Suspension for a specific period of time or until completion of specific training, supervision, or code/policy correction is made
 - d. Revocation: the participant or provider is immediately removed from active status and listed as revoked after the appeals process
 - e. Dismissal: after thorough investigation, the board concludes that the complaint is unsubstantiated based on evidence provided
 - f. Voluntary surrender of certificate or provider status: if completed before the final determination, the file is sealed and the certificate or provider is removed from the roster without comment
2. Determination results/sanctions are provided to the respondent or provider through written notice within 5 business days of final board quorum vote. Revocation of the credential is permanent and certificants and providers may not re-apply.
3. Complainants are notified in writing of the results of their filed complaint.

IV. **Appeals Process:** Appeals may be filed to the QABA Board within 90 days of receipt of the board's determination. A request to begin an appeal must be made in writing to the board president; however, **all pertinent documentation is not required in order to begin the appeals process.** The Appeals Committee (AC) is comprised of 2 board members who were not on the Disciplinary Review Committee (DRC) for the case, and at least one QABA Advisory Board member who has no association with the provider nor the employer of the respondent/provider. Respondents have the right to be present or via video conference with the committee and may include their own legal counsel. The timeline to finalize an appeal will vary; some appeals may resolve within weeks, while others may take longer depending upon documentation availability, legal proceedings, and depth of required investigation.

COMPLAINT / GRIEVANCE TIMELINE OF ACTION

Preliminary Review → (President, Secretary)	Disciplinary Review Committee → (President, Secretary, 1 Board member)	QABA Board Review → (QABA Board quorum)	Appeals Committee (2 Board members not on DRC and 1 advisory member)
5 days to assess	DRC has 5 days to notify (email and phone) respondent of charge; 30 days to notify board of an open investigation	Board receives DRC recommendation within days following all relevant materials	30 days after board determination, appeal can be filed to board president
	5 days to receive response; if no response, DRC sends certified letter	60 days to vote on determination; respondent receives notification of results in 5 business days; complainant receives results	Appeals Committee receives appeal with evidence, has 60 days to investigate and make determination
	Automatic suspension 15 days following notification of suspicion to respond before board votes to revoke	Board revokes credential after 30 days of no response. Respondents may submit reinstatement request to board president within 30 days	Appeals Committee submits justification report to board for re-determination; board has 30 days for re-determination
	Additional 15 days following notification of suspicion to respond before board votes to revoke	Employer is notified	Appeals Committee notifies all parties within 5 business days

*Deadlines may be extended for gathering additional data or legal/ professional board resolutions prior to the QABA final determination.

NON-DISCRIMINATION POLICY

The QABA Credentialing Board will not discriminate against applicants, candidates or certificants on the basis of race, color, gender (including gender identity and gender expression), religion, age, marital status, registered domestic partner status, disability, socioeconomic or ethnic background, sexual orientation, genetic information, veteran status or national origin, or any other characteristic protected by law.

The QABA Credentialing Board will not tolerate any form of discrimination and will take appropriate disciplinary action, including potential termination, of any person determined to

have engaged in unlawful discriminatory conduct. Any candidate who believes that he or she has been discriminated against should file a complaint to info@qababoard.com . Complaints may be lodged in writing or in person in the QABA office. Anyone filing a complaint will be advised, of any investigation, action or resolution regarding the problem. These complaints will be forwarded to the QABA Credentialing Board's executive director.

ADA POLICY

QABA employs various options to accommodate those with special needs. These may include text-to-speech capability and video conferencing. Candidates may also request special accommodations here: <http://www.qababoard.com/QABA-accommodations.html>

PRIVACY STATEMENT

The QABA Credentialing Board's privacy policy ensures that all online information is password protected, and written documentation is securely stored at QABA's main office.



**Qualified Applied Behavior Analysis
Credentialing Board®**

**QABA ETHICAL
CODE OF
CONDUCT**

QABA ETHICAL CODE of CONDUCT

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INTRODUCTION

The QABA Ethical Code of Conduct applies to all credentialed providers, applicants and approved CE providers. In keeping with our QABA mission to establish the highest standard of care and to empower all professionals who provide behavior intervention services to individuals with autism spectrum disorders and related disorders, our Ethical Code of Conduct is intended to provide guidance for certified professionals and their employers as to standards of conduct within the field of professional behavior analysis. The goal is to provide a framework that will promote ethical behavior and enhance professional judgment. The Ethical Code of Conduct is necessary to ensure professionals take the reasonable steps to safeguard: the client's welfare and rights, a standard of care and treatment, professional conduct, supervision, conflict resolution, appropriate training/research and other applicable professional responsibilities. If the Ethical Code of Conduct does not directly resolve an ethical dilemma, the certificant is to consult and determine what the prevailing decision would be with other professionals engaging in a similar capacity and/or activity. The Ethical Code of Conduct addresses ethics for all levels of certificants and applicants. Though some codes may relate to a specific certificate, the ethical standards are a comprehensive and universal guideline for the professional field and the responsibility of all levels of professional development.

1.0 COMPLIANCE

1.1 Adherence to Code of Ethics

- a. Certificants dedicate themselves to read, understand, and utilize the Ethical Code of Conduct as a standard of care. Lack of knowledge of the code of conduct does not excuse accountability.
- b. Certificants recognize a duty to adhere to all laws, rules and regulations,

policies and ethical standards that apply to the practice of applied behavior analysis.

c. Certificants follow the ethical codes and supervision standards as required by other additional licenses, certifications, or memberships held. They abide by pertinent laws, institutional rules, or professional behavior standards within their provision of service.

1.2 Ethical Responsibility

a. If certificants are aware of any Code of Ethics violation by a fellow certificant, they are responsible for informing the certificant of the violation. If the unethical conduct continues, the certificant will report the violation to the QABA board. Awareness of any violation by a fellow certificant that involves neglect, endangerment, safety, or legal consequences should be reported to the QABA board immediately and to local authorities. Any certificants under professional/employer investigations or facing legal charges should report to the QABA board within three business days of becoming aware of the investigations and/or charges.

1.3 Ethical Dilemmas

Concern over adherence to professional standards and/or compliance with the QABA Ethical Code of Conduct will be reported to a supervisor/leadership within the scope of service. When in doubt, it is best to review the code of conduct and utilize supervision relationships for further discussion.

Discussion of individual situations provides learning experiences for all professionals and ensures integrity of the profession.

2.0 COMPETENCE

2.1 Scope of Competence

a. Certificants practice within their scope of competence as established by their education, training and experience. Any requests to provide services outside of the certificant's role are to be directed to a supervisor or qualified

authority.

b. Paraprofessional certificants always provide services under supervision as outlined in QABA Policies and Procedures and the [Candidate Handbook](#).

c. Certificants submit qualified referrals to clients when asked to provide services outside of their scope of competence or their current training. In emergency situations, certificants consult with a supervisor and/or receive training for the requested service but referrals are provided as soon as possible.

2.2 Professional Development

Certificants maintain competence through continuing education requirements and will self-initiate any additional training and education to provide the highest level of best practice standards of the field.

2.3 Integrity

a. Credentialed professionals maintain the highest standards of professional behavior and always act in the best interest of the client.

b. Certificants always demonstrate trustworthiness, honesty, fairness, and sincerity.

c. Certificants uphold the principals of behavior analysis, utilizing scientific methods for treatment and intervention.

d. Certificants engage with clients, colleagues, families, and stakeholders in a manner that promotes honest and trustworthy working environments.

e. Certificants provide truthful, thorough, and accurate information to the QABA board.

f. Certificants adhere to rules and regulations regarding examination and testing procedures, audits, and safeguard any and all materials related to examination and QABA materials.

g. Certificants provide accurate and prompt information to QABA regarding application, certification and renewal. It is the responsibility of the certificant to maintain current and accurate contact information, records,

up-to-date public registry and current employment status.

2.4 Impaired Certificants

Certificants cease treatment if there are physical, psychological or legal factors impeding their ability to provide objective and effective treatment, or if other issues render them ineligible to maintain the certificate. Consultation, supervision, and transition of clients is to occur without delay. The certificant is encouraged to seek the appropriate help to restore their work preparedness.

3.0 PRIVACY/CONFIDENTIALITY

3.1 Confidential Information

a. All information regarding clients, identifying information, diagnosis, assessment, treatment, and prognosis are confidential. Certificants are to comply with all privacy and confidentiality rules in the state or country of residence/practice. In the U.S., certificants follow the [Health Insurance Portability and Accountability Act of 1996 \(HIPAA\)](#) rules and/or individual state rules/guidelines, whichever is more stringent. Outside of the U.S., if a country has no existing privacy or confidentiality guidelines, certificants abide by the minimum standards described in HIPAA laws and ensure the safeguarding of the client's privacy.

b. In countries other than the U.S., all communications and identifying information in email, fax, or other written documents are to comply with HIPAA and/or state laws and country of residence guidelines. Certificants utilize appropriate security measures or encryption when transferring confidential information.

c. All supervision through video recording or tele-supervision will be compliant with state/country's privacy and confidentiality laws, and HIPAA-compliant where applicable.

d. Certificants keep confidential all QABA examination information, other proprietary information and will prevent unauthorized disclosures of exam

information.

3.2 Disclosure and Expressed Authorization

Disclosure of confidential communication is prohibited unless such disclosure is made by written or expressed authorization, or when it is mandated by law to avoid serious threat to the health and safety of the client or any other person.

3.3 Inadvertent Disclosure of Confidential Communication

Procedures to prevent inadvertent or unauthorized disclosure of confidential information should be observed. In the event of unauthorized disclosure, the client should be immediately notified of the confidentiality breach. Clients are to also be informed of all procedures to prevent additional re-disclosure and to mitigate any impact.

3.4 Informed Consent

- a. Certificants obtain informed consent prior to conducting assessments, treatment, consultative services, research, other professional services, or any change in treatment
- b. Informed consent will provide an explanation of the process, procedures and/or assessment being conducted.
- c. Informed consent will be provided in writing or approved electronic signature form and maintained in the client's file. Consent information is expressed in language that is understandable to the client receiving services.
- d. Informed consent is obtained only from the individual receiving services, legal caregiver, or other person legally authorized to represent the client.
- e. Consent to share any information is obtained in writing by clients for each specific and individual incident; except where this information protects the client from mortal harm or when required by law.

3.5 Work Product

All client-related work product remains confidential and archived up to 7 years after treatment or as indicated by [HIPAA](#) or state/country laws, whichever is more stringent.

3.6 Maintaining Confidentiality

Certificants maintain confidentiality of all client information. Certificants avoid social media content with client or client-related information, disclosure of client records, data, photographs, videos and discussion of clients to unauthorized individuals. Utilizing client information for clinical discussion or presentations will only be on a need-to-know basis and all identifying information should remain closely guarded.

3.7 Confidential Communications After Termination of a Relationship

All privileged communications between client and organization and/or certificant remains confidential for the life of the client and after the client's death.

4.0 PROVISION OF SERVICE

4.1 Assessment

- a. Certificants conduct and interpret only the assessments which are supported by research and within their scope of practice, training and educational understanding.
- b. Certificants make recommendations based on results from assessments supported through research to properly address the behavior and/or medical diagnosis of the client. Results from these assessments, in conjunction with environment and functional bases of behaviors, drive the recommendations for treatment.
- c. Certificants engage in data-based decision making.

4.2 Explaining Results

Certificants explain results of assessments and/or client progress in clear terms that are jargon-free.

4.3 Specialty Consultation

Certificants advise clients to seek assessment and consultation with a

specialty outside the scope of behavior analysis when deemed a behavior may relate to other factors. Specialties may include, but are not limited to: medical, biological, developmental, speech and language, occupational therapy, physical therapy, psychological, psychiatric, nutrition, or other related disciplines. Certificants coordinate client care with other professionals who may contribute to overall treatment efficacy.

4.4 Programming

- a. Certificants develop treatment plans with input and consent from the client and/or legal guardian.
- b. Certificants ensure that proposed interventions are in alignment with the client's needs, values, beliefs and social significance.

4.5 Behavior Change Plans

- a. Certificants tailor behavior programs to meet the needs of individual clients.
- b. Certificants develop clear and concise behavior change programs that can be implemented by all team members. All behavior change programs will be supported by data and/or research.
- c. Certificants develop goals and objectives that have clear mastery criteria.
- d. Client consent is obtained prior to any alteration of a behavior change program which significantly changes the direction of the treatment (e.g., change in behavior, change in procedures not previously discussed, addition or modification of goals).
- e. Language used in the behavior change program is written in a way that is understandable to the client receiving services.
- f. Behaviors and goals outlined in the behavior change program has a clear definition and topography that is observable and measurable by all members of the team.
- g. Behavior plans provide clear goals necessary to client success, including objectives, expectations and environmental factors.

4.6 Environmental Variables

- a. Environmental variables are evaluated on an ongoing basis to promote the best opportunity for success.
- b. In order to increase treatment efficacy, certificants communicate with the appropriate parties about any recommended modifications or alternatives to the client's environment.

4.7 Punishment Procedures

- a. Reinforcement procedures are used prior to considering punishment procedures.
- b. If punishment procedures are necessary following evidenced-based assessment, they are used in conjunction with a functionally equivalent reinforcement procedure and an appropriate schedule of reinforcement.
- c. If a punishment procedure is implemented, certificants monitor the behavior to ensure the procedure is not having an adverse effect on the client or behavior. If the client's behavior puts the client's health or safety at risk, becomes more frequent or more intense, the procedure is immediately removed.

4.8 Restrictive Interventions

Certificants first consider least restrictive interventions for the client.

4.9 Protect from Harm and Reinforcers

Certificants actively protect their client from harm throughout treatment.

Reinforcers are chosen so they are not potentially hazardous to the client's health or safety. In addition, client specific abilities are taken into consideration when choosing reinforcers.

5.0 RESPONSIBILITY TO CLIENTS AND CLIENTS' RIGHTS

5.1 Identifying the Client

- a. Clients should consent to treatment prior to services and be provided guidelines for services, confidential information, and rules for mandatory reporting.
- b. At the onset of services, certificants discuss and document criterion for completion of services or criteria for discontinuing or transferring services.

5.2 Clients Rights

- a. Certificants are aware of client's legal and ethical rights and will act if those rights have been violated or are at risk of violation.
- b. Certificants do not engage in unfair discrimination based on age, race, ethnicity, gender or gender identity, sexual orientation, socioeconomic status, religion, disability or any other basis prescribed by law.
- c. Clients will receive accurate and thorough data, reports, and treatment progress information that is jargon-free and presented in a clear and comprehensible manner.
- d. Clients may request the current valid credentials of any service provider.

5.3 Obligations as a Mandated Reporter

Suspected misconduct or known child, elder, and/or dependent adult abuse/neglect is immediately reported to a supervisor or department leadership, including additional agencies as required by the certificant's state or country's laws.

5.4 Third Party Involvement in Services

- a. At the onset of services provided at the request of a third party, a clear explanation is provided to all parties as to the relationship, financial responsibility to the client, and any potential conflicts and limits to confidentiality.
- b. Certificants' ultimate responsibility lies with the care of the client. If a conflict of interest arises with a third party, active steps are taken to resolve the conflict, make all issues transparent, and transition services if no resolution can be made in the best interest of the client.

6.0 HUMAN RELATIONS

6.1 Avoiding Harm

Certificants serve within their scope of practice and take reasonable steps to avoid harming their clients, supervisees and others with which they work.

Certificants take reasonable steps to minimize harm where it is unavoidable and foreseeable.

6.2 Unfair Discrimination

Certificants will not engage in unfair discrimination based on age, race, ethnicity, gender or gender identity, sexual orientation, socioeconomic status, religion, disability or any other basis mandated by law.

6.3 Harassment

Certificants will not engage in any type of behavior that is demeaning or harassing, including any form of sexual harassment towards subordinates, supervisees, clients, colleagues, or others with which they engage in their professional capacity.

6.4 Professional Relationships

Certificants follow [QABA's Non-Discrimination Policy](#) as found in the Candidate Handbooks on the [QABA website](#). Certificants refrain from unprofessional conduct that contradicts general ethical standards of practice, and they maintain professional boundaries while maximizing self-reliance and independence in those they serve.

6.5 Multiple Relationships

Certificants avoid multiple relationships with clients, supervisors, supervisees, colleagues, and stakeholders. They also avoid accepting gifts which could negatively impact the certificants' effectiveness, objectivity or competence in their current function. Exceptions may be made in the case of cultural consideration, where gifts (i.e., food, tokens of appreciation) may be customary and to refuse would be insensitive. If a multiple relationship has

inadvertently occurred, the certificant takes reasonable steps to resolve the matter and immediately contacts the supervisor or the supervisor's superior.

6.6 Exploitation

Certificants refrain from engaging in exploitative relationships with subordinates, supervisees, clients, and any others they interact with in a professional capacity.

6.7 Sexual Relationships and Treatment

Certificants avoid sexual or intimate relationships with subordinates, supervisees, clients and their family members or those close to clients.

Relationships with former adult clients should be avoided for a minimum of two years.

6.8 Conflict of Interest

Certificants make a reasonable attempt to identify their personal/professional biases. They refrain from engaging in professional roles where personal, scientific, legal, financial, or other interests impacts their effectiveness, objectivity, or competence in their performance.

6.9 Clarification of Roles

Prior to the onset of services and thereafter where appropriate, certificants identify the client's rights, including parental/caretaker rights, scope of services, role of all participants in services, and limits to confidentiality.

6.10 Interruption and Termination of Services

- a. Certificants take reasonable steps to transfer client care if services are interrupted or terminated and will make a reasonable effort to coordinate care for all aspects of treatment.
- b. Certificants provide sufficient notice (minimum 2 weeks) to clients and employers when there is an impending change of service.
- c. Certificants ensure any pending client-related documentation is complete when terminating treatment and provide any information

post transition that serves in the best interest of the client's care.

d. Discontinuation of services occurs if: the client requests termination, the client is not benefiting from treatment, or the client no longer needs the service. Referrals and alternative steps towards treatment are completed prior to discontinuation if treatment is ineffectual unless precluded by the client or third-party payors.

7.0 SUPERVISION and TRAINING

7.1 Guidelines

- a. Paraprofessionals provide treatment only when receiving the prescribed supervision as outlined in QABA Policies and Procedures.
- b. Paraprofessionals who practice independently without the appropriate supervision and/or knowingly assist other participants to obtain certification or re-certification by fraud or deception may be grounds for immediate revocation or denial of certification.
- c. Only qualified professionals [as outlined in the QABA Policies and Procedures in Candidate Handbooks](#)) may provide supervision. Supervision is not delegated to unqualified individuals.
- d. Supervisors do not need to be employed at the same site as supervisees, but remain available in-person, via phone, email, or other appropriate technology.
- e. Supervisors and supervisees comply with the QABA regulations, as well as institutional rules as they relate to supervision.

7.2 Supervisor to Monitor Performance

- a. Supervisors take responsibility for those they supervise and ensure that best practice is always adhered to, and that supervisees are in compliance with the QABA policies and regulations, ethical code of conduct, and any governing laws as it relates to treatment of client and client care.
- b. Supervisors are responsible for the accuracy and effectiveness of

service provision, confidentiality, and professional development of each supervisee.

- c. Supervisors obtain client background information and clinical/medical history for each client for which they supervise care.
- d. Supervisors provide data-driven ethical treatment of all clients under their supervision.
- e. Supervisors provide ongoing clear and objective feedback in keeping with the individualized goals and criteria for the supervisee at the onset of supervision.
- f. Supervisors ensure that all training is effectively designed and relevant to the nature of the supervisee's profession.

7.3 Informing the Client About Supervision

At the onset of treatment, supervisors ensure that clients are notified when treatment is being provided by a trainee, and that services will include supervisor oversight, including disclosure of all treatment-related information.

7.4 Supervision During a Crisis

Supervisor have a crisis plan in place and are available in-person or by phone to assist trainees in the event of a client emergency.

7.5 Supervision Limitations

- a. Supervisors should not supervise family members, a spouse, or others with whom they share a close relationship. In situations where this is unavoidable, supervisors will contact the QABA board for guidance in adhering to supervision requirements.
- b. Supervisors refrain from supervising if they do not feel professionally, psychologically or physically competent to provide appropriate supervision.
- c. Supervisors do not require supervisees to disclose personal information except when used to evaluate the supervisee's competency to provide services.

7.6 Supervisor Maintaining Active Certification

Supervisors maintain an active certificate, complete required CEUs, obtain the appropriate training and relevant experience needed to effectively supervise trainees. Supervisors are unable to supervise if their certification status becomes inactive.

7.7 Supervisor Assisting Trainee with Certification Documentation

a. Prior to beginning supervision, supervisors ensure that agreements are in place between the supervisor and supervisee that is clear, legally binding, and identifies objective outcomes, criteria and termination provisions. Both supervisor and supervisee maintain all documentation of supervision at all times. The supervisor guides and assists the trainee in correctly completing all required documentation. Only the time periods that adhere to the restricted definition of supervision in QABA Policy and Procedures are calculated toward fieldwork and acknowledged on logs and verification forms.

7.8 Fee for Supervision

Contracts for independent supervision services will contain set fees that are fair and commensurate with the services provided in that location, and with objectively defined terms for services. Services are not provided under a barter agreement, unless a clear and legally binding agreement is in place and customary for the area where services are provided.

8.0 RECORD KEEPING and FEES

8.1 Record Content/Record Context

Certificants appropriately and accurately document all professional work, to include progress, data, reports, disclosure of confidential information, electronic communications, records in a manner consistent with scientific and legal representation.

8.2 Safeguarding of Records

Certificants ensure that all records (electronic, written, and other medium) are created, maintained, transferred, stored and disposed of in accordance with applicable state/country laws, HIPAA regulations, and QABA Policies and Procedures.

8.3 Length of Record Keeping

Certificants maintain all client records in a confidential manner for a minimum of 7 years after termination of services or as otherwise required by law.

8.4 Fees and Referrals Agreement

- a. Certificants accurately state services, fees, provider information, outcomes and any relevant information in order to correctly bill services.
- b. Fees, gifts, or other benefits will not be accepted for professional referrals, preferential advertising or any arrangement that establishes a quid pro quo relationship.

9.0 PUBLIC STATEMENTS

9.1 Accuracy and Adequacy/Completeness of Information

Before disclosure of any public statement or information, certificants ensure the accuracy, context of the information and completeness of the communication.

9.2 Citing Source and Copyright of Published Materials

Certificants obtain consent of the publisher and/or copyright holder before citing any published or copyrighted material. All sources will be properly cited.

9.3 Statement of Contractual Agreement

Any contractual agreement will be made in good faith, with clear objectives and expectations of the certificant and the client.

9.4 Advertisements and Announcements of Services

- a. Certificants will not make any misrepresentative

advertisement or announcement.

b. To avoid any misrepresentation or misunderstanding, certificants use professional titles, degrees, and credentials that accurately represent their education and training.

c. Certificants obtain permission before using QABA approved logos, approved coursework or continuing education provider logos as outlined in QABA Policy and Procedures and approved-provider policy and guidelines.

9.5 Statements on Behalf of Organizations/Places of Employment

Statements on behalf of organizations/places of employment are not made without prior consent of the organization or place of employment.

10.0 RESEARCH

Research is to be conducted only after approval is obtained by an institutional review board and will be conducted using approved

research protocol. The certificant's primary goal is to maintain the client's welfare while contributing to scientific, educational, or applied value in a significant way.

10.1 Obtaining Informed Consent for Research

Informed Consent is obtained from the participant(s) prior to conducting any research. Informed consent includes the nature of the study, limits of confidentiality, rights to decline, unforeseen consequences, the use of data obtained and results of the study, the researcher's contact information, and any other requirements set forth by the institutional review board.

10.2 Welfare in Research

Research should not cause physical or psychological harm to participants, students, clients, and/or subordinates. All attempts are made to minimize discomfort or stress during participation.

10.3 Deception

- a. Deception should be avoided when conducting research unless it has been determined that the research will add scientific, educational, or applied value and it would not be possible to conduct without the use of deception. The researcher will consult with their educational institution and/or other overseeing regulation board regarding deception and apply the most stringent regulation.
- b. Participants will not be offered excessive inducements for participating in or reporting specific results.

10.4 Debriefing

All participants will be debriefed at the conclusion of their participation or as indicated by the applicable regulation board. Debriefing includes but is not limited to explaining the purpose of the study, reviewing results (when available), answer the participant's questions, and offer a copy of the research publication once complete.

10.5 Research Data and Results

- a. The researcher will not use misleading or fabricated data. Reasonable steps to correct errors in data are taken if/when errors occur. Duplication of data is not permissible when presented as new/original data.
- b. The researcher makes his/her data available for verification purposes when requested.

10.6 Plagiarism and Research Publication Acknowledgement

Plagiarism is unacceptable and appropriate citation must be used in publications when using another's work. Researchers will credit those who added substantial contribution to the research when publishing his/her work.



Qualified Behavior Analyst (QBA®) Competency Standards

Domains

A. Autism Core Knowledge

1. ASD and common characteristics and deficits
2. Autism as a spectrum disorder with a triad of primary impairments
3. 'Red flags' used in early diagnosis
4. Risk factors to autism spectrum disorders
5. Terminology associated with diagnosis, such as pragmatic language, receptive and expressive language, sensory-motor, social skills, joint attention, stereotypy
6. How and when disorders are commonly associated in differential diagnosis, such as learning disabilities, processing disorders, etc.
7. Identify co-morbid disorders associated with ASD
8. Identify how ASD is diagnosed and how results may be utilized in goal development. Review the categories in the Diagnostic and Statistical Manual of Mental Disorders associated with ASD, such as social communication disorder, etc. review assessments utilized in diagnosis of ASD.

B. Legal, Ethical, and Professional Considerations

1. QABA Code of Ethics (e.g., applied behavior)
2. HIPAA regulations (e.g., confidentiality including limitations, mandated reporting, reportable documents, duty to warn vs. duty to protect)
3. Collaborations with professionals and family members (e.g., behavior contracts, breaking policies, cancellations, referral methods, communication skills, active listening)
4. Educational laws (e.g., IDEA, LRE, IEP, ADA, Rehabilitation Act, 504 Plan)
5. Positive behavior supports
6. Person-centered planning
7. Socially significant behaviors



8. Treatment plan (e.g., drafting, development, goal writing, implementation)
9. Transitioning services (e.g., thinning of reinforcement, prompt hierarchies, mastery criteria, generalization, maintenance, stakeholder training)
10. Responsibilities to clients (e.g., referrals)
11. Professional competency (e.g., supervision from competent sources)
12. Informed consent
13. Risk benefit assessments

C. Core Principles of ABA

1. Four-term contingency
2. Phylogenic history vs. ontogenic history
3. Classical conditioning
4. Stimulus (e.g., stimulus control, discriminative stimulus, stimulus delta, SD-p, generalization, discrimination, response)
5. Motivational operations (e.g., abolishing operation, establishing operation, abative, evocative, conditioned motivating operation, unconditioned motivating operation)
6. Reinforcement and punishment (e.g., positive and negative)
7. Matching law
8. Reinforcers and punishers (e.g., primary, secondary, conditioned, unconditioned)
9. Measurement (e.g., dimensional quantities, derivative measures, and definition measures)
10. Schedules of reinforcement
11. Extinction and effects (e.g., spontaneous recovery, resurgence, extinction burst, renewal)
12. Verbal operants and extensions
13. Conditioned motivating operations (i.e., CMO-R, CMO-T, CMO-S)

D. Antecedent Interventions

1. Antecedent strategies (e.g., types, advantages and disadvantages)



2. Non-contingent reinforcement (e.g., implementation methods, advantages and disadvantages)
3. Effects on motivating operations (e.g., evocative and abative)
4. Functional communication training
5. Adaptive Augmentative Communication (e.g., PECS, communication devices)
6. Setting events

E. Skill Acquisition Programming

1. Treatment plan protocol (e.g., goal writing, mastery criteria measures, targets, maintenance, generalization, skill acquisition domains)
2. Topography vs. function
3. Prompts (e.g., hierarchy, procedures, fading, types, prompt dependency)
4. Schedules of reinforcement
5. Stimuli usage (e.g., control, transfer, and threats)
6. Error correction procedures
7. Skill implementation strategies
8. Imitation training
9. Behavior chain procedures
10. Self-management procedures
11. ABA -based instructional methodologies (e.g., PRT, NET, DTT, incidental teaching)
12. Stimulus equivalence

F. Behavior Reduction Interventions

1. Assessment tools token economy (e.g., back up reinforcers, generalized reinforcers, response-cost, ratio strain)
2. Punishment procedures
3. Differential reinforcement procedures
4. Behavioral contrast



5. Group contingencies
6. Contingency contracts
7. Extinction procedures
8. Limitations of behavior reduction strategies

G. Data Collection and Analysis

1. Measurable dimensions of behavior
2. Operational definitions
3. Graphic displays
4. Visual analysis
5. Measurement procedures (e.g., continuous and discontinuous)
6. Validation of measurement
7. Interobserver agreement

H. Assessment

1. Assessments (e.g., FBA, FA, preference, reinforcer, indirect, direct/descriptive, conditional probability, environmental analysis)
2. Experimental designs

I. Training and Supervision

1. Fidelity (i.e., treatment and procedural)
2. Documentation (e.g., report writing, training, supervision)
3. Mediator analysis (e.g., environmental assessment, sociocultural background, religious affiliations)
4. Training procedures (e.g., behavior skills training, parent training)
5. Sociocultural values
6. Supervision strategies



Qualified Behavior Analyst (QBA®) Competencies Worksheet

270 hours of approved assessment-based coursework for QBA credential. Coursework must be from an accredited university and transcripts must be included in your enrollment application.

UNIVERSITY NAME: _____ **DATE:** _____

PERSON COMPLETING FORM: _____

Please list all the applicable course titles and course numbers to be considered for the QBA credential. Coursework must be in subject matter commensurate with the QBA Core Competencies. Make sure you upload all applicable training certificates, transcripts, or course documentation when you submitted your enrollment application.

1 semester credit = 15 hours (U.S. based. Credits may differ from country to country). For example, if you have a university course that is 3.0 credit hours, it is the same as 45 hours. One course may be used to cover multiple content areas. Please note: non-specific course titles may require course curriculum review to document all or partial credit toward the subject matter. For example, a psychology course that covered topics related to behavior analysis may be considered for some credit after review of the course curriculum; therefore, if applying these types of courses, please attach a course curriculum and/or other supporting documentation. QBA Competency standards are available on our website: qababoard.com



CONTENT AREA	REQUIRED HOURS	PROVIDER COURSE NUMBER AND NAME	COMPLETED HOURS	QABA APPROVAL
Autism Spectrum Disorder Basics	20			
Legal, Ethical and Professional Considerations	20			
Core Principles of ABA	35			
Antecedent Interventions	30			
Skill Acquisition	40			
Behavior Reduction	30			
Data Collection Analysis	30			
Assessment	45			
Training and Supervision	20			
Total Hours	270		270	

December 23, 2021

Hollie Benincosa
Qualified Applied Behavior Analysis Credentialing Board
Credentialing Coordinator, Headquarters
707 24th Street, Suite D, Ogden, UT 84493, United States

Dear Ms. Benincosa,

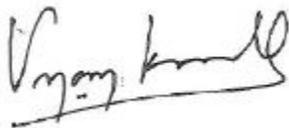
The Personnel Credentialing Accreditation Committee (PCAC) of the ANSI National Accreditation Board (ANAB) has reviewed the 2021 year 4 surveillance report and findings for the Qualified Applied Behavior Analysis Credentialing Board (QABA). PCAC confirmed the assessors' findings and voted via electronic ballot to grant continued accreditation under ISO/IEC 17024 for the following scopes:

- Applied Behavior Analysis Technician™ (ABAT™)
- Qualified Autism Services Practitioner - Supervisor (QASP-S)
- Qualified Behavior Analyst (QBA)

On behalf of the ANSI National Accreditation Board, I would like to congratulate QABA for achieving this significant accomplishment and demonstrating continued compliance with the standard. We look forward to a continued partnership.

If you have any questions about QABA's accreditation under the ISO/IEC 17024 standard, please let me know.

Sincerely,



Dr. Vijay Krishna
Vice President, Credentialing
ANSI National Accreditation Board
1899 L Street NW, Suite 1100
Washington, DC 20036

CC:

James DiIanni, Lead Assessor
Amy Roedl, Ph.D., Assessor
Martha Jeanne Guernsey, PCAC Chair
Anthony Marcello, PCAC Vice Chair



QBA and BCBA

QBA	BCBA
Have a graduate degree	Have a graduate degree
Behavior-Analytic Coursework	Behavior-Analytic Coursework
Agree to Code of Ethics	Agree to Code of Ethics
Pass a background check	Pass a background check
Complete 270 hours of Behavior-Analytic Coursework	Complete 270 hours of Behavior-Analytic Coursework
5% Supervised Fieldwork	5% Supervised Fieldwork
Pass Nationally Accredited Competency Exam	Pass Nationally Accredited Competency Exam
Maintenance: Complete 32 CEUs (minimum for Ethics)	Maintenance: Complete 32 CEUs (minimum for Ethics)
Complete 270 hours of Behavior-Analytic Coursework <ul style="list-style-type: none"> • Legal, Ethical, and Professional Considerations • Core Principles of ABA • Data Collection and Analysis • Assessment • Antecedent Interventions • Behavior reduction Interventions • Training and Supervision • Skill Acquisitions and Programming 	Complete 270 hours of Behavior-Analytic Coursework <ul style="list-style-type: none"> • Ethical and Professional Conduct • Concepts and Principles of Behavior Analysis • Measurement (including data analysis) • Experimental Design • Identification for the Problem and Assessment • Fundamental Elements/Procedures of Behavior Change • Intervention and Behavior-Change Considerations



	<ul style="list-style-type: none">• Behavior-Change Systems• Implementation, Management, and Supervision• Discretionary Behavior-Analytic Content
--	---



QBA Exam Content Breakdown

- Autism Spectrum Disorder (5%)
- Legal, Ethical, Professional considerations (5%)
- Core Principals of ABA (14%)
- Antecedent Interventions (12%)
- Skill Acquisition (16%)
- Behavior Reduction Interventions (12%)
- Data Collection Analysis (12%)
- Assessment (15%)
- Training and Supervision (7%)

How and by whom is the examination validated?	Exam Review Committee (subject matter experts)
What method(s) of psychometric validation is used?	Item Analysis, Drift Analysis
Are the domains separately validated?	Each item (question) is separately validated
How many questions are on the exam?	125 questions. 100 questions are live and scored, while 25 of the questions (pretest questions) are not scored
What is the percentage of autism-related questions compared to other areas of behavior analysis?	5%

Dear Board Members,

As the Board considers the petition for certification for licensure as practitioners of behavior analysis, the ANSI National Accreditation Board (ANAB) would like to provide information relating to the international/national standard for assessing the competence of personnel certification bodies and the accompanying accreditation requirements.

The ANSI National Accreditation Board (ANAB) is an affiliate of the American National Standards Institute (ANSI) and the largest multi-disciplinary accreditation body in the western hemisphere, with more than 2,500 organizations accredited in approximately 80 countries. ANSI oversees the creation, promulgation, and use of thousands of norms and guidelines that directly affect businesses in nearly every sector: from acoustical devices to construction equipment, from roads and bridges to energy distribution, and healthcare. ANAB accredits personnel certification bodies based on the international standard ISO/IEC 17024: *Conformity assessment- Requirements for bodies operating certification of persons*. This standard is also adopted as an American National Standard. ANAB has accredited over 225 programs under this standard including several in the healthcare sector such as those offered by the American Board of Multiple Specialties in Podiatry, ASCP Board of Certification, Inteleos, Lymphology Association of North America, National Board of Certification in Occupational Therapy, ABRET Neurodiagnostic Credentialing and Accreditation, AONN Foundation for Learning, and Academy of Lactation Policy and Practice. A complete listing of all accredited programs can be found at <https://anabpd.ansi.org/Accreditation/credentialing/personnel-certification/ALLdirectoryListing?menuID=2&prgID=201&statusID=4>

The ANAB accreditation process – itself based on an international standard (ISO/IEC 17011: *Requirements for accreditation bodies accrediting conformity assessment bodies*) – is extremely rigorous and ensures that only those organizations that meet the stringent requirements under the standard are accredited. Independent third-party accreditation is an “accountability mechanism” to ensure the quality and legitimacy of organizations offering credentials. ANAB accreditation provides an added layer of legal defensibility against invalid claims. The accountability and transparency built into the ANAB process support conformity assessment attestations and can result in reduced liability insurance.

Benefits of Accrediting Credentialing Organizations to ISO/IEC 17024

Accreditation is a key component of an effective standardization system, assuring industry and governmental decision-makers that credentialing organizations are competent and their results can be trusted. The standard was developed by the International Organization for Standardization (ISO) based on the need for public protection by establishing that individuals have the required competencies to perform their job. The standard has been recognized by several U.S. federal agencies as a critical requirement for personnel certification bodies that offer certification in areas related to public health, environment, and national security. ANAB is a signatory to the International Accreditation Forum (IAF) Multilateral Recognition Arrangement for ISO/IEC 17024, which brings global acceptance of its accreditation program,

The following are the key requirements under the standard:

- **Credibility:** The certification examination must be fair, valid, and reliable. A valid test correctly measures whether an individual has the necessary competencies for the job. Validity is an indicator to establish that the process measures what is intended to measure. Exam reliability shows that the test measures a person’s abilities in a consistent manner.

- **Impartiality:** The certification body should establish its structure, policies, and procedures to ensure impartiality and objectivity and manages conflict of interest arising from certification activities.
- **Independence:** The certification functions should be independent of training to ensure that confidentiality, information security, and impartiality are not compromised.
- **Transparency:** The certification body is required to have an active complaints process to resolve complaints against its activities as well as complaints against individuals that it has certified.
- **Accountability:** As per the standard, the certification body should have a due process for taking away the credential for unethical or incompetent behavior.
- **Balanced representation of stakeholders:** The standard requires that the certification body should involve key stakeholders in making certification-related decisions. Additionally, subject matter experts (SMEs) should be involved in creating the certification scheme requirement based on a valid job or practice analysis.
- **Certification scheme:** The standard requires a certification body to demonstrate that, in the development and review of the certification scheme the following are included:
 - a) the involvement of appropriate experts;
 - b) the use of an appropriate structure that fairly represents the interests of all parties significantly concerned, without any interest predominating;
 - c) the identification and alignment of prerequisites, if applicable, with the competence requirements;
 - d) the identification and alignment of the assessment mechanisms with the competence requirements;
 - e) a job or practice analysis that is conducted and updated to:
 - identify the tasks for successful performance;
 - identify the required competence for each task;
 - identify prerequisites (if applicable);
 - confirm the assessment mechanisms and examination content;
 - identify the re-certification requirements and interval.
 - **Other requirements:** The standard is very comprehensive and covers all aspects of certification including test security, recertification, resource requirement, confidentiality, the competence of personnel involved with the certification activities, financial requirements, and use of certificates and logo marks. Further, the certification body should develop a management system for continual improvement of its certification program.

To ensure that the credentials they promote meet industry and quality standards, many federal and state agencies rely on ANAB accreditation. Some examples include:

- ANAB's 17024 accreditation is the only program recognized by the U.S. Department of Defense (DoD) under DoD 8570 for Information Assurance.
- ANAB's 17024 accreditation program is recognized by the White House National Science and Technology Committee on Forensic Science as meeting the highest standard in accreditation.
- ANAB's 17024 accreditation is recognized by the U.S. Occupational Safety and Health Administration (OSHA) for crane operator certification and by New York, West Virginia, and California in licensing requirements for crane operators.
- ANAB's 17024 accreditation is a requirement for licensing of elevator inspectors in several states.

- ANAB's 17024 accreditation is recognized under the North American Securities Administrators Association (NASAA) model rule on the use of senior-specific certifications and professional designations.
- ANAB's 17024 accreditation is recognized by the U.S. Department of Energy (DOE) as the accreditor under the Better Building Workforce Guidelines.
- The U.S. Department of Health and Human Services selected ANAB as the approved accreditor for its Health Information Technology (HIT) Certification Program.

ANAB has accredited the QABA Credentialing Board under ISO/IEC 17024 for (a) Applied Behavior Analysis Technician, (b) Qualified Autism Services Practitioner- Supervisor (QASP-S) and Qualified Behavior Analyst (QBA). These programs have demonstrated compliance with the stringent requirements of the standard.

We support the petition to amend the regulation to accept certification from an entity that is nationally recognized to certify practitioners of behavior analysis. We recommend ANAB be recognized as an accreditation body for the licensing of Applied Behavior Analysis and the QABA certification programs accredited by ANAB be included in the licensing of Applied Behavior Analysis.

Please feel free to contact me for any additional questions or clarification.

Sincerely,

Vijay Krishna, MBA, ED.D.

Vice President, Credentialing
ANSI National Accreditation Board
1899, L Street Suite 1100, Washington DC 20036.

Fye, David [BSRB]

From: Hollie Benincosa <hbenincosa@qababoard.com>
Sent: Monday, June 6, 2022 5:41 PM
To: Fye, David [BSRB]
Subject: Re: QABA Letter for Advisory Board

EXTERNAL: This email originated from outside of the organization. Do not click any links or open any attachments unless you trust the sender and know the content is safe.

Hello David,

Thank you for your follow up email. Yes, you are correct. We now have QBAs licensed in Virginia, Iowa, Vermont, and Florida. Texas will be meeting tomorrow with the recommendation to include QABA to their rules. Washington state is also in the process of drafting rules that include QABA to their licensing laws. And yes, Ohio is on the list as well.

Please let me know if you have any questions. We would love to have QABA recognized in Kansas as well so people have an option in credentialing instead of having a monopoly.

Best regards,
Hollie

On Tue, May 31, 2022 at 2:32 PM Fye, David [BSRB] <David.Fye@ks.gov> wrote:

Hollie,

Thank you again for speaking with the Behavior Analyst Advisory Committee of the Kansas Behavioral Sciences Regulatory Board (BSRB) on April 13, 2022. At that meeting, you were asked which states currently recognize QABA as a national accrediting body for state-licensure purposes. You indicated that Virginia recognized QABA and other states were in the process of finishing the recognition process. I wanted to follow up with you to see if any additional states currently recognize QABA as a national accrediting body for the purposes of state licensure. I have seen possible information that Iowa and Ohio should be added to that list, but please verify if that is correct and let me know if any other states should be added to the list.

Thank you,

David B. Fye, J.D.

Executive Director

Kansas Behavioral Sciences Regulatory Board

700 SW Harrison St #420

Topeka, KS 66603

David.Fye@ks.gov

785-296-3240



102-8-11. Unprofessional conduct. Each of the following acts shall be considered unprofessional conduct for a licensed assistant behavior analyst, a licensed behavior analyst, or an applicant for an assistant behavior analyst license or a behavior analyst license:

(a) Except when the information has been obtained in the context of confidentiality, failing to notify the board, within a reasonable period of time, that the licensee or applicant or any other person regulated by the board or applying for licensure has met any of the following conditions:

(1) Has had a professional license, certificate, permit, registration, certification, or professional membership granted by any jurisdiction, professional association, or professional organization that has been limited, conditioned, qualified, restricted, suspended, revoked, refused, voluntarily surrendered, or allowed to expire in lieu of or during investigatory or disciplinary proceedings;

(2) has been subject to any other disciplinary action by any credentialing board, professional association, or professional organization;

(3) has been demoted, terminated, suspended, reassigned, or asked to resign from employment or has resigned from employment, for some form of misfeasance, malfeasance, or nonfeasance; or

(4) has violated any provision of the act or any implementing regulation;

(b) knowingly allowing another person to use one's license;

(c) impersonating another person holding a license or registration issued by the board or any other agency;

(d) having been convicted of a crime resulting from or relating to one's professional practice of applied behavior analysis;

(e) knowingly aiding or abetting any individual who is not credentialed by the board to represent that individual as a person who was or is licensed by the board;

(f) failing to recognize, seek intervention, and otherwise appropriately respond when one's own personal problems, psychosocial distress, or mental health difficulties interfere with or negatively impact professional judgment, professional performance and functioning, or the ability to act in the client's best interests;

(g) failing or refusing to cooperate within 30 days with any request from the board for a response, information, or assistance with respect to the board's investigation of any report of an alleged violation filed against oneself or any other applicant or professional who is required to be licensed by the board. Each person taking longer than 30 days to provide the requested response, information, or assistance shall have the burden of demonstrating that the person has acted in a timely manner;

(h) offering to perform or performing services clearly inconsistent or incommensurate with one's training, education, or experience or with accepted professional standards;

(i) engaging in any behavior that is abusive or demeaning to a client, student, or supervisee;

(j) discriminating against any client, student, directee, or supervisee on the basis of age, gender, race, culture, ethnicity, national origin, religion, sexual orientation, disability, language, or socioeconomic status;

- (k) failing to advise and explain to each client the respective rights, responsibilities, and duties involved in the licensee's professional relationship with the client;
- (l) failing to provide each client with a description of the services, fees, and payment expectations or failing to reasonably comply with that description;
- (m) failing to provide each client with a description of the possible effects of the proposed treatment if the treatment is experimental or if there are clear and known risks to the client;
- (n) failing to inform each client, student, or supervisee of any financial interests that might accrue to licensee or applicant if the licensee or applicant refers a client, student, or supervisee to any other service or if the licensee or applicant uses any tests, books, or apparatus;
- (o) failing to inform each client that the client can receive services from a public agency if one is employed by that public agency and also offers services privately;
- (p) failing to provide copies of reports or records to a licensed healthcare provider authorized by the client following the licensee's receipt of a formal written request, unless the release of that information is restricted or exempted by law or by this article of the board's regulations, or the disclosure of the information would be injurious to the welfare of the client;
- (q) failing to obtain written, informed consent from each client, or the client's legal representative or representatives, before performing any of the following actions:
 - (1) Electronically recording sessions with the client;
 - (2) permitting a third-party observation of the licensee's provision of applied behavior analysis services to the client; or
 - (3) releasing information concerning a client to a third person, unless required or permitted by law;
- (r) failing to exercise due diligence in protecting the information regarding the client from disclosure by other persons in one's work or practice setting;
- (s) engaging in professional activities, including billing practices and advertising, involving dishonesty, fraud, deceit, or misrepresentation;
- (t) revealing information, a confidence, or a secret of any client, or failing to protect the confidences, secrets, or information contained in a client's records, unless at least one of the following conditions is met:
 - (1) Disclosure is required or permitted by law;
 - (2) failure to disclose the information presents a serious danger to the health or safety of an individual or the public;
 - (3) the licensee is a party to a civil, criminal, or disciplinary investigation or action arising from the practice of applied behavior analysis, in which case disclosure shall be limited to that action; or
 - (4) payment for services is needed;
- (u) using alcohol or any illegal drug or misusing any substance that could cause impairment while performing the duties or services of a licensee;
- (v) engaging in a harmful dual relationship or exercising undue influence;
- (w) making sexual advances toward or engaging in physical intimacies or sexual activities with any of the following:

- (1) Any person who is a client, supervisee, or student; or
- (2) any person who has a significant relationship with the client and that relationship is known to the licensee;
- (x) making sexual advances toward or engaging in physical intimacies or sexual activities with any person who meets either of the following conditions:
 - (1) Has been a client within the past 24 months; or
 - (2) has had a significant relationship with a current client or a person who has been a client within the past 24 months and that relationship is known to the licensee;
- (y) directly or indirectly offering or giving to a third party or soliciting, receiving, or agreeing to receive from a third party any fee or other consideration for referring the client or in connection with performing professional services;
- (z) permitting any person to share in the fees for professional services, other than a partner, an employee, an associate in a professional firm, or a consultant authorized to practice applied behavior analysis;
- (aa) soliciting or assuming professional responsibility for any clients of another agency or colleague without attempting to coordinate the continued provision of client services by that agency or colleague;
- (bb) making claims of professional superiority that one cannot substantiate;
- (cc) guaranteeing that satisfaction or a cure will result from performing or providing any professional service;
- (dd) claiming or using any secret or special method of treatment or techniques that one refuses to disclose to the board;
- (ee) continuing or ordering tests, procedures, or treatments or using treatment facilities or services not warranted by the client's condition, best interests, or preferences;
- (ff) taking credit for work not personally performed, whether by giving inaccurate or misleading information or by failing to disclose accurate or material information;
- (gg) if engaged in research, failing to meet the following requirements:
 - (1) Considering carefully the possible consequences for human beings participating in the research;
 - (2) protecting each participant from unwarranted physical and mental harm;
 - (3) ascertaining that each participant's consent is voluntary and informed; and
 - (4) preserving the privacy and protecting the anonymity of each subject of the research within the terms of informed consent;
- (hh) making or filing a report that one knows to be false, distorted, erroneous, incomplete, or misleading;
- (ii) failing to notify the client promptly if one anticipates terminating or interrupting service to the client;
- (jj) failing to seek continuation of service, or abandoning or neglecting a client under or in need of professional care, without making reasonable arrangements for that care;
- (kk) abandoning employment under circumstances that seriously impair the delivery of professional care to clients and without providing reasonable notice to the employer;
- (ll) failing to terminate applied behavior analysis services if it is apparent that the relationship no longer serves the client's needs or best interests;

(mm) when supervising, failing to provide accurate and current information, timely evaluations, and constructive consultation;

(nn) when applicable, failing to inform a client that applied behavior analysis services are provided or delivered under supervision;

(oo) failing to report unprofessional conduct of a licensed assistant behavior analyst, a licensed behavior analyst, or any other individual licensed by the board;

(pp) intentionally or negligently failing to file a report or record required by state or federal law, willfully impeding or obstructing another person from filing a report or record that is required by state or federal law, or inducing another person to take any of these actions;

(qq) offering to perform or performing any service, procedure, treatment, or therapy that, by the accepted standards of applied behavior analysis practice in the community, would constitute experimentation on human subjects without first obtaining the full, informed, and voluntary written consent of the client or the client's legal representative or representatives;

(rr) practicing applied behavior analysis after one's license expires; and

(ss) using without a license, or continuing to use after a license has expired, any title or abbreviation defined by regulation.

(Authorized by K.S.A. 2015 Supp. 65-7505; implementing K.S.A. 2015 Supp. 65-7504 and 65-7505; effective, T-102-6-29-16, June 29, 2016; effective Nov. 14, 2016.)

102-8-12. Recordkeeping. (a) Each licensed assistant behavior analyst and each licensed behavior analyst shall maintain a record for each client that accurately reflects the licensee's contact with the client and the client's progress. Each licensee shall have ultimate responsibility for the content of the licensee's records and the records of those persons under the licensee's supervision. These records may be maintained in a variety of formats, if reasonable steps are taken to maintain the confidentiality, accessibility, and durability of the records. Each record shall be completed in a timely manner and, at a minimum, shall include the following information for each client in sufficient detail to permit planning for continuity of care:

- (1) Adequate identifying data;
- (2) the date or dates of services that the licensee or the licensee's supervisee provided;
- (3) the type or types of services that the licensee or the licensee's supervisee provided;
- (4) the initial assessment, conclusions, and recommendations;
- (5) the treatment plan; and
- (6) the clinical or progress notes from each session.

(b) If a licensee is the owner or custodian of client records, the licensee shall retain a complete record for the following time periods, unless otherwise provided by law:

- (1) For an adult, at least six years after the date of termination of one or more contacts; and

(2) for a client who is a minor on the date of termination of the contact or contacts, at least until the later of the following two dates:

(A) Two years past the date on which the client reaches the age of 18; or

(B) six years after the date of termination of the contact or contacts with the minor.

(Authorized by and implementing K.S.A. 2015 Supp. 65-7505; effective, T-102-6-29-16, June 29, 2016; effective Nov. 14, 2016.)



Ethics Code for Behavior Analysts

The Ethics Code for Behavior Analysts (Code) replaces the Professional and Ethical Compliance Code for Behavior Analysts (2014). All BCBA and BCaBA applicants and certificants are required to adhere to the Code effective January 1, 2022.

This document should be referenced as:

Behavior Analyst Certification Board. (2020). *Ethics code for behavior analysts*.
<https://bacb.com/wp-content/ethics-code-for-behavior-analysts/>

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Introduction

As a diverse group of professionals who work in a variety of practice areas, behavior analysts deliver applied behavior analysis (ABA) services to positively impact lives. The Behavior Analyst Certification Board® (BACB®) exists to meet the credentialing needs of these professionals and relevant stakeholders (e.g., licensure boards, funders) while protecting ABA consumers by establishing, disseminating, and managing professional standards. The BACB facilitates ethical behavior in the profession through its certification eligibility and maintenance requirements, by issuing the ethics standards described in this document, and by operating a system for addressing professional misconduct.

The Ethics Code for Behavior Analysts (Code) guides the professional activities of behavior analysts over whom the BACB has jurisdiction (see *Scope of the Code* below). The Code also provides a means for behavior analysts to evaluate their own behavior and for others to assess whether a behavior analyst has violated their ethical obligations. An **introduction** section describes the scope and application of the Code, its core principles, and considerations for ethical decision making. The core principles are foundational concepts that should guide all aspects of a behavior analyst's work. The introduction is followed by a **glossary** that includes definitions of technical terms used in the Code. The final section includes the **ethics standards**, which are informed by the core principles. The standards are organized into six sections: 1) Responsibility as a Professional, 2) Responsibility in Practice, 3) Responsibility to Clients and Stakeholders, 4) Responsibility to Supervisees and Trainees, 5) Responsibility in Public Statements, and 6) Responsibility in Research.

Scope of the Code

The Code applies to all individuals who hold Board Certified Behavior Analyst® (BCBA®) or Board Certified Assistant Behavior Analyst® (BCaBA®) certification and all individuals who have completed an application for BCBA or BCaBA certification. For the sake of efficiency, the term “behavior analyst” is used throughout this document to refer to those who must act in accordance with the Code. The BACB does not have separate jurisdiction over organizations or corporations.

The Code applies to behavior analysts in all of their professional activities, including direct service delivery, consultation, supervision, training, management, editorial and peer-review activities, research, and any other activity within the ABA profession. The Code applies to behavior analysts' professional activities across settings and delivery modes (e.g., in person; in writing; via phone, email, text message, video conferencing). Application of the Code does not extend to behavior analysts' personal behavior unless it is determined that the behavior clearly poses a potential risk to the health and safety of clients, stakeholders, supervisees, or trainees.

Specific terms are defined in the [Glossary](#) section; however, two definitions are provided here because they are frequently used in the Core Principles section.

Client: The direct recipient of the behavior analyst's services. At various times during service provision, one or more stakeholders may simultaneously meet the definition of client (e.g., the point at which they receive direct training or consultation). In some contexts, the client might be a group of individuals (e.g., with organizational behavior management services).

Stakeholder: An individual, other than the client, who is impacted by and invested in the behavior analyst's services (e.g., parent, caregiver, relative, legally authorized representative, collaborator, employer, agency or institutional representative, licensure board, funder, third-party contractor for services).

Core Principles

Four foundational principles, which all behavior analysts should strive to embody, serve as the framework for the ethics standards. Behavior analysts should use these principles to interpret and apply the standards in the Code. The four core principles are that behavior analysts should: benefit others; treat others with compassion, dignity, and respect; behave with integrity; and ensure their own competence.

1. **Benefit Others.** Behavior analysts work to maximize benefits and do no harm by:
 - Protecting the welfare and rights of clients above all others
 - Protecting the welfare and rights of other individuals with whom they interact in a professional capacity
 - Focusing on the short- and long-term effects of their professional activities
 - Actively identifying and addressing the potential negative impacts of their own physical and mental health on their professional activities
 - Actively identifying potential and actual conflicts of interest and working to resolve them in a manner that avoids or minimizes harm
 - Actively identifying and addressing factors (e.g., personal, financial, institutional, political, religious, cultural) that might lead to conflicts of interest, misuse of their position, or negative impacts on their professional activities
 - Effectively and respectfully collaborating with others in the best interest of those with whom they work and always placing clients' interests first
2. **Treat Others with Compassion, Dignity, and Respect.** Behavior analysts behave toward others with compassion, dignity, and respect by:
 - Treating others equitably, regardless of factors such as age, disability, ethnicity, gender expression/identity, immigration status, marital/relationship status, national origin, race, religion, sexual orientation, socioeconomic status, or any other basis proscribed by law
 - Respecting others' privacy and confidentiality
 - Respecting and actively promoting clients' self-determination to the best of their abilities, particularly when providing services to vulnerable populations
 - Acknowledging that personal choice in service delivery is important by providing clients and stakeholders with needed information to make informed choices about services
3. **Behave with Integrity.** Behavior analysts fulfill responsibilities to their scientific and professional communities, to society in general, and to the communities they serve by:
 - Behaving in an honest and trustworthy manner
 - Not misrepresenting themselves, misrepresenting their work or others' work, or engaging in fraud
 - Following through on obligations
 - Holding themselves accountable for their work and the work of their supervisees and trainees, and correcting errors in a timely manner
 - Being knowledgeable about and upholding BACB and other regulatory requirements
 - Actively working to create professional environments that uphold the core principles and standards of the Code
 - Respectfully educating others about the ethics requirements of behavior analysts and the mechanisms for addressing professional misconduct
4. **Ensure their Competence.** Behavior analysts ensure their competence by:
 - Remaining within the profession's scope of practice
 - Remaining current and increasing their knowledge of best practices and advances in ABA and participating in professional development activities
 - Remaining knowledgeable and current about interventions (including pseudoscience) that may exist in their practice areas and pose a risk of harm to clients
 - Being aware of, working within, and continually evaluating the boundaries of their competence
 - Working to continually increase their knowledge and skills related to cultural responsiveness and service delivery to diverse groups

Application of the Code

Behavior analysts are expected to be knowledgeable about and comply with the Code and [Code-Enforcement Procedures](#). Lack of awareness or misunderstanding of an ethics standard is not a defense against an alleged ethics violation. When appropriate, behavior analysts should inform others about the Code and Code-Enforcement Procedures and create conditions that foster adherence to the Code. When addressing potential code violations by themselves or others, behavior analysts document the steps taken and the resulting outcomes. Behavior analysts should address concerns about the professional misconduct of others directly with them when, after assessing the situation, it seems possible that doing so will resolve the issue and not place the behavior analyst or others at undue risk.

The BACB recognizes that behavior analysts may have different professional roles. As such, behavior analysts are required to comply with all applicable laws, licensure requirements, codes of conduct/ethics, reporting requirements (e.g., mandated reporting, reporting to funding sources or licensure board, self-reporting to the BACB, reporting instances of misrepresentation by others), and professional practice requirements related to their various roles. In some instances, behavior analysts may need to report serious concerns to relevant authorities or agencies that can provide more immediate relief or protection before reporting to the BACB (e.g., criminal activity or behavior that places clients or others at risk for direct and immediate harm should immediately be reported to the relevant authorities before reporting to the BACB or a licensure board).

The standards included in the Code are not meant to be exhaustive, as it is impossible to predict every situation that might constitute an ethics violation. Therefore, the absence of a particular behavior or type of conduct from the Code standards does not indicate that such behavior or conduct is ethical or unethical. When interpreting and applying a standard, it is critical to attend to its specific wording and function, as well as the core principles. Additionally, standards must be applied to a situation using a functional, contextualized approach that accounts for factors relevant to that situation, such as variables related to diversity (e.g., age, disability, ethnicity, gender expression/identity, immigration status, marital/relationship status, national origin, race, religion, sexual orientation, socioeconomic status) and possible imbalances in power. In all instances of interpreting and applying the Code, behavior analysts should put compliance with the law and clients' interests first by actively working to maximize desired outcomes and minimize risk.

Ethical decision making. Behavior analysts will likely encounter complex and multifaceted ethical dilemmas. When faced with such a dilemma, behavior analysts should identify problems and solutions with care and deliberation. In resolving an ethical dilemma, behavior analysts should follow the spirit and letter of the Code's core principles and specific standards. Behavior analysts should address ethical dilemmas through a structured decision-making process that considers the full context of the situation and the function of relevant ethics standards. Although no single ethical decision-making process will be equally effective in all situations, the process below illustrates a systematic approach behavior analysts can take to document and address potential ethical concerns.

Throughout all of the following steps, document information that may be essential to decision making or for communicating the steps taken and outcomes (e.g., to the BACB, licensure boards, or other governing agencies). For example, consider documenting: dates, times, locations, and relevant individuals; summaries of observations, meetings, or information reported by others. Take care to protect confidentiality in the preparation and storage of all documentation.

1. Clearly define the issue and consider potential risk of harm to relevant individuals.
2. Identify all relevant individuals.
3. Gather relevant supporting documentation and follow-up on second-hand information to confirm that there is an actual ethical concern.
4. Consider your personal learning history and biases in the context of the relevant individuals.
5. Identify the relevant core principles and Code standards.
6. Consult available resources (e.g., research, decision-making models, trusted colleagues).
7. Develop several possible actions to reduce or remove risk of harm, prioritizing the best interests of clients in accordance with the Code and applicable laws.

8. Critically evaluate each possible action by considering its alignment with the “letter and spirit” of the Code, its potential impact on the client and stakeholders, the likelihood of it immediately resolving the ethical concern, as well as variables such as client preference, social acceptability, degree of restrictiveness, and likelihood of maintenance.
9. Select the action that seems most likely to resolve the specific ethical concern and reduce the likelihood of similar issues arising in the future.
10. Take the selected action in collaboration with relevant individuals affected by the issue and document specific actions taken, agreed-upon next steps, names of relevant individuals, and due dates.
11. Evaluate the outcomes to ensure that the action successfully addressed the issue.

Enforcement of the Code

The BACB enforces the Code to protect clients and stakeholders, BCBA and BCaBA certificants and applicants, and the ABA profession. Complaints are received and processed according to the processes outlined in the BACB’s [Code-Enforcement Procedures](#) document.

Glossary

Assent

Vocal or nonvocal verbal behavior that can be taken to indicate willingness to participate in research or behavioral services by individuals who cannot provide informed consent (e.g., because of age or intellectual impairments). Assent may be required by a research review committee or a service organization. In such instances, those entities will provide parameters for assessing assent.

Behavior Analyst

An individual who holds BCBA or BCaBA certification or who has submitted a complete application for BCBA or BCaBA certification.

Behavior-Change Intervention

The full set of behavioral procedures designed to improve the client's wellbeing.

Behavioral Services

Services that are explicitly based on the principles and procedures of behavior analysis and are designed to change behavior in meaningful ways. These services include, but are not limited to, assessment, behavior-change interventions, training, consultation, managing and supervising others, and delivering continuing education.

Client

The direct recipient of the behavior analyst's services. At various times during service provision, one or more stakeholders may simultaneously meet the definition of client (e.g., the point at which they receive direct training or consultation). In some contexts, the client might be a group of individuals (e.g., with organizational behavior management services).

Clients' Rights

Human rights, legal rights, rights codified within behavior analysis, and organization rules designed to benefit the client.

Conflict of Interest

An incompatibility between a behavior analysts' private and professional interests resulting in risk or potential risk to services provided to, or the professional relationship with, a client, stakeholder, supervisee, trainee, or research participant. Conflicts may result in a situation in which personal, financial, or professional considerations have the potential to influence or compromise professional judgment in the delivery of behavioral services, research, consultation, supervision, training, or any other professional activity.

Digital Content

Information that is made available for online consumption, downloading, or distribution through an electronic medium (e.g., television, radio, ebook, website, social media, videogame, application, computer, smart device). Common digital content includes documents, pictures, videos, and audio files.

Informed Consent

The permission given by an individual with the legal right to consent before participating in services or research, or allowing their information to be used or shared.

Service/Research: Providing the opportunity for an individual to give informed consent for services or research involves communicating about and taking appropriate steps to confirm understanding of: 1) the purpose of the services or research; 2) the expected time commitment and procedures involved; 3) the right to decline to participate or withdraw at any time without adverse consequences; 4) potential benefits, risks, discomfort, or adverse effects; 5) any limits to confidentiality or privacy; 6) any incentives for research participation; 7) whom to contact for questions or concerns at any time; and 8) the opportunity to ask questions and receive answers.

Information Use/Sharing: Providing the opportunity for an individual to give informed consent to share or use their information involves communicating about: 1) the purpose and intended use; 2) the audience; 3) the expected duration; 4) the right to decline or withdraw consent at any time; 5) potential risks or benefits; 6) any limitations to confidentiality or privacy; 7) whom to contact for questions or concerns at any time; and 8) the opportunity to ask questions and receive answers.

Legally Authorized Representative

Any individual authorized under law to provide consent on behalf of an individual who cannot provide consent to receive services or participate in research.

Multiple Relationship

A comingling of two or more of a behavior analyst's roles (e.g., behavioral and personal) with a client, stakeholder, supervisee, trainee, research participant, or someone closely associated with or related to the client.

Public Statements

Delivery of information (digital or otherwise) in a public forum for the purpose of either better informing that audience or providing a call-to-action. This includes paid or unpaid advertising, brochures, printed material, directory listings, personal resumes or curriculum vitae, interviews, or comments for use in media (e.g., print, statements in legal proceedings, lectures and public presentations, social media, published materials).

Research

Any data-based activity, including analysis of preexisting data, designed to generate generalizable knowledge for the discipline. The use of an experimental design does not by itself constitute research.

Research Participant

Any individual participating in a defined research study for whom informed consent has been obtained.

Research Review Committee

A group of professionals whose stated purpose is to review research proposals to ensure the ethical treatment of human research participants. This committee might be an official entity of a government or university (e.g., Institutional Review Board, Research Ethics Board), an independent committee within a service organization, or an independent organization created for this purpose.

Scope of Competence

The professional activities a behavior analyst can consistently perform with proficiency.

Social Media Channel

A digital platform, either found through a web browser or through an application, where users (individuals and/or businesses) can consume, create, copy, download, share, or comment on posts or advertisements. Both posts and advertisements would be considered digital content.

Stakeholder

An individual, other than the client, who is impacted by and invested in the behavior analyst's services (e.g., parent, caregiver, relative, legally authorized representative, collaborator, employer, agency or institutional representatives, licensure board, funder, third-party contractor for services).

Supervisee

Any individual whose behavioral service delivery is overseen by a behavior analyst within the context of a defined, agreed-upon relationship. Supervisees may include RBTs, BCaBAs, and BCBAs, as well as other professionals carrying out supervised behavioral services.

Testimonial

Any solicited or unsolicited recommendation, in any form, from a client, stakeholder, supervisee, or trainee affirming the benefits received from a behavior analyst's product or service. From the point at which a behavior analyst asks an individual for a recommendation it is considered solicited.

Third Party

Any individual, group of individuals, or entity, other than the direct recipient of services, the primary caregiver, the legally authorized representative, or the behavior analyst, who requests and funds services on behalf of a client or group of clients. Some examples include a school district, governmental entity, mental health agency, among others.

Trainee

Any individual accruing fieldwork/experience toward fulfilling eligibility requirements for BCaBA or BCBA certification.

Website

A digital platform found through a web browser where an entity (individual and/or organization) produces and distributes digital content for the consumption of users online. Depending on the functionality, users can consume, create, copy, download, share, or comment on the provided digital content.

Note: Terms defined in the glossary are *italicized* the first time they appear in a standard in each section of the Code.

Ethics Standards

Section 1 – Responsibility as a Professional

1.01 Being Truthful

Behavior analysts are truthful and arrange the professional environment to promote truthful behavior in others. They do not create professional situations that result in others engaging in behavior that is fraudulent or illegal or that violates the Code. They also provide truthful and accurate information to all required entities (e.g., BACB, licensure boards, funders) and individuals (e.g., clients, stakeholders, supervisees, trainees), and they correct instances of untruthful or inaccurate submissions as soon as they become aware of them.

1.02 Conforming with Legal and Professional Requirements

Behavior analysts follow the law and the requirements of their professional community (e.g., BACB, licensure board).

1.03 Accountability

Behavior analysts are accountable for their actions and professional services and follow through on work commitments. When errors occur or commitments cannot be met, behavior analysts take all appropriate actions to directly address them, first in the best interest of *clients*, and then in the best interest of relevant parties.

1.04 Practicing within a Defined Role

Behavior analysts provide services only after defining and documenting their professional role with relevant parties in writing.

1.05 Practicing within Scope of Competence

Behavior analysts practice only within their identified *scope of competence*. They engage in professional activities in new areas (e.g., populations, procedures) only after accessing and documenting appropriate study, training, supervised experience, consultation, and/or co-treatment from professionals competent in the new area. Otherwise, they refer or transition services to an appropriate professional.

1.06 Maintaining Competence

Behavior analysts actively engage in professional development activities to maintain and further their professional competence. Professional development activities include reading relevant literature; attending conferences and conventions; participating in workshops and other training opportunities; obtaining additional coursework; receiving coaching, consultation, supervision, or mentorship; and obtaining and maintaining appropriate professional credentials.

1.07 Cultural Responsiveness and Diversity

Behavior analysts actively engage in professional development activities to acquire knowledge and skills related to cultural responsiveness and diversity. They evaluate their own biases and ability to address the needs of individuals with diverse needs/backgrounds (e.g., age, disability, ethnicity, gender expression/identity, immigration status, marital/relationship status, national origin, race, religion, sexual orientation, socioeconomic status). Behavior analysts also evaluate biases of their *supervisees* and *trainees*, as well as their supervisees' and trainees' ability to address the needs of individuals with diverse needs/backgrounds.

1.08 Nondiscrimination

Behavior analysts do not discriminate against others. They behave toward others in an equitable and inclusive manner regardless of age, disability, ethnicity, gender expression/identity, immigration status, marital/relationship status, national origin, race, religion, sexual orientation, socioeconomic status, or any other basis proscribed by law.

1.09 Nonharassment

Behavior analysts do not engage in behavior that is harassing or hostile toward others.

1.10 Awareness of Personal Biases and Challenges

Behavior analysts maintain awareness that their personal biases or challenges (e.g., mental or physical health conditions; legal, financial, marital/relationship challenges) may interfere with the effectiveness of their professional work. Behavior analysts take appropriate steps to resolve interference, ensure that their professional work is not compromised, and document all actions taken in this circumstance and the eventual outcomes.

1.11 Multiple Relationships

Because *multiple relationships* may result in a *conflict of interest* that might harm one or more parties, behavior analysts avoid entering into or creating multiple relationships, including professional, personal, and familial relationships with clients and colleagues. Behavior analysts communicate the risks of multiple relationships to relevant individuals and continually monitor for the development of multiple relationships. If multiple relationships arise, behavior analysts take appropriate steps to resolve them. When immediately resolving a multiple relationship is not possible, behavior analysts develop appropriate safeguards to identify and avoid conflicts of interest in compliance with the Code and develop a plan to eventually resolve the multiple relationship. Behavior analysts document all actions taken in this circumstance and the eventual outcomes.

1.12 Giving and Receiving Gifts

Because the exchange of gifts can invite conflicts of interest and multiple relationships, behavior analysts do not give gifts to or accept gifts from clients, *stakeholders*, supervisees, or trainees with a monetary value of more than \$10 US dollars (or the equivalent purchasing power in another currency). Behavior analysts make clients and stakeholders aware of this requirement at the onset of the professional relationship. A gift is acceptable if it functions as an infrequent expression of gratitude and does not result in financial benefit to the recipient. Instances of giving or accepting ongoing or cumulative gifts may rise to the level of a violation of this standard if the gifts become a regularly expected source of income or value to the recipient.

1.13 Coercive and Exploitative Relationships

Behavior analysts do not abuse their power or authority by coercing or exploiting persons over whom they have authority (e.g., evaluative, supervisory).

1.14 Romantic and Sexual Relationships

Behavior analysts do not engage in romantic or sexual relationships with current clients, stakeholders, trainees, or supervisees because such relationships pose a substantial risk of conflicts of interest and impaired judgment. Behavior analysts do not engage in romantic or sexual relationships with former clients or stakeholders for a minimum of two years from the date the professional relationship ended. Behavior analysts do not engage in romantic or sexual relationships with former supervisees or trainees until the parties can document that the professional relationship has ended (i.e., completion of all professional duties). Behavior analysts do not accept as supervisees or trainees individuals with whom they have had a past romantic or sexual relationship until at least six months after the relationship has ended.

1.15 Responding to Requests

Behavior analysts make appropriate efforts to respond to requests for information from and comply with deadlines of relevant individuals (e.g., clients, stakeholders, supervisees, trainees) and entities (e.g., BACB, licensure boards, funders). They also comply with practice requirements (e.g., attestations, criminal background checks) imposed by the BACB, employers, or governmental entities.

1.16 Self-Reporting Critical Information

Behavior analysts remain knowledgeable about and comply with all self-reporting requirements of relevant entities (e.g., BACB, licensure boards, funders).

Section 2—Responsibility in Practice

2.01 Providing Effective Treatment

Behavior analysts prioritize *clients' rights* and needs in service delivery. They provide services that are conceptually consistent with behavioral principles, based on scientific evidence, and designed to maximize desired outcomes for and protect all *clients, stakeholders, supervisees, trainees, and research participants* from harm. Behavior analysts implement nonbehavioral services with clients only if they have the required education, formal training, and professional credentials to deliver such services.

2.02 Timeliness

Behavior analysts deliver services and carry out necessary service-related administrative responsibilities in a timely manner.

2.03 Protecting Confidential Information

Behavior analysts take appropriate steps to protect the confidentiality of clients, stakeholders, supervisees, trainees, and research participants; prevent the accidental or inadvertent sharing of confidential information; and comply with applicable

confidentiality requirements (e.g., laws, regulations, organization policies). The scope of confidentiality includes service delivery (e.g., live, teleservices, recorded sessions); documentation and data; and verbal, written, or electronic communication.

2.04 Disclosing Confidential Information

Behavior analysts only share confidential information about clients, stakeholders, supervisees, trainees, or research participants: (1) when *informed consent* is obtained; (2) when attempting to protect the client or others from harm; (3) when attempting to resolve contractual issues; (4) when attempting to prevent a crime that is reasonably likely to cause physical, mental, or financial harm to another; or (5) when compelled to do so by law or court order. When behavior analysts are authorized to discuss confidential information with a *third party*, they only share information critical to the purpose of the communication.

2.05 Documentation Protection and Retention

Behavior analysts are knowledgeable about and comply with all applicable requirements (e.g., BACB rules, laws, regulations, contracts, funder and organization requirements) for storing, transporting, retaining, and destroying physical and electronic documentation related to their professional activities. They destroy physical documentation after making electronic copies or summaries of data (e.g., reports and graphs) only when allowed by applicable requirements. When a behavior analyst leaves an organization these responsibilities remain with the organization.

2.06 Accuracy in Service Billing and Reporting

Behavior analysts identify their services accurately and include all required information on reports, bills, invoices, requests for reimbursement, and receipts. They do not implement or bill nonbehavioral services under an authorization or contract for *behavioral services*. If inaccuracies in reporting or billing are discovered, they inform all relevant parties (e.g., organizations, licensure boards, funders), correct the inaccuracy in a timely manner, and document all actions taken in this circumstance and the eventual outcomes.

2.07 Fees

Behavior analysts implement fee practices and share fee information in compliance with applicable laws and regulations. They do not misrepresent their fees. In situations where behavior analysts are not directly responsible for fees, they must communicate these requirements to the responsible party and take steps to resolve any inaccuracy or conflict. They document all actions taken in this circumstance and the eventual outcomes.

2.08 Communicating About Services

Behavior analysts use understandable language in, and ensure comprehension of, all communications with clients, stakeholders, supervisees, trainees, and research participants. Before providing services, they clearly describe the scope of services and specify the conditions under which services will end. They explain all assessment and *behavior-change intervention* procedures before implementing them and explain assessment and intervention results when they are available. They provide an accurate and current set of their credentials and a description of their area of competence upon request.

2.09 Involving Clients and Stakeholders

Behavior analysts make appropriate efforts to involve clients and relevant stakeholders throughout the service relationship, including selecting goals, selecting and designing assessments and behavior-change interventions, and conducting continual progress monitoring.

2.10 Collaborating with Colleagues

Behavior analysts collaborate with colleagues from their own and other professions in the best interest of clients and stakeholders. Behavior analysts address conflicts by compromising when possible and always prioritizing the best interest of the client. Behavior analysts document all actions taken in these circumstances and their eventual outcomes.

2.11 Obtaining Informed Consent

Behavior analysts are responsible for knowing about and complying with all conditions under which they are required to obtain informed consent from clients, stakeholders, and research participants (e.g., before initial implementation of assessments or behavior-change interventions, when making substantial changes to interventions, when exchanging or releasing confidential information or records). They are responsible for explaining, obtaining, reobtaining, and documenting required informed consent. They are responsible for obtaining *assent* from clients when applicable.

2.12 Considering Medical Needs

Behavior analysts ensure, to the best of their ability, that medical needs are assessed and addressed if there is any reasonable likelihood that a referred behavior is influenced by medical or biological variables. They document referrals made to a medical professional and follow up with the client after making the referral.

2.13 Selecting, Designing, and Implementing Assessments

Before selecting or designing behavior-change interventions behavior analysts select and design assessments that are conceptually consistent with behavioral principles; that are based on scientific evidence; and that best meet the diverse needs, context, and resources of the client and stakeholders. They select, design, and implement assessments with a focus on maximizing benefits and minimizing risk of harm to the client and stakeholders. They summarize the procedures and results in writing.

2.14 Selecting, Designing, and Implementing Behavior-Change Interventions

Behavior analysts select, design, and implement behavior-change interventions that: (1) are conceptually consistent with behavioral principles; (2) are based on scientific evidence; (3) are based on assessment results; (4) prioritize positive reinforcement procedures; and (5) best meet the diverse needs, context, and resources of the client and stakeholders. Behavior analysts also consider relevant factors (e.g., risks, benefits, and side effects; client and stakeholder preference; implementation efficiency; cost effectiveness) and design and implement behavior-change interventions to produce outcomes likely to maintain under naturalistic conditions. They summarize the behavior-change intervention procedures in writing (e.g., a behavior plan).

2.15 Minimizing Risk of Behavior-Change Interventions

Behavior analysts select, design, and implement behavior-change interventions (including the selection and use of consequences) with a focus on minimizing risk of harm to the client and stakeholders. They recommend and implement restrictive or punishment-based procedures only after demonstrating that desired results have not been obtained using less intrusive means, or when it is determined by an existing intervention team that the risk of harm to the client outweighs the risk associated with the behavior-change intervention. When recommending and implementing restrictive or punishment-based procedures, behavior analysts comply with any required review processes (e.g., a human rights review committee). Behavior analysts must continually evaluate and document the effectiveness of restrictive or punishment-based procedures and modify or discontinue the behavior-change intervention in a timely manner if it is ineffective.

2.16 Describing Behavior-Change Interventions Before Implementation

Before implementation, behavior analysts describe in writing the objectives and procedures of the behavior-change intervention, any projected timelines, and the schedule of ongoing review. They provide this information and explain the environmental conditions necessary for effective implementation of the behavior-change intervention to the stakeholders and client (when appropriate). They also provide explanations when modifying existing or introducing new behavior-change interventions and obtain informed consent when appropriate.

2.17 Collecting and Using Data

Behavior analysts actively ensure the appropriate selection and correct implementation of data collection procedures. They graphically display, summarize, and use the data to make decisions about continuing, modifying, or terminating services.

2.18 Continual Evaluation of the Behavior-Change Intervention

Behavior analysts engage in continual monitoring and evaluation of behavior-change interventions. If data indicate that desired outcomes are not being realized, they actively assess the situation and take appropriate corrective action. When a behavior analyst is concerned that services concurrently delivered by another professional are negatively impacting the behavior-change intervention, the behavior analyst takes appropriate steps to review and address the issue with the other professional.

2.19 Addressing Conditions Interfering with Service Delivery

Behavior analysts actively identify and address environmental conditions (e.g., the behavior of others, hazards to the client or staff, disruptions) that may interfere with or prevent service delivery. In such situations, behavior analysts remove or minimize the conditions, identify effective modifications to the intervention, and/or consider obtaining or recommending assistance from other professionals. Behavior analysts document the conditions, all actions taken, and the eventual outcomes.

Section 3—Responsibility to Clients and Stakeholders

3.01 Responsibility to Clients (see 1.03, 2.01)

Behavior analysts act in the best interest of *clients*, taking appropriate steps to support *clients' rights*, maximize benefits, and do no harm. They are also knowledgeable about and comply with applicable laws and regulations related to mandated reporting requirements.

3.02 Identifying Stakeholders

Behavior analysts identify *stakeholders* when providing services. When multiple stakeholders (e.g., parent or *legally authorized representative*, teacher, principal) are involved, the behavior analyst identifies their relative obligations to each stakeholder. They document and communicate those obligations to stakeholders at the outset of the professional relationship.

3.03 Accepting Clients (see 1.05, 1.06)

Behavior analysts only accept clients whose requested services are within their identified *scope of competence* and available resources (e.g., time and capacity for case supervision, staffing). When behavior analysts are directed to accept clients outside of their identified scope of competence and available resources, they take appropriate steps to discuss and resolve the concern with relevant parties. Behavior analysts document all actions taken in this circumstance and the eventual outcomes.

3.04 Service Agreement (see 1.04)

Before implementing services, behavior analysts ensure that there is a signed service agreement with the client and/or relevant stakeholders outlining the responsibilities of all parties, the scope of *behavioral services* to be provided, the behavior analyst's obligations under the Code, and procedures for submitting complaints about a behavior analyst's professional practices to relevant entities (e.g., BACB, service organization, licensure board, funder). They update service agreements as needed or as required by relevant parties (e.g., service organizations, licensure boards, funders). Updated service agreements must be reviewed with and signed by the client and/or relevant stakeholders.

3.05 Financial Agreements (see 1.04, 2.07)

Before beginning services, behavior analysts document agreed-upon compensation and billing practices with their clients, relevant stakeholders, and/or funders. When funding circumstances change, they must be revisited with these parties. Pro bono and bartered services are only provided under a specific service agreement and in compliance with the Code.

3.06 Consulting with Other Providers (see 1.05, 2.04, 2.10, 2.11, 2.12)

Behavior analysts arrange for appropriate consultation with and referrals to other providers in the best interests of their clients, with appropriate *informed consent*, and in compliance with applicable requirements (e.g., laws, regulations, contracts, organization and funder policies).

3.07 Third-Party Contracts for Services (see 1.04, 1.11, 2.04, 2.07)

When behavior analysts enter into a signed contract to provide services to a client at the request of a *third party* (e.g., school district, governmental entity), they clarify the nature of the relationship with each party and assess any potential conflicts before services begin. They ensure that the contract outlines (1) the responsibilities of all parties, (2) the scope of behavioral services to be provided, (3) the likely use of the information obtained, (4) the behavior analysts' obligations under the Code, and (5) any limits about maintaining confidentiality. Behavior analysts are responsible for amending contracts as needed and reviewing them with the relevant parties at that time.

3.08 Responsibility to the Client with Third-Party Contracts for Services (see 1.05, 1.11, 2.01)

Behavior analysts place the client's care and welfare above all others. If the third party requests services from the behavior analyst that are incompatible with the behavior analyst's recommendations, that are outside of the behavior analyst's scope of competence, or that could result in a *multiple relationship*, behavior analysts resolve such conflicts in the best interest of the client. If a conflict cannot be resolved, the behavior analyst may obtain additional training or consultation, discontinue services following appropriate transition measures, or refer the client to another behavior analyst. Behavior analysts document all actions taken in this circumstance and the eventual outcomes.

3.09 Communicating with Stakeholders About Third-Party Contracted Services (2.04, 2.08, 2.09, 2.11)

When providing services at the request of a third party to a minor or individual who does not have the legal right to make personal decisions, behavior analysts ensure that the parent or legally authorized representative is informed of the rationale for and scope of services to be provided, as well as their right to receive copies of all service documentation and data. Behavior analysts are knowledgeable about and comply with all requirements related to informed consent, regardless of who requested the services.

3.10 Limitations of Confidentiality (see 1.02, 2.03, 2.04)

Behavior analysts inform clients and stakeholders of the limitations of confidentiality at the outset of the professional relationship and when information disclosures are required.

3.11 Documenting Professional Activity (see 1.04, 2.03, 2.05, 2.06, 2.10)

Throughout the service relationship, behavior analysts create and maintain detailed and high-quality documentation of their professional activities to facilitate provision of services by them or by other professionals, to ensure accountability, and to meet applicable requirements (e.g., laws, regulations, funder and organization policies). Documentation must be created and maintained in a manner that allows for timely communication and transition of services, should the need arise.

3.12 Advocating for Appropriate Services (1.04, 1.05, 2.01, 2.08)

Behavior analysts advocate for and educate clients and stakeholders about evidence-based assessment and *behavior-change intervention* procedures. They also advocate for the appropriate amount and level of behavioral service provision and oversight required to meet defined client goals.

3.13 Referrals (see 1.05, 1.11, 2.01, 2.04, 2.10)

Behavior analysts make referrals based on the needs of the client and/or relevant stakeholders and include multiple providers when available. Behavior analysts disclose to the client and relevant stakeholders any relationships they have with potential providers and any fees or incentives they may receive for the referrals. They document any referrals made, including relevant relationships and fees or incentives received, and make appropriate efforts to follow up with the client and/or relevant stakeholders.

3.14 Facilitating Continuity of Services (see 1.03, 2.02, 2.05, 2.08, 2.10)

Behavior analysts act in the best interests of the client to avoid interruption or disruption of services. They make appropriate and timely efforts to facilitate the continuation of behavioral services in the event of planned interruptions (e.g., relocation, temporary leave of absence) and unplanned interruptions (e.g., illness, funding disruption, parent request, emergencies). They ensure that service agreements or contracts include a general plan of action for service interruptions. When a service interruption occurs, they communicate to all relevant parties the steps being taken to facilitate continuity of services. Behavior analysts document all actions taken in this circumstance and the eventual outcomes.

3.15 Appropriately Discontinuing Services (see 1.03, 2.02, 2.05, 2.10, 2.19)

Behavior analysts include the circumstances for discontinuing services in their service agreement. They consider discontinuing services when: (1) the client has met all behavior-change goals, (2) the client is not benefiting from the service, (3) the behavior analyst and/or their *supervisees* or *trainees* are exposed to potentially harmful conditions that cannot be reasonably resolved, (4) the client and/or relevant stakeholder requests discontinuation, (5) the relevant stakeholders are not complying with the behavior-change intervention despite appropriate efforts to address barriers, or (6) services are no longer funded. Behavior analysts provide the client and/or relevant stakeholders with a written plan for discontinuing services, document acknowledgment of the plan, review the plan throughout the discharge process, and document all steps taken.

3.16 Appropriately Transitioning Services (see 1.03, 2.02, 2.05, 2.10)

Behavior analysts include in their service agreement the circumstances for transitioning the client to another behavior analyst within or outside of their organization. They make appropriate efforts to effectively manage transitions; provide a written plan that includes target dates, transition activities, and responsible parties; and review the plan throughout the transition. When relevant, they take appropriate steps to minimize disruptions to services during the transition by collaborating with relevant service providers.

Section 4—Responsibility to Supervisees and Trainees

4.01 Compliance with Supervision Requirements (see 1.02)

Behavior analysts are knowledgeable about and comply with all applicable supervisory requirements (e.g., BACB rules, licensure requirements, funder and organization policies), including those related to supervision modalities and structure (e.g., in person, video conference, individual, group).

4.02 Supervisory Competence (see 1.05, 1.06)

Behavior analysts supervise and train others only within their identified *scope of competence*. They provide supervision only after obtaining knowledge and skills in effective supervisory practices, and they continually evaluate and improve their supervisory repertoires through professional development.

4.03 Supervisory Volume (see 1.02, 1.05, 2.01)

Behavior analysts take on only the number of *supervisees* or *trainees* that allows them to provide effective supervision and training. They are knowledgeable about and comply with any relevant requirements (e.g., BACB rules, licensure requirements, funder and organization policies). They consider relevant factors (e.g., their current client demands, their current supervisee or trainee caseload, time and logistical resources) on an ongoing basis and when deciding to add a supervisee or trainee. When behavior analysts determine that they have met their threshold volume for providing effective supervision, they document this self-assessment and communicate the results to their employer or other relevant parties.

4.04 Accountability in Supervision (see 1.03)

Behavior analysts are accountable for their supervisory practices. They are also accountable for the professional activities (e.g., client services, supervision, training, research activity, public statements) of their supervisees or trainees that occur as part of the supervisory relationship.

4.05 Maintaining Supervision Documentation (1.01, 1.02, 1.04, 2.03, 2.05, 3.11)

Behavior analysts create, update, store, and dispose of documentation related to their supervisees or trainees by following all applicable requirements (e.g., BACB rules, licensure requirements, funder and organization policies), including those relating to confidentiality. They ensure that their documentation, and the documentation of their supervisees or trainees, is accurate and complete. They maintain documentation in a manner that allows for the effective transition of supervisory oversight if necessary. They retain their supervision documentation for at least 7 years and as otherwise required by law and other relevant parties and instruct their supervisees or trainees to do the same.

4.06 Providing Supervision and Training (see 1.02, 1.13 2.01)

Behavior analysts deliver supervision and training in compliance with applicable requirements (e.g., BACB rules, licensure requirements, funder and organization policies). They design and implement supervision and training procedures that are evidence based, focus on positive reinforcement, and are individualized for each supervisee or trainee and their circumstances.

4.07 Incorporating and Addressing Diversity (see 1.05, 1.06, 1.07, 1.10)

During supervision and training, behavior analysts actively incorporate and address topics related to diversity (e.g., age, disability, ethnicity, gender expression/identity, immigration status, marital/relationship status, national origin, race, religion, sexual orientation, socioeconomic status).

4.08 Performance Monitoring and Feedback (see 2.02, 2.05, 2.17, 2.18)

Behavior analysts engage in and document ongoing, evidence-based data collection and performance monitoring (e.g., observations, structured evaluations) of supervisees or trainees. They provide timely informal and formal praise and feedback designed to improve performance and document formal feedback delivered. When performance problems arise, behavior analysts develop, communicate, implement, and evaluate an improvement plan with clearly identified procedures for addressing the problem.

4.09 Delegation of Tasks (see 1.03)

Behavior analysts delegate tasks to their supervisees or trainees only after confirming that they can competently perform the tasks and that the delegation complies with applicable requirements (e.g., BACB rules, licensure requirements, funder and organization policies).

4.10 Evaluating Effects of Supervision and Training (see 1.03, 2.17, 2.18)

Behavior analysts actively engage in continual evaluation of their own supervisory practices using feedback from others and *client* and supervisee or trainee outcomes. Behavior analysts document those self-evaluations and make timely adjustments to their supervisory and training practices as indicated.

4.11 Facilitating Continuity of Supervision (see 1.03, 2.02, 3.14)

Behavior analysts minimize interruption or disruption of supervision and make appropriate and timely efforts to facilitate the continuation of supervision in the event of planned interruptions (e.g., temporary leave) or unplanned interruptions (e.g., illness, emergencies). When an interruption or disruption occurs, they communicate to all relevant parties the steps being taken to facilitate continuity of supervision.

4.12 Appropriately Terminating Supervision (see 1.03, 2.02, 3.15)

When behavior analysts determine, for any reason, to terminate supervision or other services that include supervision, they work with all relevant parties to develop a plan for terminating supervision that minimizes negative impacts to the supervisee or trainee. They document all actions taken in this circumstance and the eventual outcomes.

Section 5—Responsibility in Public Statements

5.01 Protecting the Rights of Clients, Stakeholders, Supervisees, and Trainees (see 1.03, 3.01)

Behavior analysts take appropriate steps to protect the *rights* of their *clients*, *stakeholders*, *supervisees*, and *trainees* in all *public statements*. Behavior analysts prioritize the rights of their clients in all public statements.

5.02 Confidentiality in Public Statements (see 2.03, 2.04, 3.10)

In all public statements, behavior analysts protect the confidentiality of their clients, supervisees, and trainees, except when allowed. They make appropriate efforts to prevent accidental or inadvertent sharing of confidential or identifying information.

5.03 Public Statements by Behavior Analysts (see 1.01, 1.02)

When providing public statements about their professional activities, or those of others with whom they are affiliated, behavior analysts take reasonable precautions to ensure that the statements are truthful and do not mislead or exaggerate either because of what they state, convey, suggest, or omit; and are based on existing research and a behavioral conceptualization. Behavior analysts do not provide specific advice related to a client's needs in public forums.

5.04 Public Statements by Others (see 1.03)

Behavior analysts are responsible for public statements that promote their professional activities or products, regardless of who creates or publishes the statements. Behavior analysts make reasonable efforts to prevent others (e.g., employers, marketers, clients, stakeholders) from making deceptive statements concerning their professional activities or products. If behavior analysts learn of such statements, they make reasonable efforts to correct them. Behavior analysts document all actions taken in this circumstance and the eventual outcomes.

5.05 Use of Intellectual Property (see 1.01, 1.02, 1.03)

Behavior analysts are knowledgeable about and comply with intellectual property laws, including obtaining permission to use materials that have been trademarked or copyrighted or can otherwise be claimed as another's intellectual property as defined by law. Appropriate use of such materials includes providing citations, attributions, and/or trademark or copyright symbols. Behavior analysts do not unlawfully obtain or disclose proprietary information, regardless of how it became known to them.

5.06 Advertising Nonbehavioral Services (see 1.01, 1.02, 2.01)

Behavior analysts do not advertise nonbehavioral services as *behavioral services*. If behavior analysts provide nonbehavioral services, those services must be clearly distinguished from their behavioral services and BACB certification with the following disclaimer: "These interventions are not behavioral in nature and are not covered by my BACB certification." This disclaimer is placed alongside the names and descriptions of all nonbehavioral interventions. If a behavior analyst is employed by an organization that violates this Code standard, the behavior analyst makes reasonable efforts to remediate the situation, documenting all actions taken and the eventual outcomes.

5.07 Soliciting Testimonials from Current Clients for Advertising (see 1.11, 1.13, 2.11, 3.01, 3.10)

Because of the possibility of undue influence and implicit coercion, behavior analysts do not solicit *testimonials* from current clients or stakeholders for use in advertisements designed to obtain new clients. This does not include unsolicited reviews on *websites* where behavior analysts cannot control content, but such content should not be used or shared by the behavior analyst. If a behavior analyst is employed by an organization that violates this Code standard, the behavior analyst makes reasonable efforts to remediate the situation, documenting all actions taken and the eventual outcomes.

5.08 Using Testimonials from Former Clients for Advertising (see 2.03, 2.04, 2.11, 3.01, 3.10)

When soliciting testimonials from former clients or stakeholders for use in advertisements designed to obtain new clients, behavior analysts consider the possibility that former clients may re-enter services. These testimonials must be identified as solicited or unsolicited, include an accurate statement of the relationship between the behavior analyst and the testimonial author, and comply with all applicable privacy and confidentiality laws. When soliciting testimonials from former clients or stakeholders, behavior analysts provide them with clear and thorough descriptions about where and how the testimonial will appear, make them aware of any risks associated with the disclosure of their private information, and inform them that they can rescind the testimonial at any time. If a behavior analyst is employed by an organization that violates this Code standard, the behavior analyst makes reasonable efforts to remediate the situation, documenting all actions taken and the eventual outcomes.

5.09 Using Testimonials for Nonadvertising Purposes (see 1.02, 2.03, 2.04, 2.11, 3.01, 3.10)

Behavior analysts may use testimonials from former or current clients and stakeholders for nonadvertising purposes (e.g., fundraising, grant applications, dissemination of information about ABA) in accordance with applicable laws. If a behavior analyst is employed by an organization that violates this Code standard, the behavior analyst makes reasonable efforts to remediate the situation, documenting all actions taken and the eventual outcomes.

5.10 Social Media Channels and Websites (see 1.02, 2.03, 2.04, 2.11, 3.01, 3.10)

Behavior analysts are knowledgeable about the risks to privacy and confidentiality associated with the use of *social media channels* and *websites* and they use their respective professional and personal accounts accordingly. They do not publish information and/or *digital content* of clients on their **personal** social media accounts and websites. When publishing information and/or digital content of clients on their **professional** social media accounts and websites, behavior analysts ensure that for each publication they (1) obtain *informed consent* before publishing, (2) include a disclaimer that informed consent was obtained and that the information should not be captured and reused without express permission, (3) publish on social media channels in a manner that reduces the potential for sharing, and (4) make appropriate efforts to prevent and correct misuse of the shared information, documenting all actions taken and the eventual outcomes. Behavior analysts frequently monitor their social media accounts and websites to ensure the accuracy and appropriateness of shared information.

5.11 Using Digital Content in Public Statements (see 1.02, 1.03, 2.03, 2.04, 2.11, 3.01, 3.10)

Before publicly sharing information about clients using digital content, behavior analysts ensure confidentiality, obtain informed consent before sharing, and only use the content for the intended purpose and audience. They ensure that all shared media is accompanied by a disclaimer indicating that informed consent was obtained. If a behavior analyst is employed by an organization that violates this Code standard, the behavior analyst makes reasonable efforts to remediate the situation, documenting all actions taken and the eventual outcomes.

Section 6—Responsibility in Research

6.01 Conforming with Laws and Regulations in Research (see 1.02)

Behavior analysts plan and conduct *research* in a manner consistent with all applicable laws and regulations, as well as requirements by organizations and institutions governing research activity.

6.02 Research Review (see 1.02, 1.04, 3.01)

Behavior analysts conduct research, whether independent of or in the context of service delivery, only after approval by a formal *research review committee*.

6.03 Research in Service Delivery (see 1.02, 1.04, 2.01, 3.01)

Behavior analysts conducting research in the context of service delivery must arrange research activities such that *client* services and client welfare are prioritized. In these situations, behavior analysts must comply with all ethics requirements for both

service delivery and research within the Code. When professional services are offered as an incentive for research participation, behavior analysts clarify the nature of the services, and any potential risks, obligations, and limitations for all parties.

6.04 Informed Consent in Research (see 1.04, 2.08, 2.11)

Behavior analysts are responsible for obtaining *informed consent* (and *assent* when relevant) from potential *research participants* under the conditions required by the research review committee. When behavior analysts become aware that data obtained from past or current clients, *stakeholders*, *supervisees*, and/or *trainees* during typical service delivery might be disseminated to the scientific community, they obtain informed consent for use of the data before dissemination, specify that services will not be impacted by providing or withholding consent, and make available the right to withdraw consent at any time without penalty.

6.05 Confidentiality in Research (see 2.03, 2.04, 2.05)

Behavior analysts prioritize the confidentiality of their research participants except under conditions where it may not be possible. They make appropriate efforts to prevent accidental or inadvertent sharing of confidential or identifying information while conducting research and in any dissemination activity related to the research (e.g., disguising or removing confidential or identifying information).

6.06 Competence in Conducting Research (see 1.04, 1.05, 1.06, 3.01)

Behavior analysts only conduct research independently after they have successfully conducted research under a supervisor in a defined relationship (e.g., thesis, dissertation, mentored research project). Behavior analysts and their assistants are permitted to perform only those research activities for which they are appropriately trained and prepared. Before engaging in research activities for which a behavior analyst has not received training, they seek the appropriate training and become demonstrably competent or they collaborate with other professionals who have the required competence. Behavior analysts are responsible for the ethical conduct of all personnel assigned to the research project.

6.07 Conflict of Interest in Research and Publication (see 1.01, 1.11, 1.13)

When conducting research, behavior analysts identify, disclose, and address *conflicts of interest* (e.g., personal, financial, organization related, service related). They also identify, disclose, and address conflicts of interest in their publication and editorial activities.

6.08 Appropriate Credit (see 1.01, 1.11, 1.13)

Behavior analysts give appropriate credit (e.g., authorship, author-note acknowledgment) to research contributors in all dissemination activities. Authorship and other publication acknowledgments accurately reflect the relative scientific or professional contributions of the individuals involved, regardless of their professional status (e.g., professor, student).

6.09 Plagiarism (see 1.01)

Behavior analysts do not present portions or elements of another's work or data as their own. Behavior analysts only republish their previously published data or text when accompanied by proper disclosure.

6.10 Documentation and Data Retention in Research (see 2.03, 2.05, 3.11, 4.05)

Behavior analysts must be knowledgeable about and comply with all applicable standards (e.g., BACB rules, laws, research review committee requirements) for storing, transporting, retaining, and destroying physical and electronic documentation related to research. They retain identifying documentation and data for the longest required duration. Behavior analysts destroy physical documentation after making deidentified digital copies or summaries of data (e.g., reports and graphs) when permitted by relevant entities.

6.11 Accuracy and Use of Data (see 1.01, 2.17, 5.03)

Behavior analysts do not fabricate data or falsify results in their research, publications, and presentations. They plan and carry out their research and describe their procedures and findings to minimize the possibility that their research and results will be misleading or misinterpreted. If they discover errors in their published data they take steps to correct them by following publisher policy. Data from research projects are presented to the public and scientific community in their entirety whenever possible. When that is not possible, behavior analysts take caution and explain the exclusion of data (whether single data points, or partial or whole data sets) from presentations or manuscripts submitted for publication by providing a rationale and description of what was excluded.



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HOUSE BILL No. 2690

By Committee on Insurance and Financial Institutions

2-12

1 AN ACT concerning the applied behavior analysis licensure act; relating to
2 definitions; licenses; requirements; fees; powers, duties and functions
3 of the behavioral sciences regulatory board; amending K.S.A. 2015
4 Supp. 65-7501, 65-7502, 65-7503, 65-7504 and 74-7507 and repealing
5 the existing sections; also repealing K.S.A. 2015 Supp. 65-7505.
6

7 *Be it enacted by the Legislature of the State of Kansas:*

8 New Section 1. Nothing in this act shall be construed to prohibit the
9 activities of:

10 (a) An individual who has a bachelor's or graduate degree and
11 completed course work for licensure as a behavior analyst and is obtaining
12 supervised field experience under a licensed behavior analyst pursuant to
13 required supervised work experience for licensure at the behavior analyst
14 or assistant behavior analyst level;

15 (b) persons licensed by the board who practice any component of
16 applied behavior analysis within the scope of such person's license and
17 scope of practice as required by law;

18 (c) persons who provide services under the individuals with
19 disabilities education act (IDEA), 20 U.S.C. § 1400 et seq., or who provide
20 services under § 504 of the federal rehabilitation act of 1973, 20 U.S.C. §
21 794;

22 (d) persons enrolled in a course of study at a recognized educational
23 institution through which such persons provide applied behavior analysis
24 as part of supervised clinical experience;

25 (e) an autism specialist, an intensive individual service provider or
26 any other individual qualified to provide services under the home and
27 community based services autism waiver administered by the Kansas
28 department for aging and disability services;

29 (f) an occupational therapist licensed by the state board of healing
30 arts, acting within the scope of such person's license and scope of practice
31 as required by law; or

32 (g) a speech-language pathologist or audiologist licensed by the
33 Kansas department for aging and disability services, acting within the
34 scope of such person's license and scope of practice as required by law.

35 New Sec. 2. (a) An applicant for licensure as an assistant behavior
36 analyst shall furnish evidence that the applicant has:

- 1 (1) Attained the age of 21;
- 2 (2) (A) completed at least a baccalaureate degree from a behavior
3 analysis program that is part of a college or university approved by the
4 board that includes a minimum number of semester hours of coursework
5 supporting behavior analysis as approved by the board; or
6 (B) completed at least a baccalaureate degree from a college or
7 university approved by the board in a related field and has completed a
8 minimum number of semester hours of coursework supporting behavior
9 analysis as approved by the board;
- 10 (3) passed an examination approved by the board;
- 11 (4) satisfied the board that the applicant is a person who merits the
12 public trust; and
- 13 (5) paid the application fee established by the board under section 6,
14 and amendments thereto.
- 15 (b) An applicant for licensure as a behavior analyst shall furnish
16 evidence that the applicant has:
 - 17 (1) Attained the age of 21;
 - 18 (2) passed an examination approved by the board;
 - 19 (3) satisfied the board that the applicant is a person who merits the
20 public trust;
 - 21 (4) paid the application fee established by the board under section 6,
22 and amendments thereto;
 - 23 (5) (A) completed at least a master's degree from a behavior analysis
24 program that is part of a college or university approved by the board that
25 includes a minimum number of semester hours of coursework supporting
26 behavior analysis as approved by the board;
 - 27 (B) completed at least a master's degree from a behavior analysis
28 program that is part of a college or university approved by the board that
29 includes a minimum number of semester hours of coursework supporting
30 behavior analysis as approved by the board; and
 - 31 (C) met the postgraduate supervised experience requirements as
32 approved by the board;
 - 33 (6) (A) completed at least a master's degree in behavior analysis or a
34 related field with a minimum number of semester hours of coursework
35 supporting behavior analysis from a college or university approved by the
36 board;
 - 37 (B) at least three years of full time work as a faculty member that
38 includes teaching graduate level behavior analysis coursework as approved
39 by the board;
 - 40 (C) published one article that includes specific characteristics as
41 approved by the board; or
 - 42 (D) met the postgraduate supervised experience requirements as
43 approved by the board; or

1 (7) (A) completed a doctoral degree in behavior analysis or a related
2 field from a college or university approved by the board. The doctoral
3 degree must have a conferral date at least 10 years prior to the application
4 for a licensed behavior analyst;

5 (B) completed at least 10 years of postdoctoral full-time experience
6 practicing applied behavior analysis; and

7 (C) completed at least 500 hours of board approved supervised
8 experience following the 10 years of postdoctoral experience.

9 (c) Applicants for assistant behavior analysts and behavior analysts
10 who were certified by the behavior analyst certification board prior to the
11 effective date of this act shall meet the education requirements in effect at
12 the time of initial certification.

13 New Sec. 3. (a) An applicant who meets the requirements for
14 licensure pursuant to this act, has paid the license fee provided by section
15 6, and amendments thereto, and has otherwise complied with the
16 provisions of this act shall be licensed by the board.

17 (b) Licenses issued pursuant to this act shall expire 24 months from
18 the date of issuance unless revoked prior to such time. A license may be
19 renewed upon application and payment of the fee provided for by section
20 6, and amendments thereto. The application for renewal shall be
21 accompanied by evidence satisfactory to the board that the applicant has
22 completed during the previous 24 months the continuing education
23 required by rules and regulations of the board. As part of such continuing
24 education, the licensee shall complete not less than three continuing
25 education hours of professional ethics.

26 (c) A person whose license has been suspended or revoked may make
27 written application to the board requesting reinstatement of the license
28 upon termination of the period of suspension or revocation in a manner
29 prescribed by the board, which application shall be accompanied by the
30 fee provided for by section 6, and amendments thereto.

31 New Sec. 4. (a) Upon written application and board approval, an
32 individual who is licensed to engage in the independent practice of applied
33 behavior analysis in another jurisdiction and who is in good standing in
34 that other jurisdiction may engage in the independent practice of applied
35 behavior analysis as provided by this act, in this state for not more than 15
36 days per year upon receipt of a temporary permit to practice issued by the
37 board.

38 (b) Any applied behavior analysis services rendered within any 24-
39 hour period shall count as one entire day of applied behavior analysis
40 services.

41 (c) The temporary permit to practice shall be effective on the date of
42 approval by the board and shall expire December 31 of that year. Upon
43 written application and for good cause shown, the board may extend the

1 temporary permit to practice no more than 15 additional days.

2 (d) The board shall charge a fee for a temporary permit to practice
3 and a fee for an extension of a temporary permit to practice as provided in
4 section 6, and amendments thereto.

5 (e) A person who holds a temporary permit to practice applied
6 behavior analysis in this state shall be deemed to have submitted to the
7 jurisdiction of the board and shall be bound by the statutes and rules and
8 regulations that govern the practice of applied behavior analysis in this
9 state.

10 (f) In accordance with the Kansas administrative procedure act, the
11 board may issue a cease and desist order or assess a fine of up to \$1,000
12 per day, or both, against a person licensed in another jurisdiction who
13 engages in the independent practice of applied behavior analysis in this
14 state without complying with the provisions of this section.

15 New Sec. 5. (a) A person licensed under this act and employees and
16 professional associates of such person shall not be required to disclose any
17 information that the person, employee or associate may have acquired in
18 rendering applied behavior analysis services unless:

19 (1) Disclosure is required by state law;

20 (2) failure to disclose the information presents a clear and present
21 danger to the health or safety of an individual;

22 (3) the person, employee or associate is a party defendant to a civil,
23 criminal or disciplinary action arising from the therapy, in which case a
24 waiver of the privilege accorded by this section is limited to such action;

25 (4) the client is a defendant in a criminal proceeding and the use of
26 the privilege would violate the defendant's right to a compulsory process
27 or the right to present testimony and witnesses in such defendant's behalf;
28 or

29 (5) a client agrees to a waiver of the privilege accorded by this
30 section, and in circumstances where more than one person in a family is
31 receiving therapy, each such family member agrees to the waiver. Absent a
32 waiver from each family member, an assistant behavior analyst or a
33 behavior analyst shall not disclose information received from a family
34 member.

35 (b) Nothing in this section or in this act shall be construed to prohibit
36 any person licensed under this act from testifying in court hearings
37 concerning matters of adult abuse, adoption, child abuse, child neglect or
38 other matters pertaining to the welfare of children or from seeking
39 collaboration or consultation with professional colleagues or
40 administrative superiors, or both, on behalf of a client. There is no
41 privilege under this section for information which is required to be
42 reported to a public official.

43 New Sec. 6. (a) The board shall fix by rules and regulations and may

1 collect the following fees:

2 (1) For application for licensure as an assistant behavior analyst, not
3 to exceed \$150;

4 (2) for original licensure as an assistant behavior analyst, not to
5 exceed \$150;

6 (3) for renewal of a license as an assistant behavior analyst, not to
7 exceed \$150;

8 (4) for application for licensure as a behavior analyst, not to exceed
9 \$150;

10 (5) for original licensure as a behavior analyst, not to exceed \$150;

11 (6) for renewal for licensure as a behavior analyst, not to exceed
12 \$150;

13 (7) for a temporary permit to practice independent applied behavior
14 analysis, not to exceed \$200;

15 (8) for extension of a temporary permit to practice independent
16 applied behavior analysis, not to exceed \$200;

17 (9) for reinstatement of a license, not to exceed \$150;

18 (10) for late renewal penalty, an amount equal to the fee for renewal;

19 (11) for replacement of a license, not to exceed \$20; and

20 (12) for replacement of a wallet card license, not to exceed \$5.

21 (b) The board shall require that fees paid for any examination under
22 this act be paid directly to the examination services by the person taking
23 the examination.

24 (c) Fees paid to the board are not refundable.

25 New Sec. 7. (a) The board may issue a license to an individual who is
26 currently registered, certified or licensed to practice applied behavior
27 analysis at the assistant level in another jurisdiction if the board determines
28 that:

29 (1) The standards for registration, certification or licensure to practice
30 applied behavior analysis at the assistant level in the other jurisdiction are
31 substantially equivalent to the requirements of this state;

32 (2) the applicant holds certification from the behavior analyst
33 certification board at the assistant level; or

34 (3) the applicant demonstrates, on forms provided by the board,
35 compliance with the following standards as adopted by the board:

36 (A) Continuous registration, certification or licensure to practice
37 applied behavior analysis at the assistant level during 60 of the 66 months
38 immediately preceding the date of application with at least the minimum
39 professional experience as established by rules and regulations of the
40 board;

41 (B) the absence of disciplinary actions of a serious nature brought by
42 a registration, certification or licensing board or agency; and

43 (C) at least a bachelor's degree in behavior analysis or a related field

1 approved by the board from a college or university approved by the board.

2 (b) The board may issue a license to an individual who is currently
 3 registered, certified or licensed to practice applied behavior analysis in
 4 another jurisdiction if the board determines that:

5 (1) The standards for registration, certification or licensure to practice
 6 applied behavior analysis in the other jurisdiction are substantially
 7 equivalent to the requirements of this state;

8 (2) the applicant holds certification from the behavior analyst
 9 certification board as a behavior analyst; or

10 (3) the applicant demonstrates on forms provided by the board
 11 compliance with the following standards as adopted by the board:

12 (A) Continuous registration, certification or licensure to practice
 13 applied behavior analysis during 60 of the 66 months immediately
 14 preceding the date of application with at least the minimum professional
 15 experience as established by rules and regulations of the board;

16 (B) the absence of disciplinary actions of a serious nature brought by
 17 a registration, certification or licensing board or agency; and

18 (C) at least a master's degree in behavior analysis or a related field
 19 from a college or university approved by the board.

20 Sec. 8. K.S.A. 2015 Supp. 65-7501 is hereby amended to read as
 21 follows: 65-7501. K.S.A. 2015 Supp. 65-7501 through ~~65-7505~~ 65-7504
 22 and sections 1 through 7, and amendments thereto, shall be known and
 23 may be cited as the applied behavior analysis licensure act.

24 Sec. 9. K.S.A. 2015 Supp. 65-7502 is hereby amended to read as
 25 follows: 65-7502. For the purposes of this act:

26 (a) *"Act" means the applied behavior analysis licensure act;*

27 (b) "applied behavior analysis" means the design, implementation and
 28 evaluation of environmental modifications, using behavioral stimuli and
 29 consequences, to produce socially significant improvement in human
 30 behavior, including the use of direct observation, measurement and
 31 functional analysis of the relationship between environment and behavior;

32 (b) ~~"autism service provider" means any person:~~

33 ~~(1) That provides diagnostic or treatment services for autism~~
 34 ~~spectrum disorders who is licensed or certified by the state of Kansas; or~~

35 ~~(2) who is licensed by the behavioral sciences regulatory board as a~~
 36 ~~licensed behavior analyst or a licensed assistant behavior analyst;~~

37 ~~(e) "autism spectrum disorder" has the meaning ascribed to such term~~
 38 ~~by K.S.A. 2015 Supp. 40-2,194, and amendments thereto.~~

39 ~~(d) (c) "board" means the behavioral sciences regulatory board~~
 40 ~~created under K.S.A. 74-7501, and amendments thereto;~~

41 ~~(e) (d) "certifying entity" means the national accredited behavior~~
 42 ~~analyst certification board or other equivalent nationally accredited~~
 43 ~~nongovernmental agency approved by the behavioral sciences regulatory~~

1 board which certifies individuals who have completed academic,
 2 examination, training and supervision requirements in applied behavior
 3 analysis;

4 (f) (e) "controlled substance" means any drug, substance or
 5 immediate precursor included in any of the schedules designated in K.S.A.
 6 65-4105, 65-4107, 65-4109, 65-4111 and 65-4113, and amendments
 7 thereto;

8 (g) ~~"diagnosis of autism spectrum disorders" means any medically~~
 9 ~~necessary assessments, evaluations or tests in order to diagnose whether an~~
 10 ~~individual has an autism spectrum disorder;~~

11 (h) (f) ~~"licensed assistant behavior analyst" or "LaBA" means an~~
 12 ~~individual who is certified by the certifying entity as a certified assistant~~
 13 ~~behavior analyst and meets the licensing criteria as established by the~~
 14 ~~board by rules and regulations a person who is licensed under this act and~~
 15 ~~who engages in the practice of applied behavior analysis. Such person~~
 16 ~~shall engage in the practice of applied behavior analysis only under the~~
 17 ~~supervision of a licensed behavior analyst;~~

18 (i) (g) ~~"licensed behavior analyst" or "LBA" means an individual who~~
 19 ~~is certified by the certifying entity as a certified behavior analyst and~~
 20 ~~meets the licensing criteria as established by the board by rules and~~
 21 ~~regulations;~~

22 (j) ~~"line therapist" means an individual who:~~

23 (1) ~~Provides supervision of an individual diagnosed with autism~~
 24 ~~spectrum disorder and other neurodevelopmental disorders pursuant to the~~
 25 ~~prescribed treatment plan; and~~

26 (2) ~~implements specific behavioral interventions as outlined in the~~
 27 ~~prescribed treatment plan under the direct supervision of a licensed~~
 28 ~~behavior analyst; and~~

29 (k) ~~"treatment for autism spectrum disorder" means care prescribed or~~
 30 ~~ordered for an individual diagnosed with an autism spectrum disorder by a~~
 31 ~~licensed physician or licensed psychologist, including equipment~~
 32 ~~medically necessary for such care, pursuant to the powers granted under~~
 33 ~~such licensed physician's or licensed psychologist's license a person who~~
 34 ~~is licensed under this act and who engages in the practice of applied~~
 35 ~~behavior analysis.~~

36 Sec. 10. K.S.A. 2015 Supp. 65-7503 is hereby amended to read as
 37 follows: 65-7503. (a) On or after July 1, 2016, no person shall practice
 38 applied behavior analysis *or represent that such person is a licensed*
 39 *behavior analyst* in this state ~~unless they are:~~

40 (1) ~~Licensed behavior analysts;~~

41 (2) ~~licensed assistant behavior analysts working under the supervision~~
 42 ~~of a licensed behavior analyst;~~

43 (3) ~~an individual who has a bachelor's or graduate degree and~~

1 completed course work for licensure as a behavior analyst and is obtaining
 2 supervised field experience under a licensed behavior analyst pursuant to
 3 required supervised work experience for licensure at the behavior analyst
 4 or assistant behavior analyst level; or

5 ~~(4) licensed psychologists practicing within the rules and standards of
 6 practice for psychologists in the state of Kansas and whose practice is
 7 commensurate with their level of training and experience.~~

8 ~~(b) The licensing requirements of subsection (a) shall not apply to
 9 any person:~~

10 ~~(1) Licensed by the board who practices any component of applied
 11 behavior analysis within the scope of such person's license and scope of
 12 practice as required by law;~~

13 ~~(2) who provides services under the individuals with disabilities
 14 education act (IDEA), 20 U.S.C. § 1400 et seq.;~~

15 ~~(3) who provides services under § 504 of the federal rehabilitation act
 16 of 1973, 20 U.S.C. § 794;~~

17 ~~(4) is enrolled in a course of study at a recognized educational
 18 institution through which such person provides applied behavior analysis
 19 as part of supervised clinical experience;~~

20 ~~(5) who is an autism specialist, an intensive individual service
 21 provider or any other individual qualified to provide services under the
 22 home and community based services autism waiver administered by the
 23 Kansas department for aging and disability services;~~

24 ~~(6) who is an occupational therapist licensed by the state board of
 25 healing arts, acting within the scope of such person's license and scope of
 26 practice as required by law; or~~

27 ~~(7) who is a speech language pathologist or audiologist licensed by
 28 the Kansas department for aging and disability services, acting within the
 29 scope of such person's license and scope of practice as required by law
 30 without having first obtained a license as a licensed behavior analyst
 31 under this act.~~

32 ~~(b) On or after July 1, 2016, no person shall practice applied
 33 behavior analysis or represent that such person is a licensed assistant
 34 behavior analyst in this state without having first obtained a license as an
 35 assistant behavior analyst under this act.~~

36 ~~(c) Violation of this section is a class B misdemeanor.~~

37 ~~(e) (d) The board shall not issue a license under this act until the
 38 license applicant provides proof that such applicant has met the
 39 certification requirements of a certifying entity.~~

40 Sec. 11. K.S.A. 2015 Supp. 65-7504 is hereby amended to read as
 41 follows: 65-7504. (a) The board may deny, suspend, revoke or refuse
 42 renewal of any license issued under this act if the board finds that the
 43 applicant or license holder has:

1 ~~(1) Used any controlled substance or alcoholic beverage to an extent~~
2 ~~that such use impairs such person's ability to perform the work of any~~
3 ~~profession licensed or regulated by this act.~~

4 ~~(2) The person has been finally adjudicated and found guilty, or~~
5 ~~entered a plea of guilty or nolo contendere, in a criminal prosecution under~~
6 ~~the laws of any state or of the United States, for any offense reasonably~~
7 ~~related to the qualifications, functions or duties of any professional~~
8 ~~licensed or regulated under this act, for any offense an essential element of~~
9 ~~which is fraud, dishonesty or an act of violence, or for any offense~~
10 ~~involving moral turpitude, whether or not a sentence is imposed.~~

11 ~~(3) Used any fraud, deception or misrepresentation in securing any~~
12 ~~license issued under this act.~~

13 ~~(4) Obtained or attempted to obtain any fee, charge, tuition or other~~
14 ~~compensation by fraud, deception or misrepresentation.~~

15 ~~(5) Committed any act of incompetency, misconduct, gross~~
16 ~~negligence, fraud, misrepresentation or dishonesty in the performance of~~
17 ~~the functions or duties of any profession licensed by the board.~~

18 ~~(6) Committed any violation of or assisted or enabled any person to~~
19 ~~violate any provision of this act or any rule and regulation promulgated~~
20 ~~thereunder.~~

21 ~~(7) Impersonated any person holding a certificate of registration or~~
22 ~~authority, permit or license or allowed any other person to use such~~
23 ~~person's certificate of registration or authority, permit, license or diploma~~
24 ~~from any school.~~

25 ~~(8) Been disciplined in any action by another state, territory, federal~~
26 ~~agency or country which would constitute grounds for a license issued~~
27 ~~under this act being suspended or revoked.~~

28 ~~(9) Been finally adjudged insane or incapacitated by a court of~~
29 ~~competent jurisdiction.~~

30 ~~(10) Assisted or enabled any person to practice or offer to practice~~
31 ~~any profession licensed or regulated by the board when such person is not~~
32 ~~eligible to practice such profession as required by law.~~

33 ~~(11) Issued any certificate of registration or authority, permit or~~
34 ~~license based upon a material mistake of fact.~~

35 ~~(12) Failed to display a valid certificate or license if so required by~~
36 ~~this act or any rules and regulations promulgated thereunder.~~

37 ~~(13) Violated any professional trust or confidence.~~

38 ~~(14) Used any advertisement or solicitation which is false, misleading~~
39 ~~or deceptive to the general public or persons to whom the advertisement or~~
40 ~~solicitation is primarily directed.~~

41 ~~(15) Been found guilty of unprofessional conduct or professional~~
42 ~~incompetency as defined by the board by rules and regulations.~~

43 ~~(b) Any action taken under this section which affects any license or~~

1 imposes any administrative penalty shall be taken only after notice and an
2 opportunity for a hearing conducted in accordance with the provisions of
3 the Kansas administrative procedure act refuse to issue, renew or reinstate
4 a license, may condition, limit, revoke or suspend a license or may
5 publicly or privately censure a licensee or may impose a fine not to exceed
6 \$1,000 per violation upon a finding that a licensee or an applicant for
7 license:

8 (1) Is incompetent to practice applied behavior analysis, which
9 means:

10 (A) One or more instances involving failure to adhere to the
11 applicable standard of care to a degree that constitutes gross negligence,
12 as determined by the board;

13 (B) repeated instances of failure to adhere to the applicable standard
14 of care to a degree that constitutes ordinary negligence, as determined by
15 the board;

16 (C) a pattern of practice or other behavior that demonstrates a
17 manifest incapacity or incompetence to practice applied behavior
18 analysis;

19 (2) has been convicted of a felony offense and has not demonstrated
20 to the board's satisfaction that such person has been sufficiently
21 rehabilitated to merit the public trust;

22 (3) has been convicted of a misdemeanor against persons and has not
23 demonstrated to the board's satisfaction that such person has been
24 sufficiently rehabilitated to merit the public trust;

25 (4) is currently listed on a child abuse registry or an adult protective
26 services registry as the result of a substantiated finding of abuse or neglect
27 by any state agency, agency of another state, the United States, territory of
28 the United States or another country and the applicant or licensee has not
29 demonstrated to the board's satisfaction that such person has been
30 sufficiently rehabilitated to merit the public trust;

31 (5) has knowingly made a false statement on a form required by the
32 board for a license or license renewal by bribery or fraudulent
33 representation;

34 (6) has failed to obtain continuing education credits required by rules
35 and regulations of the board;

36 (7) has been found to have engaged in unprofessional conduct as
37 defined by applicable rules and regulations adopted by the board; or

38 (8) has had a registration, license or certificate as an assistant
39 behavior analyst or behavior analyst revoked, suspended or limited, or
40 has had other disciplinary action taken, or an application for a
41 registration, license or certificate denied by the proper regulatory
42 authority of another state, territory, District of Columbia or another
43 country, a certified copy of the record of the action of the other

1 *jurisdiction being conclusive evidence thereof.*

2 (b) *Administrative proceedings and disciplinary actions regarding*
3 *licensure under this act shall be conducted in accordance with the Kansas*
4 *administrative procedure act. Judicial review and civil enforcement of*
5 *board actions under this act shall be in accordance with the Kansas*
6 *judicial review act.*

7 Sec. 12. K.S.A. 2015 Supp. 74-7507 is hereby amended to read as
8 follows: 74-7507. (a) The behavioral sciences regulatory board shall have
9 the following powers, duties and functions:

10 (1) Recommend to the appropriate district or county attorneys
11 prosecution for violations of this act, the licensure of psychologists act of
12 the state of Kansas, the professional counselors licensure act, K.S.A. 65-
13 6301 to 65-6320, inclusive, and amendments thereto, K.S.A. 74-5361 to
14 74-5374, inclusive, and K.S.A. 2015 Supp. 74-5375, and amendments
15 thereto, the marriage and family therapists licensure act~~or~~, the addictions
16 counselor licensure act *or the applied behavior analysis licensure act*;

17 (2) compile and publish annually a list of the names and addresses of
18 all persons who are licensed under this act, are licensed under the licensure
19 of psychologists act of the state of Kansas, are licensed under the
20 professional counselors licensure act, are licensed under K.S.A. 65-6301 to
21 65-6320, inclusive, and amendments thereto, are licensed under K.S.A. 74-
22 5361 to 74-5374, inclusive, and K.S.A. 2015 Supp. 74-5375, and
23 amendments thereto, are licensed under the marriage and family therapists
24 licensure act~~or~~, are licensed under the addictions counselor licensure act
25 *or are licensed under the applied behavior analysis licensure act*;

26 (3) prescribe the form and contents of examinations required under
27 this act, the licensure of psychologists act of the state of Kansas, the
28 professional counselors licensure act, K.S.A. 65-6301 to 65-6320,
29 inclusive, and amendments thereto, K.S.A. 74-5361 to 74-5374, inclusive,
30 and K.S.A. 2015 Supp. 74-5375, and amendments thereto, the marriage
31 and family therapists licensure act~~or~~, the addictions counselor licensure
32 act *or the applied behavior analysis licensure act*;

33 (4) enter into contracts necessary to administer this act, the licensure
34 of psychologists act of the state of Kansas, the professional counselors
35 licensure act, K.S.A. 65-6301 to 65-6320, inclusive, and amendments
36 thereto, K.S.A. 74-5361 to 74-5374, inclusive, and K.S.A. 2015 Supp. 74-
37 5375, and amendments thereto, the marriage and family therapists
38 licensure act~~or~~, the addictions counselor licensure act *or the applied*
39 *behavior analysis licensure act*;

40 (5) adopt an official seal;

41 (6) adopt and enforce rules and regulations for professional conduct
42 of persons licensed under the licensure of psychologists act of the state of
43 Kansas, licensed under the professional counselors licensure act, licensed

1 under K.S.A. 65-6301 to 65-6320, inclusive, and amendments thereto,
2 licensed under K.S.A. 74-5361 to 74-5374, inclusive, and K.S.A. 2015
3 Supp. 74-5375, and amendments thereto, licensed under the marriage and
4 family therapists licensure act ~~or~~, licensed under the addictions counselor
5 licensure act *or the applied behavior analysis licensure act*;

6 (7) adopt and enforce rules and regulations establishing requirements
7 for the continuing education of persons licensed under the licensure of
8 psychologists act of the state of Kansas, licensed under the professional
9 counselors licensure act, licensed under K.S.A. 65-6301 to 65-6320,
10 inclusive, and amendments thereto, licensed under K.S.A. 74-5361 to 74-
11 5374, inclusive, and K.S.A. 2015 Supp. 74-5375, and amendments thereto,
12 licensed under the marriage and family therapists licensure act ~~or~~, licensed
13 under the addictions counselor licensure act *or licensed under the applied*
14 *behavior analysis licensure act*;

15 (8) adopt rules and regulations establishing classes of social work
16 specialties which will be recognized for licensure under K.S.A. 65-6301 to
17 65-6318, inclusive, and amendments thereto;

18 (9) adopt rules and regulations establishing procedures for
19 examination of candidates for licensure under the licensure of
20 psychologists act of the state of Kansas, for licensure under the
21 professional counselors licensure act, for licensure under K.S.A. 65-6301
22 to 65-6320, inclusive, and amendments thereto, for licensure under K.S.A.
23 74-5361 to 74-5374, inclusive, and K.S.A. 2015 Supp. 74-5375, and
24 amendments thereto, for licensure under the marriage and family therapists
25 licensure act, for licensure under the addictions counselor licensure act, *for*
26 *licensure under the applied behavior analysis licensure act*, and for
27 issuance of such certificates and such licenses;

28 (10) adopt rules and regulations as may be necessary for the
29 administration of this act, the licensure of psychologists act of the state of
30 Kansas, the professional counselors licensure act, K.S.A. 65-6301 to 65-
31 6320, inclusive, and amendments thereto, K.S.A. 74-5361 to 74-5374,
32 inclusive, and K.S.A. 2015 Supp. 74-5375, and amendments thereto, the
33 marriage and family therapists licensure act ~~and~~, the addictions counselor
34 licensure act, *and the applied behavior analysis licensure act* and to carry
35 out the purposes thereof;

36 (11) appoint an executive director and other employees as provided in
37 K.S.A. 74-7501, and amendments thereto; and

38 (12) exercise such other powers and perform such other functions and
39 duties as may be prescribed by law.

40 (b) The behavioral sciences regulatory board, in addition to any other
41 penalty, may assess an administrative penalty, after notice and an
42 opportunity to be heard, against a licensee or registrant for a violation of
43 any of the provisions of the licensure of psychologists act of the state of

1 Kansas, the professional counselors licensure act, K.S.A. 65-6301 to 65-
2 6320, inclusive, and amendments thereto, K.S.A. 74-5361 to 74-5374,
3 inclusive, and K.S.A. 2015 Supp. 74-5375, and amendments thereto, the
4 marriage and family therapists licensure act or the addictions counselor
5 licensure act in an amount not to exceed \$1,000. All fines assessed and
6 collected under this section shall be remitted to the state treasurer in
7 accordance with the provisions of K.S.A. 75-4215, and amendments
8 thereto. Upon receipt of each such remittance, the state treasurer shall
9 deposit the entire amount in the state treasury to the credit of the state
10 general fund.

11 (c) If an order of the behavioral sciences regulatory board is adverse
12 to a licensee or registrant of the board, the costs shall be charged to such
13 person as in ordinary civil actions in the district court in an amount not to
14 exceed \$200. The board shall pay any additional costs and, if the board is
15 the unsuccessful party, the costs shall be paid by the board. Witness fees
16 and costs may be taxed in accordance with statutes governing taxation of
17 witness fees and costs in the district court.

18 Sec. 13. K.S.A. 2015 Supp. 65-7501, 65-7502, 65-7503, 65-7504, 65-
19 7505 and 74-7507 are hereby repealed.

20 Sec. 14. This act shall take effect and be in force from and after its
21 publication in the statute book.

Sam Brownback
Governor

Max L. Foster, Jr.
Executive Director



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TESTIMONY ON HB 2690
HOUSE COMMITTEE ON INSURANCE AND FINANCIAL INSTITUTIONS
MARCH 7, 2016

Good Afternoon Mr. Chairman and Committee Members,

Thank you for the opportunity to testify today as a proponent for HB 2690. I am Max Foster, the Executive Director of the Kansas Behavioral Sciences Regulatory Board (BSRB).

The BSRB is the licensing board for most of the state's mental health professionals including; licensed psychologists, master level psychologists, clinical psychotherapists, bachelor, master and specialist clinical level social workers, master and clinical level professional counselors, master and clinical level marriage and family therapists, addiction counselors, and clinical level addiction counselors.

As a result of the Passage of HB 2744 in the 2014 legislative session, effective July 1, 2016 our agency will be licensing behavior analysts and assistant behavior analysts. The BSRB created a behavior analyst advisory committee that has been working with the board in the process of the promulgation of the rules and regulations associated with the licensure of behavior analysts and assistant behavior analysts. In doing so, we discovered that the current licensure statutes were silent in a number of basic requirements, therefore HB 2690 has been introduced in order to correct these deficiencies. Specifically, the new sections in HB 2690 detail the process to apply for a license; duration of the license; temporary license permits; information confidentiality requirements; licensure fees; reciprocity; reasons to refuse to issue, renew or reinstate a license; and the grounds to condition, limit suspend or revoke a license.

As we reviewed the contents of HB 2690, it became apparent that a few amendments to the bill were necessary. These proposed amendments reflect current practices, and are consistent with the Behavior Analyst model licensure act. They are as follows:

We are requesting an addition to Page 1 - New section 1:

- Line 29, new (f) "an applied behavioral technician or tutor who acts under the extended authority and direction of a licensed behavior analyst or a licensed assistant behavior analyst."

Additionally, we have found a few small but substantive changes to Page 2, New Section 2:

- Line 26, add "or" after semicolon.
- Line 31, remove "postgraduate."
- Line 41, remove "or."
- Line 42, remove "postgraduate."

In summary, the language in HB 2690 can be viewed as a technical "clean up" to HB 2744.

Mr. Chairman and Committee Members I wish to thank you for the opportunity to testify to the committee today and I will be happy to stand for questions.