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 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

D-Behavior Reduction

D-1 Identify essential components of a written behavior reduction plan.

D-2 Describe common functions of behavior.

We Teach in a Spanglish Way!!!

Vocabulary

1. **Intervening**: Interviniendo
2. **Self**: Propio
3. **Solely**: Solamente
4. **Matters**: Asuntos
5. **Inadvertently** : Sin Querer

D. BEHAVIOR REDUCTION

A behavior plan helps the behavior technician address behaviors effectively. Typically, the Behavior Analyst will develop the behavior plan and the behavior technician will implement it during ABA sessions.

D. BEHAVIOR REDUCTION

When analyzing the behavior, we must make sure these are:

- Clear
- Objective
- Concise

D-01 Identify the Essential Components of a Written Behavior Reduction Plan

D-01 IDENTIFY THE ESSENTIAL COMPONENTS OF A WRITTEN BEHAVIOR REDUCTION PLAN

There are 7 essential components of a written behavior reduction/intervention plan

1. Identify target behaviors
   - What are we intervening? Which are the behaviors?, how do they look like? (topographical definition)

2. Identify antecedent/consequence that maintains behavior.
   - Why is this behavior happening?

D-01 IDENTIFY THE ESSENTIAL COMPONENTS OF A WRITTEN BEHAVIOR REDUCTION PLAN

The essential components of a written behavior reduction/intervention plan

3. Identify functions of behaviors.
   - Automatic reinforcement: self-stimulatory
   - Getting attention from others
   - Getting access to items or activity
   - Avoidance/escape

4. Identify replacement behaviors.
   - How are we replacing this behavior? (Goals)

D-01 IDENTIFY THE ESSENTIAL COMPONENTS OF A WRITTEN BEHAVIOR REDUCTION PLAN

The essential components of a written behavior reduction/intervention plan

5. Identify/implement antecedent/consequence interventions and followed schedule for procure
   - Which are the interventions? Identify he procedure (DRA, DRO, Extinction, Reinforcement, etc.)

6. Identify crisis intervention plan. (if applies)
   - In case of a Crisis what should you do?

7. identify generalization, and maintenance procedures.
   - How do we generalize the new appropriate behaviors? and how we do maintain them?

D-01 POP QUIZ

Why is important to identify the essential components of a written Behavior Reduction Plan?

A. Because a behavior plan helps the behavior technician address behaviors effectively.

B. Because it help us identify functions of behavior

C. Because it give us the procedures we need to follow to intervene and reduce or replace behaviors.

D. All of the above

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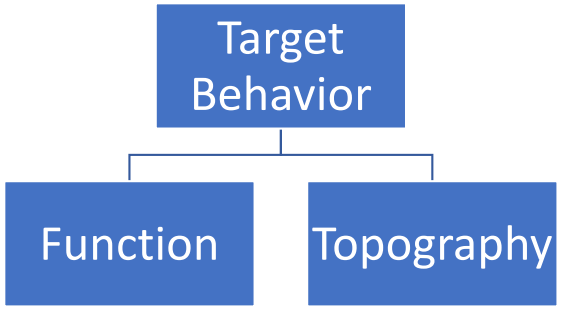
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D. BEHAVIOR REDUCTION

Target Behavior

- The response class selected for intervention. It can be defined either functionally or topographically
- Target Behavior must be a social significant behavior



D-02
Describe the common functions of behavior

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1. Function-Based Definition

Designated response as member of the target response class solely in term of their common effect on the environment. The function of a behavior defines “why?” is the behavior occurring.

- Response Class: Is a group of responses of a variety of topographies all of which produce the same effect on the environment.
- Example: tantrum, covering ear, eating ice-cream, etc.

D-02 Describe the common functions of behavior

2. Topography -Based Definition

Defines instances of the targeted response class by the shape or form of the behavior.

- *Why it matters:* Topography tells us what the behavior looks, sounds, and feels like. Topographical operational definitions should include objective descriptions of the behavior of interest.

- Magnitude: Refers to the force or intensity with which a response is emitted. The desired outcome of some behaviors is contingent to certain intensity or force.

    - Example: tone of voice, pressure on paper, force to brush your teeth, etc.

D-02 PART-1 POP QUIZ

The function of a behavior is:

A. The reason why the behavior is occurring.
B. The form the behavior is taking
C. The way in which the behavior affects a child's development
D. The degree that the behavior is problematic

D-02 PART-1 POP QUIZ

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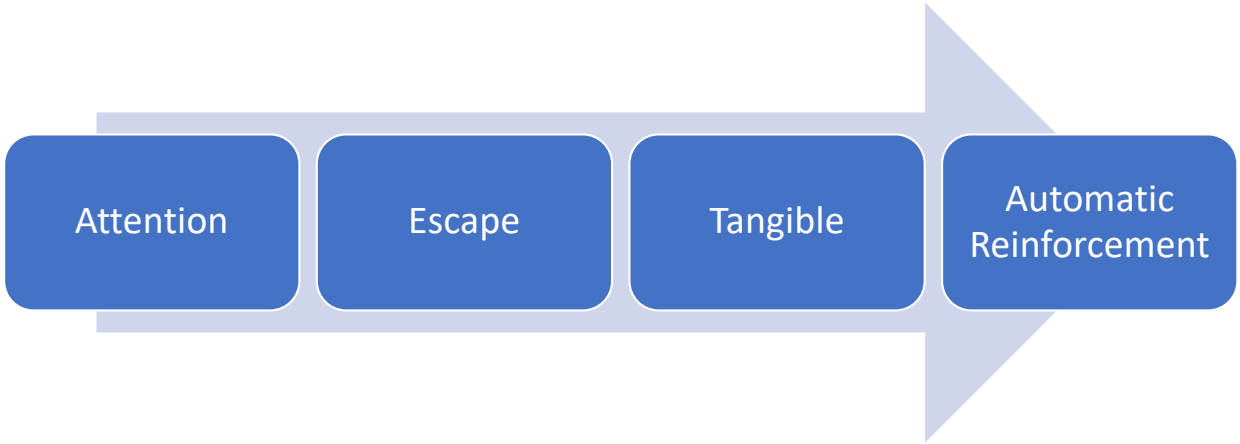
B. The form the behavior is taking

C. The way in which the behavior affects a child's development

D. The degree that the behavior is problematic

D-02 Describe the common functions of behavior

The four (4) common function of behavior are:



D-02 Describe the common functions of behavior

1. Attention:

   - The problem behavior often results in immediate attention from others

     - Example: Such as turn head, surprise facial expression, reprimands, attempts to soothe, counsel, etc.

- The reaction can serve to positively reinforce problem behavior (even if inadvertently), and the problem behavior is more likely to occur in the future under similar circumstance.

- The client perhaps does not have in his/her repertoire desirable ways to gain others' attention.

D-02 Describe the common functions of behavior

2. Tangible:

- Many behaviors result in access to reinforcing materials or other stimuli

➢ Examples:

- Pressing a button on the television remote changes the channel to a desired television show.
- Child may cry and tantrum until a favorite show is turn on, or iPad, parents' cell
- Stealing another child's candy produces access to the item take, etc.

D-02 Describe the common functions of behavior

3. Escape/Avoidance:

- Any behavior that primarily happens to avoid, delay, or end something unpleasant. Some escape behaviors primarily function to stop a demand or task in progress. Sometimes the response works to prevent something from happening in the first place.

  - Examples:
    - Turning around in class (to avoid academic activities)
    - Crying when presented with Homework (escaping activity)

- Escape behaviors tend to be very effective at getting exactly what the child wants–to escape! And we often reinforce this by letting them escape without realizing we are doing it.
  - Examples: if a Kid is removed from class for crying he is actually escaping that unwanted activity (class) and we are reinforcing his crying behavior by letting him scape

D-02 Describe the common functions of behavior

4. Automatic Reinforcement:

- Some behaviors do not depend on the action of the others to provide an outcome; some behaviors produce their own reinforcement.

  - Examples:
    - Thumb sucking might be reinforced by the physical stimulation of the hand or the mouth
    - Rocking back and furth
    - Big percentage of stereotypical behaviors such hand hand flapping, tip-toe walking, awkward eye-movement, etc.

- A behavior is assumed to be maintained by the automatic reinforcement only after social reinforcer (attention) have been ruled out

  - For example, the behavior occurs even the individual is alone.

D-02 PART-2 POP QUIZ

Results of a functional assessment using the reveals that a child engages in hand-biting when she is in a room by herself. The likely function of this behavior is: :

A. Attention

B. Accessing tangibles

C. Automatic reinforcement

D. Escape/avoidance

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