

Registered Behavior Technician (RBT) 40 hours Training Course



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**This training program is based on the Registered Behavior Technician Task List (2nd ed.) and is designed to meet the 40-hour training requirement for the RBT credential. The program is offered independent of the BACB

40-Hour course based on the Registered Behavior Technician™ 2nd Edition Task List

F-Professional Conduct and Scope of Practice.

F-1 Describe the BACB's RBT supervision requirements and the role of RBTs in the services-delivery system.

F-2 Respond appropriately to feedback and maintain or improve performance accordingly.

Ethical Considerations based on the RBT Ethics Code 2.0

F-PROFESSIONAL CONDUCT AND SCOPE OF PRACTICE.

The purpose of supervision is to improve and maintain the behavior analytic, professional, and ethical repertoires of the RBT and facilitate the delivery of high-quality services to his or her clients.

F-PROFESSIONAL CONDUCT AND SCOPE OF PRACTICE.

In addition to client interactions, RBT's are in contact with parents and other professionals on a regular basis. Therefore, various ethical and professional skills are needed to perform their job responsibilities effectively. This module will tie professional skills into the ethics content

F-01
Describe the BACB's RBT supervision requirements and the role of RBTs in the services-delivery system.

F-01 DESCRIBE THE BACB'S RBT SUPERVISION REQUIREMENTS AND THE ROLE OF RBTS IN THE SERVICES-DELIVERY SYSTEM.

What to expect from your supervisor:

1. Development of performance expectations
2. Observation, behavioral skills training, and delivery of performance feedback.
3. Modeling technical, professional, and ethical behavior
4. Guiding behavioral case conceptualization, problem-solving, and decision-making repertoires
5. Review of written materials (e.g., behavior programs, data sheets, reports)
6. Oversight and evaluation of the effects of behavioral service delivery
7. Ongoing evaluation of the effects of supervision

F-01 DESCRIBE THE BACB'S RBT SUPERVISION REQUIREMENTS AND THE ROLE OF RBTS IN THE SERVICES-DELIVERY SYSTEM.

Requirements:

1. Each RBT must obtain ongoing supervision for a minimum of 5% of the hours spent providing applied behavior-analytic services per month.
2. Supervision must include at least 2 face-to-face, synchronous contacts per month, during at least one of which the supervisor observes the RBT providing services.
3. In-person, on-site observation is preferred. However, this may be also conducted via:
 - web cameras, videoconferencing, or similar means in lieu of the supervisor being physically present.

F-01 DESCRIBE THE BACB'S RBT SUPERVISION REQUIREMENTS AND THE ROLE OF RBTS IN THE SERVICES-DELIVERY SYSTEM.

Requirements:

4. Although only one observation is required, the BACB encourages direct observation of service delivery as much as possible.
5. At least 1 of the 2 supervision sessions must be individual (i.e., RBT and supervisor), but the other may occur in a small-group meeting.

F-01 DESCRIBE THE BACB'S RBT SUPERVISION REQUIREMENTS AND THE ROLE OF RBTS IN THE SERVICES-DELIVERY SYSTEM.

Responsible Conduct:

1. RBT's have a responsibility, not only to their clients, but to the field of behavior analysis.
2. This code protects consumers by ensuring those who call themselves Registered Behavior Technicians are qualified to represent themselves as such and to provide treatments rooted in science.

F-01 DESCRIBE THE BACB'S RBT SUPERVISION REQUIREMENTS AND THE ROLE OF RBTS IN THE SERVICES-DELIVERY SYSTEM.

Responsible Conduct:

3. RBT's are required to seek out professional development opportunities to maintain their competence and to promote additional learning opportunities. These professional development opportunities, along with required supervision can support a practitioner's competence in their areas of practice.
4. RBT's have a commitment to provide these behavior analytic services truthfully, legally, and without bias. This includes personal biases associated with gender, age, race, religion, or socioeconomic status and those biases due to dual relationships. All attempts to prevent conflicts of interests should be avoided.

F-01 DESCRIBE THE BACB'S RBT SUPERVISION REQUIREMENTS AND THE ROLE OF RBTS IN THE SERVICES-DELIVERY SYSTEM.

Responsibility to the BACB:

From the outset of their relationship with the BACB, RBT's are required to provide

- Accurate and current information when applying and re-applying for their certification.
- Any minor changes to their statuses (address change, etc.) should be updated with the BACB immediately.
- Any major changes to their statuses (legal or ethical charges) should also be updated with the BACB immediately.
- Any content provided by the BACB is considered property of the entity and upholding its integrity and the integrity of its certificates is of utmost priority to those certified by this Board.

RBT Ethics Standards (Related to Task list E)

Section 1—General Responsibilities

1.01 RBTs are honest and work to support an environment that promotes truthful behavior in others. They do not lead others to engage in fraudulent, illegal, or unethical behavior. They follow the law and the requirements of their professional community (e.g., BACB, employer, supervisor).

1.02 RBTs conduct themselves in a professional manner, are accountable for their actions, and make an effort to follow through on work and contractual commitments. When commitments cannot be met, RBTs work with their supervisors to address the situation in the best interest of clients.

RBT Ethics Standards (Related to Task list F)

Section 1—General Responsibilities

1.04 RBTs are never employers of their supervisor. RBTs who are also trainees (i.e., accruing supervised fieldwork toward a future BCBA or BCaBA certification application) may separately contract for those supervision service

1.05 RBTs do not knowingly make false, misleading, or exaggerated statements about their qualifications or behavior- technician services. They provide a current and accurate set of relevant credentials to employers and supervisors upon request.

RBT Ethics Standards

Section 1—General Responsibilities

1.08 RBTs do not harass or discriminate against others (e.g., clients, coworkers). They behave toward others in an equitable and inclusive manner regardless of age, disability, ethnicity, gender expression/identity, immigration status, marital/relationship status, national origin, race, religion, sexual orientation, socioeconomic status, or any other basis proscribed by law.

RBT Ethics Standards

Section 1—General Responsibilities

1.09 RBTs are aware that their personal biases or challenges (e.g., mental or physical health conditions; legal, financial, marital/relationship challenges) may impact their ability to effectively carry out their behavior-technician services. If their biases or challenges may impact services, they take steps to resolve the issue (e.g., developing an action/care plan, reporting to their supervisor, refraining from working with clients until the issue is resolved, reporting to the BACB) and document these actions.

RBT Ethics Standards

Section 2—Responsibilities in Providing Behavior-Technician Services

2.03 RBTs conduct themselves in a professional manner during all work activities (e.g., delivering services, receiving training or supervision). They take action to improve their performance following feedback from supervisors.

2.04 RBTs do not use unfamiliar interventions or provide services to unfamiliar client populations unless they have received proper training

2.05 RBTs implement restrictive or punishment-based procedures only when included in a documented behavior-change plan and after their supervisor has verified their competence.

RBT Ethics Standards

Section 3—Responsibilities to the BACB and BACB-Required Supervisor

3.01 RBTs comply with all requirements of the BACB and their supervisor, including, but not limited to, supervision, documentation of supervision, and audits.

3.02 RBTs are honest and accurate in all communications with the BACB and their supervisor. If an RBT becomes aware that they submitted inaccurate or false information or documents to the BACB, they immediately contact the BACB to correct the issue. If an RBT becomes aware that they submitted inaccurate or false information or documents to their supervisor or employer, they immediately contact those parties to correct the issue and determine the need to self-report the situation to the BACB.

RBT Ethics Standards

Section 3—Responsibilities to the BACB and BACB-Required Supervisor

3.03 RBTs do not cheat or help others cheat on RBT competency assessments or RBT examinations. RBTs follow the rules and requirements of the BACB and its approved testing centers, including, but not limited to, those related to falsifying information and the unauthorized collection, use, or distribution of examination materials.

3.05 RBTs do not misuse the intellectual property of the BACB (e.g., certification titles, examination content) or others (e.g., an employer's proprietary materials).

RBT Ethics Standards

Section 3—Responsibilities to the BACB and BACB-Required Supervisor

3.04 RBTs are aware of the events they need to self-report to the BACB and any other required entities (e.g., employer, supervisor). They self-report to the BACB within 30 days of the event or within 30 days of becoming aware of the event. RBTs are required to self-report to the BACB any event that might impact their ability to effectively carry out their behavior- technician services or comply with BACB requirements, including:

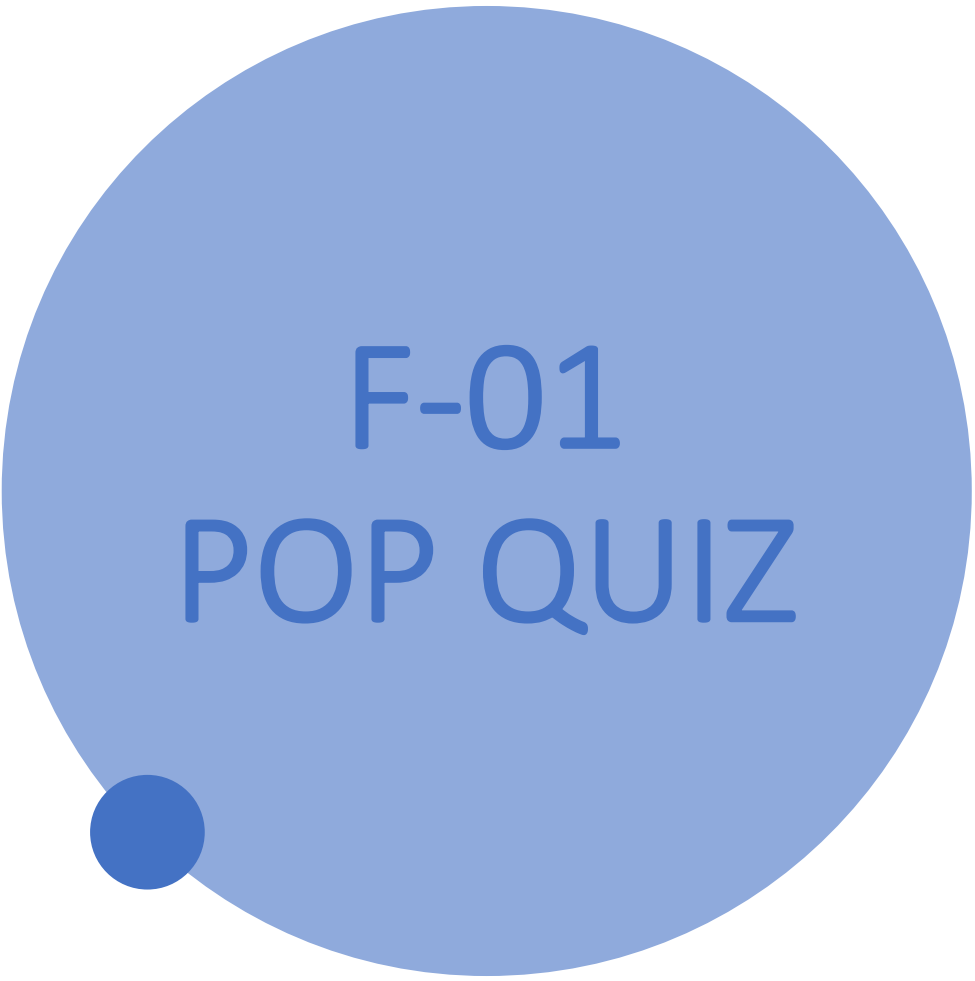
- legal charges and subsequent related actions;
- investigations by employers, governmental agencies, educational institutions, or third-party payers naming the RBT;
- disciplinary actions by employers (including suspensions and terminations for cause), governmental agencies, educational institutions, and third-party payers; OR
- physical conditions, mental conditions, or substance abuse that may impair the RBT's ability to safely provide behavior-technician services.

RBT Ethics Standards

Section 3—Responsibilities to the BACB and BACB-Required Supervisor

3.06 RBTs named in a Notice of Alleged Violation or who receive a required action from the BACB (e.g., RBT Supervision Audit, Educational Memorandum, Notice of RBT Required Action, Disciplinary or Appeal Determination, Notice of Summary Suspension or Revocation) immediately share the document with their supervisor and work collaboratively to respond to any correspondence and comply with all BACB requirements.

3.07 RBTs regularly (e.g., monthly) check their BACB account to ensure their personal information (e.g., name, email address, mailing address) is accurate. Within 24 hours of becoming aware of a change to their certification status (e.g., inactive, expired, suspended, revoked), RBTs report the change to their supervisor and subsequently comply with applicable BACB requirements related to practice, billing, and use of the RBT title.

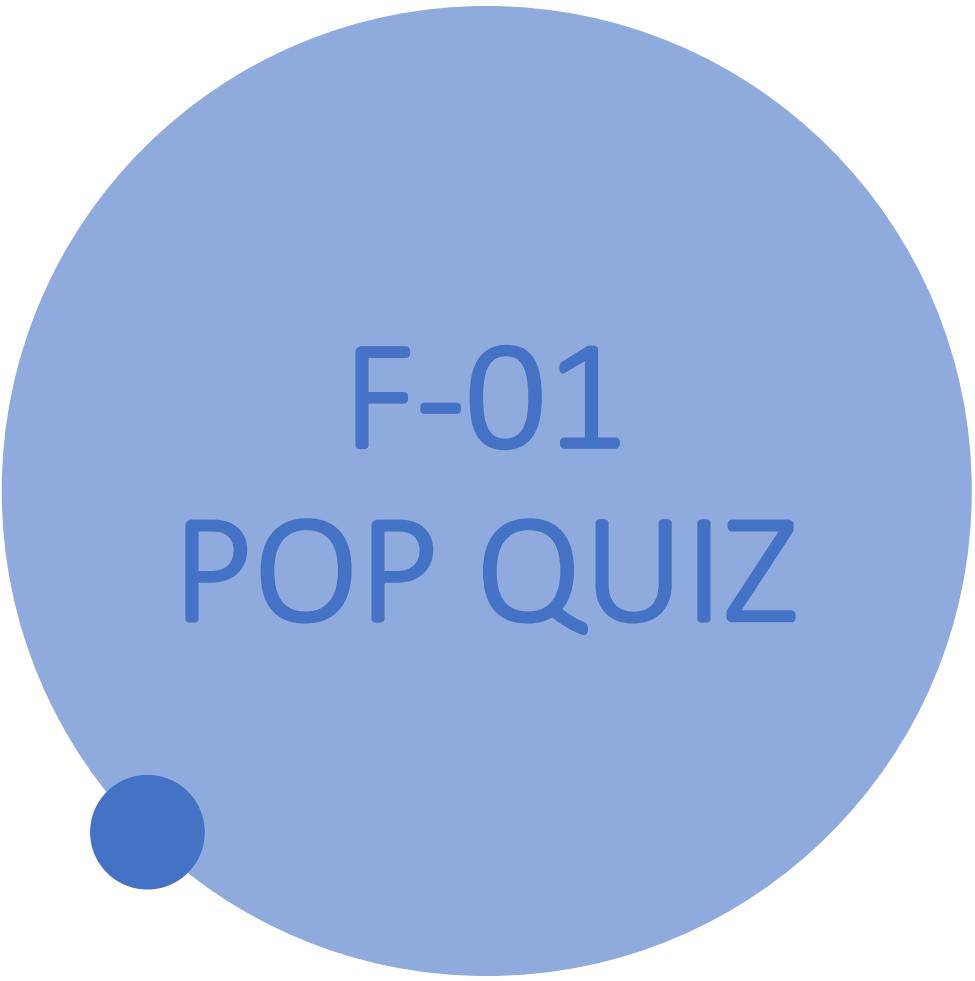


F-01
POP QUIZ



Which of the following is NOT a role of the RBT in the Service Delivery System?

- A. Train caregivers
- B. Implement behavior reduction program
- C. Documentation and reporting.
- D. Maintain professional conduct .



F-01
POP QUIZ



Which of the following is NOT a role of the RBT in the Service Delivery System?

- A. **Train caregivers**
- B. Implement behavior reduction program
- C. Documentation and reporting.
- D. Maintain professional conduct .

F-PROFESSIONAL CONDUCT AND SCOPE OF PRACTICE.

Your Analyst has the responsibility to support your professional development. One of the most important ways to train you is by providing feedback. **Feedback** is how our professional behavior is shaped. One of the key ingredients to a successful training is to properly accept feedback in order to learn and grow.

F-PROFESSIONAL CONDUCT AND SCOPE OF PRACTICE.

Training from your Analyst may include *corrective feedback* to help you understand areas for improvement and offer general reminders and further clarification.

Feedback will also include *encouragement* for skills that you are doing well with, and your supervisor would like to see you continue to maintain.

F-02
Respond appropriately to feedback and maintain or improve performance accordingly.

F-02 Respond appropriately to feedback and maintain or improve performance accordingly.

What is the purpose of feedback:

1. To provide assistance in performance improvement. (learning)
2. To help develop clinical skills.
3. To enable professional development.
4. To help ensure the best quality of care.

F-02 Respond appropriately to feedback and maintain or improve performance accordingly.

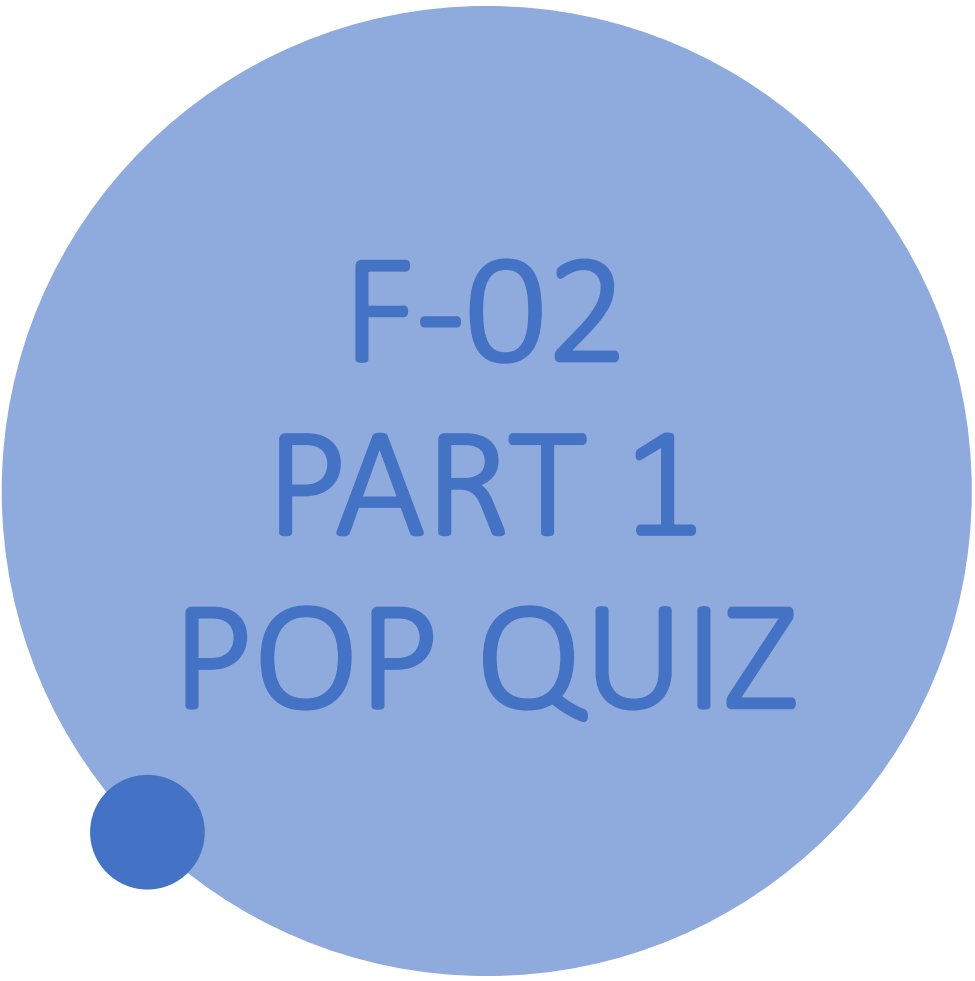
What are some common problems with working relationships:

1. Personality differences
2. Different communication styles
3. Background and history
4. Personal relationships

F-02 Respond appropriately to feedback and maintain or improve performance accordingly.

What are some social contingencies of giving and receiving feedback:

1. Being new to a position and having new responsibilities and roles
2. Fear of asking too many questions
3. Social stigma of being wrong
4. Fear of confrontation
5. Feedback feeling too personal

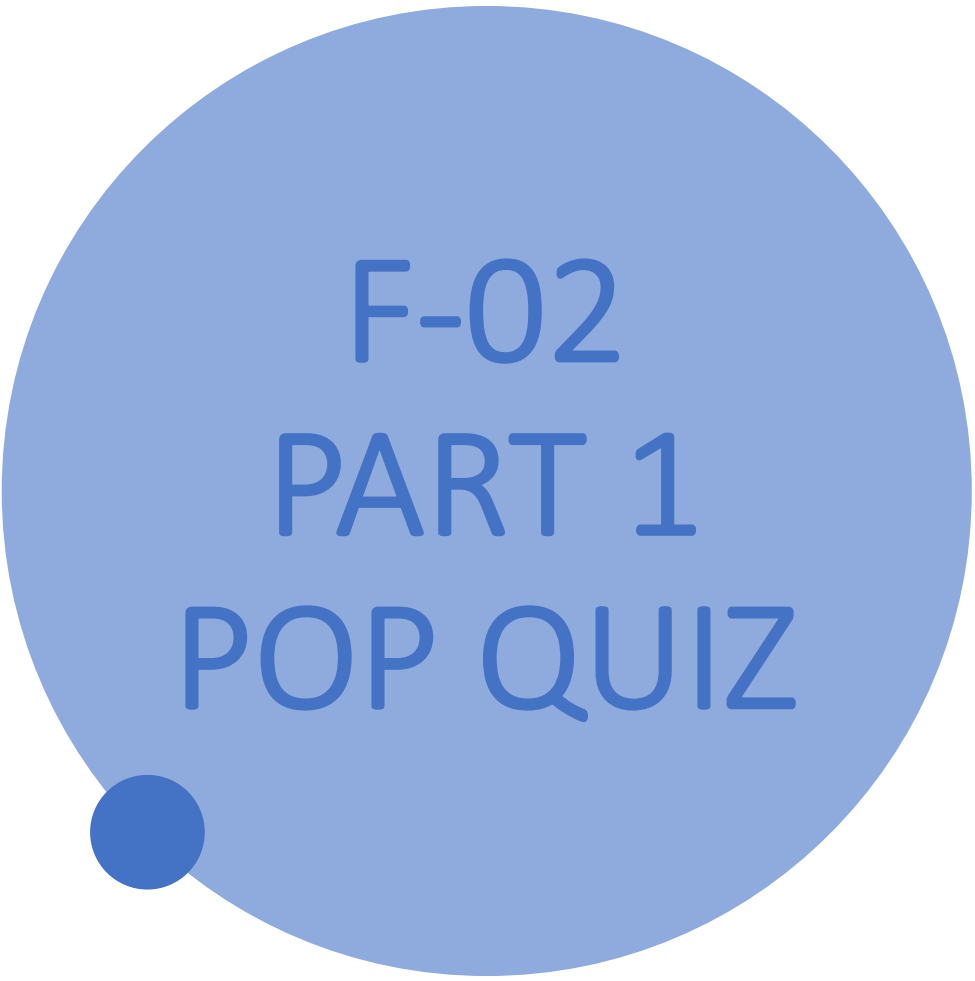


F-02
PART 1
POP QUIZ



Without feedback there is not...?

- A. Compensation
- B. Learning
- C. Punishment
- D. Praise

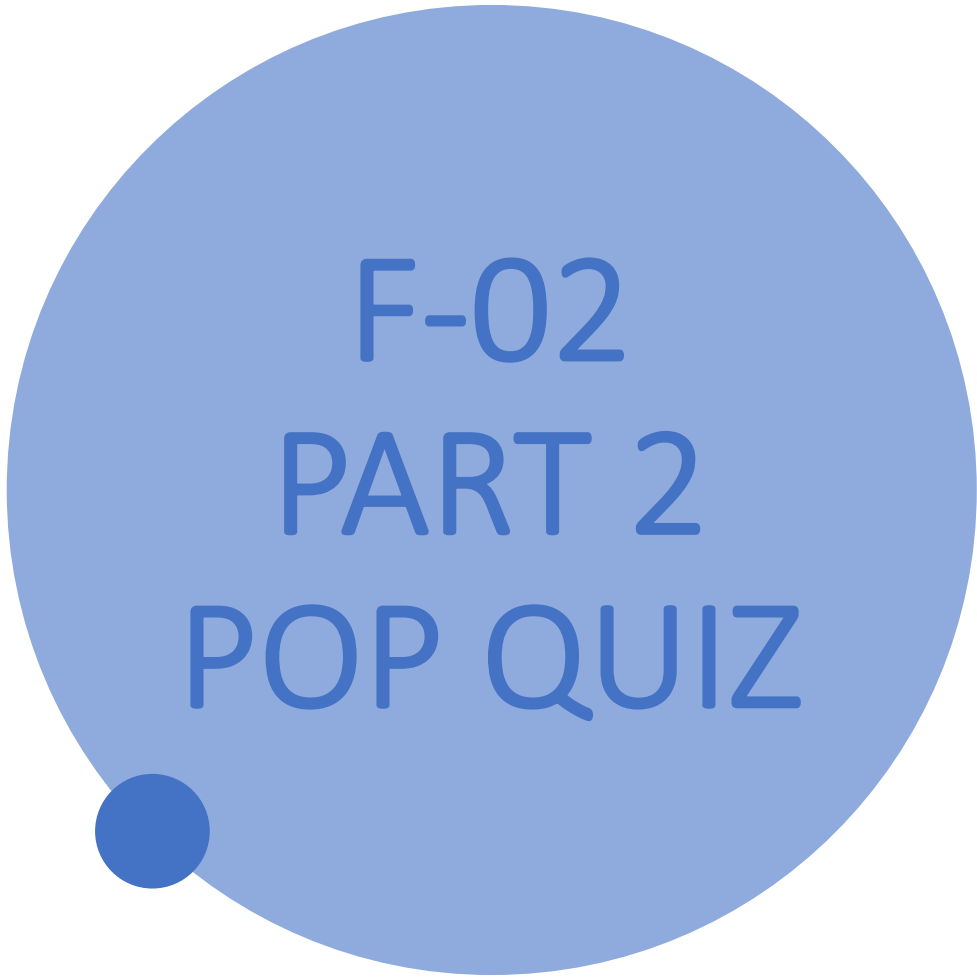


F-02
PART 1
POP QUIZ



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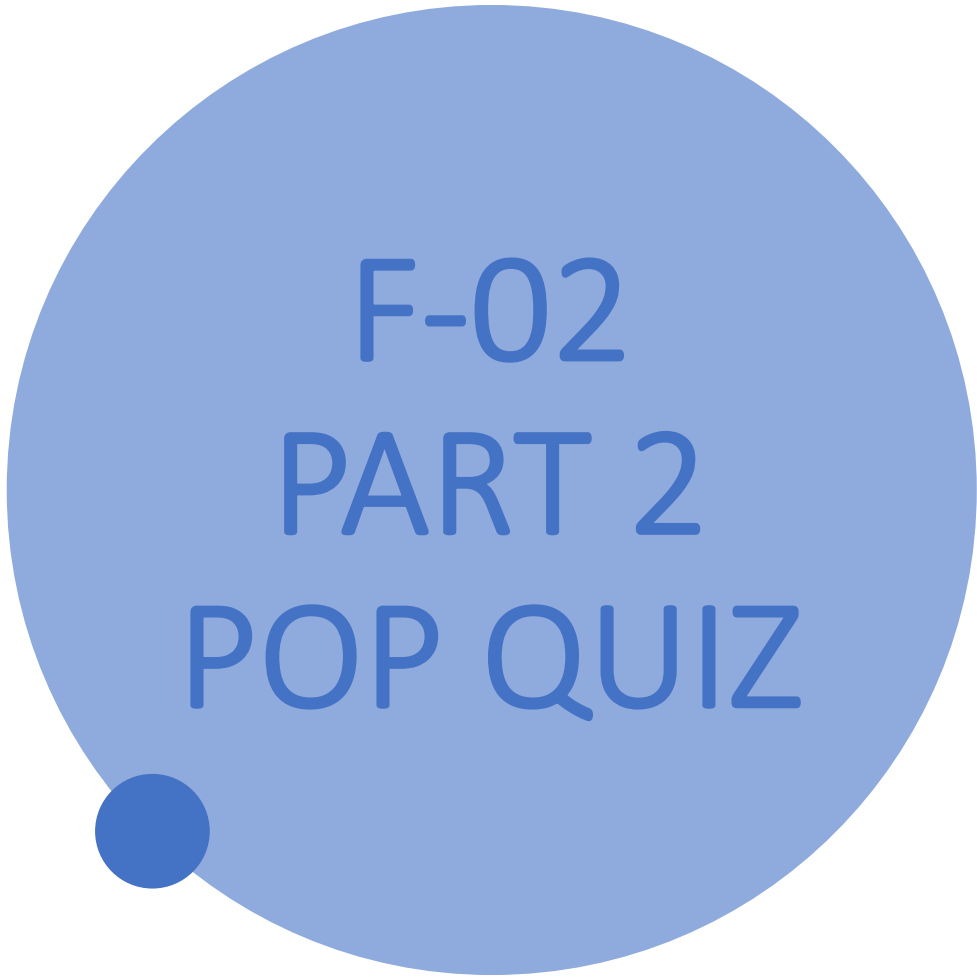


F-02
PART 2
POP QUIZ



Why is feedback Important?

- A. It increases your self-esteem
- B. It shows us where our current performance is in relation to past performances.
- C. It looks good on resumes and jobs applications.
- D. It is not important.



F-02
PART 2
POP QUIZ



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- C. It looks good on resumes and jobs applications.
- D. It is not important.