UK Society for Behaviour Analysis

UKBA(cert)

UK-SBA Competence Framework

Guidance

Values-led Competence Framework

UK-SBA values overarch all competence areas. A values-led framework (in which competence areas are grouped under core values) represents an opportunity to demonstrate the ethos which guides the field of behaviour analysis in the UK. This is particularly important in the face of ongoing misconception and misinformation regarding the field in the UK as well as globally. The values signpost the common verbal discriminative stimuli that are intended to guide practitioner behaviour in the UK.

Envisioned Structure

There are three overarching values. Competence areas that reflect critical elements of behaviour analytic practice, e.g., service implementation and communication, are grouped under the three values. Each competence area contains a number of knowledge and skill items deemed to be essential for ethical and effective behaviour analytic practice. There are additional knowledge and skill items for practitioners who wish to add supervisory behaviours to their repertoire. To become a UKBA(cert), you must demonstrate competence in all knowledge and skill items. To become a UKBA(cert), you must demonstrate competence in the additional supervisory knowledge and skill items. Although formally demonstrating competence in these areas is required only of people seeking certification as a UKBA(cert), practitioners who undertake supervisory responsibilities in their place of work will also find these knowledge and skill items helpful in their professional development.

Relationship between Task List and Competence Standards

The purpose of the UK-SBA Task List is to guide the development of university curricula in MSc courses in behaviour analysis. It is therefore assumed that a supervisee has acquired (or is currently acquiring) the tasks as knowledge. The purpose of the competence standards is to guide supervisors and those undertaking supervised practice to acquire the skills to become a competent behaviour analyst. Therefore, the competence standards are independent of the task list. It should be acknowledged, however, that there are similarities in content between the two documents because often, demonstrating a skill competently requires that a person also possess the corresponding knowledge related to

that skill (i.e., verbal behaviour). Although it is not the primary role of the supervisor to teach knowledge, there may be the occasional need for the supervisor to shape or augment a supervisee's knowledge for the corresponding skill to be acquired.

Definitions

Values: refer to agreed and shared verbal discriminative stimuli intended to guide practitioner behaviour. A values-led approach is intended to create a shared narrative to guide the development of the field of behaviour analysis in the UK. Values overarch and inform the areas of competence expected of a UK Behaviour Analyst (UKBA (cert)).

Competence: is the demonstration of knowledge and skills, and the ability to adapt that knowledge and those skills to the relevant context.

>   **Knowledge**: refers to fluency in the basic and foundational principles, history and underlying philosophy of behaviour analysis.

>   **Skills:** refers to producing desired behaviour change through accurate implementation of science-based tactics.

>   **Context**: refers to knowing when and how to adapt the application of knowledge and skills based on area of practice and other contextual variables such as culture, preference, and circumstance. Applied science practitioners must have a deep understanding of each unique application environment as context will differ, even within the same industry.

For each competence area, the relevant knowledge and skills are identified. It is important to note that to demonstrate true competence, it is not sufficient to talk about (knowledge) or do (skill) something; a practitioner must be able to adapt their knowledge and skills to the relevant context (generalise). As there are an infinite number of stimulus conditions under which competence may be demonstrated, context is defined broadly.

Values

VALUE ONE: We are committed to understanding individuals

We respect and promote equity, diversity, and inclusion

By promoting collaborative partnerships that are respectful of equity, diversity, and inclusion, we ensure the goals, methods and outcomes of any intervention are important to, understood by and created with individuals and their advocates.

VALUE TWO: We are committed to understanding the context of behaviour

We understand behaviour is a function of unique context

By taking a *constructional approach*, we recognise and understand the starting point and work to extend knowledge and skills to achieve meaningful outcomes.

VALUE THREE: We are committed to advancing the field

We will continuously evolve our practice in keeping with advances in science and society

By actively pursuing conversations, remaining curious, and demonstrating a willingness to change in response to new information, we advance our individual practice and the field.

Framework

VALUE ONE: We respect and promote equity, diversity, and inclusion

By promoting collaborative partnerships that are respectful of equity, diversity and inclusion, we ensure the goals, methods, and outcomes of any intervention are important, understandable, and acceptable to the individuals involved.

COMPETENCE AREA 1.1: Diversity and culture

Evidence required (the following are examples, not an exhaustive list):

Knowledge items in this competence area should be demonstrated through the supervisee's verbal behaviour. Supervisors may ask questions such as asking a supervisee to provide a rationale for their decision, to explain or describe contingencies, to articulate reflection on theirs and others' learning history, describe values in behaviour-analytic terms, etc.

Skill items in this area should be demonstrated in written documents cited by the supervisor (e.g., meeting minutes, completed data sheets, social validity and preference questionnaires or interview notes), graphs cited by the supervisor, evidence of the supervisee seeking guidance (e.g., articles, websites, or documents sourced by the supervisee) direct observation of the supervisee working with the client.

Knowledge	Skill

1.1.1 Awareness of the impact of individual and organisational identity, learning history, and culture on service delivery.	1.1.5 Seeks advice and guidance on identity and cultural issues relevant to clients when not familiar.
1.1.2 Describes impact of own culture, learning history, and biases on work (cultural humility).	1.1.6 Demonstrates respect for cultural and individual identity by incorporating relevant interests and preferences into service delivery.
1.1.3 Awareness of appropriateness of vocal and non-vocal verbal behaviours for different clients.	1.1.7 Makes decisions based on data rather than own opinions, values, and biases.
1.1.4 Describes the importance of a focus on functional relations rather than topography.	1.1.8 Works in collaboration with client and other stakeholders to select behavioural goals and design interventions.
	1.1.9 Only provides services after obtaining appropriate assent and consent.

COMPETENCE AREA 1.2: Professional and Community Relations, Consultation, Collaboration

Evidence required (the following are examples, not an exhaustive list):

Knowledge items in this competence area should be demonstrated through the supervisee's verbal behaviour. Supervisors may ask the supervisee to describe the roles of other professionals with whom they are working or describe the factors that might facilitate or hinder providing behaviour-analytic services in a particular setting.

Skill items in this competence area should be demonstrated by the supervisor citing documents such as multi-disciplinary team meeting minutes, intervention or programme plans, information sheets that the supervisee has written explaining behaviour analysis to a lay audience, etc. The supervisor may also directly observe the supervisee implementing a programme which includes elements to promote generality (e.g., stimulus fading), or directly observe the supervisee teaching another person how to implement the programme.

Knowledge	Skill

1.2.1 Describes the system (e.g., family, community, organisation) in which services are provided and the broader contingencies that may be relevant to client behaviour.	1.2.5 Establishes effective relationships with clients and their stakeholders.
1.2.2 Describes the skills and strengths of other professionals, and how behaviour analysis might complement their approaches.	1.2.6 Establishes effective professional relationships, including consulting with non-behavioural colleagues when appropriate and appropriately refers or suggests the involvement of other professions if necessary.
1.2.3 Describes methods for establishing effective working relationships from a behaviour-analytic perspective.	
1.2.4 Knowledge of how to provide behaviour-analytic services effectively in a range of settings.	1.2.7 Describes the rationale for, and process of assessments and interventions to clients and non-behavioural colleagues in language understood by the other party.
	1.2.8 Negotiates and clarifies the parameters of the behaviour analyst's work to clients and colleagues.
	1.2.9 Consults within the scope of individual practitioner experience and expertise.
	1.2.10 Demonstrates collaboration with clients and colleagues when choosing assessments and interventions.
	1.2.11 Implements strategies to assist stakeholders in promoting generality of sustainable behaviour change.

VALUE TWO: We understand behaviour is a function of unique context

By taking a *constructional approach*, we recognise and understand the starting point and work to extend knowledge and skills to achieve meaningful outcomes.

COMPETENCE AREA 2.1: Intervention and Service Implementation

Evidence required (the following are examples, not an exhaustive list):

Knowledge items in this competence area may be demonstrated through discussions with the supervisor, in which the supervisor describes interventions and programmes in behaviour-analytic terms, as well as the underpinning evidence and contextual factors that led to the selection of those methods.

Skill items in this competence area may be demonstrated through the supervisee developing conceptually-systematic programmes or intervention plans underpinned by evidence, lay summaries or 'cheat sheets' developed for clients and colleagues, or social validity assessments and the resulting data. The supervisor should also directly observe the supervisee implementing (or supporting the implementation) of a programme or intervention.

Knowledge	Skill

2.1.1 Operationally defines behaviours of interest.	2.1.9 Selects interventions based on assessment data, social validity, and context.
2.1.2 Describes evidenced-based, behaviour-analytic interventions.	2.1.10 Implements interventions based on analysis of the assessment data.
2.1.3 Describes the contextual variables that influence the social validity of interventions.	2.1.11 Provides information about interventions to clients and colleagues to promote effective behaviour change.
2.1.4 Describes the contextual variables that influence the effectiveness of interventions.	2.1.12 Evaluates effectiveness of interventions.
2.1.5 Describes how sufficient behaviour change may be achieved through environmental manipulation.	2.1.13 Evaluates social validity of intervention and outcomes achieved.
2.1.6 Describes stimulus and stimulus class.	2.1.14 Provides behaviour-based skills training to clients and colleagues to promote effective behaviour change.
2.1.7 Describe the schedules of reinforcement that maintain the behaviour of interest.	2.1.15 Uses a range of differential reinforcement procedures to increase behaviour.
2.1.8 Describe potential negative side effects of consequent-led interventions.	2.1.16 Designs and implements interventions based on motivating operations, discriminative stimuli, and consequences
	2.1.17 Uses schedules of reinforcement in behaviour change programmes

COMPETENCE AREA 2.2: Professional, Legal, and Ethical Practice

Evidence required (the following are examples, not an exhaustive list):

Knowledge items in this competence area may be demonstrated through the supervisee's verbal behaviour including being able to explain the policies, codes, and legislation relevant to their work to the supervisor. The supervisee may also demonstrate that they have researched relevant best practice guidelines or discuss with the supervisor the fit between best practice and their current work.

Skill items in this competence area may be demonstrated through clinical notes showing ethical decision-making processes, programme or intervention plans underpinned by empirically-supported methods, or meeting minutes demonstrating advocacy.

Knowledge	Skill
2.2.1 Knowledge of all legislation relevant to area of practice. 2.2.2 Knowledge of all workplace policies relevant to area of practice. 2.2.3 Knowledge of professional code of conduct and ethics relevant to practice. 2.2.4 Describe best practice guidelines in area of practice (e.g., NICE guidelines). 2.2.5 Describe rights of clients.	2.2.6 Demonstrates ability to locate relevant standards, legislation, and guidelines. 2.2.7 Practices in accordance with the UK-SBA ethical code and other relevant ethical codes. 2.2.8 Recognises and reconciles conflicts among relevant codes and laws (seeks advice where appropriate). 2.2.9 Applies ethical decision-making processes to ethically complex situations. 2.2.10 Advocates for the needs of the client (in balance with consideration of safety issues and the needs of the wider community).

COMPETENCE AREA 2.3: Framing, Measuring, and Planning

Evidence required (the following are examples, not an exhaustive list):

Knowledge items in this area of competence may be demonstrated through the supervisee's verbal behaviour. Supervisors may ask the supervisee to justify their choice of data collection method, to produce an empirical article supporting their choice, or to describe their process for selecting the behaviour of interest.

Skill items in this area of competence may be demonstrated by written documents such as data sheets (that include operational definitions that are complete, unambiguous, and objective), graphs, intervention plans, and clinical notes. The supervisor may directly observe the supervisee directly observing behavioural variables in-situ and conducting assessment procedures.

Knowledge	Skill
2.3.1 Describes methods for data collection (including direct observation, interviews, standardised measures), including the strengths and weaknesses of each method.	2.3.5 Uses a range of methods to determine functional relations (which may include indirect, descriptive, experimental/functional analysis of behaviour).
2.3.2 Describes the applicability of approaches to assessment for specific contexts.	2.3.6 Applies theoretical and empirical professional knowledge to the selection of assessment methods and the analysis of data.
2.3.3 Describes methods for selecting a behaviour to target.	2.3.7 Selects and operationally defines the behaviour of interest.
2.3.4 Describes methods for determining functional relations (including functional assessment and nonlinear analysis).	2.3.8 Collects and analyses data relevant to the behaviour of interest.
	2.3.9 Identifies aspects of the environment that positively contributes to behaviour change.
	2.3.10 Interprets data from a behavioural perspective.
	2.3.11 Analyses behaviours using a nonlinear approach (i.e., with an understanding that behaviours are involved in numerous, interlocking contingencies).
	2.3.12 Assesses relevant skills as appropriate

COMPETENCE AREA 2.4: Discipline, Knowledge, Scholarship, and Research

Evidence required (the following are examples, not an exhaustive list):

Knowledge items in this competence area may be demonstrated through the supervisee's verbal behaviour, including articulating the principles of behaviour relevant to the programme they are developing, avoiding mentalism, attributing the cause of behaviour to environmental contingencies, describing the assumptions underpinning science (e.g., parsimony), or describing measurement methods. Supervisors and supervisees may also discuss behaviour-analytic articles in supervision to frame technical discussions.

Skill items in this competence area may be demonstrated through evidence such as language consistent with a behaviour-analytic perspective used in written programmes and notes, programme or intervention plans that show the methods to be underpinned by science, social validity assessments, or direct observation of implementation of programmes or interventions underpinned by empirically-supported methods.

Knowledge	Skill
2.4.1 Knowledge of the philosophy of behaviourism. 2.4.2 Knowledge of the techniques of measurement. 2.4.3 Knowledge of evidence-based decision making. 2.4.4 Knowledge of scientific principles and methods.	2.4.5 Sources and uses scientific evidence to inform and guide the practice of behaviour analysis. 2.4.6 Uses critical analysis of the available scientific research and evaluates the applicability of research for the context in which working. 2.4.7 Evaluates the efficacy, safety and validity of new approaches or techniques in keeping with expectations of doing good/doing no harm and working from a behaviour-analytic perspective.

VALUE THREE: We will continuously evolve our practice in keeping with advances in science and society

By actively pursuing conversations, remaining curious, and demonstrating a willingness to change in response to new information, we advance our individual practice and the field.

COMPETENCE AREA 3.1: Communication

Evidence required (the following are examples, not an exhaustive list):

Knowledge items in this area of competence should be demonstrated through the supervisee's verbal behaviour. For example, a supervisor may ask a supervisee to describe their rationale for selecting a particular communication method (e.g., email vs vocal), or a supervisor and supervisee may use a behaviour-analytic article to frame a supervision discussion around challengers to the field (e.g., Critchfield's (2014) Ten Rules for Discussing Behavior Analysis).

Skill items in this area of competence should be demonstrated through the production of documents such as interview notes, lay summaries or reports, or client meeting notes. Supervisors may also directly observe the supervisee conducting interviews or speaking to clients and key stakeholders.

Knowledge	Skill
3.1.1 Describes the barriers and enablers to effective communication in specific contexts.	3.1.4 Communicates information about behaviour-analytic approaches and services to clients and other professionals.
3.1.2 Describes effective methods of communication, including format, timing, and content.	3.1.5 Effectively conducts interviews with clients and other key stakeholders (establishes and maintains rapport, gathers relevant information, etc).
3.1.3 Describes current critiques of the field of behaviour analysis with an understanding of relevant contingencies and motivating operations.	3.1.6 Uses appropriate communication methods (e.g., vocal, written, graphic, technical language, lay language) for audience.

COMPETENCE AREA 3.2: Reflective practice and supervision

Evidence required (the following are examples, not an exhaustive list):

Knowledge items in this area of competence should be demonstrated through the supervisee's verbal behaviour. Skill items in this area of competence should be demonstrated through the production of documents such as the supervisee's written plan for professional development activities, supervision notes documenting feedback given to supervisor, or the supervisee's written reflective statements.

Knowledge	Skill
3.2.1 Describes the risk and protective factors related to burnout in behaviour analysis (both specific to behaviour analysis and for helping professions generally). 3.2.2 Describes a range of self-care activities that can protect against burnout. 3.2.3 Describes the rationale for professional development activities. 3.2.4 Describes supervisee skills that facilitate effective supervision (e.g., preparedness, responsiveness to feedback). 3.2.5 Describes the current professional requirements for supervision. 3.2.6 Describes the importance of listening to and compassionately reflecting on critiques of behaviour analysis.	3.2.7 Regularly evaluates own practice (skills, knowledge, and bias). 3.2.8 Develops, implements, and evaluates a professional development plan underpinned by operationally defined learning objectives. 3.2.9 Uses supervision effectively (e.g., asks appropriate questions, demonstrates appropriate demeanour, commits to behaviour change). 3.2.10 Uses feedback constructively (e.g., indicates appreciation of feedback, acknowledges corrective feedback, solicits feedback from supervisor). 3.2.11 Gives feedback on supervision to supervisor. 3.2.12 Engages in self-care activities (e.g., places boundaries on communication outside of working hours, plans leave). 3.2.13 Arrives prepared to supervision meetings (e.g., punctually, documents ready, goals for session clearly articulated).