

Frequently Assigned Readings in Behavior Analysis Graduate Training Programs

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Abstract Demand for behavior-analytic services has greatly increased in recent years, resulting in the development of many new graduate training programs. The purpose of the present study was to identify frequently assigned readings from the course syllabi of behavior-analytic training programs with the highest pass rates on the Board Certified Behavior Analyst® (BCBA®) examination. The readings are categorized by curriculum area (e.g., ethics, behaviorism, single-subject research methodology) to provide a resource for new program development and language translation efforts.

Keywords BACB® · Behavior analysis · Content analysis · Graduate students · Graduate instruction · Higher education · Teaching

Both the recognition of behavior analysis and the demand for behavior-analytic services have substantially increased in recent years. The increase is evident in the passage of dozens of laws to regulate the practice of behavior analysis (Association for Professional Behavior Analysts, 2016) and require reimbursement for its services (Autism Speaks, 2016), along with recognition of behavior analysis in practice guidelines and research summaries (National Autism Center, 2015). The increased demand for behavior-analytic services has led to the development of many new graduate training programs. For

example, by the end of 2015, there were 293 institutions worldwide with course sequences approved by the Behavior Analyst Certification Board® (BACB®), which represent a 262 % increase over the 81 institutions with such programs in 2005. A potential challenge associated with the proliferation of new graduate training programs is a lack of guidance on curricular matters. Although both ABAI accreditation and BACB course sequence approval provide general guidance on curriculum structure (e.g., 45 h of instruction on basic principles), there is little guidance on more molecular aspects of a curriculum, such as assigned readings.

As the behavior analysis profession has grown, there has been an increase in training programs in non-English-speaking countries. For example, there are currently 72 institutions outside of the United States that offer a BACB approved course sequence. Recently, there have been some attempts to translate the English-language behavioral literature into other languages. For example, *Applied Behavior Analysis* (Cooper, Heron, & Heward, 2007) has been translated into four languages (Japanese, Korean, simplified Chinese, and traditional Chinese; William Heward, personal communication, January 6, 2016). A systematically generated list of frequently assigned readings in English may be useful for such translation efforts.

One such resource was published by Saville, Beal, and Buskist (2002). The authors surveyed the editorial boards of the *Journal of the Experimental Analysis of Behavior* and the *Journal of Applied Behavior Analysis*. The board members recommended up to 10 behavior-analytic journal articles, 10 behavior-analytic books, and up to 5 nonbehavioral journal articles or books. The authors generated the top 10 readings most frequently recommended by each editorial board and presented the lists as a resource for general behavior-analytic training. The results of Saville et al. are limited insofar as only 30 % of board members (i.e., 28 individuals) completed the

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survey. Thus, the resulting data may not represent the perspective of the broader behavior-analytic community. Furthermore, the absence of subcategories for specific content areas may limit the usefulness of the results. Thus, the development of additional resources might be warranted.

The purpose of the present study was to analyze the syllabi of well-performing behavior analysis training programs to generate a list of frequently assigned readings that might be useful for curricular development for new programs and language translation efforts. The readings were categorized by curricular domain.

Method

Training Program Identification

The examination pass rates of BACB approved course sequences (graduate level) were used to identify training programs for the analysis (BACB, 2014). Course sequences were included in the analysis: if, at least six students took the BCBA examination for the first time in 2014 and at least 80 % of those students passed the examination. For course sequences that had fewer than six students who sat for the examination for the first time in 2014, the combined pass rate of students from 2013 to 2014 was used to determine eligibility for inclusion. The inclusion criteria yielded 20 BACB approved course sequences. Course syllabi from these institutions were obtained through the BACB.

Syllabi from the following institutions were analyzed for the current study: Antioch University New England, Auburn University, California State University - Los Angeles, California State University - Sacramento, California State University - Stanislaus, Florida State University, Rowan University, University of Auckland, University of British Columbia, University of Georgia, University of Houston - Clear Lake, University of Kansas, University of Manitoba, University of Maryland - Baltimore County, University of Massachusetts - Dartmouth, University of North Carolina - Wilmington, University of South Florida, University of the Pacific, Vanderbilt University, and Western New England University.

Coding Procedures

The syllabi from the aforementioned approved course sequences were analyzed to identify the most frequently assigned readings in eight categories. The criteria for including an assigned reading from a syllabus in our analysis were the following: (a) the reading was required, (b) its reference contained sufficient information to identify the reading, and (c) the reading was published. Based on the criteria, we identified 2068 unique readings. Although course sequences from

20 institutions were included in the analysis, it was possible to code a reading more than 20 times. For example, *Ethics for Behavior Analysts* (Bailey & Burch, 2011) was included as a reading 23 times, as it was required in multiple syllabi within one school.

Using older course syllabi and a consensus approach, the coders (i.e., the authors) developed eight categories of readings based on common topics often found in a graduate-level behavior-analytic curriculum (e.g., behaviorism, ethics), and potential usefulness of the topics to instructors developing new course syllabi (e.g., assessments and treatments to decrease behavior, assessments and treatments to increase behavior, verbal behavior).

A primary and secondary coder classified readings from all of the syllabi from each of the 20 approved course sequences. An agreement was defined as both coders classifying a given reading in the same category. Disagreements were defined as coders classifying a given reading in different categories. The authors discussed disagreements until consensus on category was reached. Following consensus meetings, no additional disagreements remained.

Data Analysis

We reported the top 10 readings in each of the eight categories for practical purposes. We reported the top readings for the following categories: applied behavior analysis, assessments and treatments to decrease behavior, assessments and treatments designed to increase behavior, behaviorism, concepts and principles of behavior analysis, ethics, single-subject research methodology, and verbal behavior. We reported the number of times each reading was assigned more than once in a given course sequence.

Results and Discussion

Tables 1, 2, 3, 4, 5, 6, 7 and 8 list the most frequently assigned readings in each category. For all of the tables, the first number indicates the frequency of assignment and the number in parentheses indicates the number of times a reading was assigned more than once in a given course sequence. The complete reading lists are available upon request from the corresponding author. The most frequently assigned readings were *Applied Behavior Analysis* (Cooper et al., 2007; 30 assignments) and *Ethics for Behavior Analysts* (Bailey & Burch, 2011; 23 assignments). The results are not surprising given that both books explicitly reference BACB content (e.g., BACB task list, ethical guidelines) and our criterion for selecting training programs was BCBA examination pass rates. Similarly, the BACB's inclusion of Baer, Wolf, and Risley (1968) in the Fourth Edition Task List may have influenced results in the behaviorism category (BACB, 2012).

Table 1 The 10 most frequently assigned readings in applied behavior analysis

Number of times assigned	Reference
30 (7)	Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). <i>Applied behavior analysis</i> (2nd ed.). Upper Saddle River, NJ: Pearson Prentice Hall.
9 (2)	Mayer, C. G., Sulzer-Azaroff, B., & Wallace, M. (2012). <i>Behavior analysis for lasting change</i> (2nd ed.). Cornwall-on-Hudson, NY: Sloan Publishing.
6 (0)	Allen, K. D., & Warzak, W. J. (2000). The problem of parental nonadherence in clinical behavior analysis: Effective treatment is not enough. <i>Journal of Applied Behavior Analysis, 33</i> , 373–391.
5 (1)	Fisher, W. W., Piazza, C. C., & Roane, H. S. (Eds.). (2011). <i>Handbook of applied behavior analysis</i> . New York: The Guilford Press.
4 (0)	Barrish, H. H., Saunders, M., & Wolf, M. M. (1969). Good behavior game: Effects of individual contingencies for group consequences on disruptive behavior in a classroom. <i>Journal of Applied Behavior Analysis, 2</i> , 119–124.
4 (0)	Malott, R. W. (1992). Should we train applied behavior analysts to be researchers? <i>Journal of Applied Behavior Analysis, 25</i> , 83–88.
4 (0)	Reid, D. H. (1992). The need to train more behavior analysts to be better applied researchers. <i>Journal of Applied Behavior Analysis, 25</i> , 97–99.
3 (0)	Cammilleri, A. P., Tiger, J. H., & Hanley, G. P. (2008). Developing stimulus control of young children's requests to teachers: Classwide applications of multiple schedules. <i>Journal of Applied Behavior Analysis, 41</i> , 299–303.
3 (0)	Fox, D. K., Hopkins, B. L., & Anger, W. K. (1987). The long-term effects of a token economy on safety performance in open-pit mining. <i>Journal of Applied Behavior Analysis, 20</i> , 215–224.
3 (1)	Parsons, M., Rollyson, J., & Reid, D. (2012). Evidence-based staff training: A guide for practitioners. <i>Behavior Analysis in Practice, 5</i> , 2–11.

Table 2 The 10 most frequently assigned readings in assessments and treatments to decrease behavior

Number of times assigned	Reference
15 (1)	Iwata, B. A., Dorsey, M. F., Slifer, K. J., Bauman, K. E., & Richman, G. S. (1982/1994). Toward a functional analysis of self-injury. <i>Journal of Applied Behavior Analysis, 27</i> , 197–209. [Reprinted from <i>Analysis and Intervention in Developmental Disabilities, 2</i> , 3–20.]
10 (0)	Vollmer, T. R., Marcus, B. A., Ringdahl, J. E., & Roane, H. S. (1995). Progressing from brief assessments to extended experimental analyses in the evaluation of aberrant behavior. <i>Journal of Applied Behavior Analysis, 28</i> , 561–576.
9 (0)	Iwata, B. A., Pace, G. M., Cowdery, G. E., & Miltenberger, R. G. (1994). What makes extinction work: An analysis of procedural form and function. <i>Journal of Applied Behavior Analysis, 27</i> , 131–144.
8 (0)	Hanley, G. P., Piazza, C. C., Fisher, W. W., & Maglieri, K. A. (2005). On the effectiveness of and preference for punishment and extinction procedures of function-based interventions. <i>Journal of Applied Behavior Analysis, 38</i> , 51–65.
8 (1)	Iwata, B. A., & Dozier, C. L. (2008). Clinical application of functional analysis methodology. <i>Behavior Analysis in Practice, 1</i> , 3–9.
8 (1)	Linscheid, T. R., Iwata, B. A., Ricketts, R. W., Williams, D. E., & Griffin, J. C. (1990). Clinical evaluation of the self-injurious behavior inhibiting system (SIBIS). <i>Journal of Applied Behavior Analysis, 23</i> , 53–78.
7 (1)	Athens, E., & Vollmer, T. R. (2010). An investigation of differential reinforcement of alternative behavior without extinction. <i>Journal of Applied Behavior Analysis, 43</i> , 569–589.
6 (1)	Tiger, J. H., Hanley, G. P., & Bruzek, J. (2008). Functional communication training: A review and practical guide. <i>Behavior Analysis in Practice, 1</i> , 16–23.
6 (0)	Vollmer, T. R., Borrero, J. C., Wright, C. S., Van Camp, C., & Lalli, J. S. (2001). Identifying possible contingencies during descriptive analyses of severe problem behavior disorders. <i>Journal of Applied Behavior Analysis, 34</i> , 269–287.
6 (1)	Vollmer, T. R., Iwata, B. A., Zarcone, J. R., Smith, R. G., & Mazaleski, J. L. (1993). The role of attention in the treatment of attention-maintained self-injurious behavior: noncontingent reinforcement and differential reinforcement of other behavior. <i>Journal of Applied Behavior Analysis, 26</i> , 9–21.

Table 3 The 10 most frequently assigned readings in assessments and treatments to increase behavior

Number of times assigned	Reference
9 (0)	DeLeon, I. G., & Iwata, B. A. (1996). Evaluation of a multiple-stimulus presentation format for assessing reinforcer preferences. <i>Journal of Applied Behavior Analysis</i> , 29, 519–533.
9 (0)	Stokes, T. F., & Baer, D. M. (1977). An implicit technology of generalization. <i>Journal of Applied Behavior Analysis</i> , 10, 349–367.
8 (0)	Fisher, W., Piazza, C. C., Bowman, L. G., Hagopian, L. P., Owens, J. C., & Slevin, I. (1992). A comparison of two approaches for identifying reinforcers for persons with severe and profound disabilities. <i>Journal of Applied Behavior Analysis</i> , 25, 491–498.
6 (0)	Roane, H. S., Vollmer, T. R., Ringdahl, J. E., & Marcus, B. A. (1998). Evaluation of a brief stimulus preference assessment. <i>Journal of Applied Behavior Analysis</i> , 31, 605–620.
5 (1)	Athens, E., Vollmer, T. R., & St. Peter Pipkin, C. C. (2007). Shaping academic task engagement with percentile schedules. <i>Journal of Applied Behavior Analysis</i> , 40, 475–488.
5 (1)	Toussaint, K. A., & Tiger, J. H. (2010). Teaching early braille literacy skills within a stimulus equivalence paradigm to children with degenerative visual impairments. <i>Journal of Applied Behavior Analysis</i> , 43, 181–194.
4 (0)	Carr, J. E., Nicolson, A. C., & Higbee, T. S. (2000). Evaluation of a brief multiple-stimulus preference assessment in a naturalistic context. <i>Journal of Applied Behavior Analysis</i> , 33, 353–357.
4 (0)	Grow, L. L., Carr, J. E., Kodak, T., Jostad, C. M., & Kisamore, A. N. (2011). A comparison of methods for teaching receptive labeling to children with autism spectrum disorders. <i>Journal of Applied Behavior Analysis</i> , 44, 475–498.
4 (0)	Nevin, J. A. (1996). The momentum of compliance. <i>Journal of Applied Behavior Analysis</i> , 29, 535–547.
4 (0)	Pace, G. M., Ivancic, M. T., Edwards, G. L., Iwata, B. A., & Page, T. J. (1985). Assessment of stimulus preference and reinforcer value with profoundly retarded individuals. <i>Journal of Applied Behavior Analysis</i> , 18, 249–255.

Some categories had more variance in the number of assignments for a reading compared to other categories (e.g., applied

behavior analysis, ethics). The applied behavior analysis and ethics categories may have greater variance because each

Table 4 The 10 most frequently assigned readings in behaviorism

Number of times assigned	Reference
13 (1)	Baer, D. M., Wolf, M. M., & Risley, T. R. (1968). Some current dimensions of applied behavior analysis. <i>Journal of Applied Behavior Analysis</i> , 1, 91–97.
8 (0)	Baer, D. M., Wolf, M. M., & Risley, T. R. (1987). Some still-current dimensions of applied behavior analysis. <i>Journal of Applied Behavior Analysis</i> , 20, 313–327.
5 (0)	Skinner, B. F. (1953). <i>Science and human behavior</i> . NY: The Macmillan Company.
5 (0)	Skinner, B. F. (1956). A case history in scientific method. <i>American Psychologist</i> , 11, 221–233.
5 (0)	Skinner, B. F. (1981). Selection by consequences. <i>Science</i> , 213, 501–504.
4 (0)	Baum, W. M. (2005). <i>Understanding behaviorism: Behavior, culture, and evolution</i> (2nd ed.). Malden, MA: Blackwell Publishing.
4 (0)	Normand, M. P. (2008). Science, skepticism, and applied behavior analysis. <i>Behavior Analysis in Practice</i> , 1, 42–49.
3 (0)	Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). Definitions and characteristics of applied behavior analysis. <i>Applied behavior analysis</i> (2nd ed.). (pp. 2–23). Upper Saddle River, NJ: Pearson Prentice Hall.
2 (0)	Skinner, B. F. (1966). The phylogeny and ontogeny of behavior. <i>Science</i> , 153, 1205–1213.
2 (0)	Skinner, B. F. (1990). Can psychology be a science of mind? <i>American Psychologist</i> , 45, 1206–1210.

Table 5 The 10 most frequently assigned readings in concepts and principles of behavior analysis

Number of times assigned	Reference
6 (0)	Catania, A. C. (2013). <i>Learning</i> (5th ed.). Cornwall-on-Hudson, NY: Sloan Publishing.
5 (1)	Green, G. (2001). Behavior analytic instruction for learners with autism: Advances in stimulus control technology. <i>Focus on Autism and Other Developmental Disabilities, 16</i> , 72–85.
5 (0)	Iwata, B. A. (1987). Negative reinforcement in applied behavior analysis: An emerging technology. <i>Journal of Applied Behavior Analysis, 20</i> , 361–378.
5 (1)	Sidman, M. (2009). Equivalence relations and behavior: An introductory tutorial. <i>The Analysis of Verbal Behavior, 25</i> , 5–17.
4 (0)	Laraway, S., Snyderski, S., Michael, J., & Poling, A. (2003). Motivating operations and terms to describe them: Some further refinements. <i>Journal of Applied Behavior Analysis, 36</i> , 407–414.
4 (0)	Pierce, W. D., & Cheney, C. D. (2008). <i>Behavior analysis and learning</i> (4th ed.). New York: Psychology Press.
4 (0)	St. Peter Pipkin, C., & Vollmer, T. R. (2009). Applied implications of reinforcement history effects. <i>Journal of Applied Behavior Analysis, 42</i> , 83–103.
3 (0)	Fisher, W. W., & Mazur, J. E. (1997). Basic and applied research on choice responding. <i>Journal of Applied Behavior Analysis, 30</i> , 387–410
3 (0)	Langthorne, P., & McGill, P. (2009). A tutorial on the concept of the motivating operation and its importance to application. <i>Behavior Analysis in Practice, 2</i> , 22–31.
3 (0)	Sidman, M. (2000). Equivalence relations and the reinforcement contingency. <i>Journal of the Experimental Analysis of Behavior, 74</i> , 127–146.

Table 6 The 10 most frequently assigned readings in ethics

Number of times assigned	Reference
23 (1)	Bailey, J. S., & Burch, M. R. (2011). <i>Ethics for behavior analysts</i> . (2nd ed.). New York: Routledge.
17 (3)	^a Behavior Analyst Certification Board. (2010). <i>Guidelines for responsible conduct for behavior analysts</i> . Littleton, CO: Author.
15 (1)	Van Houten, R., Axelrod, S. Bailey, J. S., Favell, J. E., Foxx, R. M., Iwata, B. A., & Lovaas, O. I. (1988). The right to effective behavioral treatment. <i>The Behavior Analyst, 11</i> , 111–114.
13 (0)	Bannerman, D. J., Sheldon, J. B., Sherman, J. A., & Harchick, A. E. (1990). Balancing the right to habilitation with the right to personal liberties: The rights of people with developmental disabilities to eat too many doughnuts and take a nap. <i>Journal of Applied Behavior Analysis, 23</i> , 79–89.
10 (1)	Bailey, J. S., & Burch, M. R. (2010). <i>25 essential skills and strategies for the professional behavior analyst</i> . New York: Routledge.
9 (1)	^a Behavior Analyst Certification Board. (2012). <i>Disciplinary and ethical standards and disciplinary procedures</i> . Littleton, CO: Author.
6 (0)	American Psychological Association (2002). Ethical principles of psychologists and code of conduct. Washington, DC: Author. www.apa.org/ethics/code2002.html
5 (0)	Hastings, R., & Noone, S. (2005). Self-injurious behavior and functional analysis: Ethics and evidence. <i>Education and Training in Developmental Disabilities, 40</i> , 335–342.
3 (0)	Bailey, J. S. (1991). Marketing behavior analysis requires different talk. <i>Journal of Applied Behavior Analysis, 24</i> , 445–448.
3 (0)	Green, G. (1990). Least restrictive use of reductive procedures: Guidelines and competencies. In A. C. Repp & N. N. Singh (Eds.), <i>Perspectives on the use of nonaversive and aversive interventions for persons with developmental disabilities</i> (pp. 479–493). Sycamore, IL: Sycamore Publishing Company.

^a These documents have been replaced recently with the following: Behavior Analyst Certification Board. (2016). Ethical and professional compliance code for behavior analysts. Retrieved from: <http://bacb.com/ethics-code/>

Table 7 The 10 most frequently assigned readings in single-subject research methodology

Number of times assigned	Reference
12 (1)	Wolf, M. (1978). Social validity: The case of subjective measurement or how applied behavior analysis is finding its heart. <i>Journal of Applied Behavior Analysis, 11</i> , 203–214.
9 (0)	Horner, R. D., & Baer, D. M. (1978). Multiple-probe technique: A variation of the multiple baseline. <i>Journal of Applied Behavior Analysis, 11</i> , 189–196.
8 (0)	Kazdin, A. E. (2010). <i>Single-case research designs: Methods for clinical and applied settings</i> (2nd ed.). New York: Oxford University Press.
8 (0)	Schwartz, I. S., & Baer, D. M. (1991). Social validity assessments: Is current practices state of the art? <i>Journal of Applied Behavior Analysis, 24</i> , 189–204.
7 (0)	Homer, R. H., Carr, E. G., Halle, J., McGee, G., Odom, S., & Wolery, M. (2005). The use of single-subject research to identify evidence-based practice in special education. <i>Exceptional Children, 71</i> , 165–179.
7 (0)	Sidman, M. (1960). <i>Tactics of scientific research: Evaluating experimental data in psychology</i> . Boston: Authors Cooperative, Inc.
6 (0)	Hartmann, D. P., & Hall, R. V. (1976). The changing criterion design. <i>Journal of Applied Behavior Analysis, 9</i> , 527–532.
6 (0)	Peterson, L., Homer, A. L., & Wonderlich, S. A. (1982). The integrity of independent variables in behavior analysis. <i>Journal of Applied Behavior Analysis, 15</i> , 477–492.
6 (0)	Repp, A. C., Deitz, D. E. D., Boles, S. M., Deitz, S. M., & Repp, C. F. (1976). Technical article: Differences among common methods for calculating interobserver agreement. <i>Journal of Applied Behavior Analysis, 9</i> , 109–113.
4 (0)	Mudford, O. C., Beale, I. L., & Singh, N. N. (1990). The representativeness of observational samples of different durations. <i>Journal of Applied Behavior Analysis, 23</i> , 323–331.

category included one or two high-frequency readings (e.g., Bailey & Burch, 2011; Cooper et al., 2007).

The results of our content analysis of course syllabi should be evaluated against a number of contextual variables. First,

we included institutions based their graduates' pass rates on the BCBA examination. The pass rate of an institution is unlikely the most important dependent variable for graduate training. However, the metric is available, quantifiable, and

Table 8 The 10 most frequently assigned readings in verbal behavior

Number of times assigned	Reference
8 (0)	Skinner, B. F. (1957). <i>Verbal behavior</i> . Cambridge, MA: B. F. Skinner Foundation.
4 (0)	Lerman, D. C., Parten, M., Addison, L., Vormdran, C. M., Volkert, V. M., & Kodak, T. (2005). A methodology for assessing the functions of emerging speech in children with developmental disabilities. <i>Journal of Applied Behavior Analysis, 38</i> , 303–316.
4 (0)	Sundberg, M. L., & Michael, J. (2001). The benefits of Skinner's analysis of verbal behavior for children with autism. <i>Behavior Modification, 25</i> , 698–724.
4 (0)	Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). <i>Verbal behavior. Applied behavior analysis</i> (2nd ed.). (pp. 525–547). Upper Saddle River, NJ: Pearson Prentice Hall.
3 (0)	Bouret, J., Vollmer, T. R., & Rapp, J. T. (2004). Evaluation of a vocal mand assessment and vocal mand training procedures. <i>Journal of Applied Behavior Analysis, 37</i> , 129–144.
3 (0)	Ingvarsson, E. T., & Hollibaugh, T. (2010). Acquisition of intraverbal behavior: Teaching children with autism to mand for answers to questions. <i>Journal of Applied Behavior Analysis, 43</i> , 1–17.
3 (0)	Gutierrez, A., Vollmer, T. R., Dozier, C. L., Borrero, J. C., Rapp, J. T., Bouret, J. C., & Gadaire, D. (2007). Manipulating establishing operations to verify and establish stimulus control during mand training. <i>Journal of Applied Behavior Analysis, 40</i> , 645–658.
3 (0)	Lechago, S. A., Carr, J. E., Grow, L. L., Love, J. R., & Almason, S. M. (2010). Mands for information generalize across establishing operations. <i>Journal of Applied Behavior Analysis, 43</i> , 381–395.
2 (0)	Lowe, C. F., Home, P. J., Harris, F. D. A., & Randle, V. R. L. (2002). Naming and categorization in young children: Vocal tact training. <i>Journal of the Experimental Analysis of Behavior, 78</i> , 527–549.
2 (0)	Sidener, T. M., Shabani, D. B., Carr, J. E., & Roland, J. P. (2006). An evaluation of strategies to maintain mands at practical levels. <i>Research in Developmental Disabilities, 27</i> , 632–644.

important nonetheless. In addition, the pass-rate data are based on reporting criteria used by the BACB (i.e., six or more students took the examination). It is possible that we excluded well-performing programs that did not meet the BACB's criteria for reporting pass rates. Second, as with any content analysis project, the particulars of the classification system influence the results. It is for this reason, that we should note, that our category areas do not necessarily represent distinct courses in those topics. For example, some programs teach 45 h of basic concepts and principles distributed across multiple courses. The concepts and principles of behavior-analysis category in the study represents our classification of each reading independent from the course in which it was assigned because not all of those courses were exclusively devoted to the topic.

The readings reported in the current study may be important for general behavior-analytic training but do not provide much guidance for specific areas of practice (e.g., behavioral gerontology, clinical behavior analysis, traumatic brain injury rehabilitation). Future studies might focus on identifying key readings for a variety of practice areas or other aspects of curricular development (e.g., strategies for teaching academic writing, course assignments).

The purpose of the present study was to analyze the syllabi of well-performing training programs in behavior analysis (as indicated by BCBA examination pass rates) to identify frequently assigned readings. The reading lists may assist the discipline in responding to the increased demand for behavior-analytic training programs in at least two ways. First, the lists provide additional guidance on curricular matters and may assist new programs in efficiently developing course syllabi. Such guidance may be most beneficial to new programs with junior faculty who are tasked with curriculum development. Second, the reading lists provide a potential focus for language translation efforts. The majority of the behavior-analytic literature is in English. Translating key readings in behavior analysis may make behavior-analytic literature more accessible to non-English readers and the frequently assigned readings depicted in the tables might be a useful starting point for such endeavors. It is important to note, however, that the reading lists depicted in our tables represent

common reading assignments from only a sample of behavior-analytic training programs. Therefore, these lists should not be viewed as model course syllabi and should only be used as one resource among a more comprehensive strategy for selecting assigned readings.

Compliance with Ethical Standards

Conflict of Interest The authors declare that they have no conflict of interest.

Funding The authors declare that they did not receive funding to conduct this research.

Ethical Approval This article does not contain any studies with human participants or animals performed by any of the authors.

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