Program

- 5:00 PM - 5:30 PM Walk-in with soup and sandwiches

- 5:30 PM – 6:00 PM Introduction to ABA in Europe – by Neil Martin (BACB)

- 6:00 PM – 6:30 PM Quality guidelines from Erasmus+ project – by Jacqueline Schenk (EUR)

- 6:30 PM - 7:00 PM What does the route to a Professional Association look like - by Maayke van Galen

- 7:00 PM - End together with a snack and drink

Dutch Association
Behavior Analysis

Croatia

❖ Postgraduate training program designed for Osijek University

❖ Curriculum being mapped against Croatian Qualifications Framework

❖ Croatian association in process of being registered as a non-profit

❖ Croatian association will work with Osijek to start program

Czech Republic

❖ Licensure introduced serendipitously with only a handful of potential applicants

❖ Master's program at Masaryk University

❖ European Association for Behaviour Analysis conference will be in Brno in September 2024!

France

❖ L'Organisation Nationale des Professions de l'Analyse du Comportement (ONPAC) has developed an ethics code, knowledge and competency lists and examinations

❖ Credentials:

➢ Analyste du Comportement Certifié-Grade A (ACC-A)

➢ Analyste du Comportement Certifié-Grade B (ACC-B)

➢ Technicien en Analyse du Comportement-Certifié (TEC-C)

Ireland

❖ The Irish Society for Behaviour Analysis represents all behaviour analysts in Ireland – the largest association is the Division of Behaviour Analysis which is part of the Psychological Society of Ireland

❖ Many behaviour analysts feel unrecognized as they do not have psychology degrees

❖ ISBA setting training standards, creating ethics code, seeking to replicate model of UK

Poland

❖Polish Association for Behaviour Therapy (PSTB) and the Polish Society for Behavioural Psychology (PTPB) are small with similar aims and objectives

❖PSTB offers a 'license' which is equivalent to certification and is voluntary

❖PTPB and PSTB should combine to become the Polish Association for Behaviour Analysis and work to have the license nationally recognized…

Romania

❖ Institutul ABA Romania has been trying to get recognition for the profession to establish it as a separate healthcare profession

❖ Now behaviour analysts licensed with the Romanian College of Psychology…

UK

❖ Five university master's programs

❖ Profession recognized and added to list of healthcare professions by the Professional Standards Authority

❖ UK-SBA credentials:

➢ UKBA(cert)

➢ aUKBA(cert)

❖ Jobs advertised for PBS service providers, National Health Service, independent service providers

EUROPE

❖ EuroBA project supported by Erasmus+

❖ Designed to develop and set professional standards and standardize these across the EQF and other specific NQFs

❖ Various 'intellectual outputs' created including master's level competencies

Challenges and Barriers
Lack of Access to Postgraduate Training

- ➤ Difficulty in starting university training
- ➤ Difficulty finding instructors
- ➤ Lack of critical mass to justify
- ➤ Lack of awareness of behavior analysis to justify

Challenges and Barriers
Lack of Access to Translated Resources

- ➢ Some textbooks have been translated but lack of translations of many textbooks and journal articles
- ➢ Difficulties in translating technical terms
- ➢ Difficulties in getting non-US authors publishing

Challenges and Barriers
Limited Professional Emphasis

➢ Many practitioners around the world only work with individuals with autism

➢ Others dismiss Applied Behaviour Analysis as just another autism intervention

➢ There are so many other pressing issues to attend to!

Challenges and Barriers
Lack of Formal Recognition and Regulation

- Difficult to be taken seriously (e.g. participating in the development of treatment guidelines) when not officially recognized
- Resistance from other professions who may be threatened

Challenges and Barriers
Misinformation and Mistrust

➢ Much anti-ABA rhetoric, largely centered on work with individuals with autism

➢ We should concentrate on what we do, why we do it, and what the benefits are…

The Emergence of the Profession

- ➢ Behaviour analytic service provision should be regulated
- ➢ Regulation first requires professional recognition
- ➢ Recognition requires agreed national standards
- ➢ Agreement requires consensus from the behaviour analytic community and support from key stakeholders and organizations
- ➢ All of this requires a professional infrastructure, including the availability of university training

Final Thoughts

- The world needs more behaviour analysts
- Individual countries need to develop their own professional infrastructure to support and maintain training and experience requirements
- To establish *Applied Behaviour Analysis* as a distinct profession and *Behaviour Analysts* as a distinct group of professionals requires recognition and regulation at national level
- The BACB is offering and providing international assistance

Email: neil@bacb.com

DABA Event 20.06.2024

DR. JACQUELINE SCHENK

ASSOCIATE PROFESSOR ORTHOPEDAGOGICL SCIENCES & DEVELOPMENTAL PSYCHOLOGY

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Background EUR+ Project

GOALS
- DEVELOPING TRAINING STANDARDS FOR COURSES THAT FIT WITH THE EUROPEAN EDUCATIONAL FRAMEWORK

DURATION
- SEPTEMBER 2020 TO SEPTEMBER 2023

PARTNERS
- NORTHERN IRELAND (PI)
- ITALY / SWEDEN / CZECH REPUBLIC / GREECE
- UNITED KINGDOM / NETHERLANDS
- Representatives from national ABA organizations

IOs: in all partner languages

(http://euroba.org/intellectual-outputs/)

IO1: Standardization of EuroBA qualifications Referenced to EQF

IO2: References of EuroBA competencies to six partner national qualifications frameworks

IO3: glossary (Glossary)

IO4: Competencies EuroBA technician (MBO, HBO, BA)

IO5: Qualifications EuroBA -Master level (WO)

IO6: Online course for EuroBA Technician

IO1: Standardization of EuroBA qualifications Referenced to EQF

➢ Briefly outline the profession of the behavior analyst;

➢ Provide an overview of **the knowledge, skills and responsibilities** that someone must be able to demonstrate in order to be allowed to use the title of behavior analyst;

➢ The **continuity and mobility of the profession** support in all EU Member States;

➢ Provide a description of the **coordination of new EuroBA components** at the levels of the EQF

➢ **Recognition of their profession throughout the EU** to support.

Learning outcomes EQF

Include qualifications **and expectations** of a (graduate) student and help with learning (EU, 2008; 2018).

Used for: **qualification frameworks and descriptors, qualification standards, curriculum development, quality assurance in education and professionalisation**

Three main categories: (1) knowledge, (2) skills, and (3) responsibilities and autonomy.

1. **Knowledge** : the set of facts, principles, theories and practices related to a field

2. **Skills :** both cognitive and practical skills.

3. **Responsibilities and autonomy** : level of independence . (demonstrated) competence in practice area.

These domains are the framework for the development **of 8 levels that represent progression from least to most competency.**

- **The lower levels (Levels < 5), can be associated with learning outside an EC system**

- **Levels 5-8 are associated with learning through a university program**

IO1: Standardization of EuroBA qualifications Referenced to EQF

Level	KNOWLEDGE	SKILLS	AUTONOMY
3	Knowledge of	Accomplish tasks	Adapt own behaviour
		Selecting and applying	Take responsibility
4	Factual knowledge of	Generate solutions	Exercise self-management
	Theoretical knowledge of		Supervise routine work of others
5	Comprehensive knowledge of	Develop creative solutions	Review and develop performance of others
			Exercise management
6	Critical understanding of	Solve complex and unpredictable problems	Take responsibility for decision making
	Advanced knowledge of		Management of groups
7	Critical awareness of	Develop new knowledge and procedures	Reviewing performance of teams
	Highly specialised knowledge		

Figure 1. *Year of foundation of services in the Netherlands providing ABA.*

▶ Young history, ABA services since 1980

▶ Staffing of 10/40 of the organizations from 1 to 1915 staff (average 303); 30-40 unknown

▶ Number of clients receiving ABA-based services ranged from 4-7485 clients (average 941)

IO2: ABA certificants in NL (2020 poll)

- ▶ In 14 ABA organizations, the number of certified behavior analysts is unknown
- ▶ 10 ABA organizations do not employ a single certified behavior analyst
- ▶ 16/40 ABA-based organizations employ at least one BC(a)BA

IO3: glossary (Glossary)

The ABC of ABA for parents

Term	Definition
Antecedent	The name of something (an action, event, or situation) that precedes, and may have an effect on an individual's behaviour.
Applied Behaviour Analysis (ABA)	The applied discipline of the Natural Science called Behaviour Analysis that studies the relationship between context and behaviour.
Behaviour	The interaction between an organism and their environment. Everything an individual does. This includes activities that can be publicly observed and measured and activities that cannot be observed by others, such as thinking and feeling.
Behaviourism	The philosophy of the science of behaviour
Behaviour Analysis	The science of behaviour
Behaviour intervention plan	A detailed written plan in which the behaviour to be changed (target behaviour), the behaviour change goals, and the planned intervention method and/or procedures are written down.
Board Certified Behavior Analyst (BCBA)	A person who is certified by the Behavior Analyst Certification Board (https://www.bacb.com). This means that this person has successfully completed Master's level training in behaviour analysis, completed extensive practice, passed the BCBA exam, and who can evidence continuous professional development.
Chaining	Teaching the steps of a more complex skill in a specific order. There are 3 procedures: backward chaining, forward chaining, and the total task chain procedure.
Challenging behaviour	Behaviour that an individual may engage in when their needs are not met (e.g., aggressive, destructive, or self-injurious behaviour).
Consequence	Something (a stimulus or event) that follows the behaviour of an individual and that may impact on the future likelihood of that behaviour.
Contingency-shaped behaviour	Behaviour that is learned due to the consequence (e.g., reinforcer) that follows this behaviour.
Differential reinforcement	When a distinction is made between different behaviours, and only the desired behaviour is reinforced, while other behaviour is not reinforced.
Differential Reinforcement of Alternative Behaviour (DRA)	A procedure that aims to reduce an undesirable behaviour by selecting a behaviour that offers an alternative route to obtaining a reinforcer.

|	
Differential Reinforcement of Incompatible Behaviour (DRI)	A procedure that aims to reduce an undesirable behaviour by selecting an incompatible behaviour that offers a new route to obtaining a reinforcer. Incompatible behaviour is behaviour that cannot be performed at the same time as the undesirable behaviour.
Differential Reinforcement of low/high rates of behaviour (DRL/DRH)	A procedure that aims to change the rate (which is the count of behaviours within a particular time unit) of a behaviour by reinforcing occurrences of that behaviour that are either lower than (DRL) or higher than (DRH) the ongoing rate.
Differential Reinforcement of Other Behaviour (DRO)	A procedure that aims to reduce an undesirable behaviour by selecting any behaviour, other than the unwanted or undesirable behaviour, that offers a new route to obtaining a reinforcer.
Discrete-trial teaching (DTT)	A structured setting in which multiple learning opportunities are presented. A skill that is being taught is broken down into small sub-skills. Each sub-skill is repeatedly and intensively practiced in trials that each have 3 components: an Antecedent (e.g., an instruction) is presented by the teacher, the learner engages in a Behaviour, and the teacher provides a Consequence depending on the behaviour (e.g., a reinforcer).
Discrimination	Distinguishing; engaging in behaviour that shows ability to distinguish one thing from another (e.g., of persons, pictures, colours, etc.)
Discriminative stimulus	A stimulus in the environment that signals or predicts the availability of a reinforcer; this stimulus influences the likelihood of certain behaviour occurring.
Duration	How long/much time the behaviour lasts (in seconds, minutes, etc.).
Echoic	This is the behaviour of vocally repeating what someone else is saying.
Environment	The physical/social environment (all factors, including people and other kinds of stimuli) that may have an effect on behaviour.
Error correction procedure	Correcting a 'wrong' or incorrect response by offering help or assistance, often by showing the correct response.
Errorless learning	A way of teaching new skills that ensures students do not make mistakes.
Extinction	The term can used to describe a procedure or an outcome. When used as a procedure, it refers to the withdrawal of conditions that currently maintain behaviour. Used as an outcome, it describes the decrease in the strength of behaviour (e.g., the behaviour will decrease in duration, frequency, intensity) that occurs during the extinction procedure.
Extinction burst	During the initial phase of an extinction procedure, the behaviour increases in intensity.
Fluency	The ability to perform skills fluently, without much effort, without errors and quickly (within a certain amount of time).

Four-term contingency	A comprehensive account of behaviour includes the factors influencing motivation, the antecedent event(s) preceding the behaviour, the behaviour, and the consequence(s) following the behaviour.
Frequency of behaviour	How often behaviour occurs within a predetermined period of time.
Function of behaviour	The "reason" why the behaviour occurs. In other words, what the behaviour provides for the individual (e.g., to gain access, to stop or avoid a task, to gain attention from someone, or sensory stimulation).
Functional Behaviour Assessment (FBA)	The process of identifying potential causes of problem behaviours; this helps guide the development of interventions to address those behaviours.
Functional communication training	Teaching communication skills so that the individual has an appropriate and effective way of asking rather than displaying unwanted behaviour.
Generalisation	Using (new) skills in other settings, environments and with other people.
High-probability request sequence	Increasing behaviour by first encouraging the individual to engage in behaviour they find easy to perform, and then asking for a behaviour that is more difficult to perform. The requests are given in a quick sequence.
Inter-Response Time (IRT)	The time between two consecutive responses/reactions. More specifically, the time between the 'end' of one response and the 'start' of the other response.
Intraverbal	A form of interaction whereby an individual responds to another person's verbal behaviour, as in a conversation.
Latency	The time between an event that occurs before (preceding) the behaviour and the actual behaviour (the response). For example, the time between hearing an instruction and carrying out the task.
Least-to-most prompting	Build-up in providing help from least level of prompting to highest level of prompting.
Mand	Request, question, or demand.
Mastery criterion	Necessary condition or score for achieving a particular learning goal.
Modelling	Setting an example by showing the behaviour yourself, to allow observation and imitation by the client or parent, for example.
Momentary Time Sampling (MTS)	Observing whether a behaviour occurs at fixed moments in time (e.g., every 30 seconds).
Most-to-least prompting	Decrease in providing help from highest level of prompting to least level of prompting.
Motivating operation	Increasing or decreasing the value or effectiveness of a consequence.
Natural environment	The environment in which individuals normally find themselves (daily).

IO4: Competencies EuroBA technician (entry level MBO, HBO, BA1)

➤ **To observe;**

➤ **Collecting data (data);**

➤ **Carrying out technical aspects of a behavioral analysis program,** for example:

○ *Design observation and registration systems;*

○ *Implementing observation and registration systems;*

○ *Draw basic conclusions from graphical representations of data or data;*

○ *Apply strategies based on the basic principles of behavior as defined by a higher level behavior analyst.*
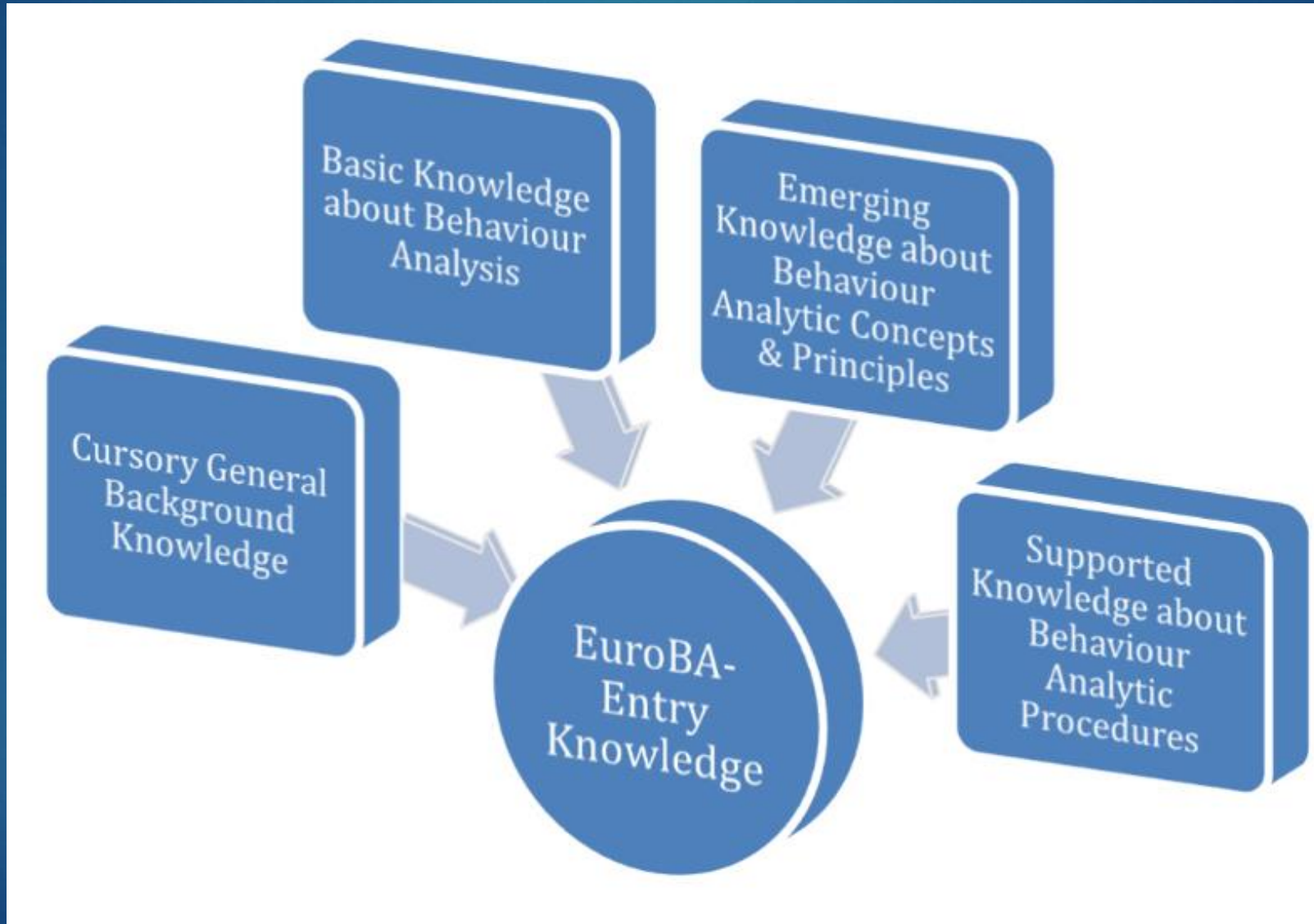
EuroBA-Technician Level Competences

KNOWLEDGE

Knowledge is described as theoretical and/or factual. Knowledge' means being able to talk about an issue competently.

General background knowledge

Relevant data protection and storage legislation, policy, and procedures.

Understanding of the impact of mentalism and explanatory fictions.

Differences between science, pseudoscience, and anti-science.

Data-based decision making, i.e., evidence-based and non-evidence-based interventions.

The role of advocacy and inclusion of clients and key stakeholders in decision making (e.g., PPI; Patient and Public Involvement).

Person-centred planning and the role of the behavioural technician.

How cultural differences impact decisions regarding assessment and intervention (i.e., cultural competence).

Relevant crisis and emergency procedures.

Scope of practice and scope of competence (i.e., ethical practice within the boundaries of competence).

General knowledge about Behaviour Analysis

The seven dimensions of behaviour analysis.

Principles of behaviour.

Functions of behaviour.

Differences between operant and respondent behaviour and procedures.

Basic verbal operants and their functions.

All aspects of social validity, including ensuring importance of goals, appropriateness, procedures, and significance of outcomes.

General knowledge about Behaviour Analytic procedures

Essentials of a behaviour acquisition plan.

Essentials of a behaviour reduction plan.

How to read single-system research graphs.

Issues regarding prompting and prompt dependency.

SKILLS

Skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).

Skills are public and private behaviours that are conceptually coherent with behaviour analysis in relation to the selection, application, and accomplishment of relevant tasks.

Skills related to data collection

Select (under supervision) appropriate dimensions of behaviour and prepare for data collection and storage according to local data protection legislation.

Select (under supervision) and apply measurement procedures (e.g., continuous, discontinuous, permanent-product, Antecedent-Behaviour-Consequences (ABC)-charts).

Complete data entry and display data on appropriate graphs.

Skills related to assessment

Select (under supervision) and apply functional assessment procedures.

Apply preference and reinforcer assessments.

Skills in data collection, graphing, ensuring stable environmental conditions, and identifying stable baselines.

Accomplish reliable interobserver agreement.

Skills related to intervention

Select (under supervision) and apply appropriate contingencies of reinforcement (e.g., various reinforcement schedules, conditioned reinforcers) within the context of culturally competent practice.

Apply a range of skill acquisition procedures (e.g., verbal behaviour approach, Discrete Trial Teaching (DTT), incidental teaching, chaining, simple and conditional discrimination training, stimulus control transfer procedures, prompting and fading procedures, shaping, generalisation and maintenance, token economy, establishment of rule following, imitative, navigational, mnemonic, problem-solving and self-control repertoires).

Select (under supervision) and apply a range of autonomic arousal regulation procedures (e.g., the establishment and reduction of the conditional eliciting power of stimulus events and the generation of arousal monitoring and self-regulation).

General skills

Accomplish compliance with relevant guidelines regarding critical incident reporting.

Accomplish empathetic rapport with clients and relevant stakeholders (i.e., good "bedside manners") and ensure that contextual issues are taken into account (e.g., family bereavement, living circumstances etc).

Select (under supervision) and apply actions that ensure client and relevant stakeholder involvement and client relevant stakeholder dignity.

Accomplish collaboration with other professionals (e.g., for running programs across academic, communication, adaptive behaviour, social competence, leisure, and vocational skills domains.

Accomplish support for training of stakeholders (e.g., caregivers, next of kin, other professionals) under close supervision.

RESPONSIBILITY & AUTONOMY

Responsibility and autonomy are abilities of the learner to apply knowledge and skills autonomously and with responsibility (under supervision).

Adapt own behaviour according to service user and supervisor feedback.

Take responsibility (under supervision) for assisting with individualised assessments and functional assessments, and for conducting preference and reinforcer assessments.

Follow verbal and/or written programme directions from supervisor and independently complete preparation for intervention sessions.

Independently take an objective written record of each session and seek additional clinical direction from supervisor, where necessary.

Take responsibility for communicating with stakeholders as directed by a supervisor and ensure that professional boundaries are respected (regarding dual relationships, conflict of interest, social media).

Adapt own behaviour based on client relevant stakeholder progress, data, and/or feedback, under the guidance of a supervisor.

EuroBA Competence Levels

EuroBA Masters Level

- Advanced Training
- Independent Design and Application
- Mentorship Responsibilities

EuroBA Entry Level

| Foundational Training | Supported Application | Ongoing Oversight |

IO5 Qualifications EuroBA -Master level (WO)

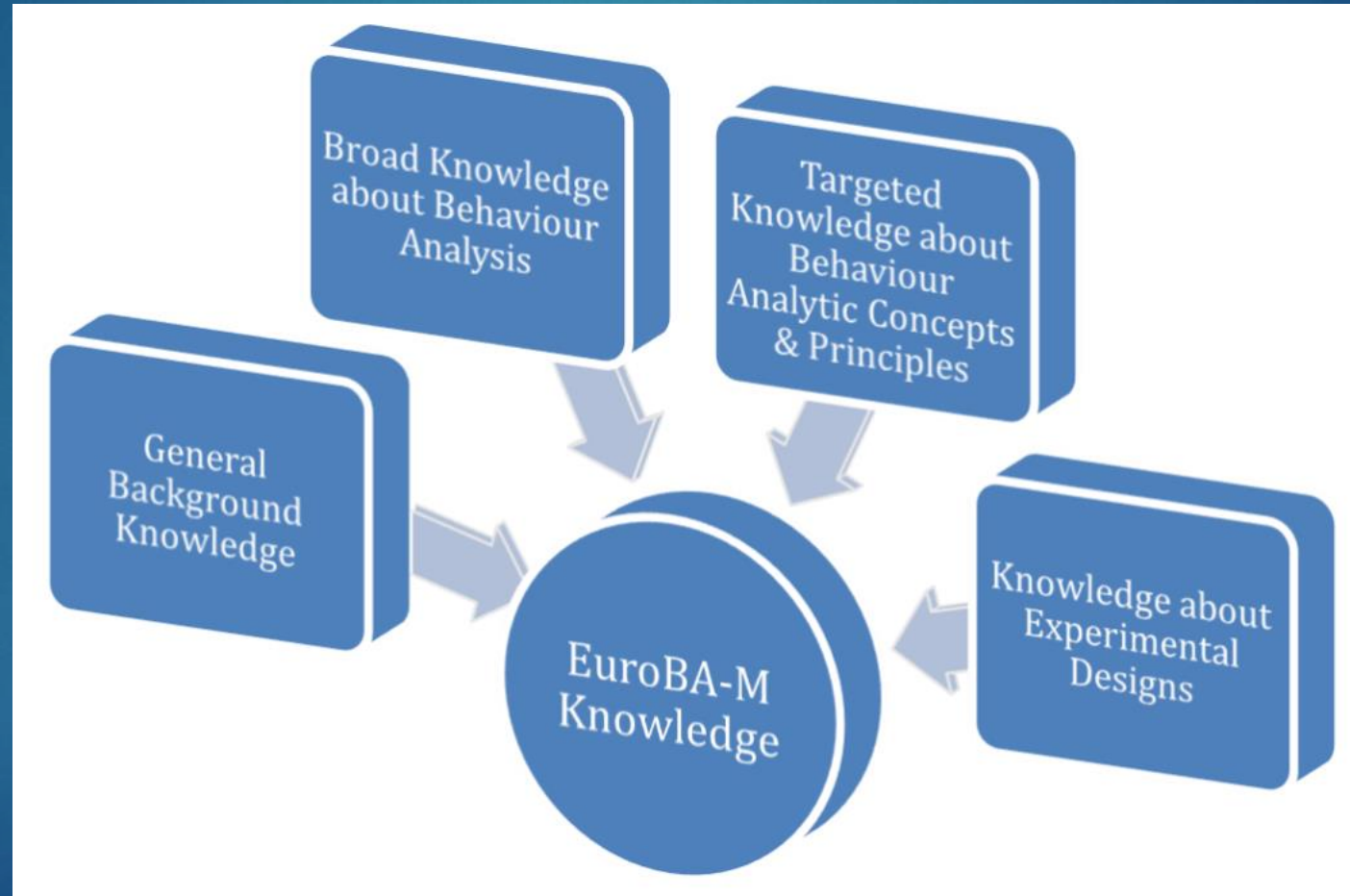**Behavior analysts at this more advanced level of academic thinking and practice complete tasks such as (Mayer et al., 2019):**

➢ *Designing procedures to increase or decrease behavior , expand or narrow the behavioral repertoire or refine behavior;*

➢ *Preparing a context or environment that supports behavior change;*

➢ *Supporting individualized needs of those involved*

➢ *Creating and agreeing with end users (and reaching consensus therein) of well -defined (treatment) goals and objectives ;*

➢ *Guiding and supporting the work of entry-level behavior analysts;*

➢ *Ethically creating and promoting conditions for socially important behavioral changes that persist over time.*

Learning outcomes in areas of autonomy and responsibilities (EuroBA master level)

Specific competencies at EuroBA Master level (IO5)

KNOWLEDGE

Knowledge is defined as being able to engage in critical reasoning, on the basis of comprehensive understanding of facts, principles, and theories.

General background

1. Discriminate between science, pseudoscience, and anti-science; evidence-based interventions and those not supported by empirical evidence.

2. Explain and apply cultural responsiveness in relationship to diversity, equity, and inclusion as it relates to the provision of behaviour analytic services.

3. Explain and apply clinical sensitivity in relation to people who have experienced trauma and how these factors might impact the provision of behaviour analytic services.

4. Explain and apply social validity: socially significant goals, socially acceptable procedures and socially important outcomes of behavioural interventions.

5. Identify applicable legal and regulatory requirements for confidentiality, including data management and documentation.

6. Identify applicable educational, health, employment, and service users' rights laws that pertain to behavioural services.

Behaviour analysis and philosophical foundations

7. Explain the history and philosophical underpinnings of behaviour analysis (e.g., mentalism; prediction and control; methodological and radical behaviourism; selectionism; determinism; empiricism; parsimony; pragmatism; contextualism).

8. Explain the scientific foundations of the experimental analysis of behaviour.

9. Identify the seven dimensions of applied behaviour analysis.

Behaviour analytic concepts and principles

10. Identify, explain, and discriminate between:
a. Response and response class
b. Stimulus and stimulus class
c. Respondent conditioning
d. Operant conditioning
e. Stimulus control
f. Positive and negative reinforcement
g. Schedules of reinforcement
h. Shaping
i. Matching law
j. Positive and negative punishment
k. Unconditioned, conditioned, and generalised reinforcers and punishers
l. Extinction
m. Motivating operations and setting events
n. Generalisation and maintenance
o. Behavioural cusps and pivotal behaviours
p. Behaviour momentum
q. Rule-governed and contingency-shaped behaviour
r. Verbal operants
s. Derived stimulus relations

11. Ethical and professional responsibilities relevant to behaviour analytic practice.
a. With a basis in client dignity and well-being, explain the complexity of ethical dilemmas and decision making.
b. Critically reflect on professional, including ethical, issues.
c. Plan, implement, and systematically evaluate ethical actions.
d. Monitor and evaluate intervention outcomes.
e. Apply the professional and ethical code of practice for behaviour analysts.

12. Conduct staff training and supervision within a behaviour-analytic framework.

Experimental design

13. Knowledge of single-case experimental designs (SCED) to include:
a. Explain the essential characteristics of SCEDs.
b. Discriminate between dependent and independent variables.
c. Explain the differences between internal and external validity.
d. Explain the need for experimental control.
e. Discriminate between SCEDs, case studies, and group designs.
f. Explain the different types of SCEDs (e.g., reversal, multiple baseline, alternating treatment, changing criterion).
g. Explain parametric, comparative, and component analysis.

SKILLS

Skills are defined as cognitive (private) and practical (public) behaviours involved in the selection, implementation, and completion of relevant tasks.

General skills

14. Demonstrate sensitivity to the diversity of service users and stakeholders.

15. Work in partnership with service users and other stakeholders.

16. Explain behavioural concepts in non-technical language that is devoid of mentalistic terminology.

Skills related to measurement

17. Operationally define behaviour.

18. Observe and measure occurrence, topography, strength, and temporal dimensions of behaviour.

19. Develop solutions for recording/graphing data to facilitate communication with colleagues and stakeholders.

20. Use data-based decision making, based on visual analysis of data graphed using correctly selected visual displays.

Skills related to assessment

20. Develop appropriate participatory assessment procedures related to service user consent/assent and by reviewing records and available data to determine and identify the need for behaviour analytic services.

Specific competencies at EuroBA Master level

21. Design and implement assessments (i.e., descriptive assessment, functional assessment including functional analysis, strength-based assessment, preference assessment).
22. Develop solutions for assessing conflict of interest.
23. Develop solutions for assessing treatment integrity and progress.

Skills related to intervention

24. Develop observable and measurable intervention goals based on factors such as assessments, user preferences, supporting environments, risks, and social validity.
25. Design and implement antecedent interventions to change behaviour and plan for any negative side-effects that may arise.
26. Design and implement consequence-based interventions to change behaviour and plan for any negative side-effects that may arise.
27. Design and implement behaviour change procedures using:
   a. Task analysis and chaining
   b. Shaping
   c. Prompting and fading procedures
   d. Positive and negative reinforcement
   e. Conditioned reinforcement
   f. Behaviour skills training
   g. Modelling and imitation training
   h. Contingency contracts
   i. Token economies
   j. Premack principle
   k. Motivating operations and discriminative stimuli
   l. Fluency-based training
   m. Direct Instruction
   n. Verbal rules
   o. Equivalence-based instruction
   p. High-probability instructional sequence
   q. Personalised System of Instruction
   r. Self-management
   s. Discrete trial teaching and incidental teaching
   t. Differential reinforcement
   u. Functional communication training
   v. Extinction
   w. Behaviour reduction procedures (e.g., response cost, time-out from positive reinforcement, overcorrection)
   x. Generalisation and maintenance procedures
   y. Group contingencies
   z. Respondent conditioning
28. Develop and apply solutions for transferring control from contrived to natural schedules of reinforcement.

29. Develop individualised teaching procedures based on the service users changing needs within a life-span perspective (e.g., social competence, leisure, and vocational skills).
30. Develop, implement, and evaluate collaborative solutions with stakeholders, identify relevant goals and procedures.

RESPONSIBILITY & AUTONOMY

The application of knowledge and skills autonomously and with responsibility.

31. Work within personal scope of competence, including identifying own limitations and strengths and accessing continuous professional development.
32. Demonstrate culturally responsive practices reflective of values of diversity, equity and inclusion.
33. Demonstrate professional code of conduct (e.g., professional courtesy, time management, record keeping, supervisory practice).
34. Identify conditions under which behaviour analytic services or supports should be discontinued and define steps to be taken in transition process.
35. Design safety and emergency protocols that should be in place to protect all stakeholders.
36. Identify and address ethical issues within the context of behaviour analytic standards of practice and in accordance with national ethical guidelines.
37. Promote evidence-based practice when collaborating with other professionals.
38. Review and develop the performance of personnel according to organisational behaviour management principles.
39. Identify and prevent discriminatory practices and do no harm.
40. Disseminate accurate information about behaviour analysis and identify potential sources of misrepresentation (e.g., social media, legal, and policy contexts).

Classi

EuroBA -T course includes approximately 40 hours of instruction and is delivered online through *Programmed Instruction* (individualized student-driven approach)

independently and in your own time, one part at a time, systematically through parts of the course.

BRIEF assessment of the learning process (in the form of a quiz) after each part and the next part only becomes available when you have scored **at least 80% correct in the quiz.** Below 80%, you can revisit the relevant sections of the learning resources as many times as necessary to achieve the required 80+% correct.

The course content and learning resources are a **mix of online multimedia videos and animations, text-based learning resources and knowledge clips (lectures).**

Depending on student needs or social or scientific developments, materials may be updated
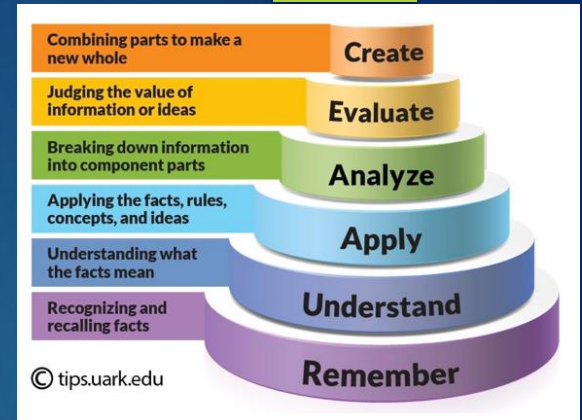
The future of ABA in the Netherlands

From 2023, approximately 50 universities in 16 countries in Europe will offer BA courses at EQF Level 7

1. Critical times for ABA, also in NL
2. Call for mutuality in collaboration (between professional AND educational institutions)
3. DABA: professional association with quality registration for ABA professionals in the Netherlands
   1. Strengthening and connecting
   2. Ethical - and professional practice
   3. Stimulating theory development, with scientific **research** and **impact**
   4. Advocacy
   5. Promoting and encouraging improvement of the quality of **training and further training**

Post-HBO education?

Postgraduate training?

Otherwise?

Erasmus School of Social and Behavioural Sciences

For information about IOs:
http://euroba.org/nl/

Questions about the EUR+ project, or about possibilities for research or master internships , or would you like to participate in discussions about ABA educational development?

Schenk@essb.eur.nl

DABA-Event
20.06.2024

SCHENK@ESSB.EUR.NL

What does the route to a Professional Association look like?

Maayke van Galen

Dutch Association Behavior Analysis

The aim

- Quality register, based on professional qualifications

- Post-graduate university education and further training

- Theory development, conferences, scientific research and publications

- Representing the interests of the members

- To promote ABA in society within a broader social context

Dutch Association
Behavior Analysis

Where are we now?

- Professional qualifications (Erasmus+ project)

- Professional Association Initiative (DABA)

The steps taken to achieve this event:

√ Notarial recording of DABA

√ Temporary board

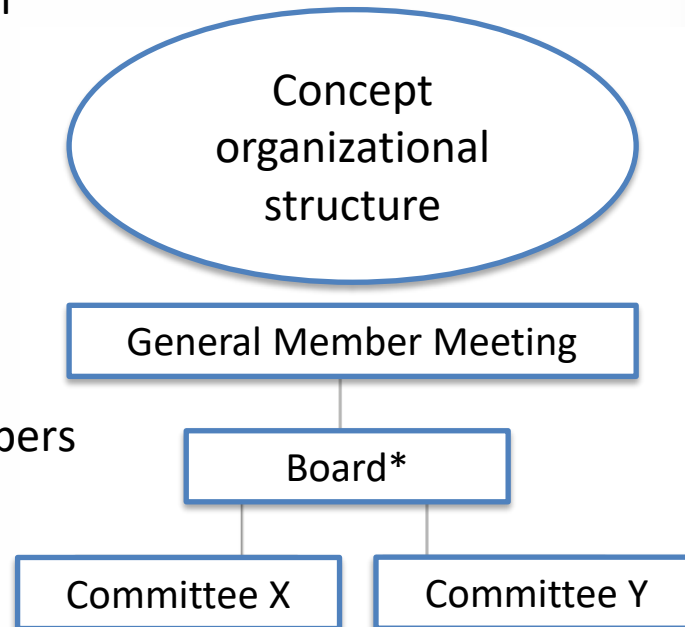√ Give everyone the opportunity to contribute to further DABA

development

What now?

- Let's team up!
- An independent professional association
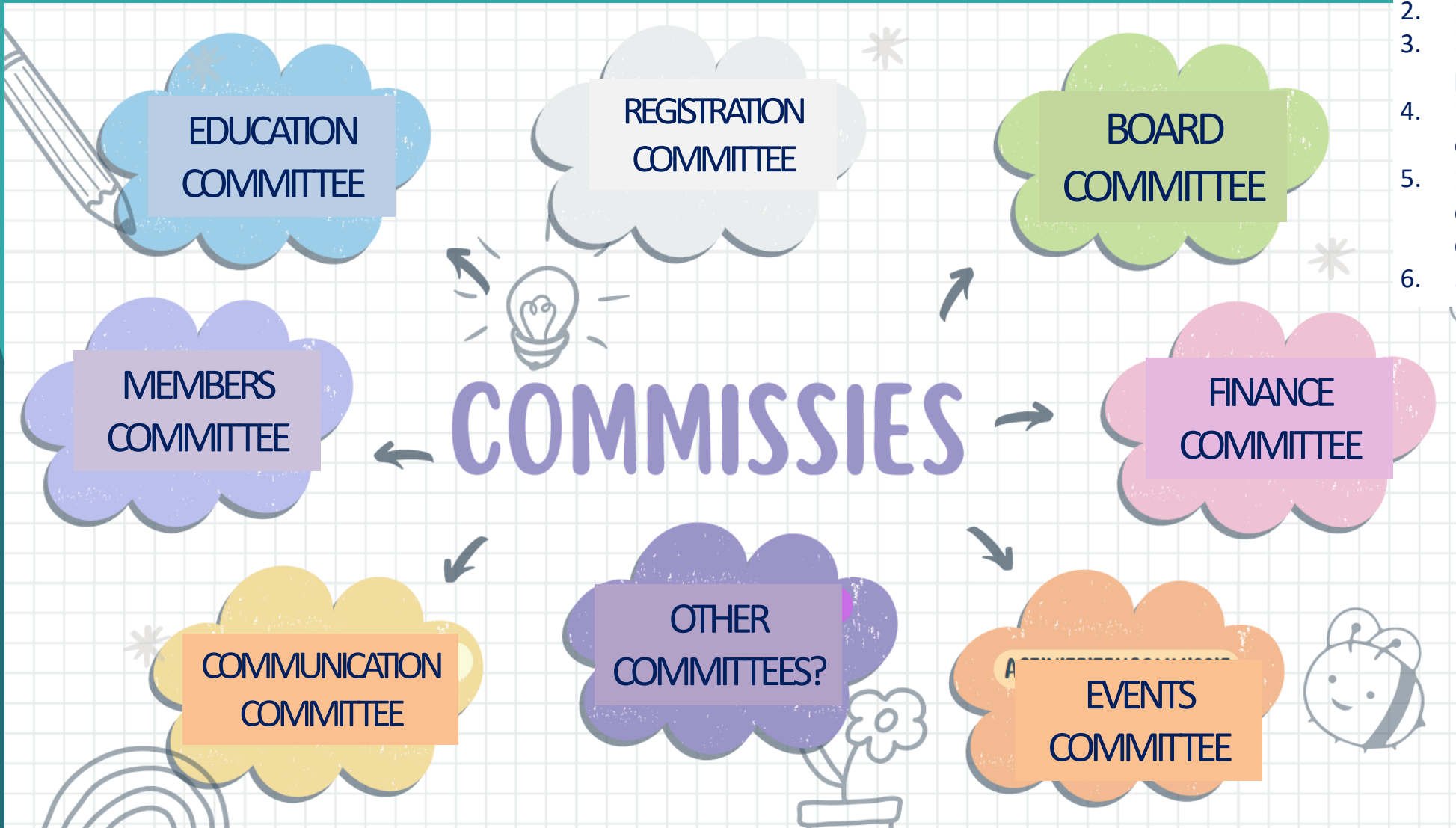
In the short term:

√ Recruit members

√ Elect the final board by members

√ Assemble committees

Concept organizational structure

General Member Meeting

Board*

Committee X

Committee Y

*elected by members during general membership meeting

Dutch Association
Behavior Analysis

Committees

EDUCATION COMMITTEE

REGISTRATION COMMITTEE

BOARD COMMITTEE

MEMBERS COMMITTEE

COMMISSIES

FINANCE COMMITTEE

COMMUNICATION COMMITTEE

OTHER COMMITTEES?

EVENTS COMMITTEE

POTENTIAL TASKS:

1. Organisation of registration and re-registration
2. Defining criteria for registration
3. Defining behaviour- and professional rules
4. Monitoring permanent education
5. Facilitating training and education with independent educational partners
6. ....

Dutch Association
Behavior Analysis

Become a member of DABA

Membership: pre-registration (2024)

- Regular member

- Aspiring member

- Associate member

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