

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 the 40-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

B-Assessment

B-1 Conduct preference assessments.

B-2 Assist with individualized assessment procedures (e.g., curriculum-based, developmental, social skills).

B-3 Assist with functional assessment procedures.

We Teach in a Spanglish Way!!!

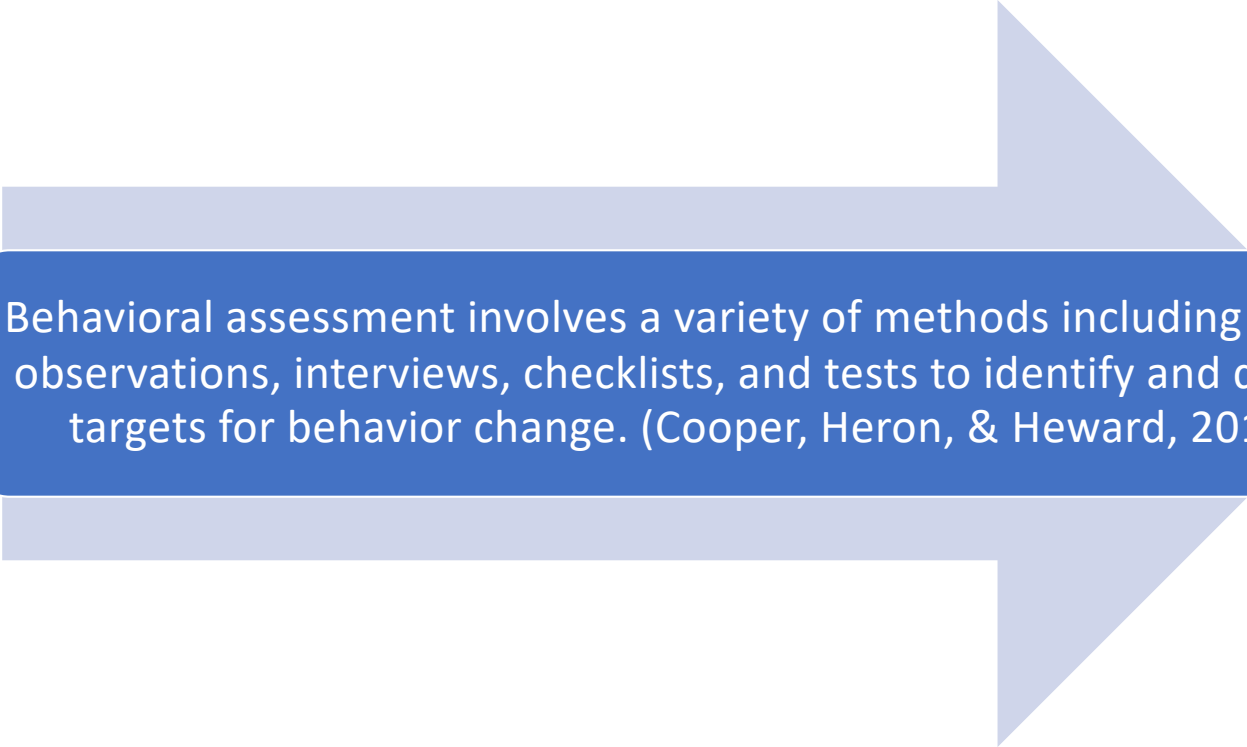
Vocabulary

1. **Targets** : Objetivos
2. **Strengths** : Fortalezas
3. **Resources** : Recursos
4. **Contingencies** : Contingencias
5. **Reinforcers**: Reforzadores
6. **Choice**: Elección
7. **Rank**: Rango
8. **Contrived**: Artificial
9. **Unobtrusively** : Discretamente
10. **Allocates**: Asignar
11. **Engage**: Comprometer
12. **Array**: Formación
13. **Item**: Artículo/objeto



B. ASSESSMENT

(Definition)



Behavioral assessment involves a variety of methods including direct observations, interviews, checklists, and tests to identify and define targets for behavior change. (Cooper, Heron, & Heward, 2014)

B. ASSESSMENT

(Definition)

Additionally, assessments in ABA should include procedures that lead to gathering information related to identifying an individual's resources, strengths, abilities, support systems, competing behavior contingencies, and potential reinforcers.

B. ASSESSMENT

What is Preference Assessment?

- A set of procedures used to determine if one or more stimuli **MAY** function to increase the rate of a specific behavior or behaviors when delivered following the occurrence of that behavior.



B-01
Conduct preference
assessments.

B-01 Conduct preference assessments.

1. Ask The Person

Open ended
questions

Choice format

Rank-ordering

B-01 Conduct preference assessments.

1. Ask The person

Open ended questions: Ask the student “what do you want” or “What do you like to do in your free time”



B-01 Conduct preference assessments.

1. Ask The person

Choice format: Ask the student “would you rather have things to eat like popcorn, chips or cookies or would you rather have things to do like art projects.



B-01 Conduct preference assessments.

1. Ask The person

Rank-ordering: give the student a list of items and activities that are available and ask them to number them from 1-10 with 1 being their most favorite and 10 their least



B-01 Conduct preference assessments.

2. Observe the client

Contrived Free Operant

Naturalistic Observation

B-01 Conduct preference assessments.

2. Observe The Client

Contrived Free Operant: The learner is exposed to a variety of reinforcers and the observer watches to see which one of the reinforcers the learner chooses.



B-01 Conduct preference assessments.

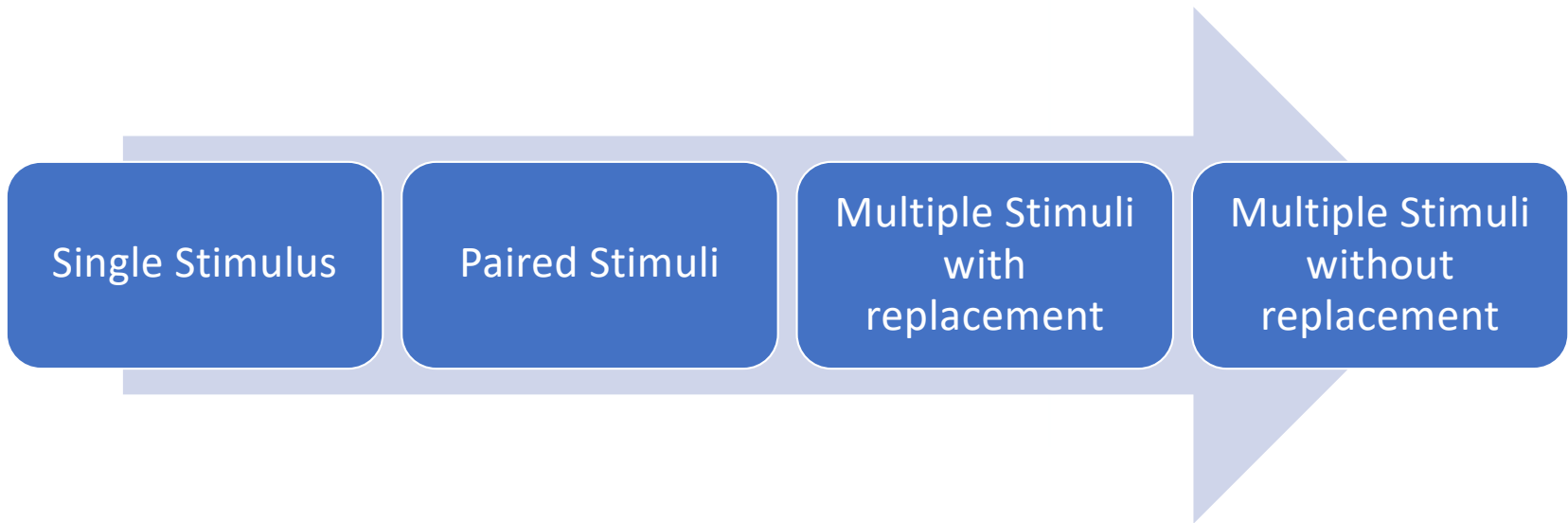
2. Observe The Client

Naturalistic Observation: as unobtrusively as possible, the observer notes how the learner allocates his time and records the number of minutes the learner devotes to each activity.



B-01 Conduct preference assessments.

3. Trial Based



B-01 Conduct preference assessments.

3. Trial Based

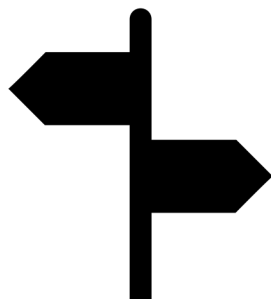
Single Stimulus: present items one at a time and record student reaction. Record if the student approached the item or rejected the item and if accepted the amount of time engaged with the item



B-01 Conduct preference assessments.

3. Trial Based

Paired Stimuli: present two items simultaneously and record which item the student chooses. Present every possible pair of stimuli. (Force choice)



B-01 Conduct preference assessments.

3. Trial Based

Multiple Stimuli WITH replacement: In the multiple stimuli with replacement procedure, the item chosen by the learner remains in the array of items that were not selected.



B-01 Conduct preference assessments.

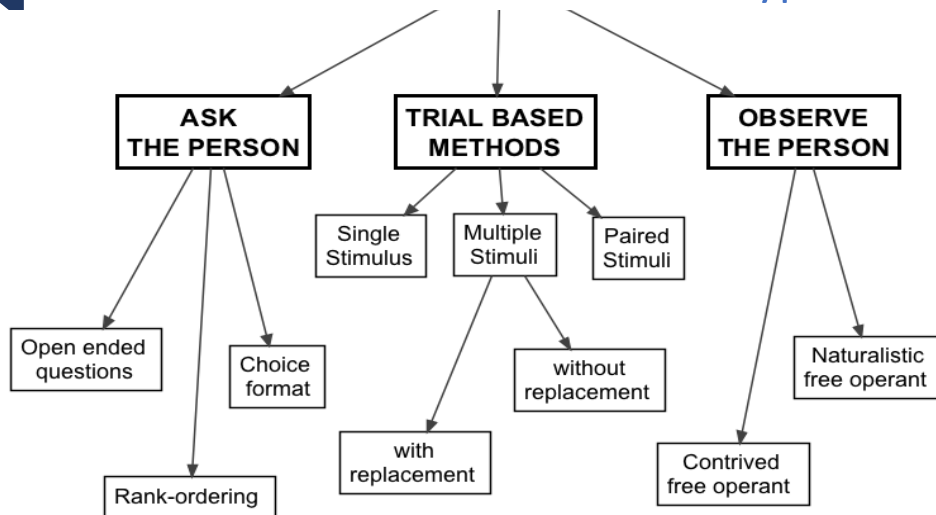
3. Trial Based

Multiple Stimuli **WITHOUT** replacement: In the multiple stimuli without replacement procedure, the item chosen by the learner is removed from the array of items that were not selected.

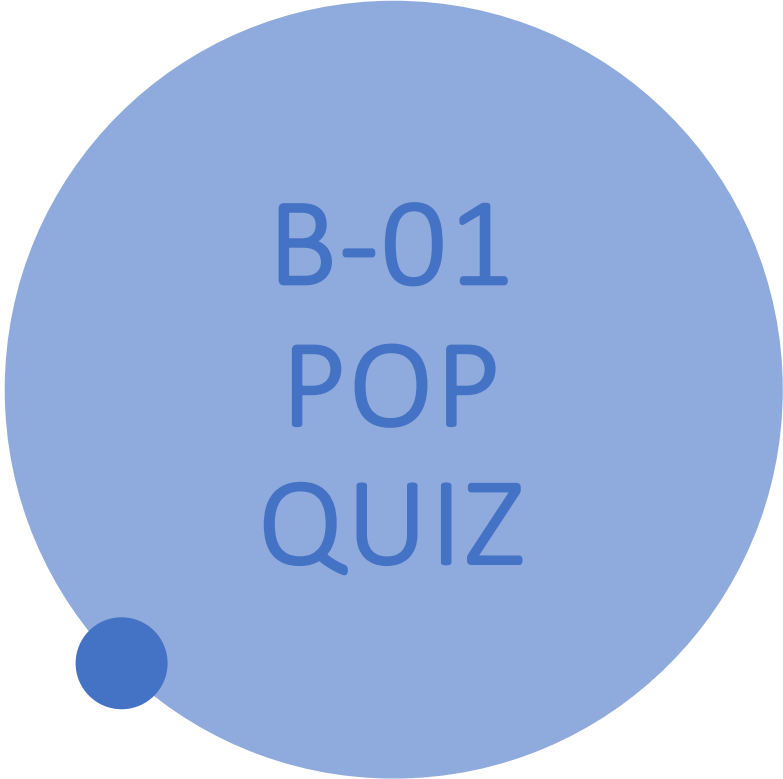


B. ASSESSMENT

Preference Assessments Types



B-01
Conduct preference
assessments.

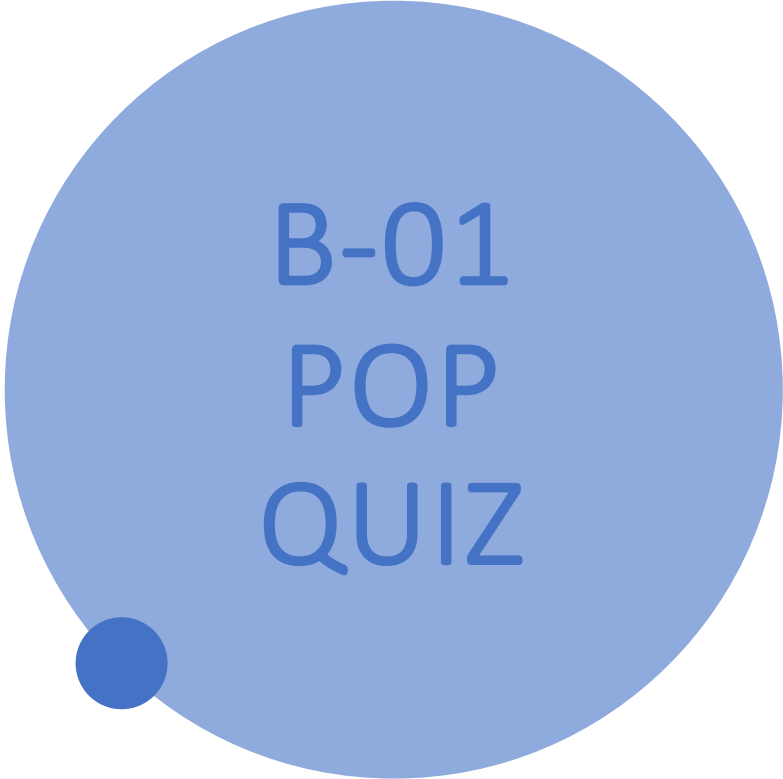


B-01
POP
QUIZ



Which of the following Preference Assessments
is a **Forced Choice** Assessment?

- A) Present Toy for 2 min and record if the learner accepted the item and the duration played with it.
- B) Simultaneous presentation of two toys and individual asked to choose one.
- C) Obtain info from the individual's Teacher
- D) Chosen Toy remains in the array and all the items are rearranged and presented again.



B-01
POP
QUIZ



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B. ASSESSMENT

There are many assessment tools used to determine skill acquisition goals, objectives, future curriculum and interventions.



Under the supervision of a BCBA an RBT will be trained to run and collect data using these assessments.



The BCBA will then review the results and design programs to address the necessary skill deficits.

B-02
Assist with
individualized
assessment
procedures.

B-02 Assist with individualized assessment procedures.

1. Help complete Curriculum-Based Measurement (CBM):

CBM are a method BCBA's, and teachers use to find out how clients are progressing in Basic Academic Areas, Social Skills, Developmental, Daily Living Skills.

B-02 Assist with individualized assessment procedures.

1. Help complete Curriculum-Based Measurement (CBM):

The RBT observes and reports if the child can complete the task and fill in probing sheet/grid, then report to Behavior Analyst/Supervisor

The following assessments are commonly used within our practice:

- BASC-3
- VB-MAPP
- AFLS
- Vineland

B-02 Assist with individualized assessment procedures.

2. Record ABC data collection

An ABC data form is an assessment tool used to gather information that should evolve into a behavior implementation plan.

B-02 Assist with individualized assessment procedures.

2. Record ABC data collection

ABC refers to:

- Antecedent- the events, action, or circumstances that occur **before a behavior.**
- Behavior- The **behavior.**
- Consequences- The action or response that **follows the behavior (after).**

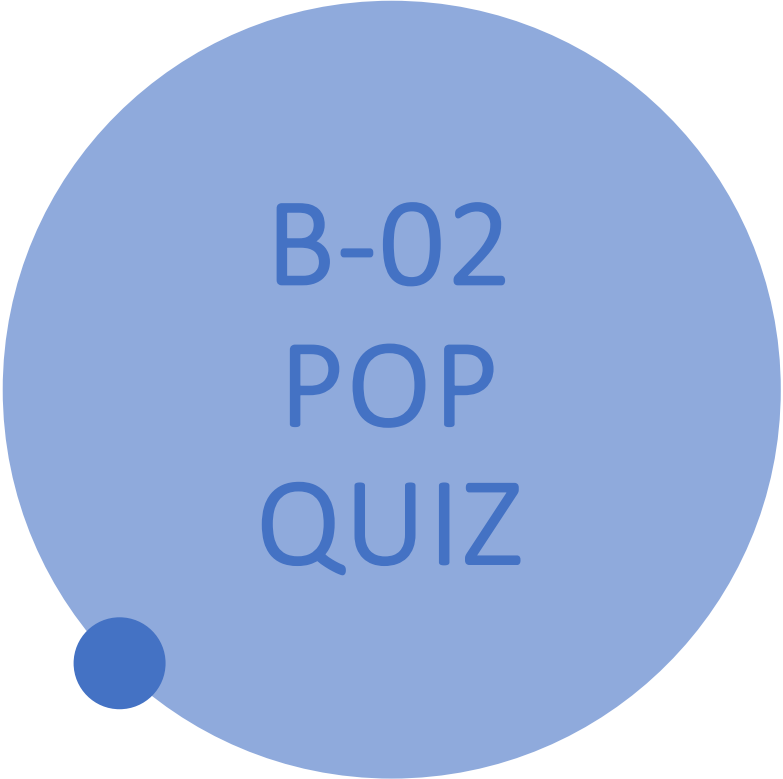
➤ The RBT observes problem behaviors and record any behaviors targeted, then report to Behavior Analyst/Supervisor

B-02 Assist with individualized assessment procedures.


3. Report any New Behaviors

- Report all new behaviors that may arise and begin data collection following to report to supervisor.



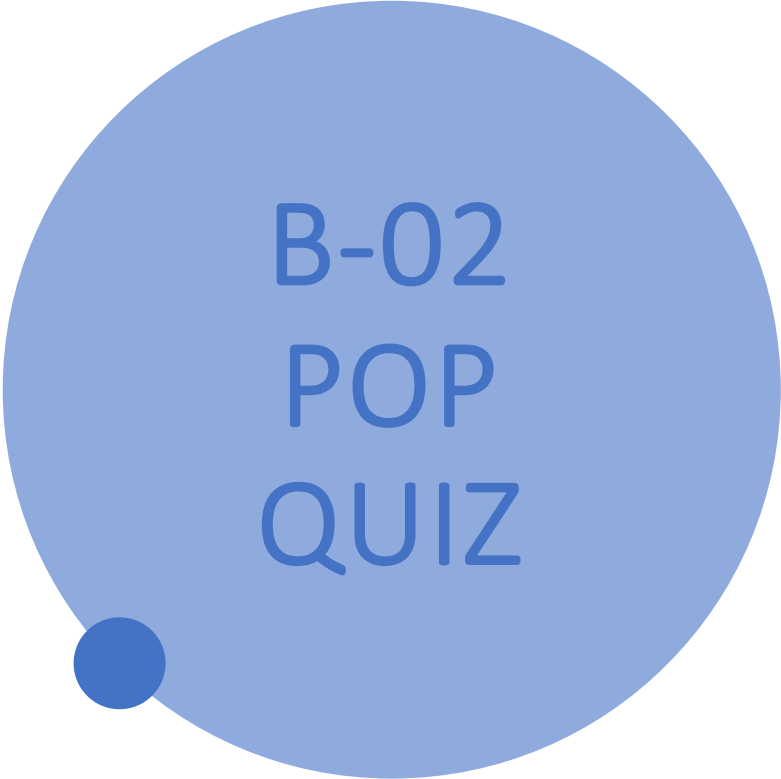


B-02
POP
QUIZ




What assessments might a therapist
assist with?

- A. Curriculum based
- B. Developmental
- C. Social Skills
- D. All of the Above



B-02
POP
QUIZ



What assessments might a therapist
assist with?

- A. Curriculum based
- B. Developmental
- C. Social Skills
- D. All of the Above

B. ASSESSMENT

Functional Behavior Assessment (FBA):

Is a systematic method of assessment for obtaining information about the purposes (**function**) of the problem behaviors for a person.

B-03

Assist with
functional
assessment
procedures.

B-03 Assist with functional assessment procedures

- **There are 4 functions of behavior:**

- ✓ **Escape/avoidance:** Getting out of doing something by engaging in behavior

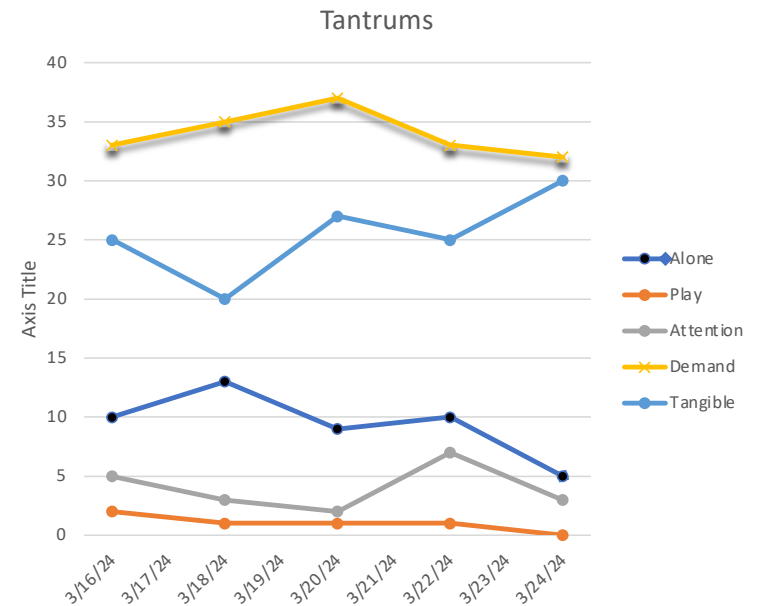
- ✓ **Attention:** Getting attention from adults or peers as part of social interaction

- ✓ **Tangible:** Engaging on behaviors to gain sometime tangible (item or even event)

- ✓ **Automatic reinforcement:** Need for sensory input

B-03 Assist with functional assessment procedures

1. Alone Condition (to set the occasion for testing for automatic reinforcement)
2. Attention Condition (to set the occasion for testing for attention)
3. Play Condition (or Control; to set the occasion for testing for social or automatic reinforcement)
4. Demand Condition (to set the occasion for testing for escape from demands)
5. Tangible Condition (to set the occasion for testing for getting access to items, activities, or food)



B-03 Assist with functional assessment procedures

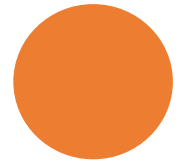
To assist with the Functional Assessments, RBTs can help determining cause and effect relationship between the environment and a behavior by altering either the antecedent or consequence or teaching a replacement behavior with the supervision of a supervisor.

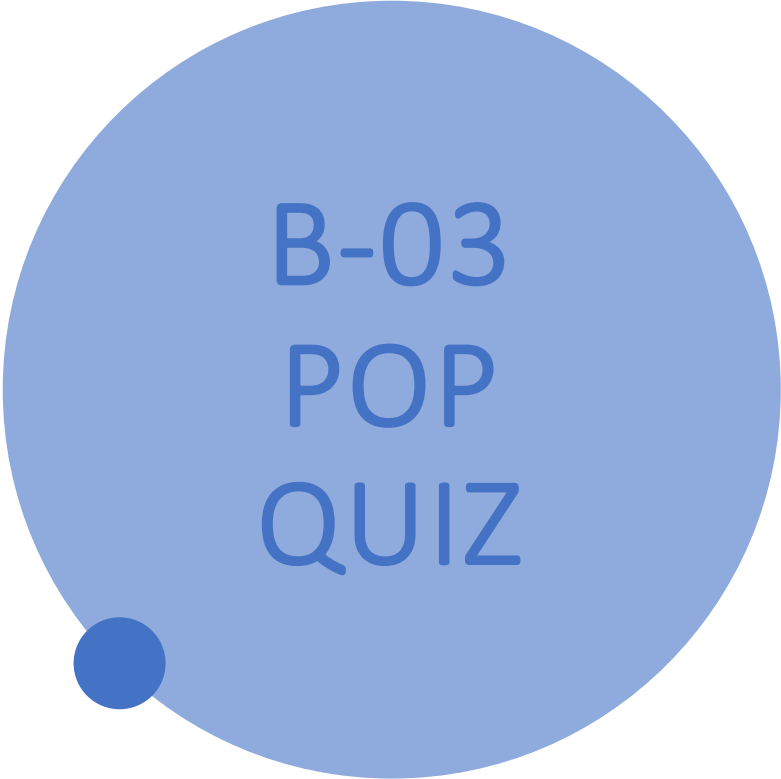


B-03 Assist with functional assessment procedures


What can the RBT do while doing a Functional Assessment?

1. Observe the problem behavior
2. Record any emergent problem behavior
3. Report to Behavior Analyst or Supervisor



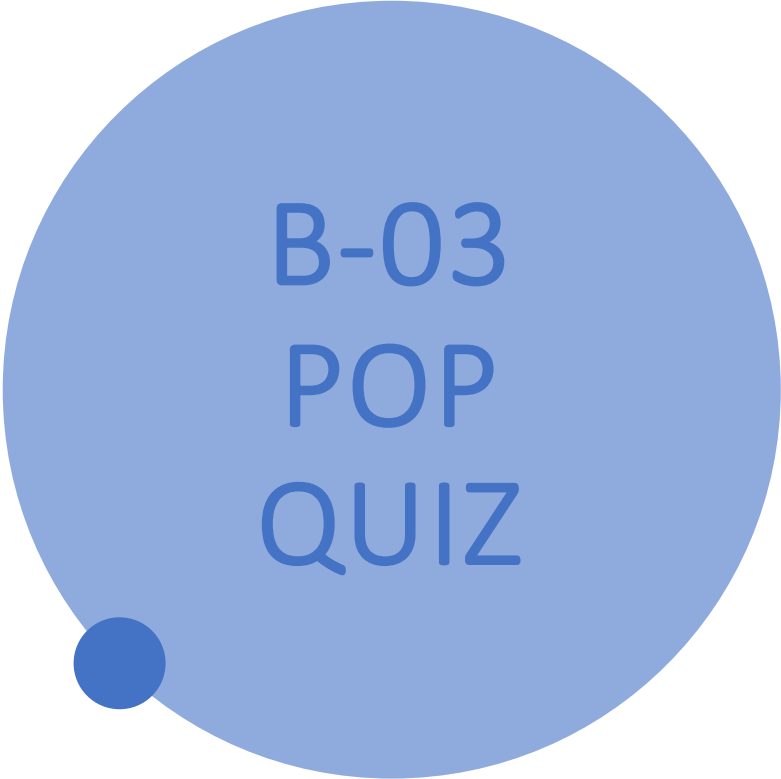


B-03
POP
QUIZ




Which of the following would **NOT** be a type of function of behavior identified during a functional assessment?

- A. Access Attention
- B. Escape
- C. Frustration
- D. Access Tangibles



B-03
POP
QUIZ



Which of the following would **NOT** be a type of function of behavior identified during a functional assessment?

- A. Access Attention
- B. Escape
- C. Frustration
- D. Access Tangibles

A. MEASUREMENT HOMEWORK

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%**

TASK A B01-B03

Continuous	Discontinuous	
Continuous Measurement measurement conducted in a manner that all instances in a response class are detected 1- rate 3- duration 2- freq + IRT 5- latency	Discontinuous measurement measuring some instances of Bx of interest because some may not be detected ① Time Sampling - Partial Interval - Whole Interval - Momentary Time Sampling → High Rates or Long Durations	Measurement
Continuous Behaviors # not clear beginning & end Behavior that happens at such a high frequency or long duration 1- humming 2- zapping hands difficult to count each instance of Behavior because they are high rate Bxs	Discontinuous Behaviors # Clear beginning & end Discrete Behaviors → you can count → free operant Bxs 1- # of pages read 2- task completed We should not use DTI because is opportunity based	Behaviors
Continuous Bx = Discontinuous measurement Continuous measurements = Discontinuous Bx		