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-3 Implement interventions based on modification of antecedents such as motivating operations.

D-4 Implement differential reinforcement procedures.

We Teach in a Spanglish Way!!!

Vocabulary

1. **Abolishing**: Abolición
2. **Abative**: Abativo
3. **Availability**: Disponibilidad
4. **Diminish**: Disminuir
5. **Wiggle** : Menear
6. **Widely**:Ampliamente
7. **Withhold:** Aguantar, Retener
8. **Simultaneously:** Simultáneamente
9. **Raising:** Levantar**,** levantamiento



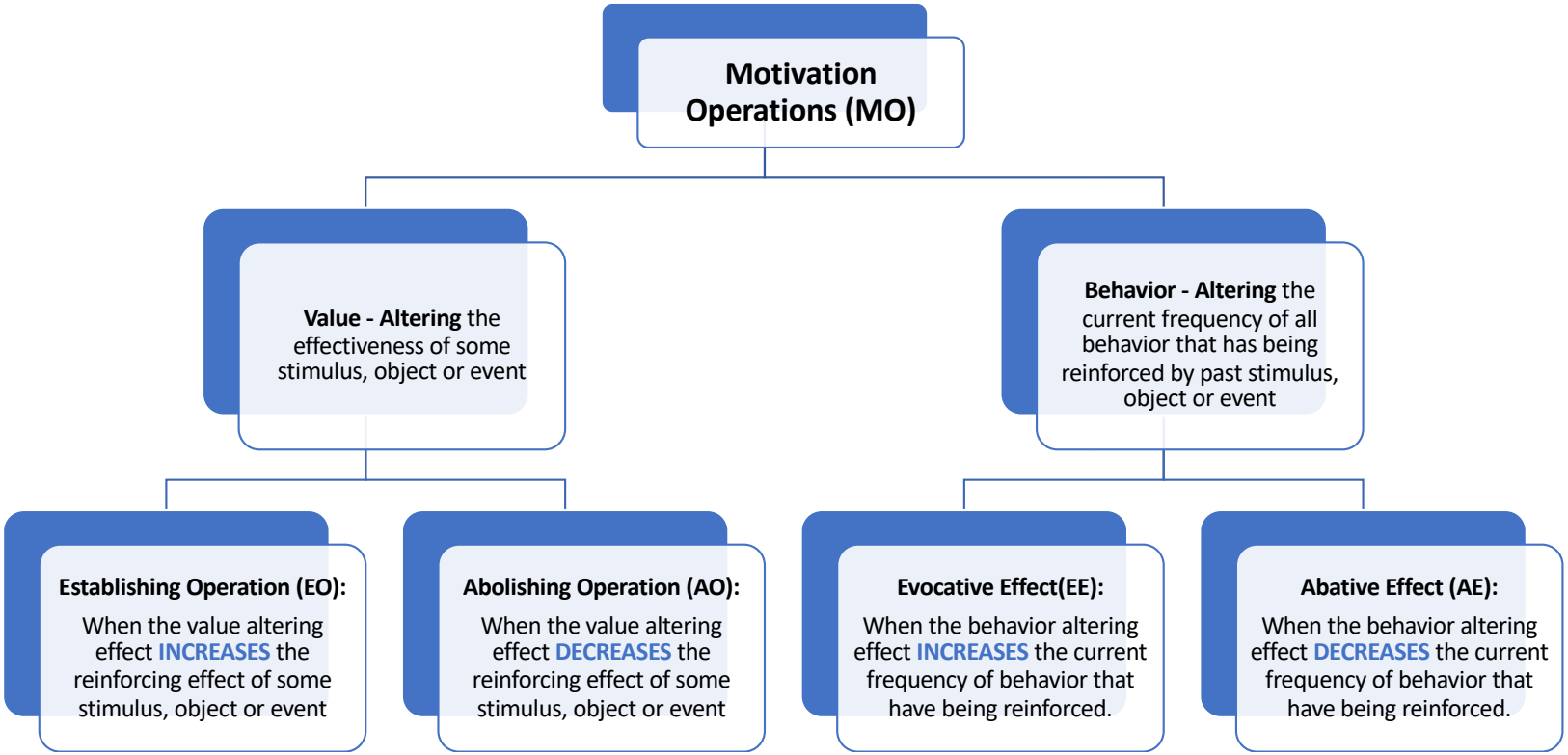
D. BEHAVIOR REDUCTION

4 Term Contingencies
MO- S- R- S

Antecedent interventions are designed to alter the environment before a behavior occurs.

D-03
Implement interventions based on modification of antecedents such as motivating operations and discriminative stimuli.

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Stimulus Discrimination (Sd) VS Motivation Operation (MO)

- A useful contrast: Sd are related to the differential of availability of a currently form of reinforcement for a particular behavior.

- MO are related to the differential reinforcing effectiveness of a particular type of environment event when the reinforcer is not available.

D-03 PART-1 POP QUIZ

Which of the following should be used first when dealing with problem behaviors:

A. Positive punishment
B. Extinction
C. Negative punishment
D. Antecedent interventions

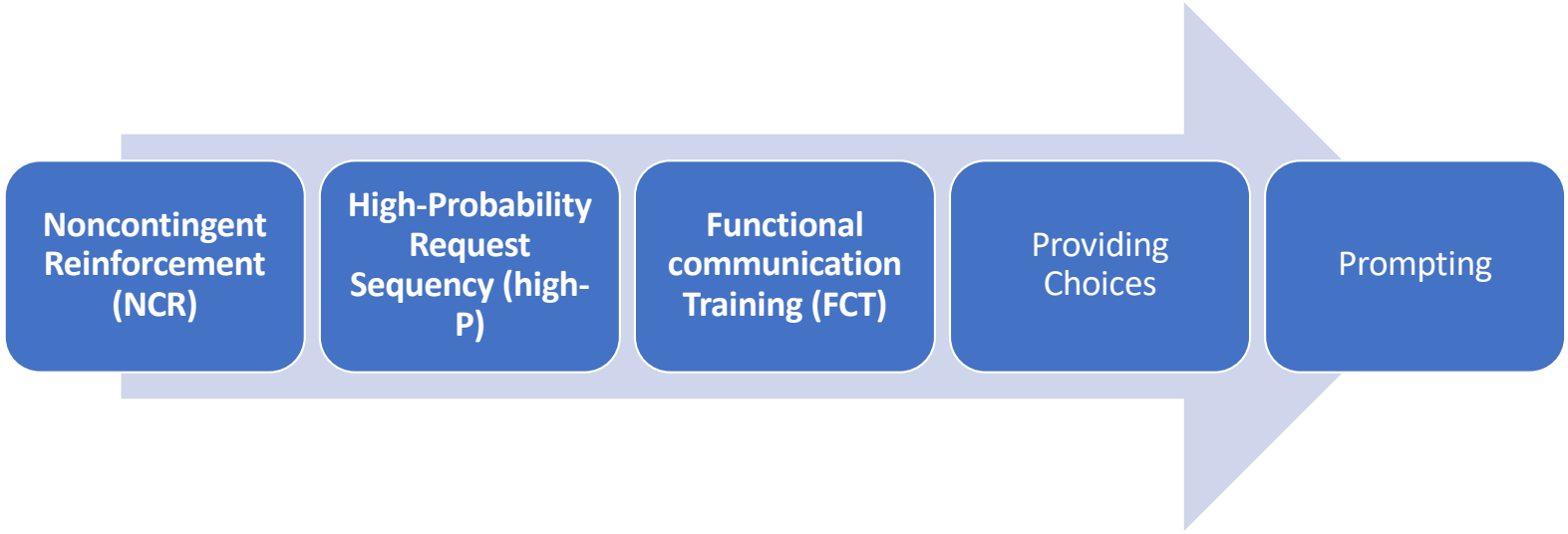
D-03 PART-1 POP QUIZ

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D-03 Implement interventions based on modification of antecedents such as motivating operations and discriminative stimuli.

Some Antecedent Interventions:



D-03 Implement interventions based on modification of antecedents such as motivating operations and discriminative stimuli.

Noncontingent Reinforcement (NCR):

- It is an antecedent intervention in which stimuli with known reinforcing properties are delivery on schedule (fixed-time or variable -time) independent of the learner's behavior.

- NCR may effectively diminish problem behaviors because the reinforcers that maintain the problem behavior are available freely and frequently, so this function as abolishing effect reducing the motivation to engage in problem behavior
  - Example: SIB with function of attention

D-03 Implement interventions based on modification of antecedents such as motivating operations and discriminative stimuli.

High-Probability Request Sequency:

AKAs: Interspersed requests = pre-task requests = behavioral momentum (the most common)=High-P

- When using a High-p requests, the teacher/therapist presents a series of EASY-TO-FOLLOW request for which the learner has a history of compliance; when the learner complies with several such high-p request, the teacher immediately gives the target request.

D-03 Implement interventions based on modification of antecedents such as motivating operations and discriminative stimuli.

High-Probability Request Sequency (EXAMPLE):

- **Problem behavior:** Emily refuses to put on her coat before going out for recess.
- **Target behavior:** Putting on coat
- **Intervention**: High-p requests:
  - Emily, touch your nose. [student response, teacher praise]
  - Wiggle your fingers. [student response, teacher praise]
  - Emily, pick up your coat. [student response, teacher praise]

(Low-p request • Put on your coat. [student response, teacher praise])

D-03 Implement interventions based on modification of antecedents such as motivating operations and discriminative stimuli.

Functional communication Training (FCT)

- Establishes an appropriate communicative behavior to compete with problem behavior in which the learner is trained to acquire an alternative behavior.
- FCT is an application of differential of reinforcement of alternative behavior (DRA) because the intervention develops an alternative response as an antecedent.
  - Examples: for behaviors such as aggression and tantrums that may serve all functions (tangible, attention, even automatic, and escape), the FCT might include: vocalizations, signs, communication board, words, picture cards, etc)

D-03 PART-2 POP QUIZ

Behaviors selected for a high-p request sequence should:

A. Be a part of the learner's current repertoire
B. Be new behavior(s) the learner has to acquire
C. Have a very long duration of occurrence
D. Be those behaviors with which the learner is not compliant

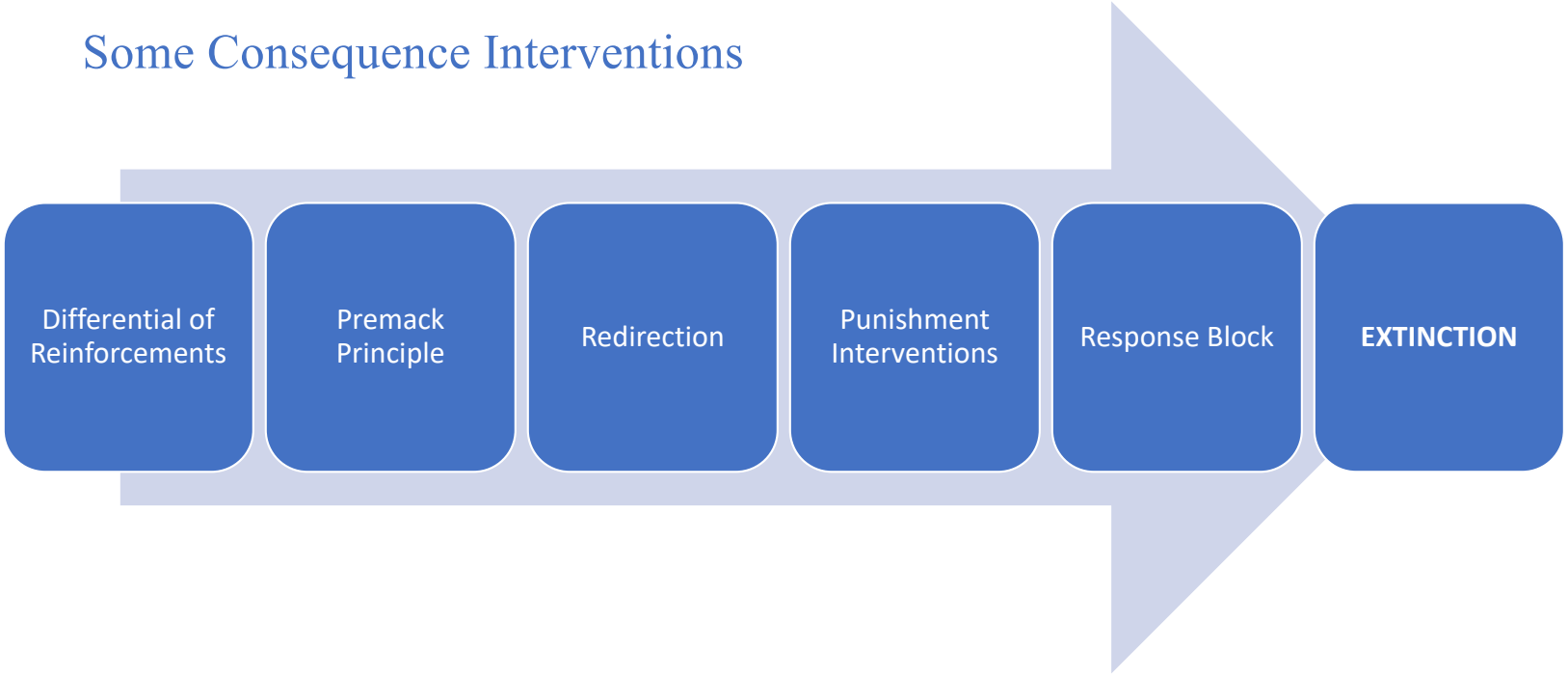
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D-04 Implement differential reinforcement procedures

Some Consequence Interventions

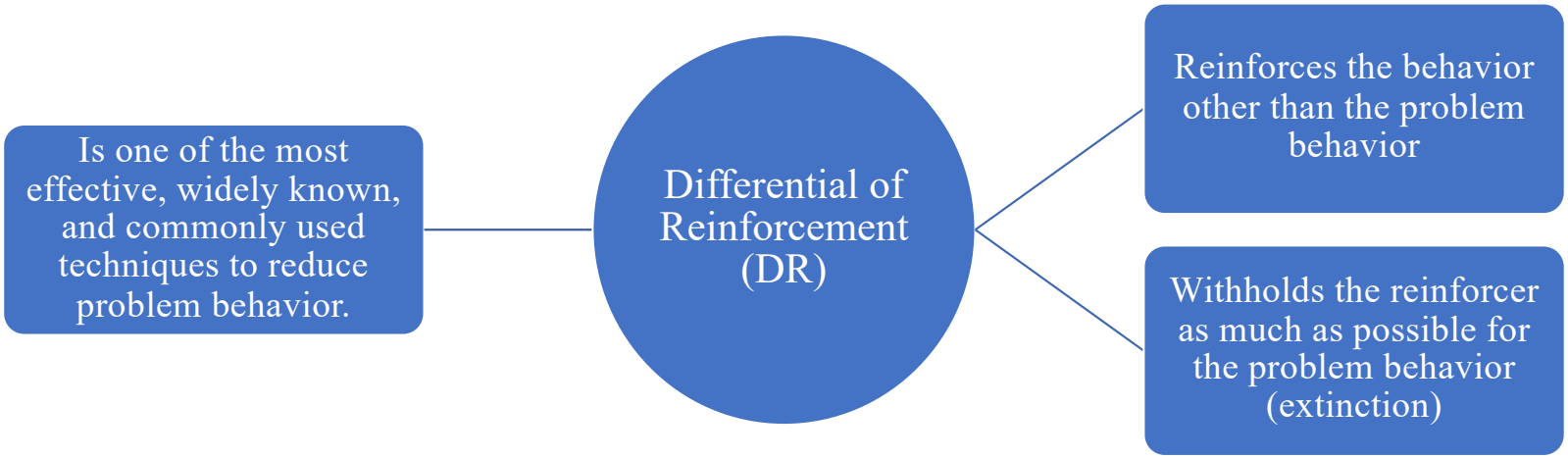


D. BEHAVIOR REDUCTION

Differential of reinforcement, entails reinforcing one response class and withholding reinforcement for another response class

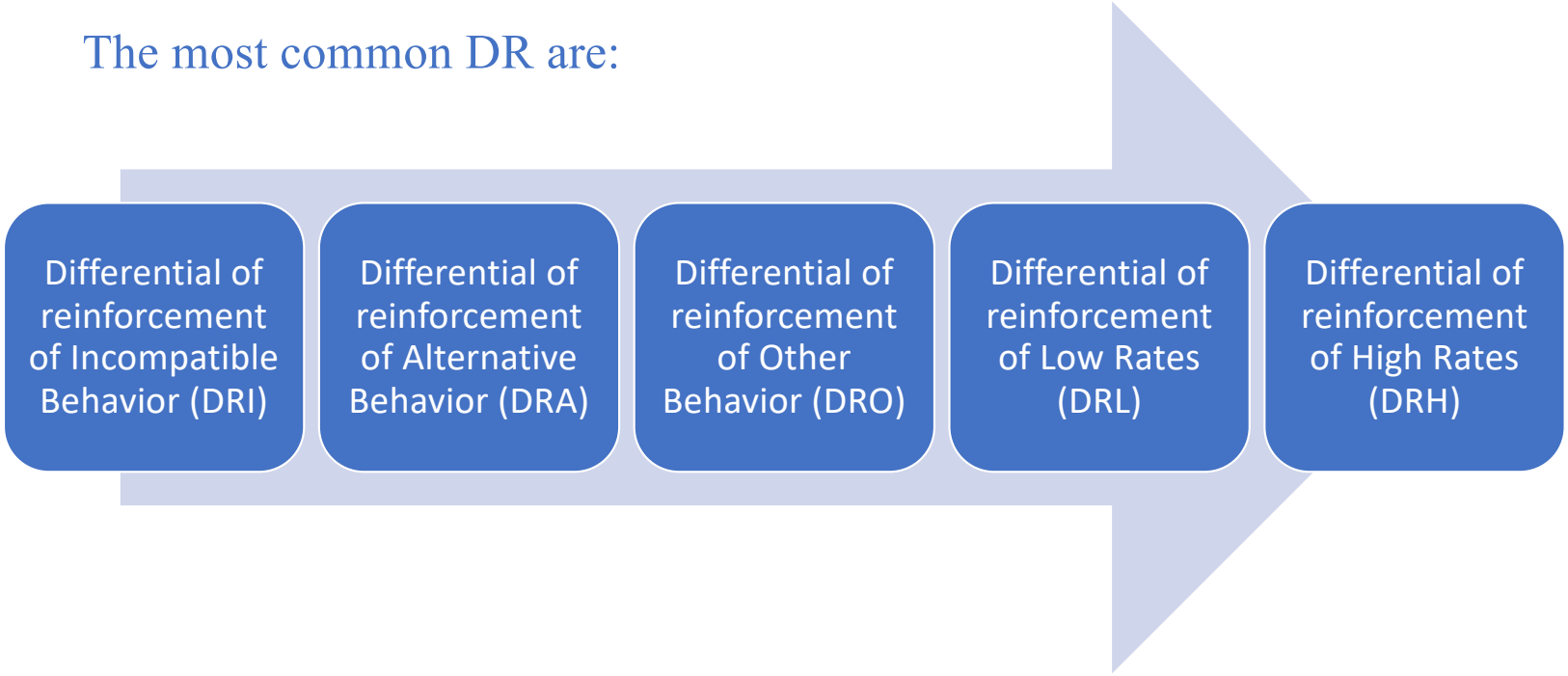
D-04
Implement differential reinforcement procedures (e.g., DRA, DRO).

D-04 Implement differential reinforcement procedures



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The most common DR are:



D-04 Implement differential reinforcement procedures

Differential of reinforcement of Incompatible Behavior (DRI):

DRI reinforces a behavior that cannot occur simultaneously with the problem behavior and withhold reinforcement of the problem behavior

- Example: Bx: Out seat
  - Reinforce the seat behavior and
  - Withhold out seat behavior

- Example: Bx Hitting in a line
  - Reinforce hands inside pocket and
  - Withhold hitting in the line

Topographically distinct means is impossible to emit both behavior at the same time

D-04 Implement differential reinforcement procedures

Differential of reinforcement of Alternative Behavior (DRA):

- DRA reinforces occurrences of a behavior that provides desirable alternative to the problem behavior but not necessarily incompatible with it.
- The alternative behavior occupies the time that the problem behavior would ordinarily use.
- The alterative behavior and the problem behavior are not topographically incompatible.

D-04 Implement differential reinforcement procedures

Differential of reinforcement of Alternative Behavior (DRA):

- Example: Pushing behavior to gain attention (problem behavior) and saying the name (alternative behavior)
  - Reinforce when saying name (alternative)
  - Withhold when pushing

- Example: Throwing homework paper to escape from the activity (problem bx) and say break-please (the alternative)
  - Reinforce when saying break (alternative)
  - Withhold when throwing homework

D-04 Implement differential reinforcement procedures

Differential of reinforcement of Other Behavior (DRO):

- DRO delivers reinforcer whenever the problem behavior hast not occur (reinforcing properties are delivery on schedule (fixed-time or variable -time)
- AKA DRO= Differential Reinforcement of Zero responding =Omission Training

* *Be careful to not reinforce other inappropriate behavior**

- Example: Child always looking mother for attention, then mother reinforces when child is playing with his/her toys
  - Reinforce when playing by himself, with toys (other BX).
  - Withhold when inappropriate looking for attention.

D-04 Implement differential reinforcement procedures

Differential of reinforcement of Low Rates (DRL):

- DRL is used to reduce the rate of a behavior that occurs to frequently, but no to eliminate the behavior entirely. (Excessive talking , eating, bathing, etc)

➢ Example: A student that raising hand or going to teacher's desk to ask for help during independent seatwork. These behaviors are good but too much becomes a problem.

- Reinforce only 2 times in class when raising hand (lowering Bx).
- Withhold when raising hand happens too often.

D-04 Implement differential reinforcement procedures

Differential of reinforcement of High Rates (DRH):

- DRH is used to increase the rate of a behavior that does not occurs as frequently as it should be. For example, comments such as "please" and "thank you" might be something they know but use infrequently. With DRH, you reinforce the client for using these comments at a higher rate.

➢ Example: A student knows how to make his bed but he frequently forgets. It is important to his parents that he makes his bed every day. You can use DRH and reinforce if he makes his bed at least 3 times in a week.

- Reinforce when he makes his bed 3 times (To increase Bx).
- Withhold when he makes his bed less than 3 times.

D-04 PART-1 POP QUIZ

DRO interventions:?

A. Provide reinforcement for a specific alternative behavior

B. Provide reinforcement for slowly increasing occurrences of a behavior

C. Provide reinforcement for incompatible behaviors

D. Provide reinforcement for not doing a specific response.

D-04 PART-1 POP QUIZ

DRO interventions:?

A. Provide reinforcement for a specific alternative behavior

B. Provide reinforcement for slowly increasing occurrences of a behavior

C. Provide reinforcement for incompatible behaviors

D. Provide reinforcement for not doing a specific response.

D-04 PART-2 POP QUIZ

Which procedure recommends that the reinforcement is to be provided in small incremental steps to facilitate sustained behavior change?

A. Differential Reinforcement of **Alternative** Behavior
B. Differential Reinforcement of **Other** Behavior
C. Differential Reinforcement of **Lower** Rates go Behavior
D. Differential Reinforcement of **Incompatible** Behavior

D-04 PART-2 POP QUIZ

Which procedure recommends that the reinforcement is to be provided in small incremental steps to facilitate sustained behavior change?

A. Differential Reinforcement of **Alternative** Behavior
B. Differential Reinforcement of **Other** Behavior
C. **Differential Reinforcement of Lower Rates go Behavior**
D. Differential Reinforcement of **Incompatible** Behavior