

BEHAVIOR ANALYST CERTIFICATION BOARD®



Professional and Ethical Compliance Code for Behavior Analysts

The Behavior Analyst Certification Board's (BACB's) Professional and Ethical Compliance Code for Behavior Analysts (the "Code") consolidates, updates, and replaces the BACB's Professional Disciplinary and Ethical Standards and Guidelines for Responsible Conduct for Behavior Analysts. The Code includes 10 sections relevant to professional and ethical behavior of behavior analysts, along with a glossary of terms. Effective January 1, 2016, all BACB applicants and certificants will be required to adhere to the Code.

In the original version of the Guidelines for Professional Conduct for Behavior Analysts, the authors acknowledged ethics codes from the following organizations: American Anthropological Association, American Educational Research Association, American Psychological Association, American Sociological Association, California Association for Behavior Analysis, Florida Association for Behavior Analysis, National Association of Social Workers, National Association of School Psychologists, and Texas Association for Behavior Analysis. We acknowledge and thank these professional organizations that have provided substantial guidance and clear models from which the Code has evolved.

Approved by the BACB's Board of Directors on August 7, 2014.

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Professional and Ethical Compliance Code for Behavior Analysts

1.0 Responsible Conduct of Behavior Analysts.

Behavior analysts maintain the high standards of behavior of the profession.

1.01 Reliance on Scientific Knowledge.

Behavior analysts rely on professionally derived knowledge based on science and behavior analysis when making scientific or professional judgments in human service provision, or when engaging in scholarly or professional endeavors.

1.02 Boundaries of Competence.

- (a) All behavior analysts provide services, teach, and conduct research only within the boundaries of their competence, defined as being commensurate with their education, training, and supervised experience.
- (b) Behavior analysts provide services, teach, or conduct research in new areas (e.g., populations, techniques, behaviors) only after first undertaking appropriate study, training, supervision, and/or consultation from persons who are competent in those areas.

1.03 Maintaining Competence through Professional Development.

Behavior analysts maintain knowledge of current scientific and professional information in their areas of practice and undertake ongoing efforts to maintain competence in the skills they use by reading the appropriate literature, attending conferences and conventions, participating in workshops, obtaining additional coursework, and/or obtaining and maintaining appropriate professional credentials.

1.04 Integrity.

- (a) Behavior analysts are truthful and honest and arrange the environment to promote truthful and honest behavior in others.
- (b) Behavior analysts do not implement contingencies that would cause others to engage in fraudulent, illegal, or unethical conduct.
- (c) Behavior analysts follow through on obligations, and contractual and professional commitments with high quality work and refrain from making professional commitments they cannot keep.
- (d) Behavior analysts' behavior conforms to the legal and ethical codes of the social and professional community of which they are members. *(See also, 10.02a Timely Responding, Reporting, and Updating of Information Provided to the BACB)*
- (e) If behavior analysts' ethical responsibilities conflict with law or any policy of an organization with which they are affiliated, behavior analysts make known their commitment to this Code and take steps to resolve the conflict in a responsible manner in accordance with law.



1.05 Professional and Scientific Relationships.

- (a) Behavior analysts provide behavior-analytic services only in the context of a defined, professional, or scientific relationship or role.
- (b) When behavior analysts provide behavior-analytic services, they use language that is fully understandable to the recipient of those services while remaining conceptually systematic with the profession of behavior analysis. They provide appropriate information prior to service delivery about the nature of such services and appropriate information later about results and conclusions.
- (c) Where differences of age, gender, race, culture, ethnicity, national origin, religion, sexual orientation, disability, language, or socioeconomic status significantly affect behavior analysts' work concerning particular individuals or groups, behavior analysts obtain the training, experience, consultation, and/or supervision necessary to ensure the competence of their services, or they make appropriate referrals.
- (d) In their work-related activities, behavior analysts do not engage in discrimination against individuals or groups based on age, gender, race, culture, ethnicity, national origin, religion, sexual orientation, disability, language, socioeconomic status, or any basis proscribed by law.
- (e) Behavior analysts do not knowingly engage in behavior that is harassing or demeaning to persons with whom they interact in their work based on factors such as those persons' age, gender, race, culture, ethnicity, national origin, religion, sexual orientation, disability, language, or socioeconomic status, in accordance with law.
- (f) Behavior analysts recognize that their personal problems and conflicts may interfere with their effectiveness. Behavior analysts refrain from providing services when their personal circumstances may compromise delivering services to the best of their abilities.

1.06 Multiple Relationships and Conflicts of Interest.

- (a) Due to the potentially harmful effects of multiple relationships, behavior analysts avoid multiple relationships.
- (b) Behavior analysts must always be sensitive to the potentially harmful effects of multiple relationships. If behavior analysts find that, due to unforeseen factors, a multiple relationship has arisen, they seek to resolve it.
- (c) Behavior analysts recognize and inform clients and supervisees about the potential harmful effects of multiple relationships.
- (d) Behavior analysts do not accept any gifts from or give any gifts to clients because this constitutes a multiple relationship.

1.07 Exploitative Relationships.

- (a) Behavior analysts do not exploit persons over whom they have supervisory, evaluative, or other authority such as students, supervisees, employees, research participants, and clients.



- (b) Behavior analysts do not engage in sexual relationships with clients, students, or supervisees, because such relationships easily impair judgment or become exploitative.
- (c) Behavior analysts refrain from any sexual relationships with clients, students, or supervisees, for at least two years after the date the professional relationship has formally ended.
- (d) Behavior analysts do not barter for services, unless a written agreement is in place for the barter that is (1) requested by the client or supervisee; (2) customary to the area where services are provided; and (3) fair and commensurate with the value of behavior-analytic services provided.

2.0 Behavior Analysts' Responsibility to Clients.

Behavior analysts have a responsibility to operate in the best interest of clients. The term client as used here is broadly applicable to whomever behavior analysts provide services, whether an individual person (service recipient), a parent or guardian of a service recipient, an organizational representative, a public or private organization, a firm, or a corporation.

2.01 Accepting Clients.

Behavior analysts accept as clients only those individuals or entities whose requested services are commensurate with the behavior analysts' education, training, experience, available resources, and organizational policies. In lieu of these conditions, behavior analysts must function under the supervision of or in consultation with a behavior analyst whose credentials permit performing such services.

2.02 Responsibility.

Behavior analysts' responsibility is to all parties affected by behavior-analytic services. When multiple parties are involved and could be defined as a client, a hierarchy of parties must be established and communicated from the outset of the defined relationship. Behavior analysts identify and communicate who the primary ultimate beneficiary of services is in any given situation and advocate for his or her best interests.

2.03 Consultation.

- (a) Behavior analysts arrange for appropriate consultations and referrals based principally on the best interests of their clients, with appropriate consent, and subject to other relevant considerations, including applicable law and contractual obligations.
- (b) When indicated and professionally appropriate, behavior analysts cooperate with other professionals, in a manner that is consistent with the philosophical assumptions and principles of behavior analysis, in order to effectively and appropriately serve their clients.



2.04 Third-Party Involvement in Services.

- (a) When behavior analysts agree to provide services to a person or entity at the request of a third party, behavior analysts clarify, to the extent feasible and at the outset of the service, the nature of the relationship with each party and any potential conflicts. This clarification includes the role of the behavior analyst (such as therapist, organizational consultant, or expert witness), the probable uses of the services provided or the information obtained, and the fact that there may be limits to confidentiality.
- (b) If there is a foreseeable risk of behavior analysts being called upon to perform conflicting roles because of the involvement of a third party, behavior analysts clarify the nature and direction of their responsibilities, keep all parties appropriately informed as matters develop, and resolve the situation in accordance with this Code.
- (c) When providing services to a minor or individual who is a member of a protected population at the request of a third party, behavior analysts ensure that the parent or client-surrogate of the ultimate recipient of services is informed of the nature and scope of services to be provided, as well as their right to all service records and data.
- (d) Behavior analysts put the client's care above all others and, should the third party make requirements for services that are contraindicated by the behavior analyst's recommendations, behavior analysts are obligated to resolve such conflicts in the best interest of the client. If said conflict cannot be resolved, that behavior analyst's services to the client may be discontinued following appropriate transition.

2.05 Rights and Prerogatives of Clients.

- (a) The rights of the client are paramount and behavior analysts support clients' legal rights and prerogatives.
- (b) Clients and supervisees must be provided, on request, an accurate and current set of the behavior analyst's credentials.
- (c) Permission for electronic recording of interviews and service delivery sessions is secured from clients and relevant staff in all relevant settings. Consent for different uses must be obtained specifically and separately.
- (d) Clients and supervisees must be informed of their rights and about procedures to lodge complaints about professional practices of behavior analysts with the employer, appropriate authorities, and the BACB.
- (e) Behavior analysts comply with any requirements for criminal background checks.

2.06 Maintaining Confidentiality.

- (a) Behavior analysts have a primary obligation and take reasonable precautions to protect the confidentiality of those with whom they work or consult, recognizing that confidentiality may be established by law, organizational rules, or professional or scientific relationships.



- (b) Behavior analysts discuss confidentiality at the outset of the relationship and thereafter as new circumstances may warrant.
- (c) In order to minimize intrusions on privacy, behavior analysts include only information germane to the purpose for which the communication is made in written, oral, and electronic reports, consultations, and other avenues.
- (d) Behavior analysts discuss confidential information obtained in clinical or consulting relationships, or evaluative data concerning clients, students, research participants, supervisees, and employees, only for appropriate scientific or professional purposes and only with persons clearly concerned with such matters.
- (e) Behavior analysts must not share or create situations likely to result in the sharing of any identifying information (written, photographic, or video) about current clients and supervisees within social media contexts.

2.07 Maintaining Records.

- (a) Behavior analysts maintain appropriate confidentiality in creating, storing, accessing, transferring, and disposing of records under their control, whether these are written, automated, electronic, or in any other medium.
- (b) Behavior analysts maintain and dispose of records in accordance with applicable laws, regulations, corporate policies, and organizational policies, and in a manner that permits compliance with the requirements of this Code.

2.08 Disclosures.

Behavior analysts never disclose confidential information without the consent of the client, except as mandated by law, or where permitted by law for a valid purpose, such as (1) to provide needed professional services to the client, (2) to obtain appropriate professional consultations, (3) to protect the client or others from harm, or (4) to obtain payment for services, in which instance disclosure is limited to the minimum that is necessary to achieve the purpose. Behavior analysts recognize that parameters of consent for disclosure should be acquired at the outset of any defined relationship and is an ongoing procedure throughout the duration of the professional relationship.

2.09 Treatment/Intervention Efficacy.

- (a) Clients have a right to effective treatment (i.e., based on the research literature and adapted to the individual client). Behavior analysts always have the obligation to advocate for and educate the client about scientifically supported, most-effective treatment procedures. Effective treatment procedures have been validated as having both long-term and short-term benefits to clients and society.
- (b) Behavior analysts have the responsibility to advocate for the appropriate amount and level of



- service provision and oversight required to meet the defined behavior-change program goals.
- (c) In those instances where more than one scientifically supported treatment has been established, additional factors may be considered in selecting interventions, including, but not limited to, efficiency and cost-effectiveness, risks and side-effects of the interventions, client preference, and practitioner experience and training.
 - (d) Behavior analysts review and appraise the effects of any treatments about which they are aware that might impact the goals of the behavior-change program, and their possible impact on the behavior-change program, to the extent possible.

2.10 Documenting Professional Work and Research.

- (a) Behavior analysts appropriately document their professional work in order to facilitate provision of services later by them or by other professionals, to ensure accountability, and to meet other requirements of organizations or the law.
- (b) Behavior analysts have a responsibility to create and maintain documentation in the kind of detail and quality that would be consistent with best practices and the law.

2.11 Records and Data.

- (a) Behavior analysts create, maintain, disseminate, store, retain, and dispose of records and data relating to their research, practice, and other work in accordance with applicable laws, regulations, and policies; in a manner that permits compliance with the requirements of this Code; and in a manner that allows for appropriate transition of service oversight at any moment in time.
- (b) Behavior analysts must retain records and data for at least seven (7) years and as otherwise required by law.

2.12 Contracts, Fees, and Financial Arrangements.

- (a) Prior to the implementation of services, behavior analysts ensure that there is in place a signed contract outlining the responsibilities of all parties, the scope of behavior-analytic services to be provided, and behavior analysts' obligations under this Code.
- (b) As early as is feasible in a professional or scientific relationship, behavior analysts reach an agreement with their clients specifying compensation and billing arrangements.
- (c) Behavior analysts' fee practices are consistent with law and behavior analysts do not misrepresent their fees. If limitations to services can be anticipated because of limitations in funding, this is discussed with the client as early as is feasible.
- (d) When funding circumstances change, the financial responsibilities and limits must be revisited with the client.



2.13 Accuracy in Billing Reports.

Behavior analysts accurately state the nature of the services provided, the fees or charges, the identity of the provider, relevant outcomes, and other required descriptive data.

2.14 Referrals and Fees.

Behavior analysts must not receive or provide money, gifts, or other enticements for any professional referrals. Referrals should include multiple options and be made based on objective determination of the client need and subsequent alignment with the repertoire of the referee. When providing or receiving a referral, the extent of any relationship between the two parties is disclosed to the client.

2.15 Interrupting or Discontinuing Services.

- (a) Behavior analysts act in the best interests of the client and supervisee to avoid interruption or disruption of service.
- (b) Behavior analysts make reasonable and timely efforts for facilitating the continuation of behavior-analytic services in the event of unplanned interruptions (e.g., due to illness, impairment, unavailability, relocation, disruption of funding, disaster).
- (c) When entering into employment or contractual relationships, behavior analysts provide for orderly and appropriate resolution of responsibility for services in the event that the employment or contractual relationship ends, with paramount consideration given to the welfare of the ultimate beneficiary of services.
- (d) Discontinuation only occurs after efforts to transition have been made. Behavior analysts discontinue a professional relationship in a timely manner when the client: (1) no longer needs the service, (2) is not benefiting from the service, (3) is being harmed by continued service, or (4) when the client requests discontinuation. *(See also, 4.11 Discontinuing Behavior-Change Programs and Behavior-Analytic Services)*
- (e) Behavior analysts do not abandon clients and supervisees. Prior to discontinuation, for whatever reason, behavior analysts: discuss service needs, provide appropriate pre-termination services, suggest alternative service providers as appropriate, and, upon consent, take other reasonable steps to facilitate timely transfer of responsibility to another provider.

3.0 Assessing Behavior.

Behavior analysts using behavior-analytic assessment techniques do so for purposes that are appropriate given current research.



3.01 Behavior-Analytic Assessment.

- (a) Behavior analysts conduct current assessments prior to making recommendations or developing behavior-change programs. The type of assessment used is determined by client's needs and consent, environmental parameters, and other contextual variables. When behavior analysts are developing a behavior-reduction program, they must first conduct a functional assessment.
- (b) Behavior analysts have an obligation to collect and graphically display data, using behavior-analytic conventions, in a manner that allows for decisions and recommendations for behavior-change program development.

3.02 Medical Consultation.

Behavior analysts recommend seeking a medical consultation if there is any reasonable possibility that a referred behavior is influenced by medical or biological variables.

3.03 Behavior-Analytic Assessment Consent.

- (a) Prior to conducting an assessment, behavior analysts must explain to the client the procedure(s) to be used, who will participate, and how the resulting information will be used.
- (b) Behavior analysts must obtain the client's written approval of the assessment procedures before implementing them.

3.04 Explaining Assessment Results.

Behavior analysts explain assessment results using language and graphic displays of data that are reasonably understandable to the client.

3.05 Consent-Client Records.

Behavior analysts obtain the written consent of the client before obtaining or disclosing client records from or to other sources, for assessment purposes.

4.0 Behavior Analysts and the Behavior-Change Program.

Behavior analysts are responsible for all aspects of the behavior-change program from conceptualization to implementation and ultimately to discontinuation.



4.01 Conceptual Consistency.

Behavior analysts design behavior-change programs that are conceptually consistent with behavior-analytic principles.

4.02 Involving Clients in Planning and Consent.

Behavior analysts involve the client in the planning of and consent for behavior-change programs.

4.03 Individualized Behavior-Change Programs.

- (a) Behavior analysts must tailor behavior-change programs to the unique behaviors, environmental variables, assessment results, and goals of each client.
- (b) Behavior analysts do not plagiarize other professionals' behavior-change programs.

4.04 Approving Behavior-Change Programs.

Behavior analysts must obtain the client's written approval of the behavior-change program before implementation or making significant modifications (e.g., change in goals, use of new procedures).

4.05 Describing Behavior-Change Program Objectives.

Behavior analysts describe, in writing, the objectives of the behavior-change program to the client before attempting to implement the program. To the extent possible, a risk-benefit analysis should be conducted on the procedures to be implemented to reach the objective. The description of program objectives and the means by which they will be accomplished is an ongoing process throughout the duration of the client-practitioner relationship.

4.06 Describing Conditions for Behavior-Change Program Success.

Behavior analysts describe to the client the environmental conditions that are necessary for the behavior-change program to be effective.

4.07 Environmental Conditions that Interfere with Implementation.

- (a) If environmental conditions prevent implementation of a behavior-change program, behavior analysts recommend that other professional assistance (e.g., assessment, consultation or therapeutic intervention by other professionals) be sought.
- (b) If environmental conditions hinder implementation of the behavior-change program, behavior analysts seek to eliminate the environmental constraints, or identify in writing the obstacles to doing so.



4.08 Considerations Regarding Punishment Procedures.

- (a) Behavior analysts recommend reinforcement rather than punishment whenever possible.
- (b) If punishment procedures are necessary, behavior analysts always include reinforcement procedures for alternative behavior in the behavior-change program.
- (c) Before implementing punishment-based procedures, behavior analysts ensure that appropriate steps have been taken to implement reinforcement-based procedures unless the severity or dangerousness of the behavior necessitates immediate use of aversive procedures.
- (d) Behavior analysts ensure that aversive procedures are accompanied by an increased level of training, supervision, and oversight. Behavior analysts must evaluate the effectiveness of aversive procedures in a timely manner and modify the behavior-change program if it is ineffective. Behavior analysts always include a plan to discontinue the use of aversive procedures when no longer needed.

4.09 Least Restrictive Procedures.

Behavior analysts review and appraise the restrictiveness of procedures and always recommend the least restrictive procedures likely to be effective.

4.10 Avoiding Harmful Reinforcers.

Behavior analysts minimize the use of items as potential reinforcers that may be harmful to the health and development of the client, or that may require excessive motivating operations to be effective.

4.11 Discontinuing Behavior-Change Programs and Behavior-Analytic Services.

- (a) Behavior analysts establish understandable and objective (i.e., measurable) criteria for the discontinuation of the behavior change program and describe them to the client. *(See also, 2.15d Interrupting or Discontinuing Services)*
- (b) Behavior analysts discontinue services with the client when the established criteria for discontinuation are attained, as in when a series of agreed-upon goals have been met. *(See also, 2.15d Interrupting or Discontinuing Services)*

5.0 Behavior Analysts as Supervisors.

When behavior analysts are functioning as supervisors, they must take full responsibility for all facets of this undertaking. *(See also, 1.06 Multiple Relationships and Conflict of Interest, 1.07 Exploitative Relationships, 2.05 Rights and Prerogatives of Clients, 2.06 Maintaining Confidentiality, 2.15 Interrupting or Discontinuing Services, 8.04 Media Presentations and Media-Based Services, 9.02 Characteristics of Responsible Research, 10.05 Compliance with BACB Supervision and Coursework Standards)*



5.01 Supervisory Competence.

Behavior analysts supervise only within their areas of defined competence.

5.02 Supervisory Volume.

Behavior analysts take on only a volume of supervisory activity that is commensurate with their ability to be effective.

5.03 Supervisory Delegation.

- a) Behavior analysts delegate to their supervisees only those responsibilities that such persons can reasonably be expected to perform competently, ethically, and safely.
- b) If the supervisee does not have the skills necessary to perform competently, ethically, and safely, behavior analysts provide conditions for the acquisition of those skills.

5.04 Designing Effective Supervision and Training.

Behavior analysts ensure that supervision and trainings are behavior-analytic in content, effectively and ethically designed, and meet the requirements for licensure, certification, or other defined goals.

5.05 Communication of Supervision Conditions.

Behavior analysts provide a clear written description of the purpose, requirements, evaluation criteria, conditions, and terms of supervision prior to the onset of the supervision.

5.06 Providing Feedback to Supervisees.

- a) Behavior analysts design feedback and reinforcement systems in a way that improves supervisee performance.
- b) Behavior analysts provide documented, timely feedback regarding the performance of a supervisee on an ongoing basis. *(See also, 10.05 Compliance with BACB Supervision and Coursework Standards)*

5.07 Evaluating the Effects of Supervision.

Behavior analysts design systems for obtaining ongoing evaluation of their own supervision activities.

6.0 Behavior Analysts' Ethical Responsibility to the Profession of Behavior Analysis.

Behavior analysts have an obligation to the science of behavior and profession of behavior analysis.



6.01 Affirming Principles.

- a) Above all other professional training, behavior analysts uphold and advance the values, ethics, and principles of the profession of behavior analysis.
- b) Behavior analysts have an obligation to participate in behavior-analytic professional and scientific organizations or activities.

6.02 Disseminating Behavior Analysis.

Behavior analysts promote behavior analysis by making information about it available to the public through presentations, discussions, and other media.

7.0 Behavior Analysts' Ethical Responsibility to Colleagues.

Behavior analysts work with colleagues within the profession of behavior analysis and from other professions and must be aware of these ethical obligations in all situations. *(See also, 10.0 Behavior Analysts' Ethical Responsibility to the BACB)*

7.01 Promoting an Ethical Culture.

Behavior analysts promote an ethical culture in their work environments and make others aware of this Code.

7.02 Ethical Violations by Others and Risk of Harm.

- (a) If behavior analysts believe there may be a legal or ethical violation, they first determine whether there is potential for harm, a possible legal violation, a mandatory-reporting condition, or an agency, organization, or regulatory requirement addressing the violation.
- (b) If a client's legal rights are being violated, or if there is the potential for harm, behavior analysts must take the necessary action to protect the client, including, but not limited to, contacting relevant authorities, following organizational policies, and consulting with appropriate professionals, and documenting their efforts to address the matter.
- (c) If an informal resolution appears appropriate, and would not violate any confidentiality rights, behavior analysts attempt to resolve the issue by bringing it to the attention of that individual and documenting their efforts to address the matter. If the matter is not resolved, behavior analysts report the matter to the appropriate authority (e.g., employer, supervisor, regulatory authority).
- (d) If the matter meets the reporting requirements of the BACB, behavior analysts submit a formal complaint to the BACB. *(See also, 10.02 Timely Responding, Reporting, and Updating of Information Provided to the BACB)*



8.0 Public Statements.

Behavior analysts comply with this Code in public statements relating to their professional services, products, or publications, or to the profession of behavior analysis. Public statements include, but are not limited to, paid or unpaid advertising, brochures, printed matter, directory listings, personal resumes or curriculum vitae, interviews or comments for use in media, statements in legal proceedings, lectures and public presentations, social media, and published materials.

8.01 Avoiding False or Deceptive Statements.

- (a) Behavior analysts do not make public statements that are false, deceptive, misleading, exaggerated, or fraudulent, either because of what they state, convey, or suggest or because of what they omit, concerning their research, practice, or other work activities or those of persons or organizations with which they are affiliated. Behavior analysts claim as credentials for their behavior-analytic work, only degrees that were primarily or exclusively behavior-analytic in content.
- (b) Behavior analysts do not implement non-behavior-analytic interventions. Non-behavior-analytic services may only be provided within the context of non-behavior-analytic education, formal training, and credentialing. Such services must be clearly distinguished from their behavior-analytic practices and BACB certification by using the following disclaimer: “These interventions are not behavior-analytic in nature and are not covered by my BACB credential.” The disclaimer should be placed alongside the names and descriptions of all non-behavior-analytic interventions.
- (c) Behavior analysts do not advertise non-behavior-analytic services as being behavior-analytic.
- (d) Behavior analysts do not identify non-behavior-analytic services as behavior-analytic services on bills, invoices, or requests for reimbursement.
- (e) Behavior analysts do not implement non-behavior-analytic services under behavior-analytic service authorizations.

8.02 Intellectual Property.

- (a) Behavior analysts obtain permission to use trademarked or copyrighted materials as required by law. This includes providing citations, including trademark or copyright symbols on materials, that recognize the intellectual property of others.
- (b) Behavior analysts give appropriate credit to authors when delivering lectures, workshops, or other presentations.

8.03 Statements by Others.

- (a) Behavior analysts who engage others to create or place public statements that promote their professional practice, products, or activities retain professional responsibility for such statements.
- (b) Behavior analysts make reasonable efforts to prevent others whom they do not oversee (e.g.,



employers, publishers, sponsors, organizational clients, and representatives of the print or broadcast media) from making deceptive statements concerning behavior analysts' practices or professional or scientific activities.

- (c) If behavior analysts learn of deceptive statements about their work made by others, behavior analysts correct such statements.
- (d) A paid advertisement relating to behavior analysts' activities must be identified as such, unless it is apparent from the context.

8.04 Media Presentations and Media-Based Services.

- (a) Behavior analysts using electronic media (e.g., video, e-learning, social media, electronic transmission of information) obtain and maintain knowledge regarding the security and limitations of electronic media in order to adhere to this Code.
- (b) Behavior analysts making public statements or delivering presentations using electronic media do not disclose personally identifiable information concerning their clients, supervisees, students, research participants, or other recipients of their services that they obtained during the course of their work, unless written consent has been obtained.
- (c) Behavior analysts delivering presentations using electronic media disguise confidential information concerning participants, whenever possible, so that they are not individually identifiable to others and so that discussions do not cause harm to identifiable participants.
- (d) When behavior analysts provide public statements, advice, or comments by means of public lectures, demonstrations, radio or television programs, electronic media, articles, mailed material, or other media, they take reasonable precautions to ensure that (1) the statements are based on appropriate behavior-analytic literature and practice, (2) the statements are otherwise consistent with this Code, and (3) the advice or comment does not create an agreement for service with the recipient.

8.05 Testimonials and Advertising.

Behavior analysts do not solicit or use testimonials about behavior-analytic services from current clients for publication on their webpages or in any other electronic or print material. Testimonials from former clients must identify whether they were solicited or unsolicited, include an accurate statement of the relationship between the behavior analyst and the author of the testimonial, and comply with all applicable laws about claims made in the testimonial.

Behavior analysts may advertise by describing the kinds and types of evidence-based services they provide, the qualifications of their staff, and objective outcome data they have accrued or published, in accordance with applicable laws.



8.06 In-Person Solicitation.

Behavior analysts do not engage, directly or through agents, in uninvited in-person solicitation of business from actual or potential users of services who, because of their particular circumstances, are vulnerable to undue influence. Organizational behavior management or performance management services may be marketed to corporate entities regardless of their projected financial position.

9.0 Behavior Analysts and Research.

Behavior analysts design, conduct, and report research in accordance with recognized standards of scientific competence and ethical research.

9.01 Conforming with Laws and Regulations.

Behavior analysts plan and conduct research in a manner consistent with all applicable laws and regulations, as well as professional standards governing the conduct of research. Behavior analysts also comply with other applicable laws and regulations relating to mandated-reporting requirements.

9.02 Characteristics of Responsible Research.

- (a) Behavior analysts conduct research only after approval by an independent, formal research review board.
- (b) Behavior analysts conducting applied research conjointly with provision of clinical or human services must comply with requirements for both intervention and research involvement by client-participants. When research and clinical needs conflict, behavior analysts prioritize the welfare of the client.
- (c) Behavior analysts conduct research competently and with due concern for the dignity and welfare of the participants.
- (d) Behavior analysts plan their research so as to minimize the possibility that results will be misleading.
- (e) Researchers and assistants are permitted to perform only those tasks for which they are appropriately trained and prepared. Behavior analysts are responsible for the ethical conduct of research conducted by assistants or by others under their supervision or oversight.
- (f) If an ethical issue is unclear, behavior analysts seek to resolve the issue through consultation with independent, formal research review boards, peer consultations, or other proper mechanisms.
- (g) Behavior analysts only conduct research independently after they have successfully conducted research under a supervisor in a defined relationship (e.g., thesis, dissertation, specific research project).
- (h) Behavior analysts conducting research take necessary steps to maximize benefit and minimize risk to their clients, supervisees, research participants, students, and others with whom they work.
- (i) Behavior analysts minimize the effect of personal, financial, social, organizational, or political factors



that might lead to misuse of their research.

- (j) If behavior analysts learn of misuse or misrepresentation of their individual work products, they take appropriate steps to correct the misuse or misrepresentation.
- (k) Behavior analysts avoid conflicts of interest when conducting research.
- (l) Behavior analysts minimize interference with the participants or environment in which research is conducted.

9.03 Informed Consent.

Behavior analysts inform participants or their guardian or surrogate in understandable language about the nature of the research; that they are free to participate, to decline to participate, or to withdraw from the research at any time without penalty; about significant factors that may influence their willingness to participate; and answer any other questions participants may have about the research.

9.04 Using Confidential Information for Didactic or Instructive Purposes.

- (a) Behavior analysts do not disclose personally identifiable information concerning their individual or organizational clients, research participants, or other recipients of their services that they obtained during the course of their work, unless the person or organization has consented in writing or unless there is other legal authorization for doing so.
- (b) Behavior analysts disguise confidential information concerning participants, whenever possible, so that they are not individually identifiable to others and so that discussions do not cause harm to identifiable participants.

9.05 Debriefing.

Behavior analysts inform the participant that debriefing will occur at the conclusion of the participant's involvement in the research.

9.06 Grant and Journal Reviews.

Behavior analysts who serve on grant review panels or as manuscript reviewers avoid conducting any research described in grant proposals or manuscripts that they reviewed, except as replications fully crediting the prior researchers.

9.07 Plagiarism.

- (a) Behavior analysts fully cite the work of others where appropriate.
- (b) Behavior analysts do not present portions or elements of another's work or data as their own.



9.08 Acknowledging Contributions.

Behavior analysts acknowledge the contributions of others to research by including them as co-authors or footnoting their contributions. Principal authorship and other publication credits accurately reflect the relative scientific or professional contributions of the individuals involved, regardless of their relative status. Minor contributions to the research or to the writing for publications are appropriately acknowledged, such as, in a footnote or introductory statement.

9.09 Accuracy and Use of Data.

- (a) Behavior analysts do not fabricate data or falsify results in their publications. If behavior analysts discover errors in their published data, they take steps to correct such errors in a correction, retraction, erratum, or other appropriate publication means.
- (b) Behavior analysts do not omit findings that might alter interpretations of their work.
- (c) Behavior analysts do not publish, as original data, data that have been previously published. This does not preclude republishing data when they are accompanied by proper acknowledgment.
- (d) After research results are published, behavior analysts do not withhold the data on which their conclusions are based from other competent professionals who seek to verify the substantive claims through reanalysis and who intend to use such data only for that purpose, provided that the confidentiality of the participants can be protected and unless legal rights concerning proprietary data preclude their release.

10.0 Behavior Analysts' Ethical Responsibility to the BACB.

Behavior analysts must adhere to this Code and all rules and standards of the BACB.

10.01 Truthful and Accurate Information Provided to the BACB.

- (a) Behavior analysts only provide truthful and accurate information in applications and documentation submitted to the BACB.
- (b) Behavior analysts ensure that inaccurate information submitted to the BACB is immediately corrected.

10.02 Timely Responding, Reporting, and Updating of Information Provided to the BACB.

Behavior analysts must comply with all BACB deadlines including, but not limited to, ensuring that the BACB is notified within thirty (30) days of the date of any of the following grounds for sanctioning status:

- (a) A violation of this Code, or disciplinary investigation, action or sanction, filing of charges, conviction or plea of guilty or nolo contendere by a governmental agency, health care organization, third-party payer or educational institution. Procedural note: Behavior analysts convicted of a felony directly related to behavior analysis practice and/or public health and safety shall be ineligible to apply



- for BACB registration, certification, or recertification for a period of three (3) years from the exhaustion of appeals, completion of parole or probation, or final release from confinement (if any), whichever is later; (*See also, 1.04d Integrity*)
- (b) Any public health- and safety-related fines or tickets where the behavior analyst is named on the ticket;
 - (c) A physical or mental condition that would impair the behavior analysts' ability to competently practice; and
 - (d) A change of name, address or email contact.

10.03 Confidentiality and BACB Intellectual Property.

Behavior analysts do not infringe on the BACB's intellectual property rights, including, but not limited to the BACB's rights to the following:

- (a) BACB logo, VCS logo, ACE logo, certificates, credentials and designations, including, but not limited to, trademarks, service marks, registration marks and certification marks owned and claimed by the BACB (this includes confusingly similar marks intended to convey BACB affiliation, certification or registration, or misrepresentation of an educational ABA certificate status as constituting national certification);
- (b) BACB copyrights to original and derivative works, including, but not limited to, BACB copyrights to standards, procedures, guidelines, codes, job task analysis, Workgroup reports, surveys; and
- (c) BACB copyrights to all BACB-developed examination questions, item banks, examination specifications, examination forms and examination scoring sheets, which are secure trade secrets of the BACB. Behavior analysts are expressly prohibited from disclosing the content of any BACB examination materials, regardless of how that content became known to them. Behavior analysts report suspected or known infringements and/or unauthorized access to examination content and/or any other violation of BACB intellectual property rights immediately to the BACB. Efforts for informal resolution (identified in Section 7.02 c) are waived due to the immediate reporting requirement of this Section.

10.04 Examination Honesty and Irregularities.

Behavior analysts adhere to all rules of the BACB, including the rules and procedures required by BACB approved testing centers and examination administrators and proctors. Behavior analysts must immediately report suspected cheaters and any other irregularities relating to the BACB examination administrations to the BACB. Examination irregularities include, but are not limited to, unauthorized access to BACB examinations or answer sheets, copying answers, permitting another to copy answers, disrupting the conduct of an examination, falsifying information, education or credentials, and providing and/or receiving unauthorized or illegal advice about or access to BACB examination content before, during, or following the examination. This prohibition includes, but is not limited to, use of or participation in any "exam dump" preparation site or blog that provides unauthorized



access to BACB examination questions. If, at any time, it is discovered that an applicant or certificant has participated in or utilized an exam dump organization, immediate action may be taken to withdraw eligibility, cancel examination scores, or otherwise revoke certification gained through use of inappropriately obtained examination content.

10.05 Compliance with BACB Supervision and Coursework Standards.

Behavior analysts ensure that coursework (including continuing education events), supervised experience, RBT training and assessment, and BCaBA supervision are conducted in accordance with the BACB's standards if these activities are intended to comply with BACB standards (*See also, 5.0 Behavior Analysts as Supervisors*)

10.06 Being Familiar with This Code.

Behavior analysts have an obligation to be familiar with this Code, other applicable ethics codes, including, but not limited to, licensure requirements for ethical conduct, and their application to behavior analysts' work. Lack of awareness or misunderstanding of a conduct standard is not itself a defense to a charge of unethical conduct.

10.07 Discouraging Misrepresentation by Non-Certified Individuals.

Behavior analysts report non-certified (and, if applicable, non-registered) practitioners to the appropriate state licensing board and to the BACB if the practitioners are misrepresenting BACB certification or registration status.



Glossary

Behavior Analyst

Behavior analyst refers to an individual who holds the BCBA or BCaBA credential, an individual authorized by the BACB to provide supervision, or a coordinator of a BACB Verified Course Sequences. Where Code elements are deemed relevant to the practice of an RBT, the term “behavior analyst” includes the behavior technician.

Behavior-Analytic Services

Behavior-analytic services are those that are explicitly based on principles and procedures of behavior analysis (i.e., the science of behavior) and are designed to change behavior in socially important ways. These services include, but are not limited to, treatment, assessment, training, consultation, managing and supervising others, teaching, and delivering continuing education.

Behavior-Change Program

The behavior-change program is a formal, written document that describes in technological detail every assessment and treatment task necessary to achieve stated goals.

Client

The term client refers to any recipient or beneficiary of the professional services provided by a behavior analyst. The term includes, but is not limited to:

- (a) The direct recipient of services;
- (b) The parent, relative, legal representative or legal guardian of the recipient of services;
- (c) The employer, agency representative, institutional representative, or third-party contractor for services of the behavior analyst; and/or
- (d) Any other individual or entity that is a known beneficiary of services or who would normally be construed as a “client” or “client-surrogate”.

For purposes of this definition, the term client does not include third-party insurers or payers, unless the behavior analyst is hired directly under contract with the third-party insurer or payer.

Functional Assessment

Functional assessment, also known as functional behavior assessment, refers to a category of procedures used to formally assess the possible environmental causes of problem behavior. These procedures include informant assessments (e.g., interviews, rating scales), direct observation in the natural environment (e.g., ABC assessment), and experimental functional analysis.

Multiple Relationships

A multiple relationship is one in which a behavior analyst is in both a behavior-analytic role and a non-behavior-analytic role simultaneously with a client, supervisee, or someone closely associated with or related to the client.



Public Statements

Public statements include, but are not limited to, paid or unpaid advertising, brochures, printed matter, directory listings, personal resumes or curriculum vitae, interviews or comments for use in media, statements in legal proceedings, lectures and public presentations, social media, and published materials.

Research

Any data-based activity designed to generate generalizable knowledge for the discipline, often through professional presentations or publications. The use of an experimental design does not by itself constitute research. Professional presentation or publication of already collected data are exempt from elements in section 9.0 (Behavior Analysts and Research) that pertain to prospective research activities (e.g., 9.02a). However, all remaining relevant elements from section 9.0 apply (e.g., 9.01 Conforming with Laws and Regulations; 9.03 Informed Consent relating to use of client data).

Research Review Board

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

Rights and Prerogatives of Clients

Rights and prerogatives of clients refers to human rights, legal rights, rights codified within behavior analysis, and organizational and administrative rules and regulations designed to benefit the client.

Risk-Benefit Analysis

A risk-benefit analysis is a deliberate evaluation of the potential risks (e.g., limitations, side effects, costs) and benefits (e.g., treatment outcomes, efficiency, savings) associated with a given intervention. A risk-benefit analysis should conclude with a course of action associated with greater benefits than risks.

Service Record

A client's service record includes, but is not limited to, written behavior-change plans, assessments, graphs, raw data, electronic recordings, progress summaries, and written reports.

Student

A student is an individual who is matriculated at a college/university. This Code applies to the student during formal behavior-analytic instruction.

Supervisee

A supervisee is any individual whose behavior-analytic services are overseen by a behavior analyst within the context of a defined, agreed-upon relationship.

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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*. Littleton, CO: Author.

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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.



BCBA[®]

2022 ELIGIBILITY REQUIREMENTS*

**If you are applying before January 1, 2022, or want to see BCBA-D eligibility or BCBA maintenance requirements, you must review the [BCBA Handbook](#).*

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ABOUT THIS DOCUMENT

This document describes the eligibility and examination requirements for obtaining BCBA certification for anyone applying **on or after** January 1, 2022. **Candidates applying before 2022 should reference the [BCBA Handbook](#).** If you are unsure whether you are applying before or after 2022, review the eligibility and examination information in the BCBA Handbook, this document, and the [Guidance for Those Applying for BCBA Certification during the 2022 Transition](#) document.

This document does not describe the full eligibility process (e.g., applying), BCBA-D eligibility requirements, or any of the requirements for maintaining the BCBA certification. You can review those requirements in the [BCBA Handbook](#).

This document contains clickable images that link directly to BACB documents. This document will be updated as needed and will replace the relevant eligibility components in the current handbook closer to 2022. Applicants 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. The BACB reserves the right to amend the procedures outlined in this document.

For a complete list of updates included in this version of the BCBA 2022 Eligibility Requirements, please see [page 34](#).

OVERVIEW

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 the eligibility requirements in this document and the maintenance requirements in the [BCBA Handbook](#). After this review, determine which eligibility pathway you plan to pursue. The majority of BCBA certificants apply under Pathways 1 and 2, so this section focuses primarily on those pathways. Second, determine when you might apply. Keep in mind that it may take a few years to meet all of the requirements, so you might not qualify to apply until after January 1, 2022. At that time, you must meet the eligibility and examination requirements described in this document. You should use this document, not the BCBA Handbook, to ensure that you meet all of the requirements. *Note:* You will still want to review the maintenance and supervision sections in the BCBA Handbook, as those will be relevant regardless of when you apply.

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.

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 about 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 faculty's interest(s) align with yours (e.g., 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.

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

OVERVIEW

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 degree 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 apply after January 1, 2022, and receive a 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 found on 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 lead by faculty with similar interests? Will the program help facilitate fieldwork 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.

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 fieldwork 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.

OVERVIEW

When identifying supervisor(s) to oversee your fieldwork hours, ensure that they are qualified to be your supervisor (see the [Supervised 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.
- ▶ 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 current requirements.
- ▶ Consider whether they can customize the experience 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 document and the BCBA Handbook handy. 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.

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.

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.

ELIGIBILITY REQUIREMENTS (AS OF JANUARY 1, 2022)

Eligibility Requirements (as of January 1, 2022)

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	Degree from ABAI-accredited master's or doctoral program	Graduate degree	Graduate degree	Doctoral degree
Behavior-analytic content		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.



Applying before January 1, 2022?

Review the [BCBA Handbook](#) to ensure that you meet the eligibility requirements that are in effect at that time. If you are unsure of when you will apply (i.e., before or after January 1, 2022), the [Guidance for Those Applying for BCBA Certification during the 2022 Transition](#) document might be helpful.

ELIGIBILITY REQUIREMENTS (AS OF JANUARY 1, 2022)

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.



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.

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](#).



Demonstrate that you meet this requirement when you apply after January 1, 2022, 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 after January 1, 2022, 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.

ELIGIBILITY REQUIREMENTS (AS OF JANUARY 1, 2022)


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 after January 1, 2022**, 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 [preliminary degree 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

*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](#).



Due to increased coursework and fieldwork requirements that more closely reflect the academic requirements of other reputable master's programs, and for the added benefit of certifying individuals with diverse training backgrounds and connections to other professional communities, the previous field-of-study restriction has been removed (as of January 1, 2022).



Not sure your coursework qualifies?
If you are uncertain whether your coursework qualifies, you can request a [preliminary coursework evaluation](#) online as of January 1, 2021. This will include a \$100 fee that may be credited to your BCBA Certification Application when you apply.

ELIGIBILITY REQUIREMENTS (AS OF JANUARY 1, 2022)



Demonstrate that you meet the coursework requirements when you apply after January 1, 2022, by submitting [official transcript\(s\)](#) for all qualifying behavior-analytic courses that you will be using to meet the requirement.

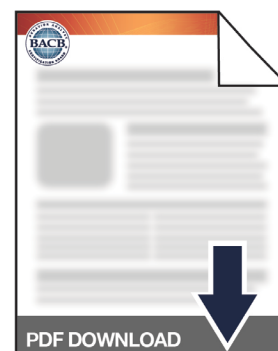
There are two ways the BACB determines whether a course has qualifying content hours that may be applied toward coursework requirements:

1. **Verified Coursework:** 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, Verified Course Sequence Coordinators and content hours, and dates on which the courses were verified.



Curious about Verified Course Sequence pass rates? The BACB publishes [examination pass rates](#) for Verified Course Sequences annually as a resource for prospective students.

2. **Nonverified Coursework:** If you completed behavior-analytic coursework that is not part of an ABAI Verified Course Sequence, that coursework 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](#).



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 after January 1, 2022, 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.

ELIGIBILITY REQUIREMENTS (AS OF JANUARY 1, 2022)

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 after January 1, 2022, 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 after January 1, 2022, 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 after January 1, 2022, by submitting a copy of your published article.

ELIGIBILITY REQUIREMENTS (AS OF JANUARY 1, 2022)

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 <i>(see the Supervised Fieldwork Requirements section for additional supervisor requirements)</i>	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 after January 1, 2022, 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.

ELIGIBILITY REQUIREMENTS (AS OF JANUARY 1, 2022)

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.



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 after January 1, 2022, 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 after January 1, 2022, 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 (AS OF JANUARY 1, 2022)

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 after January 1, 2022, 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.

ELIGIBILITY REQUIREMENTS (AS OF JANUARY 1, 2022)

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 on or after January 1, 2022, must meet these requirements.

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 experience. 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 (AS OF JANUARY 1, 2022)

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. If it is near or after January 1, 2022, ensure that you are meeting these [fieldwork requirements](#) and all other eligibility requirements in effect at that time. You might also want to review the [Guidance for Those Applying for BCBA Certification during the 2022 Transition](#) document if you are unsure whether you will apply before or after January 1, 2022.



[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 (AS OF JANUARY 1, 2022)

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 (AS OF JANUARY 1, 2022)

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 experience/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 (AS OF JANUARY 1, 2022)

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 (AS OF JANUARY 1, 2022)

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.



Unsure of when you might apply?

Track how you're meeting the minimum requirements for both the current experience requirements and the 2022 fieldwork requirements. Fieldwork hours that meet the 2022 requirements may not be accepted until January 1, 2022.

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 (AS OF JANUARY 1, 2022)

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 (AS OF JANUARY 1, 2022)

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



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

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:

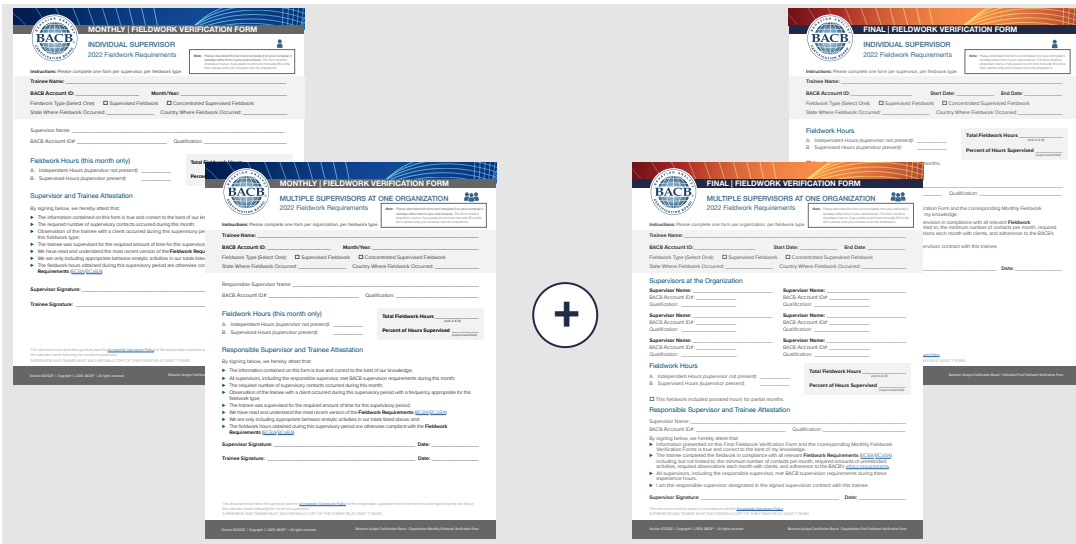
- ▶ **Each Supervisory Period:** The trainee and supervisor should have documentation that shows they are meeting the quantitative requirements (e.g., minimum number of supervisory meetings and contacts) and qualitative requirements (e.g., summary of what happened during the supervision meeting).
- ▶ **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.

ELIGIBILITY REQUIREMENTS (AS OF JANUARY 1, 2022)

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

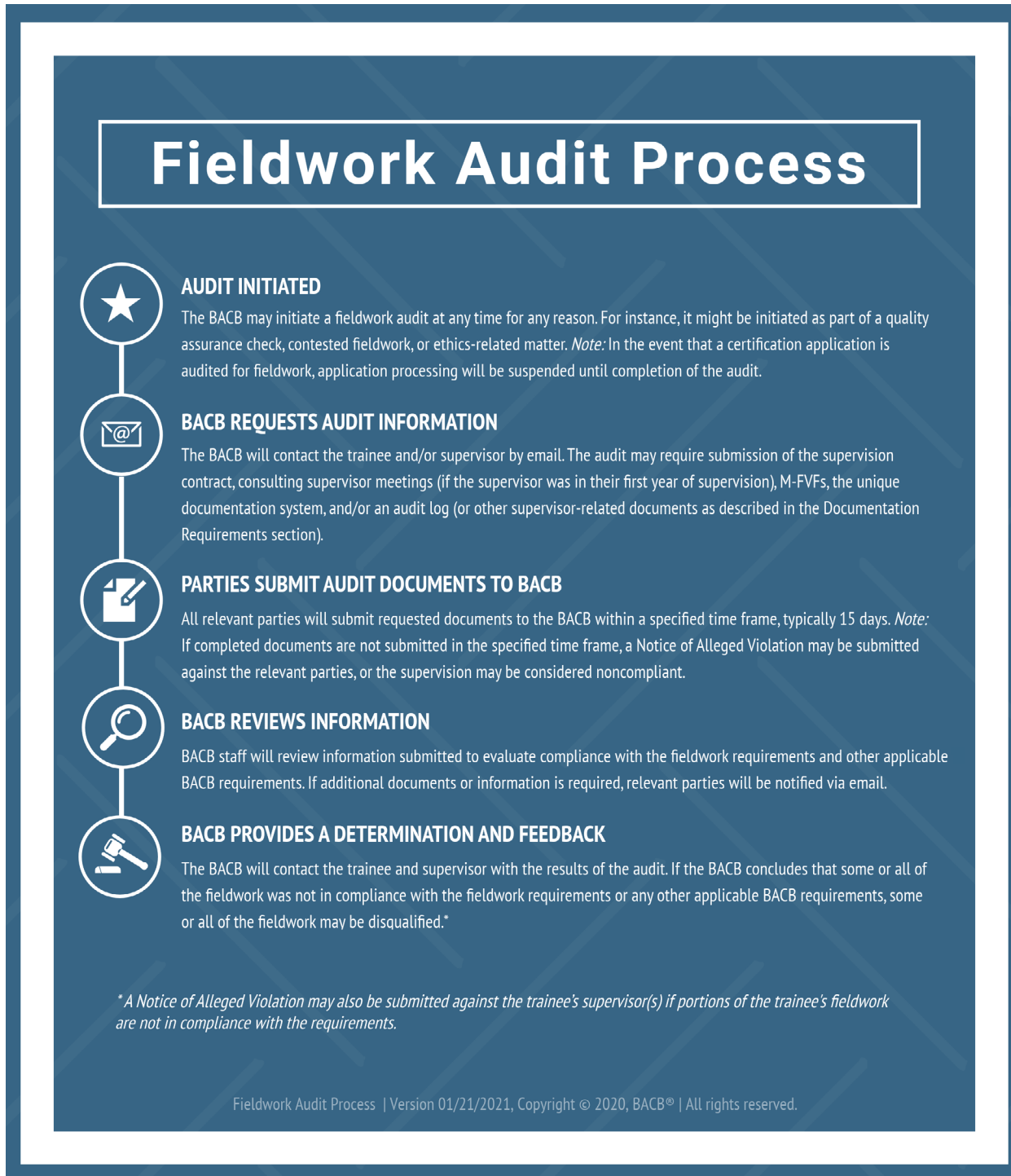
- ▶ [Monthly Fieldwork Verification Form: Multiple Supervisors at One Organization](#)
- ▶ [Final Fieldwork Verification Form: Multiple Supervisors at One Organization](#)

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 (AS OF JANUARY 1, 2022)

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 (AS OF JANUARY 1, 2022)

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 Experience/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 Experience/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-experience/fieldwork](#) process was developed to help resolve supervisor/trainee disagreements about signing F-FVFs. Based on past contested-experience/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-experience/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 (AS OF JANUARY 1, 2022)

- ▶ **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 an Alleged Violation](#) section of the BACB website 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.

EXAMINATION

Examination

The BCBA certification examination is based on the results of a formal job task analysis. The BACB follows nationally accepted standards for test development that include the use of subject matter experts and extensive surveys.

The purpose of the BCBA certification examination is to assess knowledge of the [BCBA Task List \(5th ed.\)](#) at a level consistent with that of an entry-level behavior analyst. The BCBA certification examination comprises 185 multiple-choice questions, 10 of which are unscored pilot items. Each question has 4 possible answers. Candidates have 4 hours to complete the examination.

The BCBA certification examination is only available at authorized Pearson VUE testing sites worldwide that meet the security requirements necessary for administration of high-stakes examinations. The BACB currently has authorized the availability of testing sites in multiple countries and evaluates the addition of new sites routinely and by requests made through [Pearson VUE's website](#).

The examinations are administered using a computer-based testing (CBT) format by Pearson VUE. [Pearson VUE's website](#) offers:

- ▶ a tutorial to become familiar with the CBT format,
- ▶ information about what to expect at a Pearson VUE testing center, and
- ▶ examination locations and testing centers.

Scoring

The BACB uses the modified Angoff method for establishing the passing score for each base examination form. New base examination forms are created approximately every five years or whenever there is a significant change to the examination content, such as the introduction of a new task list. The BACB maintains a large pool of questions that can be used to generate many different forms of the examination that are equated to the base examination.

The modified Angoff method is criterion referenced, meaning that the passing score for each base examination is established by a panel of BACB-certified subject matter experts and then approved by the BACB Board of Directors. Your performance on the examination is not dependent on the performance of those taking the examination with you.

The BACB is committed to reporting uncompromised and valid examination scores. On rare occasions, circumstances may invalidate examination scores. The BACB reserves the right to cancel or withhold examination scores due to suspected or documented misconduct during testing at a Pearson VUE site or violation of the Ethics Code for Behavior Analysts. Invalidation may also occur due to situations beyond your control—or that of the BACB's—at the testing site. Should this occur, you are encouraged to submit an [administrative appeal](#).

Preparation

Content on the [BCBA Task List \(5th ed.\)](#) serves as the basis of the examination. Although the BACB cannot endorse specific study guides or other preparation materials, we do recommend that candidates review the task list, materials from their training, and the [Ethics Code for Behavior Analysts](#) and study the content areas.

EXAMINATION

Examination Outline

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 Number of Questions	175	

* Percentages in this table have been rounded.

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 by applicants or certificants.

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 that 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](#).

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.

OTHER RELEVANT POLICIES

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 falsified, 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

Please see the BACB's [Code-Enforcement Procedures](#) for more specific information.

DOCUMENTS AND RESOURCES

Documents and Resources

Eligibility and Applying for Certification

- ▶ [BCBA Task List \(5th ed.\)](#)

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](#)
- ▶ [FAQs](#)
- ▶ [Contested Experience/Fieldwork Form](#)

Consulting Supervisor

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

Examination

- ▶ [Pearson VUE Website](#)

Ethics and Self-Reporting

- ▶ [Ethics Code for Behavior Analysts](#)
- ▶ [Crosswalk for Behavior Analyst Ethics Codes](#)
- ▶ [Considerations for Self-Reporting](#)
- ▶ [Ethics Web Page](#)

BCBA Maintenance and Supervision Requirements

- ▶ [BCBA Handbook](#)

GLOSSARY

Glossary

Applicant: An individual who is pursuing certification.

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 the behavior analyst's services. In some contexts, the client might be a group of individuals.

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

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: The experiential activities in which one engages as part of the eligibility requirements for obtaining BCBA (or BCaBA) certification.

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 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.

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.

GLOSSARY

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: If you completed coursework in anything other than an ABAI Verified Course Sequence, that coursework is considered nonverified. You must have your department chair complete a [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

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-Equivalency Evaluation: This evaluation will determine whether a degree obtained outside of the United States was from a qualifying institution and meets the current BCBA degree requirement. You may request this determination 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.

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.

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 Hours: Fieldwork 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.

GLOSSARY

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. BCBAAs 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.

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

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.

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.

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. 17, 21, 31](#)).
- ▶ 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.
- ▶ Changed all applicable references to the Professional and Ethical Compliance Code for Behavior Analysts to the Ethics Code for Behavior Analysts, as this new code will go into effect in 2022 ([p. 31](#)).
- ▶ Further clarified that the supervisor may not be in a multiple relationship with (e.g., personal or business relationship) the trainee ([p. 17](#)).

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.

Version 9/16/2021 Updates

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

- ▶ Provided further clarification on degree requirements from an ABAI-accredited program.
- ▶ Noted that the BACB requires applicants with degrees earned outside of the US to complete a degree equivalency evaluation.



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