



**UK Society for
Behaviour Analysis**

UKBA(cert)



Curriculum

The UKBA(cert) curriculum includes the core science of behaviour analysis content suitable for postgraduate-level training in Applied Behaviour Analysis. The curriculum will fulfil the coursework requirements for a student to become a UKBA(cert).

The curriculum is mostly knowledge-based and is designed to ensure that trainee behaviour analysts are knowledgeable and fluent in key philosophy, principles, assessment, behaviour-change procedures, and ethics and professional conduct. The university curriculum is part of a training programme that will also include a skills-based curriculum, which is delivered as part of ongoing clinical supervision.

The postgraduate curriculum is designed to be taught at universities at the Master's level, and corresponds with Level 7 in the Framework for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ).

The UK-SBA curriculum stipulates the content that must make up at least 100 credits. It is expected that most UK universities will also offer a 60-credit dissertation and/or clinical practicum. A further 20 credits is discretionary and should be comprised of behaviour-analytic content. A university course may use the discretionary content hours to teach some

1

Version: 1
Date: March 2023
Committee:
Education

of the mandated content in greater depth, or offer additional modules in topics such as positive behaviour support, organisational behaviour management, acceptance and commitment therapy, the philosophy of behaviour analysis, or behavioural approaches for people with learning disabilities or autism. The universities will be expected to demonstrate that the additional 20 credits is behaviour-analytic in nature.

The curriculum consists of 5 key areas: Concepts and Principles of Behaviour Analysis (30 credits), Methods, Design, and Interpretation (20 credits), Assessment (20 Credits), Behaviour-Change Procedures (30 credits), and Ethical and Professional Conduct (must be a minimum of 10% of each module and all areas of the curriculum must be taught on the course, or comprise of a standalone 10-credit module).

Section	Core Content	Credits
A	Concepts and Principles of Behaviour Analysis	30
B	Methods, Design, and Interpretation	20
C	Assessment	20
D	Behaviour-Change Procedures	30
E	Ethical and Professional Conduct	10 ¹
	Additional Content²	
	<i>Taught Discretionary</i>	20
	<i>Dissertation/Practicum</i>	60

¹ Does not have to be taught as a standalone module – either 10% of course content from each module should be focused on ethical and professional conduct, or it should be a standalone module of at least 10 credits.

² This is the likely breakdown of additional credits to make up a 180-credit Master's course at a university in the UK, but these credits are not prescribed by the UKBA (cert) curriculum.

A. Concepts and Principles of Behaviour Analysis (30 Credits)

A.1	Demonstrate a comprehensive understanding of the importance of good relationships in the behaviour-analytic process (e.g., the importance of rapport building and involving clients in the assessment and intervention process).
A.2	Describe how a values-driven practice of behaviour analysis is sensitive to context (e.g., population, settings, stakeholders, regulatory frameworks, service delivery models).
A.3	Use dimensions of applied behaviour analysis (Baer, Wolf, & Risley, 1968) to critically evaluate behaviour analysis. Consider how the dimensions of applied behaviour analysis lay the foundation for the values of the practice of applied behaviour analysis.
A.4	Demonstrate a systematic understanding of the philosophical assumptions of behaviour analysis (e.g., empiricism, determinism, parsimony, pragmatism, selectionism).
A.5	Demonstrate a systematic understanding of methodological and radical behaviourism.
A.6	Demonstrate a critical awareness of the following concepts: behaviourism, the experimental analysis of behaviour, applied behaviour analysis, and professional practice guided by the science of behaviour analysis.
A.7	Demonstrate a comprehensive understanding of behaviour, response, and response class.
A.8	Demonstrate a comprehensive understanding of stimulus and stimulus class.
A.9	Demonstrate a comprehensive understanding of respondent and operant conditioning
A.10	Demonstrate a comprehensive understanding of consequences that increase and decrease behaviour.
A.11	Demonstrate a comprehensive understanding of schedules of reinforcement.
A.12	Demonstrate a comprehensive understanding of different types of consequences (e.g., primary, secondary, and socially mediated and automatic reinforcement).
A.13	Demonstrate a comprehensive understanding of operant extinction.
A.14	Demonstrate a comprehensive understanding of stimulus control.
A.15	Demonstrate a comprehensive understanding of discrimination, generalisation, and maintenance.

- | | |
|-------------|--|
| A.16 | Demonstrate a comprehensive understanding of motivating operations. |
| A.17 | Demonstrate a comprehensive understanding of rule-governed and contingency-shaped behaviour. |
| A.18 | Demonstrate a comprehensive understanding of the verbal operants. |
| A.19 | Demonstrate a comprehensive understanding of derived stimulus relations. |

B. Methods, Design, and Interpretation (20 Credits)

B.1	Systematically explain operational definitions of behaviour.
B.2	Demonstrate a systematic understanding of how clearly defined operational definitions benefit assessment procedures.
B.3	Demonstrate a systematic understanding of operational measures of behaviour (e.g., direct, indirect, and product).
B.4	Demonstrate a systematic understanding of how and why behaviour analysts measure occurrence (e.g., frequency, rate).
B.5	Demonstrate a systematic understanding of how and why behaviour analysts measure the temporal dimensions of behaviour (e.g., duration, latency, inter-response time).
B.6	Demonstrate a systematic understanding of how and why behaviour analysts measure form and strength of behaviour (e.g., topography, magnitude).
B.7	Demonstrate a systematic understanding of trials to criterion.
B.8	Demonstrate a systematic understanding of time sampling procedures.
B.9	Demonstrate a systematic understanding of validity, accuracy, and reliability of measurement procedures.
B.10	Systematically determine a measurement system to obtain representative data given the dimensions of behaviour and the logistics of observing and recording.
B.11	Graph data to communicate relevant quantitative relations (e.g., equal-interval graphs, bar graphs, cumulative records, celeration charts).
B.12	Critique and interpret graphed data.
B.13	Demonstrate an understanding of dependent and independent variables.
B.14	Demonstrate an understanding of internal and external validity.
B.15	Demonstrate a systematic understanding of features of single-subject experimental designs (e.g., individuals serve as their own controls, repeated measures, prediction, verification, replication).
B.16	Systematically demonstrate understanding of the differences between single-subject experimental designs and group designs.

B.17 Systematically and creatively use single-subject experimental designs (e.g., multiple baseline, changing criterion, alternating treatments, and reversal designs).

B.18 Demonstrate a critical awareness of component and parametric analyses.

B.19 Demonstrate a systematic understanding of social validity.

C. Assessment (20 Credits)

C.1	Demonstrate a comprehensive understanding of how to involve service users/clients, and key stakeholders/caregivers in setting targets and designing interventions.
C.2	Demonstrate a comprehensive understanding of how to identify and prioritise socially, clinically, or educationally significant behaviour-change goals.
C.3	Systematically evaluate whether a simple environmental manipulation will provide sufficient behaviour change.
C.4	Demonstrate a comprehensive understanding of how to determine whether behaviour-analytic services are needed.
C.5	Systematically describe goals in observable and measurable terms.
C.6	Demonstrate a systematic knowledge of, and critically evaluate the range of skill assessments used by behaviour analysts.
C.7	Demonstrate a systematic knowledge of preference and reinforcer assessments and their appropriate application.
C.8	Demonstrate a systematic knowledge of the common functions of behaviour.
C.9	Demonstrate a systematic understanding of the full range of functional assessment procedures including indirect, descriptive, experimental/functional analysis of behaviour.
C.10	Critically evaluate and interpret functional assessment and analysis data.
C.11	Critically evaluate functional assessment and analysis data and relevant research to determine potential interventions for clients.
C.12	Systematically and creatively explain how to monitor client progress and procedural fidelity.
C.13	Demonstrate a systematic understanding of functional assessment approaches (i.e., performance diagnostics) to identify variables affecting personnel performance.

D. Behaviour-Change Procedures (30 Credits)

D.1	Describe the core values of behaviour-analytic practice in accordance with the UK-SBA <i>Code of Ethical and Professional Conduct</i> (e.g., the importance of building trusting relationships, maintaining confidentiality, and respect for individuals in all circumstances).
D.2	Demonstrate a comprehensive understanding of intervention goals and strategies based on such factors as client preferences, supporting environments, risks, constraints, and social validity.
D.3	Describe the importance of the involvement of key stakeholders in all aspects of behaviour-analytic practice, and how to collaborate with others who support and/or provide services to clients.
D.4	Systematically explain antecedent strategies used in behaviour-change programmes, including high-probability instructional sequence, choice, and noncontingent reinforcement.
D.5	Systematically explain interventions based on motivating operations and discriminative stimuli.
D.6	Systematically explain the potential advantages and disadvantages of using antecedent-based intervention strategies.
D.7	Systematically explain how to establish secondary reinforcers.
D.8	Systematically explain how to use consequences to increase and decrease behaviour.
D.9	Systematically explain stimulus and response prompts and fading (e.g., errorless, most-to-least, least-to-most, prompt delay, stimulus fading).
D.10	Systematically explain techniques to teach new skills, including modelling and imitation training, instructions and rules, shaping, chaining, and discrete-trial, free-operant, and naturalistic teaching techniques.
D.11	Systematically explain how to teach simple and conditional discriminations.
D.12	Systematically and creatively explain how to use instruction based on derived relational responding
D.13	Systematically explain how to use differential reinforcement procedures (e.g., DRA, DRO, DRL, DRH).
D.14	Systematically explain how to use extinction.

D.15	Systematically explain token economies, group contingencies, contingency contracting, and self-management strategies.
D.16	Systematically explain procedures to promote stimulus and response generalisation.
D.17	Systematically explain procedures to promote maintenance.
D.18	Systematically select functionally-equivalent behaviours to increase when using behaviour-change programmes to decrease behaviour.
D.19	Demonstrate a critical awareness of the negative side effects that may occur when using consequence-based procedures.
D.20	Systematically explain how to make data-based decisions about the effectiveness of the intervention and the need for intervention revision.
D.21	Systematically explain how to make data-based decisions about the need for ongoing services and when to terminate services.
D.22	Systematically explain how to use performance monitoring, feedback, and reinforcement systems in behaviour-analytic supervision and staff training programmes.
D.23	Systematically explain how to collaborate with others who support and/or provide services to clients.

E. Ethical and Professional Conduct

E.1	Protect clients, colleagues, and organisations from risk of physical or emotional harm.
E.2	Respect diversity and do not engage in or condone discrimination against individuals or groups based on age, gender, race, culture, ethnicity, national origin, religion, disability, LGBT+ identity, or socioeconomic status.
E.3	Do not condone or engage in practices that do not meet the standards expected of behaviour-analytic practitioners. Challenge the incompetence and malpractice of other behaviour-analytic practitioners who do not meet these standards.
E.4	Maintain confidentiality and ensure confidential data and information are stored appropriately.
E.5	Use social media and networking sites appropriately and responsibly.
E.6	Maintain appropriate professional boundaries.
E.7	Obtain informed consent according to currently and locally relevant laws on consent.
E.8	Prioritise client assent.
E.9	Work within one's bounds of professional competence and expertise.
E.10	Maintain and improve professional competence.
E.11	Prioritise Positive and Proactive Strategies
E.12	Rely on current scientific knowledge derived from and defining the field of behaviour analysis in practice.
E.13	Document professional work with clients, supervisees, and trainees whilst maintaining confidentiality.
E.14	Conduct research with integrity and safety, in accordance with currently and locally relevant laws and procedures for ethical approval and consent.
E.15	Conduct management, supervision, and training with integrity, and in accordance with current scientific knowledge and practice in behaviour analysis.
E.16	Ensure that appropriate arrangements are in place to cover roles and responsibilities during periods of absence or disruption to services. Ensure an orderly transition if discontinuation of services becomes necessary.

E.17	Conduct work with other professionals within the field of behaviour analysis or other relevant professions with mutual respect.
E.18	Appropriately use Intellectual Property belonging to others.
E.19	Be honest about professional credentials and expertise.
E.20	Inform service recipients of the UK-SBA <i>Code of Ethical and Professional Conduct</i> and how they may obtain information of the UK-SBA <i>Complaint Procedure</i> .
E.21	Ensure advertising, displays of credentials, and public statements are accurate and truthful.
E.22	Review and fulfil professional obligations to the UK-SBA.