

University of Nevada, Reno

A Survey of the Treatment Termination Practices of Board Certified Behavior Analysts

A thesis proposal submitted in partial fulfillment of the
requirements for the degree of Master of Science in
Psychology

by

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**A Survey of the Treatment Termination Practices of Board
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Abstract

An important feature of behavior analytic services is the end of the client-provider relationship, commonly referred to as termination. Terminating services is a process in which nearly all applied behavior analysts will be involved and is included in the Behavior Analyst Certification Board's (BACB) Professional and Ethical Compliance Code. The manner in which services are terminated can affect stakeholder perceptions of the social validity of behavior analytic services, and it could in some cases have legal consequences. Despite this, outside of the aforementioned professional guidelines, there is little behavior analytic literature describing how services may be most effectively and ethically terminated. The literature in clinical psychology is more extensive, and psychologists certified by the American Psychological Association (APA) share many of the ethical responsibilities for termination with Board Certified Behavioral Analysts (BCBAs). Given this, the clinical psychology literature may aid in identifying deficits and serve as a source for the development of best practices in the behavior analytic community. Due to the significance of terminating services in an appropriate manner and the relative lack of behavior analytic literature on this topic, the current research reviewed the professional guidelines and scholarly literature within behavior analysis and compared them to what is available for clinical psychologists. This served as the basis for creating and administering a survey that assessed current termination training, practices, and opinions among practicing BCBAs. Current gaps in research, practice, and education in terminating services were identified and are presented based on the responses of 523 respondents who completed the survey.

Acknowledgements

Thank you to my advisor Patrick Ghezzi for his guidance and insight during my graduate school career. It's been a wild ride, and I enjoyed having him at the helm.

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Introduction

The Importance of Termination of Services

The termination of a patient-practitioner relationship is an inevitable feature of situations in which a health care provider delivers treatment to a consumer. The circumstances under which this relationship is terminated are diverse and include the achievement of treatment goals, reimbursement limitations, client-provider mismatch, boundary violations, provider or client abrupt absence, completion of contractual obligations, treatment noncompliance, lack of progress, and stopping services without mutual consent. These circumstances are clearly relevant to the relationships applied behavior analysts establish with their clients, and it is just as clear that a practicing behavior analyst will encounter these circumstances throughout his or her career.

Apropos to these circumstances, terminating services properly is among the skills included in the Professional and Ethical Compliance Code of the Behavior Analyst Certification Board (BACB). According to the BACB, 66 disciplinary actions related to inappropriate interruption or discontinuation of services have occurred between 2000 and 2015. While relatively low at roughly four per year, the number probably underestimates the prevalence of the problem due to underreporting of potentially actionable cases.

As of 2021, 30 states require a behavior analyst to obtain a license in order to practice in the state. The professional conduct of behavior analysts is under further scrutiny in those states as a result, and the regulations that govern the behavior of a licensed behavior analyst are typically fashioned after the regulations for licensed psychologists (LP).

Consider abandonment of care. The definition of the term, according to Davis and Younggren (2009), is the “absence of a clinically and ethically appropriate process for

ending the professional service” (p. 575). A licensed behavior analyst (and a LP) could be guilty of abandonment, warns Cappellino (2018), when these conditions are in place: (1) A provider-client relationship has been formally established; (2) The provider abruptly terminated services in a way that prevented the client from finding an appropriate replacement provider, and (3) The client still needed services and suffered in some way as a direct result of the termination of services.

In Nevada, a Licensed Behavior Analyst (LBA) may be charged with abandonment under (Nevada Statute ch. 437, § 400, 2017). If the Applied Behavior Analysis State Board finds a LBA guilty, the consequences can include probation, suspension, revocation, fines, restitution, and attorney fees (Nevada Statute ch. 437, § 410, 2017).

There are positive reasons, too, for why professional behavior analysts need to understand service termination. Studies suggest a strong correlation between a positive experience terminating services and a positive treatment outcome, a positive therapeutic relationship and a positive likelihood of seeking treatment in the future (Bartholomew et al., 2017; Knox et al., 2011; Quintana et al, 1992). These are socially important consequences that behavior analysts have valued for a long time (e.g., Wolf, 1978).

We turn next to the specific guidelines offered by the BCBA with regard to the termination of ABA services. Our purpose is to get a closer view of the topic from the perspective of the organization responsible for certifying thousands of behavior analysts throughout the world since 2000.

Termination of Service: BACBA Guidelines and Commentary

The BACB Professional and Ethical Compliance Code (2014) gives four guidelines on the termination of services, as follows: (1) The process must be orderly and timely

(Section 2.15 b); (2) The process should occur when the client no longer needs, no longer benefits from, is harmed by continuation of services, or has requested termination (Section 2.15 d); (3) Referrals and pre-termination services should be provided prior to termination (Section 2.15 d and e); and, 4) Termination criteria must be objectively measured, understood easily, clearly defined, and discussed with the client (Section 4.11 a & b). Overarching the guidelines is a value statement that alludes to behavior that is “...consistent with the philosophical assumptions and principles of behavior analysis, in order to effectively and appropriately serve clients” (Section 2.03).

In *Ethics for Behavior Analysts*, Bailey and Burch (2016) offer some additional guidance for terminating ABA services. They suggest that providers draft a plan in the event that they are unable to continue to provide services. They note that this may occur due to health or personal issues, but do not elaborate on any other conditions under which this would occur or what the plan might include. They further state the client’s welfare is of “utmost importance” (p. 97) during the termination phase, but do not specify how to ensure this outcome. They also suggest that the client’s needs should be discussed with all relevant parties, and that providers should review the termination policies of their agencies.

It is important to point out that the BCBA guidelines and their interpretation are still evolving. This is apparent in the light of the guidelines provided to members of the American Psychological Association (APA). APA is the “elder statesman” in ethical matters, and a view of the advice APA gives its members reveals that behavior analysis still has a long way to go in terms of building an empirical literature on service termination.

Termination of Services: APA Guidelines and Commentary

The APA Ethical Principles of Psychologists and Code of Conduct (APA, 2017) contains numerous references to the standards for interruption and termination of services. Treatment may be terminated, according to the APA code, when it becomes “reasonably clear that the client/patient no longer needs the service, is not likely to benefit, or is being harmed by continued service” (Section 10.10a). In these cases, a plan must be in place to expedite the transfer of a client’s case to another service provider while protecting confidentiality (Section 6.02), and pre-termination referrals must be provided along with counseling during the transition, as appropriate (Section 10.10). A psychologist is relieved of this obligation to refer and counsel, however, if the client, or a relation of the client, threatens or endangers the psychologist (Section 10.10 b). Still, the client’s welfare is of the utmost importance throughout the termination process, and where conflicts exist, a psychologist must make every effort to reach an “appropriate resolution” (Section 10.09).

The APA code further advises that psychologists must make “reasonable efforts” to facilitate new services in the event of an unexpected termination due to an extended illness, a long recovery from injury, and other debilitating circumstances (Section 3.12). APA recommends asking a trusted colleague to contact clients in these cases to initiate the transfer of care to an appropriate provider.

There is considerable overlap between the APA and BACB codes, naturally, and the BACB misses just a few pieces of advice. The BACB code does not address the need to protect client confidentiality during termination or transition to a new provider, nor does the code state that services may be terminated when a client or a relation to the client

threatens or endangers a behavior analyst. Where APA and BACB differ, however, is in regards to empirical research with respect to the guidelines.

The literature on service termination in clinical psychology falls into one of two circumstances: (1) when treatment goals are met, and (2) when treatment goals are not met. Treatment goals are met, according to Maholick and Turner (1979), when a significant solution to the presenting problem occurs, when a patient's goal has been reached, and/or when the completion of treatment goals has been directly confirmed through assessment. The various means of determining whether a client has met a treatment goal(s) include objective measures of the client's behavior, maintenance of the behavior for a sustained period of time, and generalization to the client's natural environment (Jakobsons et al., 2007). A lack of progress in any one domain could also qualify as an unmet goal, and so could poor treatment adherence (Younggren & Gottlieb, 2008; Younggren et al., 2011).

The literature identifies circumstances that qualify as "impediments to treatment" and that could lead to termination of services regardless of treatment goals. This can include reimbursement limitations, which occur when the patient is no longer able to pay for services, and contractual limitations, which occur when a contract end date is reached and funding for services is no longer available (Younggren & Gottlieb, 2008; Younggren, et al, 2011). Additional impediments include a poor rapport between client and provider, boundary violations (e.g., romantic feelings toward a client), and "other," which includes any circumstance in which the psychologist believes it is in the best interest of the client to terminate services with, or without, mutual consent (Maholick & Turner, 1979; Younggren & Gottlieb, 2008; Younggren et al., 2011).

The literature also suggest a process for terminating services. A psychologist should maintain a professional “will” that covers all aspects of a client’s case in the event of the psychologist’s death. The document should include all client records, passwords, contact and billing information, and should be updated regularly (Holloway, 2003). The literature further advises to establish a service contract that describes the circumstances under which services may be terminated, including an outline of nature of the post-termination relationship between the client and the provider (Davis & Younggren, 2009; Goode, Park, Parkin, Tompkins, & Swift, 2017; Kramer, 1986; Vasquez, Bingham, & Barnett, 2008; Younggren & Gottlieb, 2008).

The literature further suggests that a provider periodically revisit the topic of termination with the client and to keep a record of these interactions and any other interactions, events or incidents related to termination (Davis & Younggren, 2009; Goode et al 2017; Younggren & Gottlieb, 2008; Vasquez et al, 2008). When termination appears imminent, the literature advises the provider to consult with a trusted colleague. This serves two important purposes. First, the provider may avoid termination of the relationship by gaining insight as to how the case could be managed more effectively. Second, obtaining consultation from a colleague about the case may help the provider to gain a better understanding of the termination process and thereby reduce any uncertainty the psychologist may have about complying with the APA code (Davis & Younggren, 2009; Younggren & Gottlieb, 2008).

Research in this area falls into one of three categories, thematic, correlational, and predictive. Thematic studies typically include surveys or questionnaires aimed at identifying common experiences among clients and providers during the termination

process. Fragkiadaki and Strauss (2012), for example, created a five-stage model of therapists' "journey" through termination based on the consistencies reported across providers. Norcross, Zimmerman, Greenberg, and Swift (2017) identified common termination behaviors of psychotherapists across various theoretical orientations and reported that most psychologists engaged in similar termination practices. On the continuation of the client-provider relationship, research suggests that clients are more likely to continue services with a provider, once treatment goals are met, when progress is every six weeks (Etherington & Bridges, 2011).

Correlational studies search for relationships between termination and client and provider impressions of their mutual relationship. For example, Baum (2005) reported that clients expressed less satisfaction with services when they initiated termination and were angry about the process. Baum (2007) reported that most providers find the process "difficult." Murdock and his colleagues (2010) found that providers tend to attribute service termination to client and environmental factors instead of themselves.

A subset of correlational studies investigate the manner in which the termination process unfolds in relation to treatment outcome. Bartholomew (2017) found that when termination was mutual due to goal completion, providers reported that clients made greater improvements compared to clients for whom termination was not mutual but goals were completed. Clients with a "positive" view of termination, according to Knox et al (2011), have a positive view of treatment, while clients with a "negative" view of termination view their treatment as a mix of positive and negative aspects.

Predictive studies often explore the variables that lead to early dropout (ie, termination), on the one hand, or continuation of treatment on the other hand. Some of

this research involves pre-treatment assessments to estimate early dropout (e.g., Hatchett, Han, & Cooker, 2002), and some studies assess clients at various phases of treatment to estimate early dropout (e.g., Brogan, Prochaska, & Prochaska, 1999). Additional variables include client demographic characteristics (e.g., Wierzbicki & Pekarik, 1993), a client's reason for seeking treatment (e.g., Jung, Serralta, Nunes, & Eizirik, 2013), and a client's diagnosis (e.g., depression or eating disorder; Cooper & Conklin, 2015; Gersh et al., 2017; Linardon, et al, 2018).

A reading of the behavior analytic and clinical psychology literature on termination of services reveals a clear imbalance between the two that underscores the need for research on the topic from the point of view of ABA. The present study is an initial response to this need. Our general purpose was to assess behavior analysts with BACB credentials with respect to their knowledge and understanding of termination of services.

Method

A “terminating services” survey was developed in three phases: (1) pre-pilot topic and question development, (2) pilot study and modifications, (3) final survey.

Pre-Pilot Survey Topics and Questions

Inclusion Criteria. Assessed whether or not the respondents had the experience, training, and education needed to participate in the survey. Respondents needed to be a BCBA or BCBA-D (doctoral designation for Board Certified Behavior Analysts), have received supervision for their certification, and completed a graduate degree. If a participant did not meet all three criteria, the survey ended and a screen thanking the participant for their time appeared.

Competence. This question measured respondents' rating of their competence in terminating services.

Importance. This question assessed the degree of importance respondents assigned to terminating services.

Training. These questions assessed how respondents rated their training in terminating services during their graduate education, their professional career, and during their supervision for board certification. The respondents were asked if their training in each of the above settings provided them with the skills and knowledge needed to terminate services appropriately. The respondents were given examples to help them define the terms skills and knowledge.

How to Terminate. The questions in this section sought to measure the extent to which respondents observed certain guidelines, e.g., record keeping, professional will, post-termination contact. The questions in this section also sought to measure if respondents had experience terminating services, initiating services, and creating a contract of services with at least one client.

When to Terminate. The purpose of these questions was to measure the conditions under which termination occurred most and least frequently. The conditions listed were scope of practice issues, completion of treatment goals, reimbursement limitations, client-provider mismatch, lack of progress, professional boundary violations, harassment or threats, abrupt absence of the provider or client, non-compliance, and unknown reasons. These questions also assessed how often the participant or the client initiated termination of services.

Legal. The purpose of these questions was to assess respondents' knowledge of the definition of abandonment and how it applies to behavior analysts.

Ethical. This section was designed to assess respondents' knowledge of termination policies at their place of employment and to assess respondents' knowledge of ethical guidelines for terminating services as a BCBA.

Socio-Demographics. Included various questions relating to the structure of the population of the respondents.

It was considered prudent to present the competence, importance, and training sections twice, once after the inclusion criteria and once at the end of the survey. The potential for changes in responding due to the information contained in a survey supplied the reason for the procedure (Fink, 2013; Gillham, 2000; Weisberg, Krosnick, & Bowen, 1996).

Pilot Study and Modifications

A pilot study was conducted to assess the clarity of the questions, to measure survey completion time, and to assess for validity prior to the completion of the final survey. Seven respondents, each with a formal education in behavior analysis and working in the field, were recruited.

The respondents were instructed comment on the clarity of the survey questions. If a concern arose, the question was examined and re-written, as necessary. The time required to complete the survey was recorded.

Respondents completed a "face validity" task sheet (see Appendix C) and were instructed to examine each question within each topical area and comment on the extent

to which the question represented the corresponding area. If a concern arose, the question was re-examined and re-purposed, as necessary.

Final Survey

The results of the pilot study led to the development of the survey shown in Appendix B. The survey was sent by the BACB to certificants (BCBA, BCBA-D) in the US via email.

Sample. Due to BACB policies for contacting certificants via their list serve, total population sampling was used for this study. The BACB e-mailed the survey to all in the United States, approximately 30,000 individuals. It is important to note that certificants may opt out of receiving e-mails from the BACB. As such, while there were approximately 30,000 certificants at the time of writing (2021), the number of individuals who received the e-mail could be lower. Furthermore, it is impossible to track how many individuals received the survey, as the BACB does not give access to that information.

Response Measurement. Qualtrics was used to create the survey. Respondents entered responses, and the answers were recorded and stored through this service. The survey was anonymous: names and IP addresses could not be connected to any submitted survey. Potentially identifying demographic information, including e-mails, were collected, however. The researchers treated and will continue to treat the identity and the information collected with the professional standards of confidentiality and will protect it to the extent allowed by law. No participant was or will be personally identified in any reports or publications that may result from this study.

Survey Instructions

Procedure. The respondents received a link to an anonymous survey attached to the invitation e-mail sent by the BACB. Due to the policy of the BACB, only one follow up e-mail was sent to the respondents reminding them to complete the survey. All respondents received this follow up e-mail one week after the initial survey e-mail. After four weeks, the survey closed. Upon completion of the survey, there was a final “thank you” screen linked to a second survey. It was explained that the function of this second survey was only for respondents to provide an e-mail address if they wished to be entered into a raffle to win one of five \$100 Visa gift cards. This was to ensure that answers from the termination survey could not be directly linked to a participant’s e-mail, thereby keeping the surveys anonymous.

Participant Instruction. The survey e-mail contained general information about the survey and instructions for participation (see Appendix A).

Consent Form. An Institutional Review Board (IRB) approved consent form was included on the first screen of the survey (see Appendix B).

Suppressed Survey Questions

Four questions were suppressed from the results due to a technical error. Three questions were demographic, and one was in the “how to terminate” section. The intent behind the questions was to write them so that respondents could choose *all* answers that applied, however, some respondents were only able to choose *one* answer. The questions suppressed were: (1) What type of BCBA supervision did you receive? (2) In what setting did you receive your BCBA supervision? (3) What is your current professional

title? (4) In what form do you provide the client with the description of the conditions under which termination of services will occur?

Results

A total of 523 individuals participated in the survey. Because this sample was drawn from a total population approximately 30,000 individuals, it was regarded as inappropriate to perform any inferential statistical analyses due to nonrandomized sampling issues. Instead, the survey results are presented as averages and percentages.

Termination Experience and Socio-Demographics

The majority of respondents indicated that their main professional discipline is applied behavior analysis (~82%), and their main professional duty is clinical/therapeutic services (~55%). They have been a BCBA for 1 (~17%), 5 (~12%), or 6 (~13%) years. Finally, the majority of respondents indicated that they work in a residential or home treatment setting (~40%).

Table 1
Demographic Data

Characteristics of Respondents	Percentage	N
What is your main professional discipline?		
Applied Behavior Analysis	81.58%	341
Special Education	10.29%	43
Behavioral Psychology	2.15%	9
Education	1.67%	7
Other	1.67%	7
School Psychology	1.44%	6
Speech/Language Pathology	0.96%	4
Social Work	0.24%	1
Occupational/Physical Therapy	0.00%	0
What is your main professional activity?		
Clinical/Therapeutic Service	55.26%	231
Consulting	14.59%	61
Administrative	6.22%	26
Management	8.61%	36
Teaching	5.26%	22
Training	5.02%	21
Other	5.02%	21
What is your main professional setting?		
Residential/Home Treatment Setting	40.14%	167
Other	19.95%	83
Public School	18.75%	78
Early Intervention Program	16.11%	67
Day School Program	5.05%	21
How many years have you been a BCBA?		
0-5 years	53.38%	221
6-10 years	32.13%	133
11-15 years	11.35%	47
16-20 years	2.89%	12
21+ years	0.24%	1

Inclusion Criteria

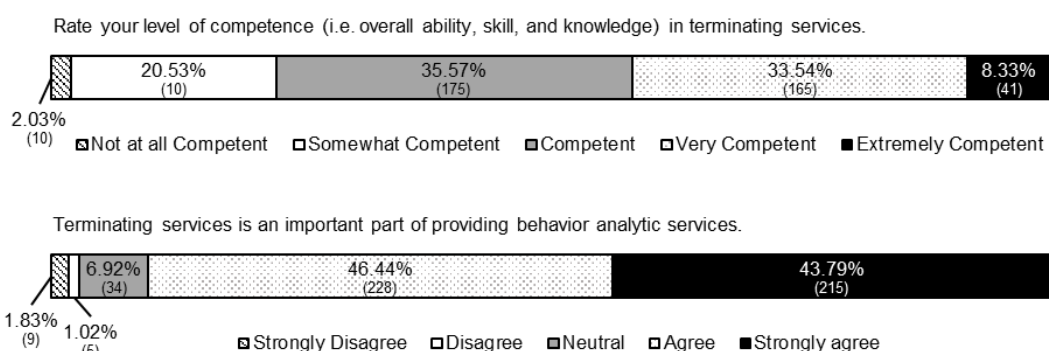
In order to participate in the study respondents needed to hold a current BCBA or BCBA-D certificate, to have completed a graduate degree, and to have received supervision for their certification. A total of 13 respondents were excluded from taking the survey because they did not meet these inclusion criteria.

Competence and Importance Survey Questions

Figure 1 shows responses to the survey questions pertaining to perceived competence and the importance assigned to termination practices in service provision. While over 90% of respondents reported that they agreed or strongly agreed with the statement that termination of services is an important part of behavior analytic service provision, only 75.44% rated themselves as competent, very competent, or extremely competent in this domain.

Figure 1

Summary of Responses to Questions About Importance of and Competence in Terminating Services



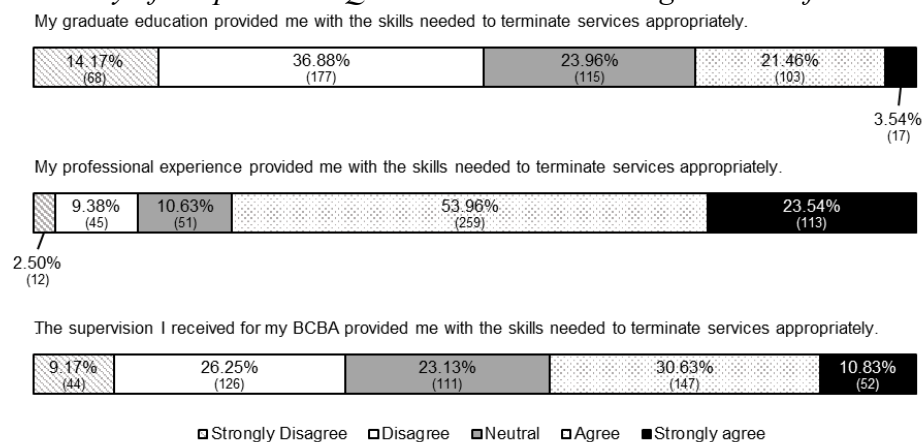
Note. The text above each bar graph is the survey question. The numbers followed by the % symbol displays the percentage of responses per answer. The number in parenthesis displays the number of individuals (n) per answer.

Training

Figure 2 shows responses to survey questions related to training received for terminating services skills. Only 25% of respondents agreed or strongly agreed that their graduate education taught them the skills needed to terminate services appropriately, and just 42% of respondents agreed or strongly agreed that their BCBA field supervision taught them the skills needed to terminate services appropriately. Conversely, approximately 77% of respondents agreed or strongly agreed that their professional experience taught them the skills needed to terminate services appropriately. Termination skills were more likely to be acquired during professional experiences.

Figure 2

Summary of Responses to Questions About Training Received for Termination Skills

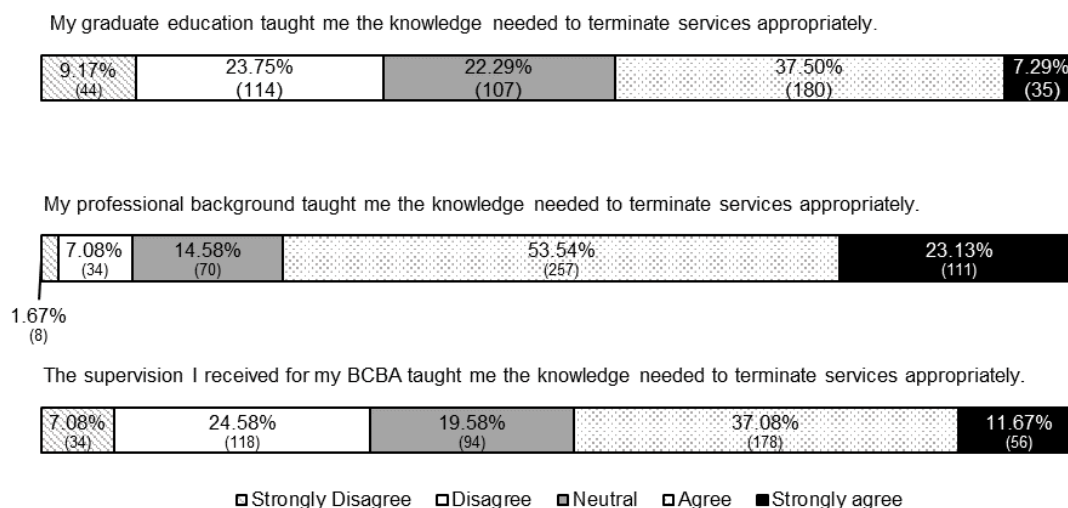


Note. The text above each bar graph is the survey question. The numbers followed by the % symbol displays the percentage of responses per answer. The number in parenthesis displays the number of individuals (n) per answer.

Figure 3 shows responses to survey questions related to training received for terminating services knowledge. Questions related to terminating services knowledge included knowledge of ethical guidelines, legal responsibilities, and steps in the termination process. Participant responses followed a similar pattern as that of termination skills (Figure 2). Only 44% of respondents agreed or strongly agreed that their graduate education taught them the knowledge needed to terminate services appropriately, and just 49% of respondents agreed or strongly agreed that their supervision for BCBA taught them the knowledge needed to terminate services appropriately. Conversely, 77% of respondents agreed or strongly agreed that their professional experience taught them the knowledge needed to terminate services appropriately.

Figure 3

Summary of Responses to Questions About Training Received for Knowledge of Termination



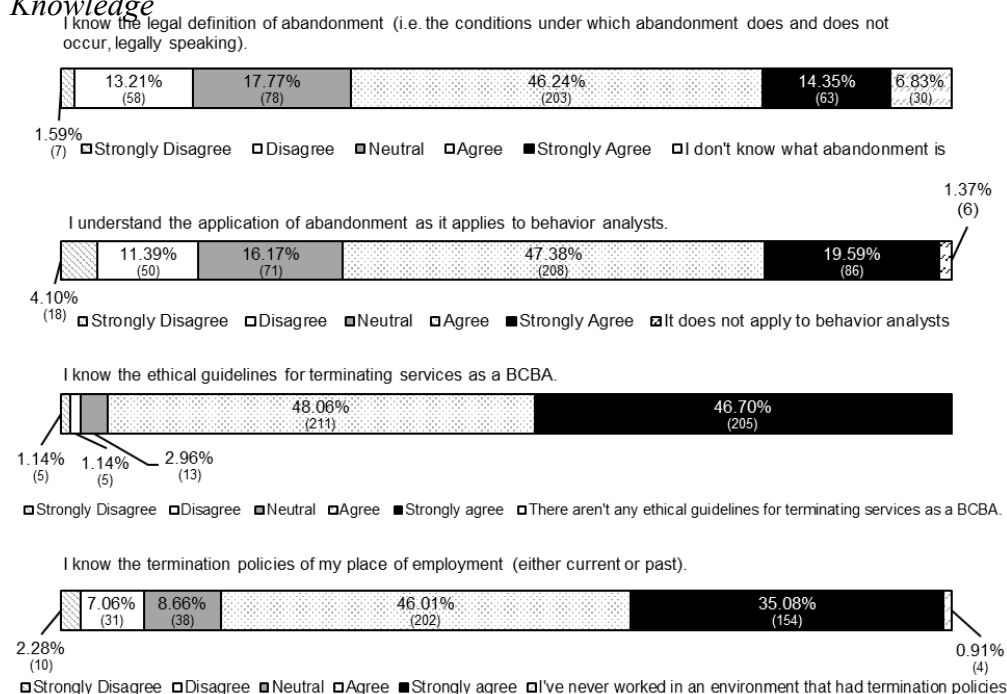
Note. The text above each bar graph is the survey question. The numbers followed by the % symbol displays the percentage of responses per answer. The number in parenthesis displays the number of individuals (n) per answer.

Professional, Legal, and Ethical Knowledge

Figure 4 shows responses to survey questions related to professional, legal, and ethical knowledge. Just 60% of the respondents agreed or strongly agreed that they knew the legal definition of abandonment, and only 67% reported understanding the legal implications of abandonment as it applies to practicing behavior analysts. Ninety-four percent of respondents agreed or strongly agreed that they knew the ethical guidelines for terminating services as a BCBA, and 91% reported knowing termination guidelines at their place of employment. In short, substantially more respondents reported knowing their ethical and professional termination responsibilities than reported knowing the legal definition of abandonment and how it pertains to behavior analysts.

Figure 4

Summary of Responses to Questions Regarding Legal, Ethical, and Professional Knowledge



Note. The text above each bar graph is the survey question. The numbers followed by the % symbol displays the percentage of responses per answer. The number in parenthesis displays the number of individuals (n) per answer.

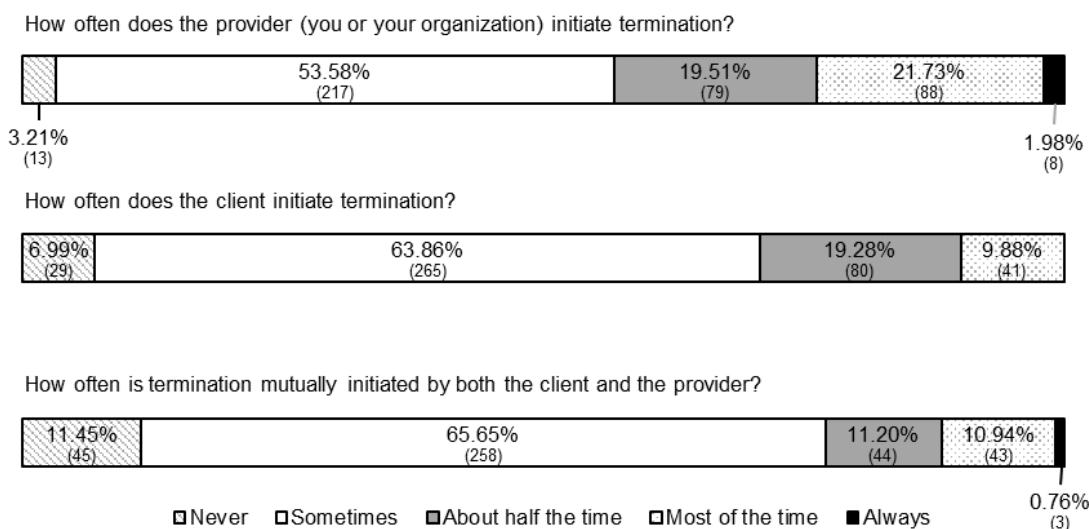
Prevailing Termination Practices

This section summarizes the results from multiple survey questions which pertain to prevailing practices of behavior analysts in terminating services.

Party Initiating Termination. Figure 5 shows responses to survey questions related to the party that initiates the termination of services. Twenty-three and seven tenths of respondents indicated that termination is more frequently initiated by the provider, 29.2% reported that service was more frequently initiated by clients, and 22.1% reported that termination was mutual.

Figure 5

Summary of Responses to Questions Regarding the Initiation of Terminating Services



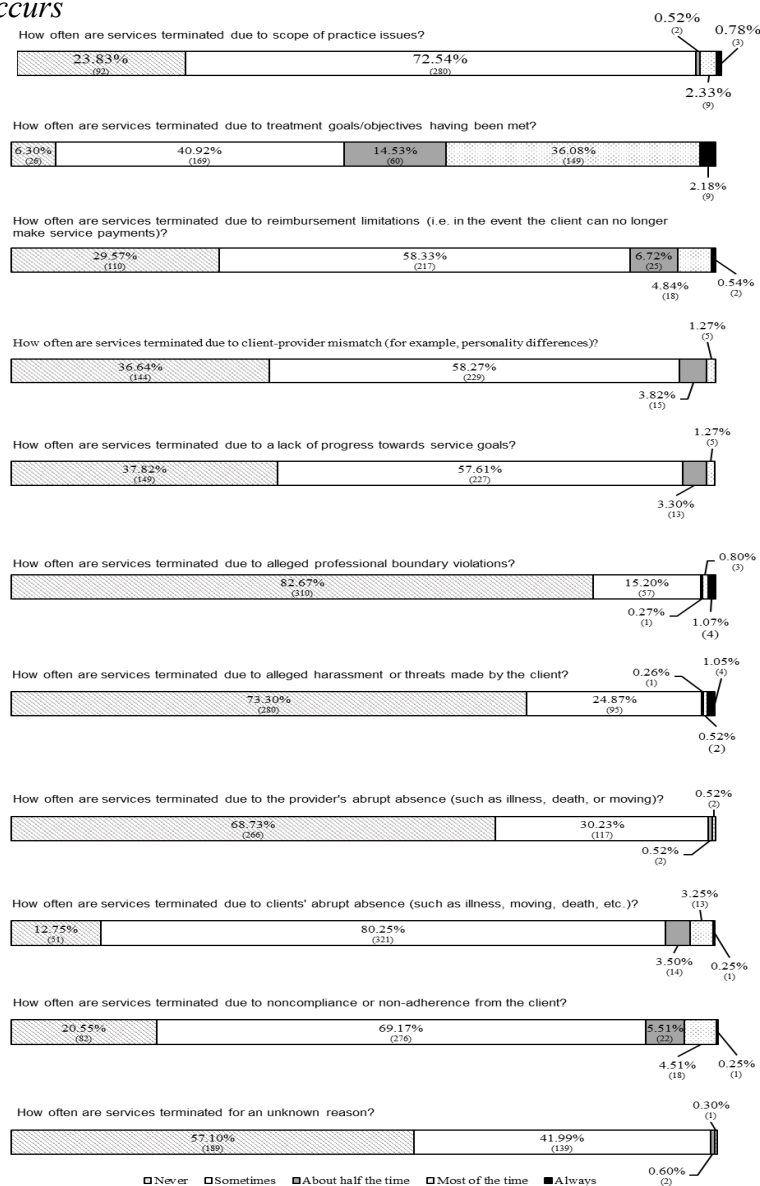
Note. The text above each bar graph is the survey question. The numbers followed by the % symbol displays the percentage of responses per answer. The number in parenthesis displays the number of individuals (n) per answer.

Termination Conditions. Figure 6 shows responses to survey questions related to the conditions under which termination occurs. Of the eleven listed termination conditions, meeting treatment goals was rated as the most common reason for termination. The least common conditions for termination were professional boundary

violations, harassment or threats from a client, and the abrupt absence of the service provider.

Figure 6

Summary of Responses to Questions Regarding the Conditions Under Which Termination Occurs

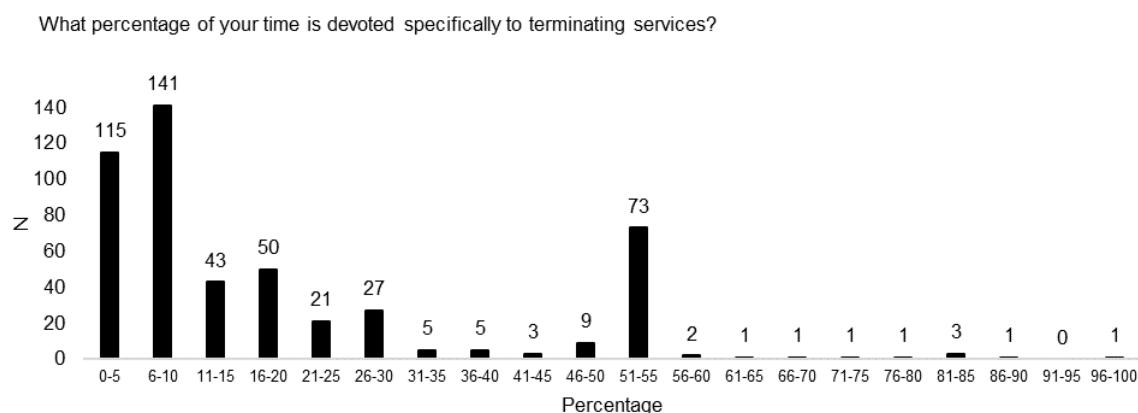


Note. The text above each bar graph is the survey question. The numbers followed by the % symbol displays the percentage of responses per answer. The number in parenthesis displays the number of individuals (n) per answer.

Time Devoted to Terminating Services. Figure 7 shows responses to survey questions related to the percentage of time devoted to terminating services. Of the 20 possible responses, seven were selected by the majority of respondents. Specifically, 79% reported that they spend less than 30% of their time on terminating services, with approximately half of the respondents reporting that they spend less than 10% of their time in this domain. Despite this, a relatively large number of respondents reported spending 51-55% of their time on terminating services.

Figure 7

Summary of Responses to Question Regarding Percentage of Time Devoted to Terminating Services



Note. The text above the bar graph is the survey question. The numbers above each bar displays the number of individuals (n) per answer.

Post-Termination Contact. Figure 8 shows responses to survey questions related to post-termination contact. The majority of respondents indicated that they are not following post-termination contact recommendations. Around half of the respondents indicated that the conditions under which (58%), the reason for contact (54%), and what form (41%) post-termination contact would take. About a third of the respondents indicated the client is informed of who will be contacting the client (38%) and how often (28%).

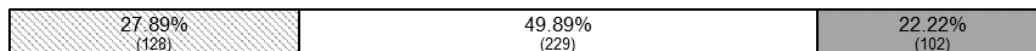
Figure 8

Summary of Responses to Questions Regarding Post Termination Contact

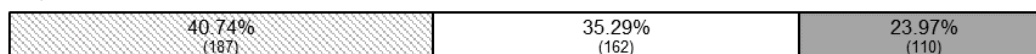
In general, are clients provided with information pertaining to the conditions under which post-termination contact will occur?



In general, are clients informed of the number of times post-termination contact will occur, e.g., "We will call you two times after the contract has ended"?



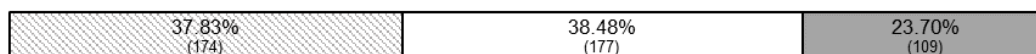
In general, are clients informed of the format in which post-termination contact will occur, such as e-mail, phone call, etc.?



In general, are clients informed of the reason or the purpose of the post-termination contact?



In general, are clients informed of the name of the person who will contact the client during post-termination



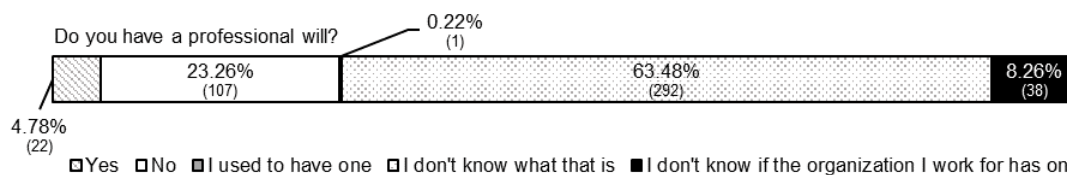
Yes No I don't know

Note. The text above the bar graph is the survey question. The numbers above each bar displays the number of individuals (n) per answer.

Professional Will. Figure 9 shows responses to the question regarding a professional will. Only 4.8% of respondents indicated that they had a professional will. 23.6% of respondents reported not having a will, and an additional 64.5% reported not knowing what a professional will is.

Figure 9

Summary of Responses to the Question Regarding a Professional Will



Note. The text above each bar graph is the survey question. The numbers followed by the % symbol displays the percentage of responses per answer. The number in parenthesis displays the number of individuals (n) per answer.

Reliability

Pearson correlation coefficients were calculated to assess for test-retest reliability. The last question of the survey asked respondents if they would be willing to take the survey again. If respondents indicated that they would be willing, they were sent the survey a second time. Sixty-nine surveys were completed 5-19 days after completion of the initial survey. Lower coefficients for questions means that respondents were less likely to choose the same answer across the two survey administrations. Of the 46 survey questions, 15 questions had an unacceptable level of reliability with a coefficient score less than 0.6 and 11 had a questionable level of test-retest reliability with a coefficient score between 0.6-0.7. The questions with an unacceptable or questionable level of reliability are listed below in Table 2 and Table 3.

Table 2
Questions with Unacceptable Levels of Reliability

	<i>Reliability Score</i>
Survey Topic: Termination Conditions	
How often are services terminated due to client-provider mismatch (for example, personality differences)?	0.331
How often are services terminated due to clients' abrupt absence (such as illness, moving, death, etc.)?	0.406
How often are services terminated due to noncompliance or non-adherence from the client?	0.477
How often are services terminated due to alleged harassment or threats made by the client?	0.480
How often is termination mutually initiated by both the client and the provider?	0.508
How often are services terminated due to reimbursement limitations (i.e. in the event the client can no longer make service payments)?	0.573
How often are services terminated for an unknown reason?	0.578
Survey Topic: Termination Practices	
I have been involved with the creation of the contract of services for at least one client.	0.339
Do you have a professional will?	0.392
In general, are clients provided with information pertaining to the conditions under which post-termination contact will occur?	0.456
In general, are clients informed of the reason or the purpose of the post-termination contact?	0.535
I have experience terminating services with at least one client.	0.569
Survey Topic: Legal, Professional, and Ethical Knowledge	
I know the termination policies of my place of employment.	0.475
I understand the application of abandonment as it applies to behavior analysts.	0.533
Survey Topic: Training	
My professional background taught me the knowledge needed to terminate services appropriately.	0.558

Table 3
Questions with Questionable Levels of Reliability

	<i>Reliability Score</i>
Survey Topic: Termination Practices	
In general, are clients informed of the number of times post-termination contact will occur, e.g., "We will call you two times after the contract has ended"?	0.671
In general, are clients informed of the name of the person who will contact the client during post-termination contact?	0.606
Survey Topic: Termination Conditions	
How often does the provider (you or your organization) initiate termination?	0.652
How often does the client initiate termination?	0.607
How often are services terminated due to scope of practice issues?	0.694
How often are services terminated due to treatment goals/objectives having been met?	0.697
How often are services terminated due to a lack of progress towards service goals?	0.696
How often are services terminated due to alleged professional boundary violations?	0.674
How often are services terminated due to the provider's abrupt absence (such as illness, death, or moving)?	0.630
Survey Topic: Legal, Professional, and Ethical Knowledge	
I know the legal definition of abandonment (i.e. the conditions under which abandonment does and does not occur, legally speaking).	0.625
I know the ethical guidelines for terminating services as a BCBA.	0.653

Discussion

Approximately 90% of the 523 respondents agreed or strongly agreed that termination is an important part of providing behavior analytic services, and 95% agreed or strongly agreed that their knowledge of service termination is due to board certification. We interpret this latter finding to mean that earning and maintaining a BCBA and BCBA-D certification is a main source of information about service termination. This interpretation is consistent with the finding that over 51% of the respondents disagreed or strongly disagreed with the statement that their graduate training provided them with the skills needed to terminate services properly, and it is also consistent with the finding that 34% of the respondents disagreed or strongly disagreed

with the statement that their supervised experience provided them with the necessary skills.

Nearly 25% admitted, however, that they were not at all competent or just somewhat competent when it came to actually knowing how to terminate services properly. Furthermore, 19% did not know whether their clients received any post-termination contact information, 23% reported that their clients receive no information at all regarding post-termination contact, and a sizable minority of respondents answered “no” to the questions regarding certain details of the post-termination contact period that APA advises LPs to answer “yes” (e.g., frequency of contacts).

About 65% of the respondents did not know what a Professional Will is, and just 5% reported actually having one. This is a glaring oversight in the middle of a pandemic, no less, where the risk of sudden illness and death is omnipresent for clients and behavior analysts alike.

There appears to be a clear opportunity to improve competence through instruction and supervised training on termination of services in applied behavior analysis. An obvious place to start is with the BACB. The Ethics Code for Behavior Analysts (2016) provides information regarding the termination of services, and yet the 5th Edition of the BCBA/BCaBA (Board Certified Assistant Behavior Analyst) Task List (2017) contains nothing on the topic. Adding termination of services to future Task Lists would be a big step toward universal training and supervision in this domain. We might add that those providing supervision for board certification purposes should correct the omission for their trainees in the meantime.

Another obvious place to start with is the Association for Behavior Analysis International (ABAI), which is responsible for granting accreditation to university graduate and undergraduate programs in Behavior Analysis. The requirements include 90 hours of coursework and 45 hours of ethics, but there is no requirement to include service termination per se in the course materials. If the BACB inserted service termination into the next list, however, the prediction is that service termination would figure more prominently in the relevant course(s).

We made the point that clinical psychology and applied behavior analysis have each developed their respective ethical codes and guidelines and that the balance of research on the termination of services is on the side of clinical psychology. This imbalance creates the opportunity for applied behavior analysts to investigate service termination from a functional point of view.

One area of interest here is to gain a better understanding of the relationship between client progress and service termination. Approximately 46% of the survey respondents indicated that achieving treatment goals and objectives is sometimes or never a reason to terminate services. This could be considered antithetical to the aim of behavior analysis, which places a premium on specifying treatment goals before and during intervention to guide treatment and to terminate treatment (Cooper et al, 2007). We suspect that the word “termination” is aversive to most people, that it evokes an emotional response, and that depicts something that one would seek to avoid. To seek termination, in sharp contrast, as the outcome of achieving treatment goals and objectives is foreign to most people, including, evidently, a significant minority of applied behavior analysts. Words matter, in any case, and research in the context of service termination

that clarifies the functions of key words (e.g., Professional Will) and phrases (e.g., post-termination contact) would contribute to the burgeoning literature on language and relational learning (Zettle et al, 2016) and help create a vocabulary and a set of guidelines for applied behavior analysts to follow.

The present study has several limitations. The first being statistical analyses of the data were not employed. Time, resources, and the sampling method were barriers to running inferential statistics. The data are instead presented as qualitative analyses. Future research should analyze the data using inferential statistics so as to draw further conclusions and predications from the survey data. The second limitation is the low level of reliability obtained for some of the survey questions suggest that respondents learned something new or recalled a previous experience between the first and second time they took the survey. Survey questions regarding referral practices, for example, would have answered questions such as whether referrals are a part of the termination process, how often referrals are made and received, the level of satisfaction with the referral process, and what barriers exist in the process that mitigates the continuity of treatment.

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Appendix A: Survey Introduction E-mail

Dear Colleague,

You are being asked to participate in a survey study investigating the termination of behavior analytic services. Termination, here, is defined as the end of any client provider relationship – this can include completion of treatment goals, financial limitations, client non-compliance, etc. As there is very little literature on this topic for behavior analysts, the purpose of this survey is to identify current behavior analytic termination practices and opinions. Results may inform future efforts in the creation of guidelines. For your time and effort you will be entered into a raffle to win 1 of 5 \$100 visa cards. This survey is anonymous, should take less than 15 minutes, has no open-ended questions (i.e. all the answers are provided for you to choose from), and will close in four weeks. Please note that once the survey has been opened, it *cannot* be saved and accessed again at a later time. As such, only click on the link if you have 15 minutes to devote to finishing the survey. Finally, given the nature of the links for anonymous surveys, I please ask that you only use the link, and complete the survey, once.

If you have questions or comments, please contact Kristen Green at greenkristen477@gmail.com.

If you would like to proceed with the study, click the link below.

https://unr.az1.qualtrics.com/jfe/form/SV_4TlpuvpCPlvZDtr



University of Nevada, Reno

MANDATORY DISCLAIMER: The Behavior Analyst Certification Board ("BACB") does not sponsor, approve or endorse the University of Nevada, Reno, the materials, information or sessions identified herein.

Appendix B: Consent Form

University of Nevada, Reno
Institutional Review Board
Approved on: August 27, 2019



University of Nevada, Reno

Consent Information

We are conducting a research study to learn about termination of services.

If you volunteer to be in this study, you will be asked to complete a survey.

Your participation should take about 10 minutes.

This study is considered to be minimal risk of harm. This means the risks of your participation in the research are similar in type or intensity to what you encounter during your daily activities. You may experience slight frustration or annoyance when answering some of the survey questions.

Benefits of doing research are not definite; but we hope to learn the current practices and opinions of terminating services in behavior analysis. There are no direct benefits to you in this study activity.

This study is anonymous, however, potentially identifying demographic information may be collected. The researchers and the University of Nevada, Reno will treat your identity and the information collected about you with professional standards of confidentiality and protect it to the extent allowed by law. You will not be personally identified in any reports or publications that may result from this study. The US Department of Health and Human Services, the University of Nevada, Reno Research Integrity Office, and the Institutional Review Board may look at your study records. You may ask questions of the researcher at any time by sending an email to Kristen Green at greenk13@nevada.unr.edu

Your participation in this study is completely voluntary. You may stop at any time.

Declining to participate or stopping your participation will not have any negative effects on your professional standing or certification(s).

You may ask about your rights as a research participant. If you have questions, concerns, or complaints about this research, you may report them (anonymously if you so choose) by calling the University of Nevada, Reno Research Integrity Office at 775.327.2368.

Thank you for your participation in this study!

Appendix C: Face Validity Form

TOPIC	What is the intended measurement?	Are the Questions Measuring it? Yes or no. If no, what could change to make it yes?
1	Do they have the qualifications and background needed to complete the survey?	
2	Do they believe they are competent at terminating services?	
3	Do they believe that terminating services is an important part of BA services and how does it rank in comparison to other BCBA responsibilities?	
4	Does the participant believe that their various training settings taught them the knowledge and the skills necessary to terminate services appropriately?	
5	What does the process of terminating services look like? Used guidelines from clinical psych literature (how often/when do they talk about terminating services, is there a terminal will, etc.)	
6	Under what condition are termination of services occurring most and least frequently?	
7	Do the participants believe they know what abandonment is and if it applies to them?	
8	Do they participants believe they know their ethical and professional duties (as defined by the BACB) for terminating services?	
9	Did the information presented in the survey affect the participants opinion on this topic?	
10	Did the information presented in the survey affect the participants opinion on this topic?	
11	Did the information presented in the survey affect the participants opinion on this topic?	

Appendix D: Survey

Q2 The following section is measuring specific academic and professional background information.

End of Block: Description Inclusion Criteria

Start of Block: Inclusion Criteria

Q3 What is your **current** certification level?

- BCBA (1)
 - BCBA-D (2)
 - RBT or BCaBA (3)
 - I am not currently certified through the BACB (4)
-

Q4 What is your highest degree completed?

- Masters of Science (1)
- Masters of Arts (2)
- Doctorate (3)
- Bachelors, Associates, or Other Technical Degree (4)

Skip To: End of Survey If What is your highest degree completed? = Bachelors, Associates, or Other Technical Degree

Q5 Did you receive supervision for your BCBA certification?

- Yes (1)
- No (2)

Skip To: End of Survey If Did you receive supervision for your BCBA certification? = No

End of Block: Inclusion Criteria

Start of Block: Description Competence

Q6 The following section is measuring the degree to which you rate your competence in terminating services. Please remember that the terms "termination" and "terminating services" are defined as the end of the client provider relationship under *any* condition; from service goals being completed, to provider death, to the client not showing up for services, etc.

End of Block: Description Competence

Start of Block: Competence

Q7 Rate your level of competence (i.e. overall ability, skill, and knowledge) in terminating services.

- Not at all Competent (1)
- Somewhat Competent (2)
- Competent (3)
- Very Competent (4)
- Extremely Competent (5)

End of Block: Competence

Start of Block: Description Importance

Q8 The following section is measuring the degree to which you find terminating services to be important or unimportant.

End of Block: Description Importance

Start of Block: Importance

Q9 Terminating services is an important part of providing behavior analytic services.

- Strongly Disagree (1)
- Disagree (2)
- Neutral (3)
- Agree (4)
- Strongly agree (5)

End of Block: Importance

Start of Block: Description Training

Q10 The following section is measuring the degree to which you agree or disagree with the following statements pertaining to the training you received in terminating behavior analytic services.

End of Block: Description Training

Start of Block: Training

Q11 The next three questions refer to the skills needed for terminating services, for example, talking to the client about termination, updating reports, measuring if the client is ready for termination, etc.

Q12 My graduate education provided me with the **skills** needed to terminate services appropriately.

- Strongly Disagree (1)
 - Disagree (2)
 - Neutral (3)
 - Agree (4)
 - Strongly agree (5)
-

Q13 My professional experience provided me with the **skills** needed to terminate services appropriately.

- Strongly Disagree (1)
 - Disagree (2)
 - Neutral (3)
 - Agree (4)
 - Strongly agree (5)
-

Q14 The supervision I received for my BCBA provided me with the **skills** needed to terminate services appropriately.

- Strongly Disagree (1)
 - Disagree (2)
 - Neutral (3)
 - Agree (4)
 - Strongly agree (5)
-

Q15 The next three questions refer to knowledge about terminating services, for example, knowledge of ethical guidelines, legal responsibilities, steps in the termination process, etc.

Q16 My graduate education taught me the **knowledge** needed to terminate services appropriately.

- Strongly Disagree (1)
 - Disagree (2)
 - Neutral (3)
 - Agree (4)
 - Strongly agree (5)
-

Q17 My professional background taught me the **knowledge** needed to terminate services appropriately.

- Strongly Disagree (1)
 - Disagree (2)
 - Neutral (3)
 - Agree (4)
 - Strongly agree (5)
-

Q18 The supervision I received for my BCBA taught me the **knowledge** needed to terminate services appropriately.

- Strongly Disagree (1)
- Disagree (2)
- Neutral (3)
- Agree (4)
- Strongly agree (5)

End of Block: Training

Start of Block: Description How to

Q19 The following section is asking about your practices surrounding the termination of services.

End of Block: Description How to

Start of Block: How to Terminate

Q20 I have been involved with the creation of the contract of services for at least one client.

Yes (1)

No (2)

Q21 I have experience terminating services with at least one client.

Yes (1)

No (2)

Q22 I have experience with the initiation of services with at least one client.

Yes (1)

No (2)

Q23 In what form do you provide the client with the description of the conditions under which termination of services will occur? Select all.

If this is not currently part of your professional responsibilities, but was at one point, please answer with what you used to do.

- Written in service contract (1)
 - Written in other case documents (2)
 - Discussed verbally (3)
 - Through E-mail communications (4)
 - Other (5)
 - I have never provided a description to my clients (6)
 - This has never been part of my professional responsibilities (7)
-

Q24 Typically, during what phase of the client's treatment do you (or have you in the past) **first** discuss the topic of termination with the client?

If this is not currently part of your professional responsibilities, but was at one point, please answer with what you used to do.

- Prior to signing the services contract (1)
- Prior to initiating services (2)
- At the time of signing the treatment contract (3)
- Towards the beginning of treatment (4)
- Towards the middle of treatment (5)
- Towards the end of treatment (6)
- Termination is never discussed (7)
- This has never been part of my professional responsibilities (8)

Q25 Using the slider bar, select on **average**, per client, what percentage of your time is devoted specifically to terminating services (discussing termination with the client, analyzing the data for termination conditions, writing case updates on termination, etc.)? For example. moving the slider bar to 0 would indicate that on average, per client, 0 percent of your time is devoted specifically to terminating services.

0 10 20 30 40 50 60 70 80 90 100



Q26 Do you have a professional will?

- Yes (1)
 - No (2)
 - I don't know what that is (3)
 - I don't know if the organization I work for has one (4)
 - I used to have one (5)
-

Q27 The next five questions deal with post termination contact which is defined as contacting a client **after** services have been terminated.

Q28 In general, are clients provided with information pertaining to the conditions under which post-termination contact will occur?

- Yes (1)
 - No (2)
 - I don't know (3)
-

Q29 In general, are clients informed of the number of times post-termination contact will occur, e.g., "We will call you two times after the contract has ended".

- Yes (1)
 - No (2)
 - I don't know (3)
-

Q30 In general, are clients informed of the format in which post-termination contact will occur, such as e-mail, phone call, etc.?

- Yes (1)
 - No (2)
 - I don't know (3)
-

Q31 In general, are clients informed of the reason or the purpose of the post-termination contact?

- Yes (1)
 - No (2)
 - I don't know (3)
-

Q32 In general, are clients informed of the name of the person who will contact the client during post-termination contact?

- Yes (1)
- No (2)
- I don't know (3)

End of Block: How to Terminate

Start of Block: Description When to

Q33 This section is measuring the frequency with which various termination conditions occur.

End of Block: Description When to

Start of Block: When to Terminate

Q34 How often does the provider (you or your organization) initiate termination?

- Never (1)
 - Sometimes (2)
 - About half the time (3)
 - Most of the time (4)
 - Always (5)
 - I don't know (6)
-

Q35 How often does the client initiate termination?

- Never (1)
 - Sometimes (2)
 - About half the time (3)
 - Most of the time (4)
 - Always (5)
 - I don't know (6)
-

Q36 How often is termination mutually initiated by both the client and the provider?

- Never (1)
 - Sometimes (2)
 - About half the time (3)
 - Most of the time (4)
 - Always (5)
 - I don't know (6)
-

Q37 How often are services terminated due to scope of practice issues?

- Never (1)
 - Sometimes (2)
 - About half the time (3)
 - Most of the time (4)
 - Always (5)
 - I don't know (6)
-

Q38 How often are services terminated due to treatment goals/objectives having been met?

- Never (1)
 - Sometimes (2)
 - About half the time (3)
 - Most of the time (4)
 - Always (5)
 - I don't know (6)
-

Q39 How often are services terminated due to reimbursement limitations (i.e. in the event the client can no longer make service payments)?

- Never (1)
 - Sometimes (2)
 - About half the time (3)
 - Most of the time (4)
 - Always (5)
 - I don't know (6)
-

Q40 How often are services terminated due to client-provider mismatch (for example, personality differences)?

- Never (1)
 - Sometimes (2)
 - About half the time (3)
 - Most of the time (4)
 - Always (5)
 - I don't know (6)
-

Q41 How often are services terminated due to a lack of progress towards service goals?

- Never (1)
 - Sometimes (2)
 - About half the time (3)
 - Most of the time (4)
 - Always (5)
 - I don't know (6)
-

Q42 How often are services terminated due to alleged professional boundary violations?

- Never (1)
 - Sometimes (2)
 - About half the time (3)
 - Most of the time (4)
 - Always (5)
 - I don't know (6)
-

Q43 How often are services terminated due to alleged harassment or threats made by the client?

- Never (1)
 - Sometimes (2)
 - About half the time (3)
 - Most of the time (4)
 - Always (5)
 - I don't know (6)
-

Q44 How often are services terminated due to the **provider's** abrupt absence (such as illness, death, or moving)?

- Never (1)
 - Sometimes (2)
 - About half the time (3)
 - Most of the time (4)
 - Always (5)
 - I don't know (6)
-

Q45 How often are services terminated due to **clients'** abrupt absence (such as illness, moving, death, etc.)?

- Never (1)
 - Sometimes (2)
 - About half the time (3)
 - Most of the time (4)
 - Always (5)
 - I don't know (6)
-

Q46 How often are services terminated due to noncompliance or non-adherence from the client?

- Never (1)
 - Sometimes (2)
 - About half the time (3)
 - Most of the time (4)
 - Always (5)
 - I don't know (6)
-

Q47 How often are services terminated for an unknown reason?

- Never (1)
- Sometimes (2)
- About half the time (3)
- Most of the time (4)
- Always (5)
- I don't know (6)

End of Block: When to Terminate

Start of Block: Description Legal

Q48 The following section will assess your knowledge regarding the topic of abandonment.

End of Block: Description Legal

Start of Block: Legal Responsibilities

Q49 I know the legal definition of abandonment (i.e. the conditions under which abandonment does and does not occur, legally speaking)

- Strongly Disagree (1)
 - Disagree (2)
 - Neutral (3)
 - Agree (4)
 - Strongly Agree (5)
 - I don't know what abandonment is (6)
-

Q50 I understand the application of abandonment as it applies to behavior analysts.

- Strongly Disagree (1)
- Disagree (2)
- Neutral (3)
- Agree (4)
- Strongly Agree (5)
- It does not apply to behavior analysts (6)

End of Block: Legal Responsibilities

Start of Block: Description Professional and Ethical

Q51 The following section will assess your knowledge of professional policies and ethical guidelines for terminating services.

End of Block: Description Professional and Ethical

Start of Block: Professional and Ethical Duties

Q52 I know the termination policies of my place of employment (either current or past).

- Strongly Disagree (1)
 - Disagree (2)
 - Neutral (3)
 - Agree (4)
 - Strongly agree (5)
 - I've never worked in an environment that had termination policies (9)
-

Q53 I know the ethical guidelines for terminating services as a BCBA.

- Strongly Disagree (1)
- Disagree (2)
- Neutral (3)
- Agree (4)
- Strongly agree (5)
- There aren't any ethical guidelines for terminating services as a BCBA. (6)

End of Block: Professional and Ethical Duties

Start of Block: Description repeat

Q54 Now that you have been exposed to the information contained in this survey, some of your opinions may or may not have changed. As such, you will be asked 8 questions that you have already answered.

End of Block: Description repeat

Start of Block: Description Competence

Q55 The following section is measuring the degree to which you rate your competence in terminating services.

End of Block: Description Competence

Start of Block: Competence

Q56 Rate your level of competence (i.e. overall ability, skill, and knowledge) in terminating services.

- Not at all Competent (1)
- Somewhat Competent (2)
- Competent (3)
- Very Competent (4)
- Extremely Competent (5)

End of Block: Competence

Start of Block: Description Importance

Q57 This following section is measuring the degree to which you find terminating services to be important or unimportant.

End of Block: Description Importance

Start of Block: Importance

Q58 Terminating Services is an important part of providing behavior analytic services.

- Strongly Disagree (1)
- Disagree (2)
- Neutral (3)
- Agree (4)
- Strongly Agree (5)

End of Block: Importance

Start of Block: Description Training

Q59 The following section is measuring the degree to which you agree or disagree with the following statements pertaining to the training you received in terminating behavior analytic services.

End of Block: Description Training

Start of Block: Training

Q60 The next three questions refer to the skills needed for terminating services, for example, talking to the client about termination, updating reports, measuring if the client is ready for termination, etc.

Q61 My graduate education provided me with the **skills** needed to terminate services appropriately.

- Strongly Disagree (1)
 - Disagree (2)
 - Neutral (3)
 - Agree (4)
 - Strongly agree (5)
-

Q62 My professional experience provided me with the **skills** needed to terminate services appropriately.

- Strongly Disagree (1)
 - Disagree (2)
 - Neutral (3)
 - Agree (4)
 - Strongly agree (5)
-

Q63 The supervision I received for my BCBA provided me with the **skills** needed to terminate services appropriately.

- Strongly Disagree (1)
 - Disagree (2)
 - Neutral (3)
 - Agree (4)
 - Strongly agree (5)
-

Q64 The next three questions refer to knowledge about terminating services, for example, knowledge of ethical guidelines, legal responsibilities, steps in the termination process, etc.

Q65 My graduate education taught me the **knowledge** needed to terminate services appropriately.

- Strongly Disagree (1)
 - Disagree (2)
 - Neutral (3)
 - Agree (4)
 - Strongly agree (5)
-

Q66 My professional background taught me the **knowledge** needed to terminate services appropriately.

- Strongly Disagree (1)
 - Disagree (2)
 - Neutral (3)
 - Agree (4)
 - Strongly agree (5)
-

Q67 The supervision I received for my BCBA taught me the **knowledge** needed to terminate services appropriately.

- Strongly Disagree (1)
- Disagree (2)
- Neutral (3)
- Agree (4)
- Strongly agree (5)

End of Block: Training

Start of Block: Description Socio-Demo

Q68 The following section is measuring certain participant characteristics.

End of Block: Description Socio-Demo

Start of Block: Socio-Demographics

Q69 In which state do you currently reside?

- Alabama (1)
- Alaska (2)
- Arizona (3)
- Arkansas (4)
- California (5)
- Colorado (6)
- Connecticut (7)
- Delaware (8)
- District of Columbia (9)
- Florida (10)
- Georgia (11)
- Hawaii (12)
- Idaho (13)
- Illinois (14)
- Indiana (15)
- Iowa (16)
- Kansas (17)
- Kentucky (18)
- Louisiana (19)
- Maine (20)

- Maryland (21)
- Massachusetts (22)
- Michigan (23)
- Minnesota (24)
- Mississippi (25)
- Missouri (26)
- Montana (27)
- Nebraska (28)
- Nevada (29)
- New Hampshire (30)
- New Jersey (31)
- New Mexico (32)
- New York (33)
- North Carolina (34)
- North Dakota (35)
- Ohio (36)
- Oklahoma (37)
- Oregon (38)
- Pennsylvania (39)
- Rhode Island (40)
- South Carolina (41)

- South Dakota (42)
 - Tennessee (43)
 - Texas (44)
 - Utah (45)
 - Vermont (46)
 - Virginia (47)
 - Washington (48)
 - West Virginia (49)
 - Wisconsin (50)
 - Wyoming (51)
 - I do not reside in the United States (52)
-

Q70 What type of university did you receive your degree from?

- Mostly Online Campus (1)
 - Mostly Physical Campus (2)
 - Other (3)
-

Q71 What is your main professional discipline?

- Applied Behavior Analysis (1)
 - Education (2)
 - Special Education (3)
 - Social Work (4)
 - Speech/Language Pathology (5)
 - Behavioral Psychology (6)
 - School Psychology (7)
 - Occupational/Physical Therapy (8)
 - Other (9)
-

Q72 What is your current professional title? Choose all that apply.

- Consultant (1)
- Trainer (2)
- Psychologist/Therapist/Clinician (3)
- Administrator (4)
- Student (5)
- School Teacher (6)
- Other (7)

Q73 What is your main professional activity?

- Clinical/Therapeutic Service (1)
 - Consulting (2)
 - Administrative (3)
 - Management (4)
 - Teaching (5)
 - Training (6)
 - Other (7)
-

Q74 How many years have you been a BCBA?

- 1 (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7 (7)
- 8 (8)
- 9 (9)
- 10 (10)
- 11 (11)
- 12 (12)
- 13 (13)
- 14 (14)
- 15 (15)
- 16 (16)
- 17 (17)
- 18 (18)
- 19 (19)
- 20 (20)

21 (21)

22 (22)

Q75 What is your main professional setting?

Public School (1)

Residential/Home Treatment Setting (2)

Day School Program (3)

Early Intervention Program (4)

Other (5)

Q76 In what setting did you receive your BCBA supervision? Choose all that apply.

Public School (1)

Residential/Home Treatment Setting (2)

Day School Program (3)

Early Intervention Program (4)

Other (5)

Q77 What type of BCBA supervision did you receive? Choose all that apply.

- Supervised Independent Fieldwork (1)
- Practicum (2)
- Intensive Practicum (3)
- Other (4)
- I don't remember (5)

Q78 If you are willing to take this survey again in approximately seven days, please leave your e-mail address in the space below (double check that it is typed correctly). This is for the purpose of assessing reliability of the survey questions. If you complete the survey a second time, you will have the opportunity to enroll in another raffle to win a \$100 visa card. This is optional and can be skipped.

End of Block: Socio-Demographics

Appendix F: Test-Retest Reliability

		Rate your level of competence (i.e. overall ability, skill, and knowledge) in terminating services.	Rate your level of competence (i.e. overall ability, skill, and knowledge) in terminating services.
Rate your level of competence (i.e. overall ability, skill, and	Pearson Correlation	1	.722**
	Sig. (2-tailed)		.000
	N	69	69

knowledge) in terminating services.			
Rate your level of competence (i.e. overall ability, skill, and knowledge) in terminating services.	Pearson Correlation	.722**	1
	Sig. (2-tailed)	.000	
	N	69	69

** . Correlation is significant at the 0.01 level (2-tailed).

		Terminating services is an important part of providing behavior analytic services.	Terminating services is an important part of providing behavior analytic services.
Terminating services is an important part of providing behavior analytic services.	Pearson Correlation	1	.701**
	Sig. (2-tailed)		.000
	N	69	69
Terminating services is an important part of providing behavior analytic services.	Pearson Correlation	.701**	1
	Sig. (2-tailed)	.000	
	N	69	69

** . Correlation is significant at the 0.01 level (2-tailed).

		My graduate education provided me with the skills needed to terminate services appropriately.	My graduate education provided me with the skills needed to terminate services appropriately.
My graduate education provided me with the skills needed to terminate services appropriately.	Pearson Correlation	1	.832**
	Sig. (2-tailed)		.000
	N	69	69
My graduate education provided me with the skills needed to terminate services appropriately.	Pearson Correlation	.832**	1
	Sig. (2-tailed)	.000	
	N	69	69

** . Correlation is significant at the 0.01 level (2-tailed).

		My professional experience provided me with the skills needed to terminate services appropriately.	My professional experience provided me with the skills needed to terminate services appropriately.
My professional experience provided me with the skills needed to terminate services appropriately.	Pearson Correlation	1	.721**
	Sig. (2-tailed)		.000
	N	69	69
My professional experience provided me with the skills needed to terminate services appropriately.	Pearson Correlation	.721**	1
	Sig. (2-tailed)	.000	
	N	69	69

** . Correlation is significant at the 0.01 level (2-tailed).

		The supervision I received for my BCBA provided me with the skills needed to terminate services appropriately.	The supervision I received for my BCBA provided me with the skills needed to terminate services appropriately.
The supervision I received for my BCBA provided me with the skills needed to terminate services appropriately.	Pearson Correlation	1	.839**
	Sig. (2-tailed)		.000
	N	69	69
The supervision I received for my BCBA provided me with the skills needed to terminate services appropriately.	Pearson Correlation	.839**	1
	Sig. (2-tailed)	.000	
	N	69	69

** . Correlation is significant at the 0.01 level (2-tailed).

		My graduate education taught me the knowledge needed to terminate services appropriately.	My graduate education taught me the knowledge needed to terminate services appropriately.
	Pearson Correlation	1	.769**

My graduate education taught me the knowledge needed to terminate services appropriately.	Sig. (2-tailed)		.000
	N	69	69
My graduate education taught me the knowledge needed to terminate services appropriately.	Pearson Correlation	.769**	1
	Sig. (2-tailed)	.000	
	N	69	69

** . Correlation is significant at the 0.01 level (2-tailed).

		My professional background taught me the knowledge needed to terminate services appropriately.	My professional background taught me the knowledge needed to terminate services appropriately.
My professional background taught me the knowledge needed to terminate services appropriately.	Pearson Correlation	1	.558**
	Sig. (2-tailed)		.000
	N	69	69
My professional background taught me the knowledge needed to terminate services appropriately.	Pearson Correlation	.558**	1
	Sig. (2-tailed)	.000	
	N	69	69

** . Correlation is significant at the 0.01 level (2-tailed).

		The supervision I received for my BCBA taught me the knowledge needed to terminate services appropriately.	The supervision I received for my BCBA taught me the knowledge needed to terminate services appropriately.
The supervision I received for my BCBA taught me the knowledge needed to terminate services appropriately.	Pearson Correlation	1	.819**
	Sig. (2-tailed)		.000
	N	69	69
The supervision I received for my BCBA taught me the knowledge needed to terminate services appropriately.	Pearson Correlation	.819**	1
	Sig. (2-tailed)	.000	
	N	69	69

** . Correlation is significant at the 0.01 level (2-tailed).

		I have been involved with the creation of the contract of services for at least one client.	I have been involved with the creation of the contract of services for at least one client.
I have been involved with the creation of the contract of services for at least one client.	Pearson Correlation	1	.339**
	Sig. (2-tailed)		.004
	N	69	69
I have been involved with the creation of the contract of services for at least one client.	Pearson Correlation	.339**	1
	Sig. (2-tailed)	.004	
	N	69	69

** . Correlation is significant at the 0.01 level (2-tailed).

		I have experience terminating services with at least one client.	I have experience terminating services with at least one client.
I have experience terminating services with at least one client.	Pearson Correlation	1	.569**
	Sig. (2-tailed)		.000
	N	69	69
I have experience terminating services with at least one client.	Pearson Correlation	.569**	1
	Sig. (2-tailed)	.000	
	N	69	69

** . Correlation is significant at the 0.01 level (2-tailed).

		I have experience with the initiation of services with at least one client.	I have experience with the initiation of services with at least one client.
I have experience with the initiation of services with at least one client.	Pearson Correlation	1	.810**
	Sig. (2-tailed)		.000
	N	69	69
I have experience with the initiation of services with at least one client.	Pearson Correlation	.810**	1
	Sig. (2-tailed)	.000	
	N	69	69

** . Correlation is significant at the 0.01 level (2-tailed).

		Typically, during what phase of the client's treatment do you (or have you in the past) first discuss the topic of termination with the client?	Typically, during what phase of the client's treatment do you (or have you in the past) first discuss the topic of termination with the client?
Typically, during what phase of the client's treatment do you (or have you in the past) first discuss the topic of termination with the client?	Pearson Correlation	1	.751**
	Sig. (2-tailed)		.000
	N	69	69
Typically, during what phase of the client's treatment do you (or have you in the past) first discuss the topic of termination with the client?	Pearson Correlation	.751**	1
	Sig. (2-tailed)	.000	
	N	69	69

** . Correlation is significant at the 0.01 level (2-tailed).

Using the slider bar, select on average, per client, what percentage of your time is devoted specifically to terminating services (discussing termination with the client, analyzing the data for termination conditions, writing case updates on termination, etc.)? For example, moving the slider bar to 0 would indicate that on average, per client, 0 percent of your time is devoted specifically to terminating services. - 1	Using the slider bar, select on average, per client, what percentage of your time is devoted specifically to terminating services (discussing termination with the client, analyzing the data for termination conditions, writing case updates on termination, etc.)? For example, moving the slider bar to 0 would indicate that on average, per client, 0 percent of your time is devoted specifically to terminating services. - 1
---	---

Using the slider bar, select on average, per client, what	Pearson Correlation	1	.706**
	Sig. (2-tailed)		.000

percentage of your time is devoted specifically to terminating services (discussing termination with the client, analyzing the data for termination conditions, writing case updates on termination, etc.)? For example. moving the slider bar to 0 would indicate that on average, per client, 0 percent of your time is devoted specifically to terminating services. - 1	N	63	63
Using the slider bar, select on average, per client, what percentage of your time is devoted specifically to terminating services (discussing termination with the client, analyzing the data for termination conditions, writing case updates on termination, etc.)? For example. moving the slider bar to 0 would indicate that on average, per client, 0 percent of your time is devoted specifically to terminating services. - 1	Pearson Correlation	.706**	1
	Sig. (2-tailed)	.000	
percentage of your time is devoted specifically to terminating services (discussing termination with the client, analyzing the data for termination conditions, writing case updates on termination, etc.)? For example. moving the slider bar to 0 would indicate that on average, per client, 0 percent of your time is devoted specifically to terminating services. - 1	N	63	63

** . Correlation is significant at the 0.01 level (2-tailed).

		Do you have a professional will?	Do you have a professional will?
Do you have a professional will?	Pearson Correlation	1	.392**
	Sig. (2-tailed)		.001
	N	69	69
Do you have a professional will?	Pearson Correlation	.392**	1
	Sig. (2-tailed)	.001	
	N	69	69

** . Correlation is significant at the 0.01 level (2-tailed).

		In general, are clients provided with information pertaining to the conditions under which post-termination contact will occur?	In general, are clients provided with information pertaining to the conditions under which post-termination contact will occur?
In general, are clients provided with information pertaining to the conditions under which post-termination contact will occur?	Pearson Correlation	1	.456**
	Sig. (2-tailed)		.000
	N	69	69
In general, are clients provided with information pertaining to the conditions under which post-termination contact will occur?	Pearson Correlation	.456**	1
	Sig. (2-tailed)	.000	
	N	69	69

** . Correlation is significant at the 0.01 level (2-tailed).

		In general, are clients informed of the number of times post-termination contact will occur, e.g., "We will call you two times after the contract has ended".	In general, are clients informed of the number of times post-termination contact will occur, e.g., "We will call you two times after the contract has ended".
In general, are clients informed of the number of times post-termination contact will occur, e.g., "We will call you two times after the contract has ended".	Pearson Correlation	1	.671**
	Sig. (2-tailed)		.000
	N	68	68
In general, are clients informed of the number of times post-termination contact will occur, e.g., "We will call you two times after the contract has ended".	Pearson Correlation	.671**	1
	Sig. (2-tailed)	.000	
	N	68	68

** . Correlation is significant at the 0.01 level (2-tailed).

		In general, are clients informed of the format in which post-termination contact will occur, such as e-mail, phone call, etc.?	In general, are clients informed of the format in which post-termination contact will occur, such as e-mail, phone call, etc.?
In general, are clients informed of the format in which post-termination contact will occur, such as e-mail, phone call, etc.?	Pearson Correlation	1	.724**
	Sig. (2-tailed)		.000
	N	69	69
In general, are clients informed of the format in which post-termination contact will occur, such as e-mail, phone call, etc.?	Pearson Correlation	.724**	1
	Sig. (2-tailed)	.000	
	N	69	69

** . Correlation is significant at the 0.01 level (2-tailed).

		In general, are clients informed of the reason or the purpose of the post-termination contact?	In general, are clients informed of the reason or the purpose of the post-termination contact?
In general, are clients informed of the reason or the purpose of the post-termination contact?	Pearson Correlation	1	.535**
	Sig. (2-tailed)		.000
	N	69	69
In general, are clients informed of the reason or the purpose of the post-termination contact?	Pearson Correlation	.535**	1
	Sig. (2-tailed)	.000	
	N	69	69

** . Correlation is significant at the 0.01 level (2-tailed).

		In general, are clients informed of the name of the person who will contact the client during post-termination contact?	In general, are clients informed of the name of the person who will contact the client during post-termination contact?
In general, are clients informed of the name of the person who will contact the client during post-termination contact?	Pearson Correlation	1	.606**
	Sig. (2-tailed)		.000
	N	69	69
In general, are clients informed of the name of the person who will contact the client during post-termination contact?	Pearson Correlation	.606**	1
	Sig. (2-tailed)	.000	
	N	69	69

** . Correlation is significant at the 0.01 level (2-tailed).

		How often does the provider (you or your organization) initiate termination?	How often does the provider (you or your organization) initiate termination?
How often does the provider (you or your organization) initiate termination?	Pearson Correlation	1	.652**
	Sig. (2-tailed)		.000
	N	62	62
How often does the provider (you or your organization) initiate termination?	Pearson Correlation	.652**	1
	Sig. (2-tailed)	.000	
	N	62	62

** . Correlation is significant at the 0.01 level (2-tailed).

		How often does the client initiate termination?	How often does the client initiate termination?
How often does the client initiate termination?	Pearson Correlation	1	.607**
	Sig. (2-tailed)		.000
	N	65	65
How often does the client initiate termination?	Pearson Correlation	.607**	1
	Sig. (2-tailed)	.000	
	N	65	65

** . Correlation is significant at the 0.01 level (2-tailed).

		How often is termination mutually initiated by both the client and the provider?	How often is termination mutually initiated by both the client and the provider?
How often is termination mutually initiated by both the client and the provider?	Pearson Correlation	1	.508**
	Sig. (2-tailed)		.000
	N	63	63
How often is termination mutually initiated by both the client and the provider?	Pearson Correlation	.508**	1
	Sig. (2-tailed)	.000	
	N	63	63

** . Correlation is significant at the 0.01 level (2-tailed).

		How often are services terminated due to scope of practice issues?	How often are services terminated due to scope of practice issues?
How often are services terminated due to scope of practice issues?	Pearson Correlation	1	.694**
	Sig. (2-tailed)		.000
	N	56	56
How often are services terminated due to scope of practice issues?	Pearson Correlation	.694**	1
	Sig. (2-tailed)	.000	
	N	56	56

** . Correlation is significant at the 0.01 level (2-tailed).

		How often are services terminated due to treatment goals/objectives having been met?	How often are services terminated due to treatment goals/objectives having been met?
How often are services terminated due to treatment goals/objectives having been met?	Pearson Correlation	1	.679**
	Sig. (2-tailed)		.000
	N	63	63
How often are services terminated due to treatment goals/objectives having been met?	Pearson Correlation	.679**	1
	Sig. (2-tailed)	.000	
	N	63	63

** . Correlation is significant at the 0.01 level (2-tailed).

		How often are services terminated due to reimbursement limitations (i.e. in the event the client can 0 longer make service payments)?	How often are services terminated due to reimbursement limitations (i.e. in the event the client can 0 longer make service payments)?
How often are services terminated due to reimbursement limitations (i.e. in the event the client can 0 longer make service payments)?	Pearson Correlation	1	.573**
	Sig. (2-tailed)		.000
	N	52	52
How often are services terminated due to reimbursement limitations (i.e. in the event the client can 0 longer make service payments)?	Pearson Correlation	.573**	1
	Sig. (2-tailed)	.000	
	N	52	52

** . Correlation is significant at the 0.01 level (2-tailed).

		How often are services terminated due to client-provider mismatch (for example, personality differences)?	How often are services terminated due to client-provider mismatch (for example, personality differences)?
How often are services terminated due to client-provider mismatch (for example, personality differences)?	Pearson Correlation	1	.331*
	Sig. (2-tailed)		.010
	N	59	59
How often are services terminated due to client-provider mismatch (for example, personality differences)?	Pearson Correlation	.331*	1
	Sig. (2-tailed)	.010	
	N	59	59

*. Correlation is significant at the 0.05 level (2-tailed).

		How often are services terminated due to a lack of progress towards service goals?	How often are services terminated due to a lack of progress towards service goals?
--	--	--	--

How often are services terminated due to a lack of progress towards service goals?	Pearson Correlation	1	.696**
	Sig. (2-tailed)		.000
	N	61	61
How often are services terminated due to a lack of progress towards service goals?	Pearson Correlation	.696**	1
	Sig. (2-tailed)	.000	
	N	61	61

** . Correlation is significant at the 0.01 level (2-tailed).

		How often are services terminated due to alleged professional boundary violations?	How often are services terminated due to alleged professional boundary violations?
How often are services terminated due to alleged professional boundary violations?	Pearson Correlation	1	.674**
	Sig. (2-tailed)		.000
	N	52	52
How often are services terminated due to alleged professional boundary violations?	Pearson Correlation	.674**	1
	Sig. (2-tailed)	.000	
	N	52	52

** . Correlation is significant at the 0.01 level (2-tailed).

		How often are services terminated due to alleged harassment or threats made by the client?	How often are services terminated due to alleged harassment or threats made by the client?
How often are services terminated due to alleged harassment or threats made by the client?	Pearson Correlation	1	.480**
	Sig. (2-tailed)		.000
	N	55	55
How often are services terminated due to alleged harassment or threats made by the client?	Pearson Correlation	.480**	1
	Sig. (2-tailed)	.000	
	N	55	55

** . Correlation is significant at the 0.01 level (2-tailed).

		How often are services terminated due to the provider's abrupt absence (such as illness, death, or moving)?	How often are services terminated due to the provider's abrupt absence (such as illness, death, or moving)?
How often are services terminated due to the provider's abrupt absence (such as illness, death, or moving)?	Pearson Correlation	1	.630**
	Sig. (2-tailed)		.000
	N	59	59
How often are services terminated due to the provider's abrupt absence (such as illness, death, or moving)?	Pearson Correlation	.630**	1
	Sig. (2-tailed)	.000	
	N	59	59

** . Correlation is significant at the 0.01 level (2-tailed).

		How often are services terminated due to clients' abrupt absence (such as illness, moving, death, etc.)?	How often are services terminated due to clients' abrupt absence (such as illness, moving, death, etc.)?
How often are services terminated due to clients' abrupt absence (such as illness, moving, death, etc.)?	Pearson Correlation	1	.406**
	Sig. (2-tailed)		.001
	N	59	59
How often are services terminated due to clients' abrupt absence (such as illness, moving, death, etc.)?	Pearson Correlation	.406**	1
	Sig. (2-tailed)	.001	
	N	59	59

** . Correlation is significant at the 0.01 level (2-tailed).

		How often are services terminated due to noncompliance or non-adherence from the client?	How often are services terminated due to noncompliance or non-adherence from the client?
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How often are services terminated due to noncompliance or non-adherence from the client?	Pearson Correlation	1	.477**
	Sig. (2-tailed)		.000
	N	59	59
How often are services terminated due to noncompliance or non-adherence from the client?	Pearson Correlation	.477**	1
	Sig. (2-tailed)	.000	
	N	59	59

** . Correlation is significant at the 0.01 level (2-tailed).

		How often are services terminated for an unknown reason?	How often are services terminated for an unknown reason?
How often are services terminated for an unknown reason?	Pearson Correlation	1	.578**
	Sig. (2-tailed)		.000
	N	48	48
How often are services terminated for an unknown reason?	Pearson Correlation	.578**	1
	Sig. (2-tailed)	.000	
	N	48	48

** . Correlation is significant at the 0.01 level (2-tailed).

		I know the legal definition of abandonment (i.e. the conditions under which abandonment does and does not occur, legally speaking)	I know the legal definition of abandonment (i.e. the conditions under which abandonment does and does not occur, legally speaking)
I know the legal definition of abandonment (i.e. the conditions under which abandonment does and does not occur, legally speaking)	Pearson Correlation	1	.625**
	Sig. (2-tailed)		.000
	N	69	69
I know the legal definition of abandonment (i.e. the conditions under which abandonment does and does not occur, legally speaking)	Pearson Correlation	.625**	1
	Sig. (2-tailed)	.000	
	N	69	69

** . Correlation is significant at the 0.01 level (2-tailed).

		I understand the application of abandonment as it applies to behavior analysts.	I understand the application of abandonment as it applies to behavior analysts.
I understand the application of abandonment as it applies to behavior analysts.	Pearson Correlation	1	.533**
	Sig. (2-tailed)		.000
	N	69	69
I understand the application of abandonment as it applies to behavior analysts.	Pearson Correlation	.533**	1
	Sig. (2-tailed)	.000	
	N	69	69

** . Correlation is significant at the 0.01 level (2-tailed).

		I know the termination policies of my place of employment (either current or past).	I know the termination policies of my place of employment (either current or past).
I know the termination policies of my place of employment (either current or past).	Pearson Correlation	1	.475**
	Sig. (2-tailed)		.000
	N	69	69
I know the termination policies of my place of employment (either current or past).	Pearson Correlation	.475**	1
	Sig. (2-tailed)	.000	
	N	69	69

** . Correlation is significant at the 0.01 level (2-tailed).

		I know the ethical guidelines for terminating services as a BCBA.	I know the ethical guidelines for terminating services as a BCBA.
I know the ethical guidelines for terminating services as a BCBA.	Pearson Correlation	1	.653**
	Sig. (2-tailed)		.000
	N	69	69
I know the ethical guidelines for terminating services as a BCBA.	Pearson Correlation	.653**	1
	Sig. (2-tailed)	.000	
	N	69	69

** . Correlation is significant at the 0.01 level (2-tailed).

		Rate your level of competence (i.e. overall ability, skill, and knowledge) in terminating services.	Rate your level of competence (i.e. overall ability, skill, and knowledge) in terminating services.
Rate your level of competence (i.e. overall ability, skill, and knowledge) in terminating services.	Pearson Correlation	1	.838**
	Sig. (2-tailed)		.000
	N	69	69
Rate your level of competence (i.e. overall ability, skill, and knowledge) in terminating services.	Pearson Correlation	.838**	1
	Sig. (2-tailed)	.000	
	N	69	69

** . Correlation is significant at the 0.01 level (2-tailed).

		Terminating Services is an important part of providing behavior analytic services.	Terminating Services is an important part of providing behavior analytic services.
Terminating Services is an important part of providing behavior analytic services.	Pearson Correlation	1	.438**
	Sig. (2-tailed)		.000
	N	69	69
Terminating Services is an important part of providing behavior analytic services.	Pearson Correlation	.438**	1
	Sig. (2-tailed)	.000	
	N	69	69

** . Correlation is significant at the 0.01 level (2-tailed).

		My graduate education provided me with the skills needed to terminate services appropriately.	My graduate education provided me with the skills needed to terminate services appropriately.
My graduate education provided me with the skills needed to terminate services appropriately.	Pearson Correlation	1	.841**
	Sig. (2-tailed)		.000
	N	68	68
	Pearson Correlation	.841**	1

My graduate education provided me with the skills needed to terminate services appropriately.	Sig. (2-tailed)	.000	
	N	68	68

** . Correlation is significant at the 0.01 level (2-tailed).

		My professional experience provided me with the skills needed to terminate services appropriately.	My professional experience provided me with the skills needed to terminate services appropriately.
My professional experience provided me with the skills needed to terminate services appropriately.	Pearson Correlation	1	.714**
	Sig. (2-tailed)		.000
	N	68	68
My professional experience provided me with the skills needed to terminate services appropriately.	Pearson Correlation	.714**	1
	Sig. (2-tailed)	.000	
	N	68	68

** . Correlation is significant at the 0.01 level (2-tailed).

		The supervision I received for my BCBA provided me with the skills needed to terminate services appropriately.	The supervision I received for my BCBA provided me with the skills needed to terminate services appropriately.
The supervision I received for my BCBA provided me with the skills needed to terminate services appropriately.	Pearson Correlation	1	.816**
	Sig. (2-tailed)		.000
	N	68	68
The supervision I received for my BCBA provided me with the skills needed to terminate services appropriately.	Pearson Correlation	.816**	1
	Sig. (2-tailed)	.000	
	N	68	68

** . Correlation is significant at the 0.01 level (2-tailed).

		My graduate education taught me the knowledge needed to terminate services appropriately.	My graduate education taught me the knowledge needed to terminate services appropriately.
My graduate education taught me the knowledge needed to terminate services appropriately.	Pearson Correlation	1	.798**
	Sig. (2-tailed)		.000
	N	67	67
My graduate education taught me the knowledge needed to terminate services appropriately.	Pearson Correlation	.798**	1
	Sig. (2-tailed)	.000	
	N	67	67

** . Correlation is significant at the 0.01 level (2-tailed).

		My professional background taught me the knowledge needed to terminate services appropriately.	My professional background taught me the knowledge needed to terminate services appropriately.
My professional background taught me the knowledge needed to terminate services appropriately.	Pearson Correlation	1	.717**
	Sig. (2-tailed)		.000
	N	68	68
My professional background taught me the knowledge needed to terminate services appropriately.	Pearson Correlation	.717**	1
	Sig. (2-tailed)	.000	
	N	68	68

** . Correlation is significant at the 0.01 level (2-tailed).

		The supervision I received for my BCBA taught me the knowledge needed to terminate services appropriately.	The supervision I received for my BCBA taught me the knowledge needed to terminate services appropriately.
The supervision I received for my BCBA taught me the knowledge	Pearson Correlation	1	.800**
	Sig. (2-tailed)		.000

needed to terminate services appropriately.	N	68	68
The supervision I received for my BCBA taught me the knowledge needed to terminate services appropriately.	Pearson Correlation	.800**	1
	Sig. (2-tailed)	.000	
	N	68	68

** . Correlation is significant at the 0.01 level (2-tailed).

Appendix G: Variance Data

Percentage Comparison Between Initial Survey Response and Second Survey Response for Importance, Competence, and Training Survey Questions

	1 st Response	2 nd Response	Percent Difference Between 1 st and 2 nd Response
Competence Question			
Not at all Competent	2	2.8	0.8
Somewhat Competent	20.7	19.1	1.6
Competent	35.3	42.7	7.4
Very Competent	33.8	29.6	4.2
Extremely Competent	8.2	5.8	2.4
Importance Question			
Strongly Disagree	1.9	0.23	1.67
Disagree	1	0.47	0.53
Neutral	6.8	7.21	0.41
Agree	46.4	50.2	3.8
Strongly agree	43.9	41.9	2
Supervision Skills Question			
Strongly Disagree	9	10.8	1.8
Disagree	26.2	24.9	1.3
Neutral	23.3	19.9	3.4
Agree	30.6	33.3	2.7
Strongly agree	10	11.2	1.2
Supervision Knowledge Question			
Strongly Disagree	6.9	8.9	2
Disagree	24.7	23	1.7
Neutral	19.5	18.7	0.8
Agree	37.1	39	1.9
Strongly agree	11.7	10.3	1.4
Professional Knowledge Question			
Strongly Disagree	1.7	3.4	1.7
Disagree	7.1	8.6	1.5
Neutral	14.7	9.4	5.3
Agree	53.4	56.1	2.7
Strongly agree	23	22.5	0.5
Professional Skills Question			
Strongly Disagree	2.5	3.3	0.8
Disagree	9.4	10.7	1.3
Neutral	10.7	10.5	0.2
Agree	53.9	53.7	0.2
Strongly agree	23.5	21.7	1.8
Graduate Knowledge Question			
Strongly Disagree	9	10.8	1.8
Disagree	23.9	25.4	1.5
Neutral	22.22	19.9	2.32
Agree	37.5	37.9	0.4

Strongly agree	7.3	6	1.3
		Graduate Skills Question	
Strongly Disagree	14	15.3	1.3
Disagree	36.9	34.6	2.3
Neutral	24.1	24.1	0
Agree	21.4	22.4	1
Strongly agree	3.6	3.6	0

Appendix H: Demographic Data

What State do you live in?		
State	Percentage	N
California	22.41%	91
Florida	7.14%	29
Texas	6.16%	25
Illinois	4.19%	17
Massachusetts	4.19%	17
New Jersey	3.94%	16
New York	3.94%	16
Pennsylvania	3.94%	16
Michigan	3.69%	15
Nevada	3.45%	14
Virginia	3.45%	14
Colorado	3.20%	13
Washington	2.71%	11
Missouri	2.46%	10
Connecticut	2.22%	9
North Carolina	2.22%	9
South Carolina	1.97%	8
Tennessee	1.97%	8
Georgia	1.72%	7
Ohio	1.72%	7
Oregon	1.48%	6
Arizona	1.23%	5
Indiana	1.23%	5
Kansas	1.23%	5
Kentucky	1.23%	5
Louisiana	0.74%	3
Maryland	0.74%	3
Minnesota	0.74%	3
Utah	0.74%	3
Vermont	0.74%	3
Alabama	0.49%	2
District of Columbia	0.49%	2
Nebraska	0.49%	2
Wisconsin	0.49%	2
Alaska	0.25%	1
Hawaii	0.25%	1
Maine	0.25%	1
New Hampshire	0.25%	1
North Dakota	0.25%	1
Arkansas	0.00%	0
Delaware	0.00%	0
Idaho	0.00%	0
Iowa	0.00%	0
Mississippi	0.00%	0

Montana	0.00%	0
New Mexico	0.00%	0
Oklahoma	0.00%	0
Rhode Island	0.00%	0
South Dakota	0.00%	0
West Virginia	0.00%	0
Wyoming	0.00%	0
I do not reside in the United States	0.00%	0
Total	100%	406

What type of university did you receive your degree from?

	Percentage	N
Mostly Physical Campus	57.55%	240
Mostly Online Campus	40.29%	168
Other	2.16%	9
Total	100.00%	417

What is your main professional discipline?

	Percentage	N
Applied Behavior Analysis	81.58%	341
Special Education	10.29%	43
Behavioral Psychology	2.15%	9
Education	1.67%	7
Other	1.67%	7
School Psychology	1.44%	6
Speech/Language Pathology	0.96%	4
Social Work	0.24%	1
Occupational/Physical Therapy	0.00%	0
Total	100.00%	418

What is your main professional activity?

	Percentage	N
Clinical/Therapeutic Service	55.26%	231
Consulting	14.59%	61
Administrative	6.22%	26
Management	8.61%	36
Teaching	5.26%	22
Training	5.02%	21
Other	5.02%	21
Total	100%	418

How many years have you been a BCBA?

	Percentage	N
1	16.91%	70
6	12.80%	53
5	12.08%	50
3	9.90%	41
4	8.21%	34

7	7.49%	31
2	6.28%	26
9	5.31%	22
8	4.11%	17
12	3.38%	14
13	2.90%	12
10	2.42%	10
11	2.42%	10
15	1.93%	8
20	0.97%	4
14	0.72%	3
17	0.72%	3
16	0.48%	2
19	0.48%	2
18	0.24%	1
22	0.24%	1
21	0.00%	0
Total	100%	414

What is your main professional setting?

	Percentage	N
Residential/Home Treatment Setting	40.14%	167
Other	19.95%	83
Public School	18.75%	78
Early Intervention Program	16.11%	67
Day School Program	5.05%	21
Total	100%	416

I have been involved with the creation of the contract of services for at least one client.

	Percentage	N
Yes	81.78%	377
No	18.22%	84
Total	100%	461

I have experience terminating services with at least one client.

	Percentage	N
Yes	94.57%	435
No	5.43%	25
Total	100%	460

I have experience with the initiation of services with at least one client.

	Percentage	N
Yes	97.38%	446
No	2.62%	12
Total	100%	460