International Behavior Therapist

Training and Exam Content

Expanded

International Behavior Analysis Organization 2021 v100

International Behavior
Analysis Organization

Ethics, Education, Confidence

IBAO

The following pages outline the training topics required to obtain the International Behavior Therapist (IBT) certification from the International Behavior Analysis Organization (IBAO).

The IBT Training Content can be obtained in numerous ways, through one or or multiple providers. Documentation necessary to prove the content was obtained must include a certificate of completion, transcripts, or other forms that show the topic, length of training, and date of completion. All documentation will be uploaded to your IBAO account.

A list of IBT Training Content providers who provide all of the required topics will be made available on www.theibao.com. An IBT candidate can obtain the training content from as many sources as necessary to ensure all have been learned.

An abbreviated version of the IBT Training Content can be found the IBAO website.

International Behavior Analysis Organization's
International Behavior Therapist
Professional Advisory Board Committee

Chandni Kumar, MS, BCBA, IBA – Thailand
Daria Brazhenkova, MA, BCBA, IBA – Russia
Dianna Yip, MS, BCBA, IBA-China
Doan Nguyen, MS, BCBA, IBA – Vietnam
Henriette Brandtberg, MSc Psych, IBA – Denmark
Jessica Kelly, M.S., BCBA, IBA – Switzerland
Megan Miller, Ph.D., BCBA-D, IBA – United States
Ohud A. Alhaqbani, M.Ed., BCBA, IBA – Saudi Arabia
Orsolya Ujhelyi-Illes, MS, BCBA, IBA – Hungary
Rachel Arnold, M.Ed – South Korea
Ross Leighner, MA, IBA – Australia
Tangchen Li, M.A., BCBA, IBA – United States/China
Vera Bernard-Opitz, Ph.D., Clinical Psych, Psych. Psychoth., BCBA-D, IBA – Germany
Michael M. Mueller, Ph.D., BCBA-D, IBA - United States

IBT Training Content

Section 1   Disabilities

1.1   Characteristics of Autism Spectrum Disorder
- Definition
- Language and communication
- Social
- Behavior
- Neurodiversty issues

1.2   Common Presentation of Characteristics
- Variations in language and communication
- Variations in social delays and deficits
- Variations of behavioral presentations

1.3   Intellectual Disabilities
- How ID are determined
- How intelligence is categorized
  - Mild
  - Moderate
  - Severe
  - Profound

1.4   Down Syndrome
- Definition
- Physical traits
- Typical presentation
- Typical variations in presentations

1.5   Attention Deficit/Hyperactivity Disorder
- Definition
- Subtypes
- Typical presentation

IBT Training Content

2.1   Increasing Behavior
                Effects of adding and removing stimuli
                How it works
                Examples in practice

2.2   Decreasing Behavior
                Effects of adding and removing stimuli
                How it works
                Examples in practice

2.3   Extinction (Theoretical)
                What is it
                How it works

2.4   Establishing Operations
                What they are
                How it works
                Examples in practice

2.5   Discriminative Stimulus
                What they are
                How it works
                Examples in practice

IBT Training Content

Behavioral Basics (cont'd)

2.6   Schedules of Reinforcement
        Continuous
            What is it
            How to arrange
            Behavioral effects

        Fixed ratio
            What is it
            How to arrange
            Behavioral effects

        Fixed interval
            What is it
            How to arrange
            Behavioral effects

        Variable ratio
            What is it
            How to arrange
            Behavioral effects

        Variable interval
            What is it
            How to arrange
            Behavioral effects

2.7   Conditioned Reinforcers/Tokens
          Definitions
          Pairing
          What is and what is not "conditioned"
          What these are
          How they are used
          Variations and common arrangements

5

IBT Training Content

3.1   Preparatory activities

         Starting with behavioral definitions
         Importance of precise definitions
         Importance of accurate measurement
         What is needed for data collection
         Matching data collection (measurement) to the situation
         Typical data sheets
         Creating data sheet

3.2   Frequency

         What is it
         Which behaviors is this appropriate for
         Which behaviors is this not appropriate for
         How to collect

3.3   Duration

         What is it
         Which behaviors is this appropriate for
         Which behaviors is this not appropriate for
         How to collect

3.4   Latency

         What is it
         Which behaviors is this appropriate for
         Which behaviors is this not appropriate for
         How to collect

3.5   Partial interval

         What is it
         Which behaviors is this appropriate for
         Which behaviors is this not appropriate for
         How to collect

IBT Training Content

Section 4
Assistance in Assessment Procedures (cont'd)

Paired/Forced Choice Preference Assessment
    What it is
    Data sheet examples
    How to set it up and conduct it

4.2   Functional Behavioral Assessment
    What it is
    What are the goals
    Correlation versus causation
    Indirect measures
        Interviews
        Rating scales
        Scatterplots
    Direct measures
        Narrative recording
        ABC data collection
    Common conditions of functional analysis
        Attention
        Escape
        Access to tangibles
        Automatic
        Control conditions
   IBT role in functional analysis

IBT Training Content

Section 4
Assistance in Assessment Procedures (cont'd)

4.3   Language and Functional Skills Assessments
           Importance in program development
           Importance as progress monitoring tools
           Popular assessments such as:
        Assessment of Basic Language and Learning Skills (ABLLS)
           Overview and what is assessed
           How to conduct
           Grids
        Verbal Behavior Milestones and Placement Program (VB-MAPP)
           Overview and what is assessed
           How to conduct
           Results
        Assessment of Functional Living Skills (AFLS)
           Overview and what is assessed
           How to conduct
           Grids

Section 5   Teaching Skills

5.1   ABA Protocols and Plans
           What they are
           Importance for consistency
           Common/critical features

5.2   Discrete Trials Therapy
           What it is
           Components
           How to arrange

IBT Training Content

5.3   Natural Environment Teaching
                    What it is
                    Components
                    How to arrange

5.4   Verbal Behavior
                    History and BF Skinner
                    Concept of functional language
               Echoic
                    What is it
                    How to teach
               Tact
                    What is it
                    How to teach
               Mand
                    What is it
                    How to teach
               Intraverbal
                    What is it
                    How to teach

5.5   Task Analyses
                    What it is
                    Importance

5.6   Choice and Discrimination Learning
                    Arrangement of items for success
                    Discriminative stimuli
                    Simple
                    Conditional
                    Physical arrangement
                    Number of items in the field

IBT Training Content

5.7   Prompting Strategies

           Trial and error and errorless differences

           Typical trial and error prompts

           Typical errorless arrangements

5.8   Generalization

           What it is

           Importance

           How to arrange in teaching

           How to assess

5.9   Maintenance

           What it is

           Importance

           How to arrange in teaching

           How to assess

IBT Training Content

6.1   Functions of Behavior

        What they are

        Importance of matching function to intervention

        Examples of matching treatment to function

        Examples of not matching treatment to function

6.2   Antecedent Modifications

        What this means

        How they work to change behavior

        Common antecedent modifications

      NCR

        What this is and how it is arranged

      Behavioral momentum

        What this is and how it is arranged

      Choice

6.3   Differential Reinforcement

        What this means

        Common arrangements

      DRO

        What it is and how it is arranged

      DRI

        What it is and how it is arranged

      DRA

        What it is and how it is arranged

IBT Training Content

IBT Training Content

7.3   Confidentiality/Privacy
                    IBT roles
                            What IBTs should communicate to other professionals
                            How IBTs should communicate with other professionals
                    Confidentiality
                            Dealing with common situations
                            What IBT should communicate to caregivers
                            How IBT should communicate to caregivers

7.4   How IBTs are Viewed by Others
                    Punctuality
                    Professional boundaries
                    Representing the field

7.5   Supervisor Relations
                    Understanding roles
                    Communication

7.6   Reporting About Clients
                    Neglect/abuse
                    Behavioral changes
                    Medical issues

7.7   Client/Family Relations
                    Respect differences
                    Cultural understanding/bias
                    Neurodiversity considerations