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Professional
Behavior Analysts■ **delivering expertise** ■ **supporting excellence**[Home](#)[Become a Member](#)[Become an Affiliate](#)[Become a Spc](#)[About APBA](#)**Issue # 17 - April, 2010**[Board of Directors](#)**Benefits of BACB Certification for Universities in Europe: A Case Study fr**[Autism Spectrum
Disorders Task Force](#)**Lise Roll-Pettersson, BCBA-D,**
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Stockholm University[Contact Us](#)[E-mail Sign Up](#)**Archives (Members Only)**[News Items](#)[Featured Organizations](#)[Featured Certificants](#)[APBA Reporter](#)**Jonas Ramnerö,**
Assistant Professor in Psychology
Stockholm University**Guidelines**[Ethical Guidelines](#)[Guidelines for Consumers](#)[APBA Position](#)[Statement on Restraint
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The endorsement of the Behaviour Analyst Certification Board (BACB) program by the Association for Behaviour Analysis and the BACB's accreditation by the National Council of Certifying Agencies of the Institute for Credentialing Excellence are important factors in professional development and identity from the perspective of European behaviour analysts. Countries within Europe have different ideological and philosophical assumptions concerning important conceptual and practical knowledge for professionals like licensed psychologists and special educators. The conceptual knowledge base in one country might differ from that in another country. Certification in behaviour analysis, however, would clearly indicate that an individual has the knowledge and skills in applied behaviour analysis and can apply them in an ethical and accountable manner in practical settings, regardless of the country in which the individual was trained and the academic discipline in which the individual obtained degree or coursework. BACB certification may promote collaboration among countries, and may come to serve as a standard that binds theory and practice across countries as well as disciplines. For instance, a speech language pathologist who received training in behaviour analysis in Sweden and is currently a BCBA currently travels to France on a regular basis to supervise behaviour analytic programs for children with autism.

Affiliates

Stockholm University is one of the largest universities in Scandinavia and the largest in Sweden. It consists of 80 departments/institutions divided into four faculties with approximately 200,000 students. In January of 2008 the Department of Psychology and the Department of Special Education began inter-departmental discussions about designing and implementing a level course sequence in applied behaviour analysis with a focus on autism. The course was launched in January 2010. What follows is a brief description of the two departments and their courses, and the students.

Sponsors

The Department of Psychology was established in 1953 and is one of the larger departments at the university, with approximately 1,000 students and 160 members of staff. Courses are

all levels from bachelor's to doctoral, including a 5-year master's degree programme that prepares students to apply for licensure in cognitive behaviour therapy or psychodynamic psychotherapy.

The Department of Special Education was established in January 2008 through a merger of the Teacher Education College in Stockholm and Stockholm University. The department has approximately 450 full-time students and 60 members of staff, and offers courses and programmes on bachelor's, masters, and doctoral levels. Both departments offer coursework to professionals with interdisciplinary backgrounds who work in habilitation centers. The impetus for the ABA course alliance evolved out of needs expressed by professional organisations, practitioners, and consumers (i.e., families) for university coursework in evidence-based practices in behavioural intervention for autism. This is significant because many practitioners who claim to provide "behavioural" consultation to children and adults with autism and their families have obtained their training through short courses, in-service presentations, or workshops, and thus are not able to address the needs of people with autism in an ethical and competent manner.



The Entire Class

Two of the courses are given through the Department of Special Education: Introduction to Autism, Intellectual Disability, and Applied Behaviour Analysis, and Application of Applied Behaviour Analysis and Theoretical Considerations. Two courses are given through the Department of Psychology: Research Methods: Focus on Single-Subject Research Design, and Functional Assessment and Analysis of Behaviour. This course sequence is the only one in Sweden that meets coursework requirements for BCaBA certification. We use the BACB's thorough description of behaviour analytic course components as well as the ABAI Autism SIG consumer guidelines, providing students with information about autism diagnostic and assessment procedures, pseudoscientific interventions, and how to critically read and analyze research regarding individuals with autism. The students comprise 43 professionals (psychologists, special educators, speech-language pathologists, and occupational therapists) employed by habilitation centers or other organisations that serve individuals with autism.



Students preparing a case study presentation on autism diagnostic procedures, assessment, and follow-up issues from their municipality. In total 14 groups investigated how autism is diagnosed and followed-up in different parts of the country. The student from France presented the same information from her country. A very interesting and eye-opening day!

They come from throughout Sweden, though one student lives in France and flies to Sweden monthly to attend two-day meetings at Stockholm University. The multidisciplinary backgrounds of our students is conducive to strengthening collaboration between professionals on habilitation teams, as the students learn to understand the knowledge bases of other disciplines. In addition, the common knowledge and philosophical basis in applied behaviour analysis, ethics, and accountability fosters respect among team members.

Of course, in order to be certified by the BACB, individuals must have supervised practical experience in ABA. One of the greatest challenges we face at present is providing students with appropriate supervision. There are currently only six BACB certificants in Sweden and just a few cognitive behaviour therapists who have in-depth knowledge of ABA, which hardly meets the demand for supervision.

Our plan for the near future is to design and implement additional, more in-depth courses in ABA that meet coursework requirements for master's-level BCBA certification. We also hope to develop and implement behaviour analytical scientist-practitioner projects within the country.

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