Registered Behavior Technician (RBT) 40 hours Training Course



By Alejandra Cardeso BCBA & Yaite Morua-Delgado Rabassa BCBA

**This training program is based on the Registered Behavior Technician Task List (2nd ed.) and is designed to meet the40-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

C-Skill Acquisitions

C-10 Implement generalization and maintenance procedure

C-11 Implement shaping procedures.

C-12 Implement token economy procedures.

We Teach in a Spanglish Way!!!

Vocabulary

1. **Generalization:** Generalización
2. **Instructuctional setting**: Lugar de intervention, training
3. **Novel:** Nuevo
4. **Broad:** Amplio
5. **Undesired: No** deseado
6. **Chime:** Campanada/timbre
7. **Maintenance:** Mantenimiento
8. **Shaping:** Modelado
9. **Challenging:** Dificultad, dificil, Desafio
10. **Token:** Ficha

C. SKILL ACQUISITION

Generalization of behavior change occurs when that behavior occurs outside of the learning environment. Generalization can happen across 1) settings, 2) time and 3) across people and exists when the behavior occurs in these various dimensions without relearning.

C-10 Implement generalization and maintenance procedures.

C-10 IMPLEMENT GENERALIZATION AND MAINTENANCE PROCEDURES.

- Generalization can happen in different ways:

Response Generalization

Over-generalization

Stimulus Generalization

C-10 IMPLEMENT GENERALIZATION AND MAINTENANCE PROCEDURES.

1. Response Generalization

It is the extent to which the learner can demonstrate a new behavior that is functionally equivalent to the behavior that was taught in the setting instructional. This is the case of stimuli that occasion NOVEL RESPONSES.

For example:

- If Sally learned to pick up a phone and talk on it with a friend in the instructional setting. She has response generalization if she can also pick up a walkie talkie and use it to talk to a friend without being taught.

- Pedro was taught during therapy session how to wave with his hand how to greet other peers. Now, Pedro is talking and can say "Hola" to peers without being taught this response.

C-10 IMPLEMENT GENERALIZATION AND MAINTENANCE PROCEDURES.

2. Stimulus Generalization

It refers to when different, but physically similar stimuli, evoke the SAME RESPONSE.
It is also known as a loose degree of stimulus control.

For example:

- If a child was taught how to use the potty on his mother toilet, his ability to go potty on his grandmother's toilet in another environment would demonstrate stimulus generalization.

- If Pedro was taught to wave for greeting peers at the instructional setting, and now, He can wave to his teacher, the bus driver, the cashier at the market demonstrating stimulus generalization.

C-10 IMPLEMENT GENERALIZATION AND MAINTENANCE PROCEDURES.

3. Over-Generalization

Over-generalization happens when a behavior under stimulus control is too broad. This can also be referred to as “undesired response generalization” and results when a learner’s training results in generalization that causes poor performance or undesired results.

For example:

- If a child learns to open the door when the doorbell rings during the day, if he also opens the door any time the phone makes a ringing sound similar to the door chime, that would be over-generalization.

C-10 IMPLEMENT GENERALIZATION AND MAINTENANCE PROCEDURES.

Strategies to promote Generalization

1. Program Common Stimuli
2. Train Loosely
3. Train Many Examples
4. Train Non-Examples
5. Mediate Generalization (mediation)
6. Indiscriminable Contingencies
7. Train “To Generalize” (general Case analysis)

C. SKILL ACQUISITION

Response Maintenance is the extent to which **a** learner continues to perform a target **behavior after a portion** or **all the intervention** responsible for the acquisition skill is **no longer present. It is important to probe, or test, for maintenance over time to ensure that the learner has retained** the learned skill.

C-10 Implement generalization and maintenance procedures.

C-10 PART 1 POP QUIZ

When a student emits the target behavior in a setting that is different from the instructional setting where the target behavior was learned it is?

A. Maintenance
B. Response generalization
C. Stimulus generalization
D. Reinforcement

C-10 PART 1 POP QUIZ

When a student emits the target behavior in a setting that is different from the instructional setting where the target behavior was learned it is?

A. Maintenance
B. Response generalization
C. **Stimulus generalization**
D. Reinforcement

C-10 PART 2 POP QUIZ

A student who learns to say “hi” upon entering the classroom in the morning continues to do so 5 months later after modeling strategies have been removed. What is this?

A. Maintenance
B. Generalization
C. Differential reinforcement
D. Training

C-10 PART 2 POP QUIZ

A student who learns to say “hi” upon entering the classroom in the morning continues to do so 5 months later after modeling strategies have been removed. What is this?

A. **Maintenance**
B. Generalization
C. Differential reinforcement
D. Training

C. SKILL ACQUISITION

Shaping is **the process of systematically and differentially reinforcing successive approximations to a terminal behavior** (Cooper, Heron, Heward, 2007)

- Differential Reinforcement
- Successive Approximations

C-11 Implement shaping procedures.

C-11 IMPLEMENT SHAPING PROCEDURES.

- Why Do We Use Shaping?

1. Shaping helps us reach an end goal, whether it is adding a new routine, acquiring a new skill, or improving on an already existing skill.

2. We build momentum by starting with small steps we can be successful with, boost our confidence, and increase our tolerance for slightly more challenging tasks.

C-11 IMPLEMENT SHAPING PROCEDURES.

This reminds me of something!!!

- **Shaping, Chaining, & Task Analysis**

Shaping, chaining, and task analysis are common behavioral concepts that exist in a variety of settings and with a variety of experiences. Using these concepts, parents, teachers, and interventionists can help a learner learn new skills and expand on his or her behaviors in meaningful ways.

C-11 IMPLEMENT SHAPING PROCEDURES.

- An example of shaping:

➢When a baby learns to walk. They are reinforced for crawling first, Then reinforcers for crawling is placed on **extinction** and only **reinforce** standing, then taking one step, then taking a few steps, and finally for walking.

Reinforcement is typically in the form of lots of praise and attention and placing in extinction reinforcement for previous learned form of behavior

C-11 IMPLEMENT SHAPING PROCEDURES.

How to use shaping:

1. Select target response and criterion
2. Define the steps towards the target response
3. Identify initial response (what the organism is already doing)
4. Select reinforcer
5. Begin differential reinforcement and proceed
6. Supplement with instructions & modeling when possible

C-11
POP
QUIZ

Shaping involves?

A. Reinforcing successive approximations to a terminal behavior
B. Placing responses that are already learned an a far approximation of the terminal behavior on extinction
C. Identify what the learner already knows before starting the next shaping step.
D. All the above

C-11
POP
QUIZ

Shaping involves?

A. Reinforcing successive approximations to a terminal behavior
B. Placing responses that are already learned an a far approximation of the terminal behavior on extinction
C. Identify what the learner already knows before starting the next shaping step.
D. All the above

C. SKILL ACQUISITION

A token economy is a **contingency based** procedure developed to aid in the reduction of maladaptive behaviors and increase desired behaviors through the deliverance of a **tangible conditioned reinforcer**.

C-12
Implement token economy procedures

C-12 IMPLEMENT TOKEN ECONOMY PROCEDURES

What is a generalized conditioned reinforcer?

Consists of one specific reinforcer that has been associated with at least two or more back-up reinforcers (Cooper et al., 2019)

What is a back up reinforcer?

These are tangible objects (e.g., toys, sweets,), activities (e.g., soccer game, going to the park) or privileges (e.g., staying up late earning extra video game time, more TV screen time) which all function as a reinforcer for the learner and can be purchased with tokens.

C-12 IMPLEMENT TOKEN ECONOMY PROCEDURES

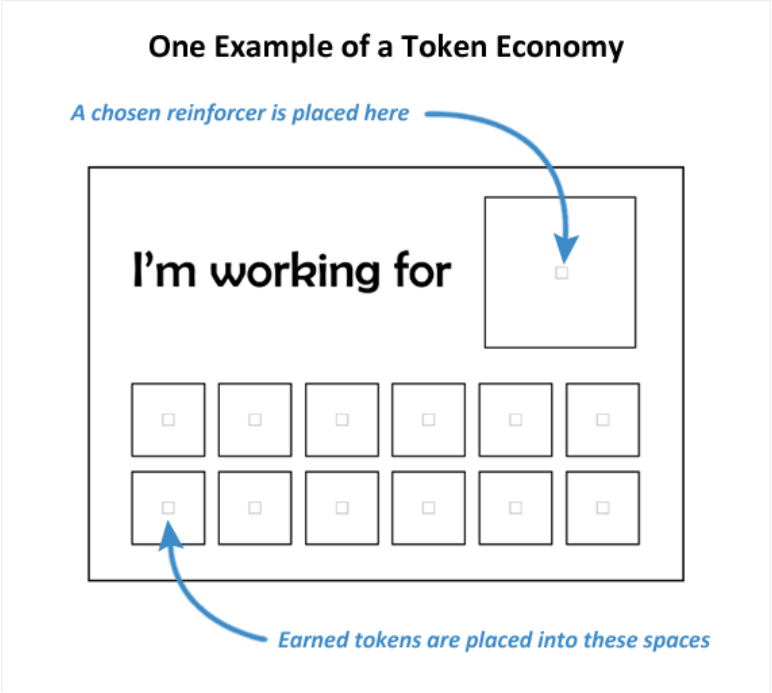
What do we need to create a Token Economy?

1. The **desirable target behaviors** to be strengthened.
2. The **tokens** to be used as conditioned reinforcers.
3. The **backup reinforcers** to be exchanged for tokens.
4. A reinforcement schedule for token delivery.
5. How many tokens are needed to be **exchanged** for the backup reinforcers.
6. **A time and place** for exchanging tokens for backup reinforcers.
7. In some cases, a **response cost** component, in which the undesirable target behaviors to be eliminated are identified, together with the rate of token loss for each instance of these behaviors.

C-12 IMPLEMENT TOKEN ECONOMY PROCEDURES

EXAMPLE:

1. **Target Behavior:** "attending" defined as making eye contact with the tutor for at least 3 seconds.
2. **Tokens to be used:** laminated "star stickers" placed on a "token board".
3. **Backup Reinforcers:** a 10 MIN break from academic tasks where he could play with preferred toys of his choice.
4. **Reinforcement Schedule:** He received 1 token every single time he engaged in the target behavior (made eye contact for 3 seconds).
5. **Rate of Token Exchange for Reinforcers:** a total of 10 tokens were required before he could earn a backup reinforcer.
6. **Time and Place to Exchange Tokens for Backup Reinforcers:** this was done immediately after 10 tokens had been earned. It was completed at the classroom desk.



C-12 IMPLEMENT TOKEN ECONOMY PROCEDURES

Advantages of a Token Economy:

- May be used to maintain performance over extended periods of time when the back-up reinforcer cannot be given immediately.
- Allow sequences of responses to be reinforced without interruption
- Maintain their reinforcing properties because of their relative independence of deprivation states.
- Are less subject to satiation effects
- A token economy is structured therefore there will be consistency with how positive reinforcement is delivered for target behaviours.

C-12 IMPLEMENT TOKEN ECONOMY PROCEDURES

Take into consideration: (unwanted effects)

- Be careful with larger scale token economy, it may be time consuming and take a lot of effort to organize and train staff to correctly implement it.
- Depending on the preferred backup reinforcers, it may be costly to purchase them.
- It's pertinent to check that 'the expected justify the time, effort and cost of conducting the program.

C-12 POP QUIZ

Which of the following is not a components of a token economy?

A. Back Up Reinforcers
B. Response Cost
C. Target Behavior
D. Negative Reinforcement
E. Tokens

C-12 POP QUIZ

Which of the following is not a components of a token economy?

A. Back Up Reinforcers
B. Response Cost
C. Target Behavior
D. Negative Reinforcement
E. Tokens

A. MEASUREMENT HOMEWORK

TASK C
C1-C12

Share your NOTES with us!!!!

At the end of each task, you will be prompted to do a summary of the complete chapter as **a class activity**, it will count as **20%** of your Final Grade, **Final Exam is 80%**

