**INTRODUCTION**

- Functional Analyses (FA) methodology is best practice when developing behavior analytic interventions.
- Practitioners are not utilizing FAs (Roscoe et al., 2015; Oliver et al., 2015).
  - Some explanations for this have been:
    - Training Time (Applegate et al., 1999).
    - Expertise Required (Spreat & Connelly, 1996).
- Researchers have set out to show that training can be done with relative ease (Iwata et al., 2000).
- The purpose of this study was to conduct a systematic review to determine what we currently know about training individuals to conduct FAs.

**METHOD**

- Keyword search through PsycINFO:
  - Functional Analyses* AND train* OR teach* AND staff* OR teacher* OR parent* OR caregiv* OR practitioner*.
  - Total of 222 articles.
- Inclusionary criteria:
  - English.
  - Total of 204 articles.
  - Trained participants to conduct Functional Analyses.
  - Total of 24 articles.
- Information noted:
  - Participants trained.
  - Training time.
  - FA clients.
  - FA component skills taught.
  - Number of participants that reached the author reported mastery criteria.
- Interobserver Agreement:
  - Two independent reviewers.
  - 100% across all articles.

**RESULTS**

- **Figure 1. Participants trained**
  - BCBA / Supervisor (17).
  - Undergrad Students (11).
  - Direct Care Staff (12).
  - Teachers (40).
  - Caregivers (64).
  - School Personnel (18).
- **Median = 2.75 Hrs.**

**DISCUSSION**

- Behavioral Skills Training was the most commonly used and was effective for 94% of participants.
- Only 50% of articles included a generalization probe across a child.
- Median training time was less than 3 hours.
  - Not all researchers are reporting training time.
  - Most focused on implementation only.
- Researchers have not attempted to train participants to design an FA.
- The majority of trainers were doctoral level behavior analyst.
- Future research:
  - The time needed and the best methods to teach other component skills (e.g., data collection, designing an FA).
  - The effectiveness of training conducted by non-doctoral level BCBA.

**References**


**Figure 2. Average training time for participants to reach mastery**

**Figure 3. FA component skills taught in articles**