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-3 Use contingencies of reinforcement (e.g., conditioned / unconditioned reinforcement, continuous / intermittent schedules).

C-4 Implement discrete-trial teaching procedures.

C-5 Implement naturalistic teaching procedures (e.g., incidental teaching).

We Teach in a Spanglish Way!!!

Vocabulary

1. **Likelihood**: Probabililidad
2. **Increases:** Aumenta
3. **Decreases:** Disminuye
4. **Deprivation:** Privación
5. **Immediacy:** Inmediatez
6. **Schedule:** Horario
7. **Discernible:** Discernible
8. **Encouraging:** Alentador

C. SKILL ACQUISITION

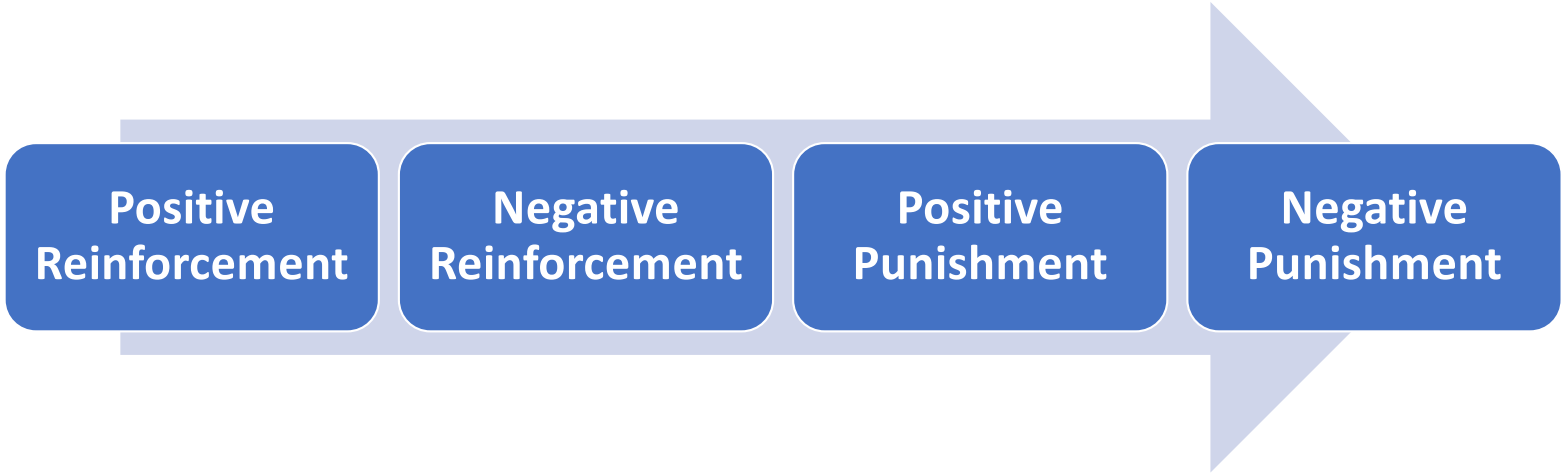
3 Principles of ABA **#Consequences**

- **Reinforcement: increases the future frequency of Behavior**
- **Punishment: Reduces the future frequency of Behavior**
- Extinction: Withholds a previously reinforced behavior

C-03
Use contingencies of reinforcement.

C-03 Use contingencies of reinforcement.

Tyoes of Conditioned reinforcement:



C-03 Use contingencies of reinforcement.

Types of Conditioned reinforcement:

Positive Reinforcement- the addition of a stimulus which increases the likelihood that a behavior will occur again in the future (Cooper, Heron, and Heward, 2007)

C-03 Use contingencies of reinforcement.

Types of Conditioned reinforcement:

Negative Reinforcement- Negative reinforcement involves the removal of a stimulus which increases the likelihood that a behavior will occur again in the future (Cooper, Heron, and Heward, 2007).

C-03 Use contingencies of reinforcement.

Types of Conditioned reinforcement:

Positive Punishment-Presentation of a stimulus (or an increase in the intensity of an already present stimulus) immediately following a behavior that results in a decrease in the frequency of the behavior. (Cooper, Heron, and Heward.)

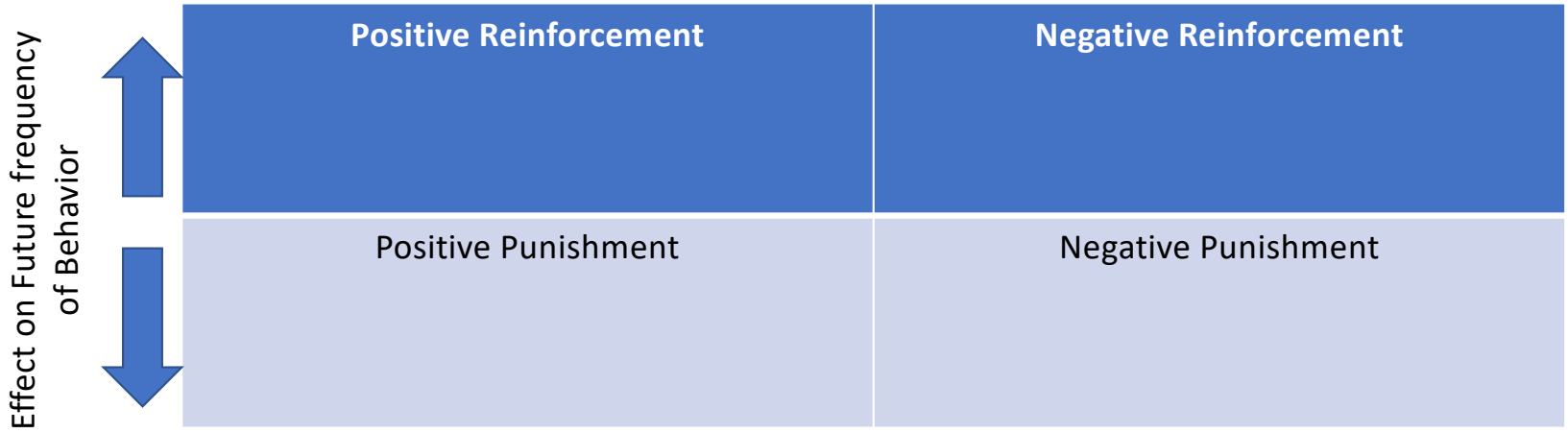
C-03 Use contingencies of reinforcement.

Types of Conditioned reinforcement:

Negative Punishment- is defined as what happens when “a response behavior is followed immediately by the removal of a stimulus (or a decrease in the intensity of the stimulus), that decreases the future frequency of similar responses under similar conditions”, (Cooper, Heron, Heward, 2007 p. 700).

C-03 Use contingencies of reinforcement.

Reinforcement and Punishment



C-03 PART 2 POP QUIZ

You provide a child a piece of candy each time she signs candy. The child is more likely to sign candy to obtain it. This is involving the process of

A. Positive reinforcement

B. Positive punishment

C. Negative reinforcement

D. Negative Punishment

C-03 PART 2 POP QUIZ

You provide a child a piece of candy each time she signs candy. The child is more likely to sign candy to obtain it. This is involving the process of

A. Positive reinforcement

B. Positive punishment

C. Negative reinforcement

D. Negative Punishment

C-03 Use contingencies of reinforcement.

Variables for reinforcer effectiveness:

- **D**-Deprivation
- **I- Immediacy**
- **S**- Size
- **C**-Contingency

C-03 Use contingencies of reinforcement.

Schedules of Reinforcement:

A schedule of reinforcement is a protocol or set of rules that a teacher will follow when delivering reinforcers. Schedules of reinforcement can be continuous or intermittent.

C-03 Use contingencies of reinforcement.

Continuous/Intermittent schedules



Continuous schedules: The desired behavior is reinforced every single time it occurs. (1:1 Ratio)



Intermittent schedule: A contingency of reinforcement in which some, but not all, occurrences of the behavior produce reinforcement. (Behavior is reinforced every so often)

C-03 Use contingencies of reinforcement.

Schedules of Reinforcement:

Continuous reinforcement schedules are more often used when teaching new behaviors, while intermittent reinforcement schedules are used when maintaining previously learned behaviors (Cooper et al. 2007).

Note: a behavior is more difficult to put in extinction when is maintained by various/intermittent reinforcement schedule

C-03 Use contingencies of reinforcement.

Schedules of Reinforcement:

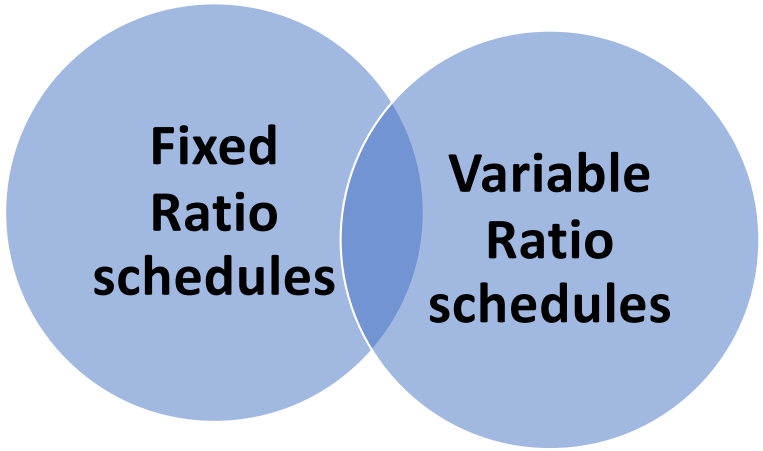
Schedules	key
Fixed-Ratio (FR) Schedule	Fixed responses
Fixed Interval (FI) Schedule	Fixed time
Variable-Ratio (VR) schedule	Variable responses
Variable-Interval (VI) schedule.	Variable time

***Ratio=Response
***Interval =Time

C-03 Use contingencies of reinforcement.

Ratio Schedule

Ratio schedule require a **certain number of operant responses** (e.g., 10 responses) to produce the next reinforcer.



C-03 Use contingencies of reinforcement.

Ratio Schedule

Fixed Ratio schedules support a high rate of response until a reinforcer is received, after which a discernible pause in responding may be seen, especially with large ratios.

- People who are paid on a "commission" basis may work feverously to reach their sales quota, after which they take a break from sales for a few days.

C-03 Use contingencies of reinforcement.

Ratio Schedule

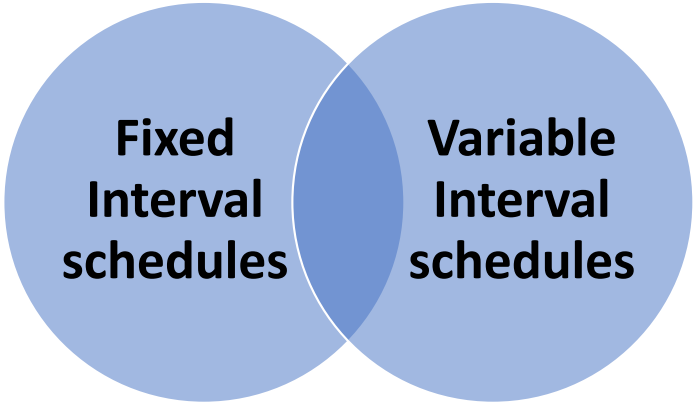
Variable Ratio schedules support a high and steady rate of response.

- the gambler who persistently inserts coins and pulls the handle of a "one-armed bandit."

C-03 Use contingencies of reinforcement.

Interval Schedule

Interval schedules require a **minimum amount of time** that must pass between successive reinforced responses (e.g. 5 minutes). Responses which are made before this time has elapsed are not reinforced.



C-03 Use contingencies of reinforcement.

Interval Schedule

Fixed Interval schedules produce an accelerated rate of response as the time of reinforcement approaches.

- Students' visits to the university library show a decided increase in rate as the time of final examinations approaches.

C-03 Use contingencies of reinforcement.

Interval Schedule

Variable Interval schedules produce a steady rate of response.

- Presses of the "redial" button on the telephone are sustained at a steady rate when you are trying to reach your parents and get a "busy" signal on the other end of the line.

C-03 PART 3 POP QUIZ

Ratio Schedules are based on

A. The passage of time.

B. The number of responses.

C-03 PART 3 POP QUIZ

Ratio Schedules are based on

A. The passage of time.

B. The number of responses.

C. SKILL ACQUISITION

Discrete Trial Training (DTT) is an intervention strategy characterized by its highly structured, one-on-one teaching environment in which tasks are broken down and taught in small increments.

C-04
Implement discrete-trial teaching procedures.

C-04 IMPLEMENT DISCRETE-TRIAL TEACHING PROCEDURES.

Within DTT, each trial has a very specific set of steps that are clearly defined and scripted, and always need to be followed.

Clearly defined steps allow the Instructors and program supervisors to identify what specific teaching methods or “tactics” are working and which ones are not.

C-04 IMPLEMENT DISCRETE-TRIAL TEACHING PROCEDURES.

DTT is typically conducted with a teacher and learner seated adjacent to one another at a table. There are four parts of DTT that are presented in the following order:

1. Discriminative Stimulus

    -Errorless Teaching (when teaching a new Skill)

1. Child Response
2. Consequence
3. Intertrial Interval

C-04 IMPLEMENT DISCRETE-TRIAL TEACHING PROCEDURES.

1. Discriminative Stimulus is a brief, clear instruction or question that is relevant and appropriate to the Task

Before delivering the discriminative stimulus, it is imperative that the learner's attention is gained.

Examples of a discriminative stimulus can be:

- "Do this."
- "What is this?"
- "Read."

C-04 IMPLEMENT DISCRETE-TRIAL TEACHING PROCEDURES.

2. Child Response

The child response is the behavior the child exhibits in response to the discriminative stimulus. The response must be clearly described and observable.

When the discrete-trial procedure is written out, the behavior is defined clearly such as “Liz will point to the correct colored card”

C-04 IMPLEMENT DISCRETE-TRIAL TEACHING PROCEDURES.

3. Consequence

The consequence is a stimulus change that occurs after the response that either increases or decreases the future frequency of the behavior.

Correct responses receive positive reinforcement which may be in the form of verbal praise and/or through a token economy or delivery of tangible reinforcers like sweets.

For incorrect responses, correction procedure would be followed by the teacher to show the child what the correct response was. This correction would use a pre-chosen prompt to guide the child and help them understand what the correct response was. NO reinforcement is given, even after the correction..

C-04 IMPLEMENT DISCRETE-TRIAL TEACHING PROCEDURES.

4. The intertrial interval is a 3-5 second pause between the consequence and presentation of the discriminative stimulus signifying a new trial.

***The same discriminative stimulus is often used for every trial until the learner makes a connection between the direction and the response. After that skill is learned then you change to a different stimulus

C-04 IMPLEMENT DISCRETE-TRIAL TEACHING PROCEDURES.

- Discrete Trial One (Example) Teaching Colors

1. Teacher places one red and one blue card on the table in front of Liz
2. The teacher then says “point to red”
3. Liz responds by pointing to the red card
4. The teacher would say “That’s right! Great job!”
5. There would be a very short pause before a new discrete trial would begin



"ThigPhoto by Unknown Author is licensed under CC BY

C-04 IMPLEMENT DISCRETE-TRIAL TEACHING PROCEDURES.

- Discrete Trial Two (Example) Teaching Colors

1. Teacher places one red and one blue Toy on the table in front of Liz
2. The teacher then says “point to the red toy”
3. Liz responds by pointing to the red toy
4. The teacher would say “You’re right! That’s Brilliant!”
5. There would be a very short pause before a new discrete trial would begin



ThigPhoto by Unknown Author is licensed under CC BY

C-04 IMPLEMENT DISCRETE-TRIAL TEACHING PROCEDURES.

In the initial stages of teaching using DTT, a **prompt** is sometime added between the discriminative stimulus and the child response. This prompt assists the learner in engaging in the correct response and may take the form of a visual, gestural, or physical prompts. This is called Errorless Teaching

What is an Errorless Teaching?

Prompts are supplemental teaching aids

C-04 POP QUIZ

In the DTT steps, when is errorless teaching applied?

A. Before the consequence
B. Before the Discriminative Stimulus
C. After the SD
D. After the consequence

C-04 POP QUIZ

In the DTT steps, when we are teaching a new skill where is errorless teaching applied?

A. Before the consequence

B. Before the Discriminative Stimulus

C. After the SD

D. After the consequence

C. SKILL ACQUISITION

Naturalistic teaching strategies: use of child-initiated interactions to teach functional skills in the natural environment. This intervention requires providing a stimulating environment, modeling play, providing choices, encouraging conversation and rewarding reasonable attempts.

C-05 Implement naturalistic teaching procedures

C-05 Implement naturalistic teaching procedures

Incidental teaching: a systematic form of instruction that is provided in the context of natural environment (NET)

A natural environment is arranged to attract children to desired materials and activities

C-05 Implement naturalistic teaching procedures

- Incidental Teaching (Example) Teaching Colors

A natural environment is arranged to attract children to desired materials and activities (place items on the playground)

• The child “initiates” the teaching process by indicating an interest in an item or topic (kid reaches for the red boat)

• The RBT uses the child’s initiation as an opportunity to prompt a comment (“ I love that boat what color is it ?”)

• The child’s correct response to the teacher’s prompt results in an immediate reinforcement. (“great Job”)



C-05 POP QUIZ

In naturalistic teaching we use a contrived environment, and we plan everything ahead of time.

A. True.

B. False.

C-05 POP QUIZ

In naturalistic teaching we use a contrived environment, and we plan everything ahead of time.

A. True.

B. False.