BCAT TASK LIST

The BCAT Task List is intended as a resource for candidates and instructors who are preparing those candidates for the BCAT Exam. Candidates for the BCAT should be prepared to demonstrate their knowledge of each topic delineated in the task list.

A. Autism Spectrum Disorder

1. Knowledge of deficits in social-emotional reciprocity

2. Knowledge of deficits in nonverbal communicative behaviors used for social interaction

3. Knowledge of deficits in developing, maintaining, and understanding relationships

4. Knowledge of stereotyped or repetitive motor movements, use of objects, or speech

5. Knowledge of insistence on sameness, inflexible adherence to routines, or ritualized patterns of verbal or nonverbal behavior

6. Knowledge of highly restricted, fixated interests that are abnormal in intensity or focus

7. Knowledge of hyper or hyporeactivity to sensory input or unusual interests in sensory aspects of environment

8. Knowledge of levels of severity across social communication and restricted, repetitive behaviors

9. Knowledge of research regarding treatment intensity

10. Knowledge of early intensive behavioral intervention research

11. Knowledge of foundational autism research

12. Distinguishing between evidence-based interventions vs. nonevidence-based interventions

BCAT TASK LIST

B. Principles of ABA

1. Positive reinforcement

2. Negative reinforcement

3. Positive punishment

4. Negative punishment

5. Reinforcer

6. Punisher

7. Conditioned reinforcer

8. Unconditioned reinforcer

9. Extinction

10. Deprivation

11. Satiation

12. Contingency

13. Motivating operation

14. Antecedent

15. Behavior

16. Consequence

17. 3-term contingency

18. Stimulus

19. Discriminative stimulus

20. Stimulus control

21. Response

22. Discrete trial

C. Treatment: Skill Acquisition

1. Discrimination training

2. Discrete trial training

3. Natural environment training

4. Fluency-based training

5. Generalization

6. Maintenance

7. Caregiver training

8. Premack principle

9. Preference assessment

10. Prompt

11. Errorless learning

12. Most-to-least prompting

13. Least-to-most prompting

14. Prompt fading

15. Time delay prompt

C. Treatment: Skill Acquisition

16. Chaining

17. Shaping

18. Pacing

19. Alternative and augmentative communication

20. Functional approaches to teaching language skills

21. Mand training

22. Tact training

23. Training echoic behavior

24. Training intraverbal behavior

25. Teaching joint attention

26. Teaching play skills

27. Teaching motor skills

28. Teaching adaptive and safety skills

29. Teaching social skills

30. Teaching cognition skills

31. Teaching executive function skills

32. Teaching academic skills

33. Visual supports

34. Curriculum modification

D. Treatment: Reduction of Problem Behavior

1. Behavior intervention plan

2. Target behavior

3. Operational definition

4. Functional behavior assessment

5. Escape function

6. Attention function

7. Access to tangible function

8. Automatic function

9. Antecedent interventions

10. Functional communication training

11. Token economy

12. High-p request sequence / behavioral momentum

13. Noncontingent reinforcement

14. Replacement behavior

15. Escape extinction

D. Treatment: Reduction of Problem Behavior

16. Attention extinction

17. Access to tangible extinction

18. Extinction burst

19. Continuous reinforcement

20. Intermittent reinforcement

21. Differential reinforcement of alternative behavior

22. Differential reinforcement of incompatible behavior

23. Differential reinforcement of other behavior

24. Response blocking

25. Redirection

26. Overcorrection

27. Response cost

28. Time-out from reinforcement

29. Spontaneous recovery

E. Behavioral Data Collection

1. Measurement dimensions (e.g., rate, duration, percentage)
2. Measurement procedures (e.g., event recording, timing, time sampling)
3. Skill acquisition data
4. Problem behavior data
5. Graphing
6. Interobserver agreement (IOA)

F. Ethical / Legal Considerations

1. Safety (including OSHA)
2. Responding to emergencies
3. Confidentiality (including HIPAA)
4. Recognition of client abuse
5. Reporting client abuse
6. Dual relationships