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

C-Skill Acquisitions

C-4 Implement discrete-trial teaching procedures.

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

C-6 Implement task analyzed chaining procedures.

We Teach in a Spanglish Way!!!

Vocabulary

1. **Discriminative Stimulus:** Stimulo descriminativo
2. **Matching to Sample:** Pareamiento, Enlazar dos figuras identicas o por concepto.
3. **Chaning**: Encadenamiento.
4. **Forward**: hacia delante.
5. **Backward**: hacia detras.

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



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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



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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. Inorder to avoid errors.

- **What is an Errorless Teaching?**
  - It is an instructional strategy that ensures children always respond correctly
  - As each skill is taught, children are provided with a prompt or cue immediately following an instruction. The immediate prompt prevents any chance for incorrect responses.

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

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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.

C-06 Implement task analyzed chaining procedures.

Task Analysis: a list of written out steps that contain all of the components necessary to complete the task.

Chaining: Refers to various methods for linking specific sequences of stimuli and responses to form new performance.

C-06 Implement task analyzed chaining procedures.

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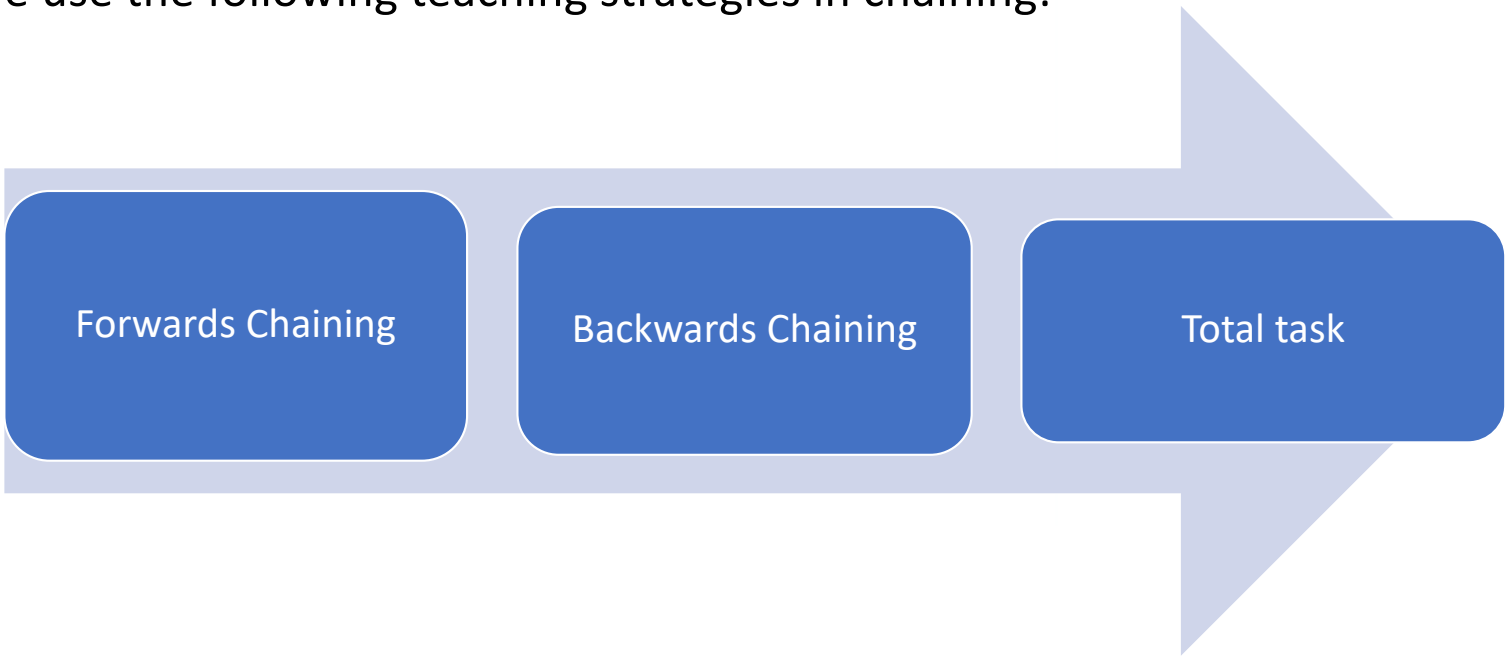
- **Task Analysis:** a list of written out steps that contain all of the components necessary to complete the task

Steps to watch your HANDS

1. Turn on right faucet
2. Place hands under water
3. Dispense soap
4. Rub palms to count of 5
5. Rub back of left hand to count of 5
6. Rub back of right hand to count of 5
7. Turn off water
8. Take paper towel
9. Dry hands to count of 5
10. Throw paper towel away

C. SKILL ACQUISITION

We use the following teaching strategies in chaining:



C. SKILL ACQUISITION

Forward chaining:

- The behaviors identified in the task analysis are taught in their naturally occurring order. For example: step 1, then step 2, then step 3, and so on

C. SKILL ACQUISITION

Backward chaining:

All behaviors identified in the task analysys are initially completed by the trainer, except for the final behavior in the chain; in which the learner performs the final behavior in the sequence gaining the reinforcement.

C. SKILL ACQUISITION

Total task presentation:

This is actually a type of forward chaining procedure. What makes this different is that the child is being taught to complete all of the steps throughout the entire task analysis on each presentation.

C. SKILL ACQUISITION

How to know which procedure to use?

- Choosing which procedure to use is based on the number of steps the learner can complete either partially or independently now.

- Each task analysis is individualized specifically to each child, so what one child may be able to complete in 8 steps, another is able to complete in 100.

- Revisions to task analysis should be made depending on the child's progress.

C-06 POP QUIZ

Which of the following is NOT a type of chaining procedure

A. Backward Chaining
B. Task Analysis
C. Total Task Presentation
D. Forward Chaining

C-06 POP QUIZ

Which of the following is NOT a type of chaining procedure

A. Backward Chaining

B. Task Analysis

C. Total Task Presentation

D. Forward Chaining