

# RBT Intense Review



40h Training Review



Interactive Mock Quiz



Exam Strategies



Time to Ask Questions



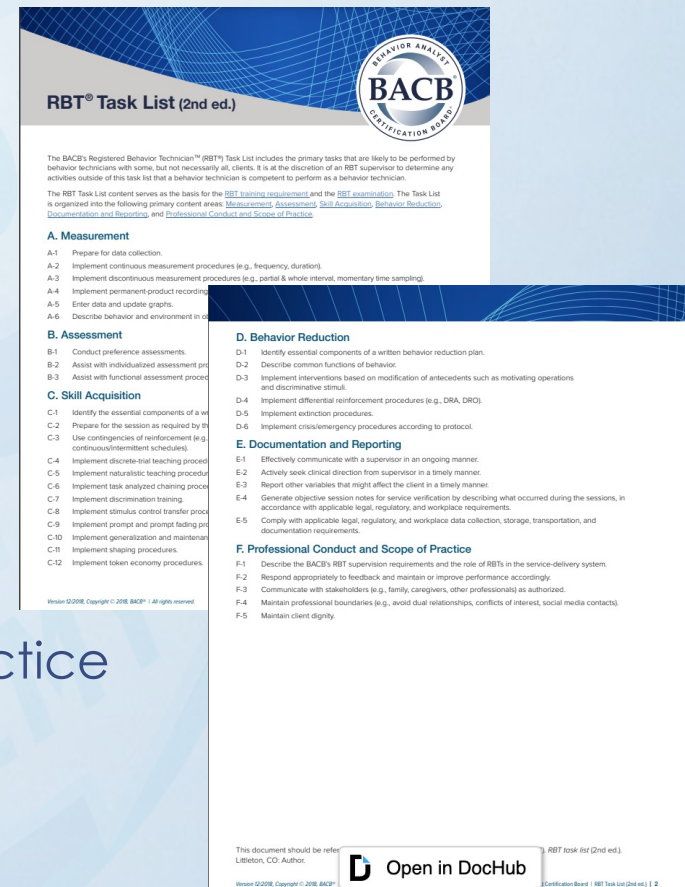
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\*\*This Review is based on the Registered Behavior Technician® (RBT®) Task List (2nd ed.)

\*\*\*The Review is offered independent of the BACB®

# Table of Contents (Task List 2<sup>nd</sup> Edition) (1)

- A. Measurement
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- F. Professional Conduct and Scope of Practice



# Measurement (A01-A06)

## 1. Prepare for Data Collection (A-01)

Ensure all materials are ready, data sheets are prepared, and necessary tools are accessible.

## 2. Implement Continuous Measurement Procedures (A-02)

Accurately record every instance of a behavior or the amount of time a behavior occurs **(Review table below)**

## 3. Implement Discontinuous Measurement Procedures (A-03)

Record the presence or absence of behavior within specific intervals. **(Review table below)**

## 4. Implement Permanent Product Recording Procedures (A-04)

Measure behavior after it has occurred by examining the effects the behavior produced on the environment.

## 5. Enter Data and Update Graphs (A-05)

Input collected data into graphs to visualize progress and trends over time.

**(Review Graph below)**

## 6. Describe behavior and environment in observable and measurable terms. (A-6)

Clearly define behaviors and environmental conditions in objective, quantifiable terms. **(Review chart below)**



# KEYWORDS

 **BEHAVIOR:**

 **ENVIRONMENT:**

 **ABA:**

 **RBT:**

# Measurement (A02)

Continuous measurement:

Repeatability

Temporal Extent

Temporal Locus

# Measurement (A03)

Discontinuous measurement:

Partial Interval										
Whole Interval										
Momentary Time Sampling										
<i>Intervals</i>	1	2	3	4	5	6	7	8	9	10

# Measurement (A02-A03)

## Indirect Measurement

-Caregiver Interviews

-Informational data

-Permanent Products

## Direct Measurement

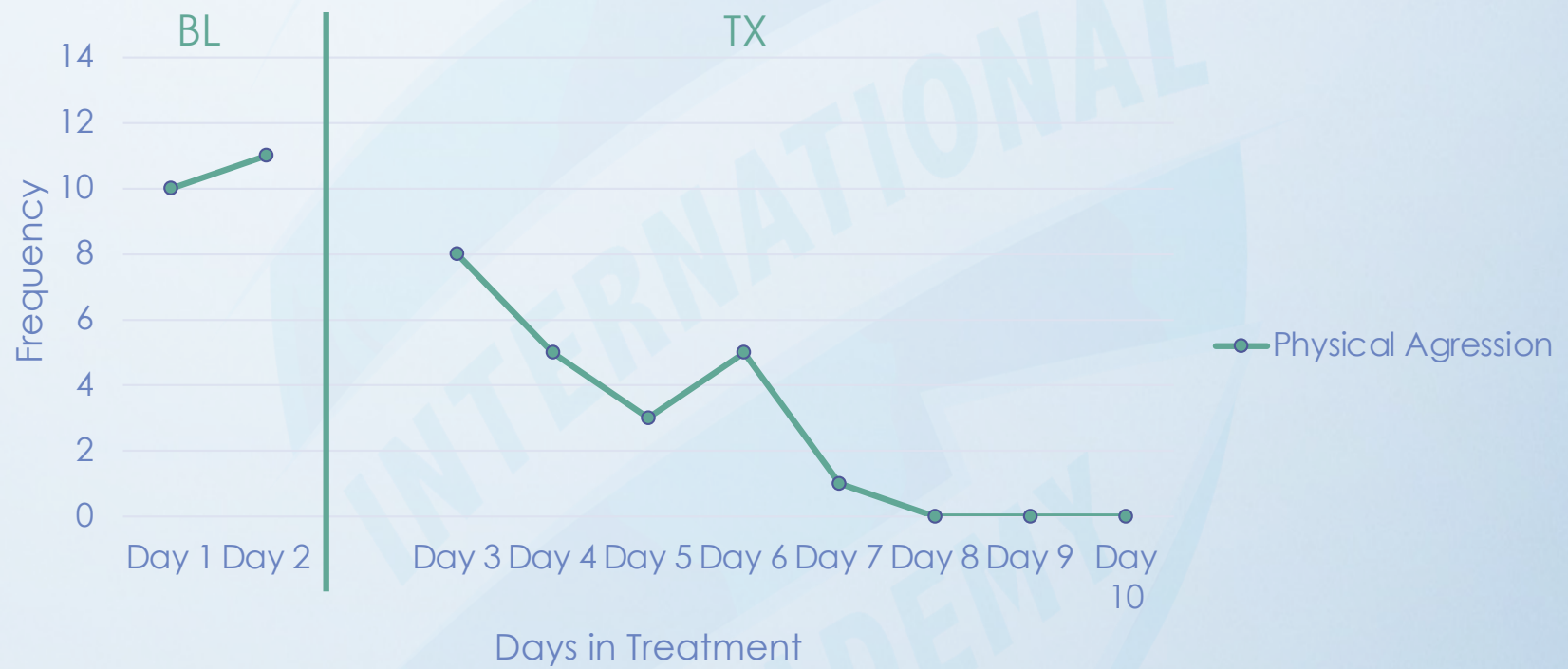
**Continuous  
Measurement**

**Discontinuous  
Measurement**

**Continuous  
Behaviors**

**Discontinuous Behaviors**

# Measurement (A05)

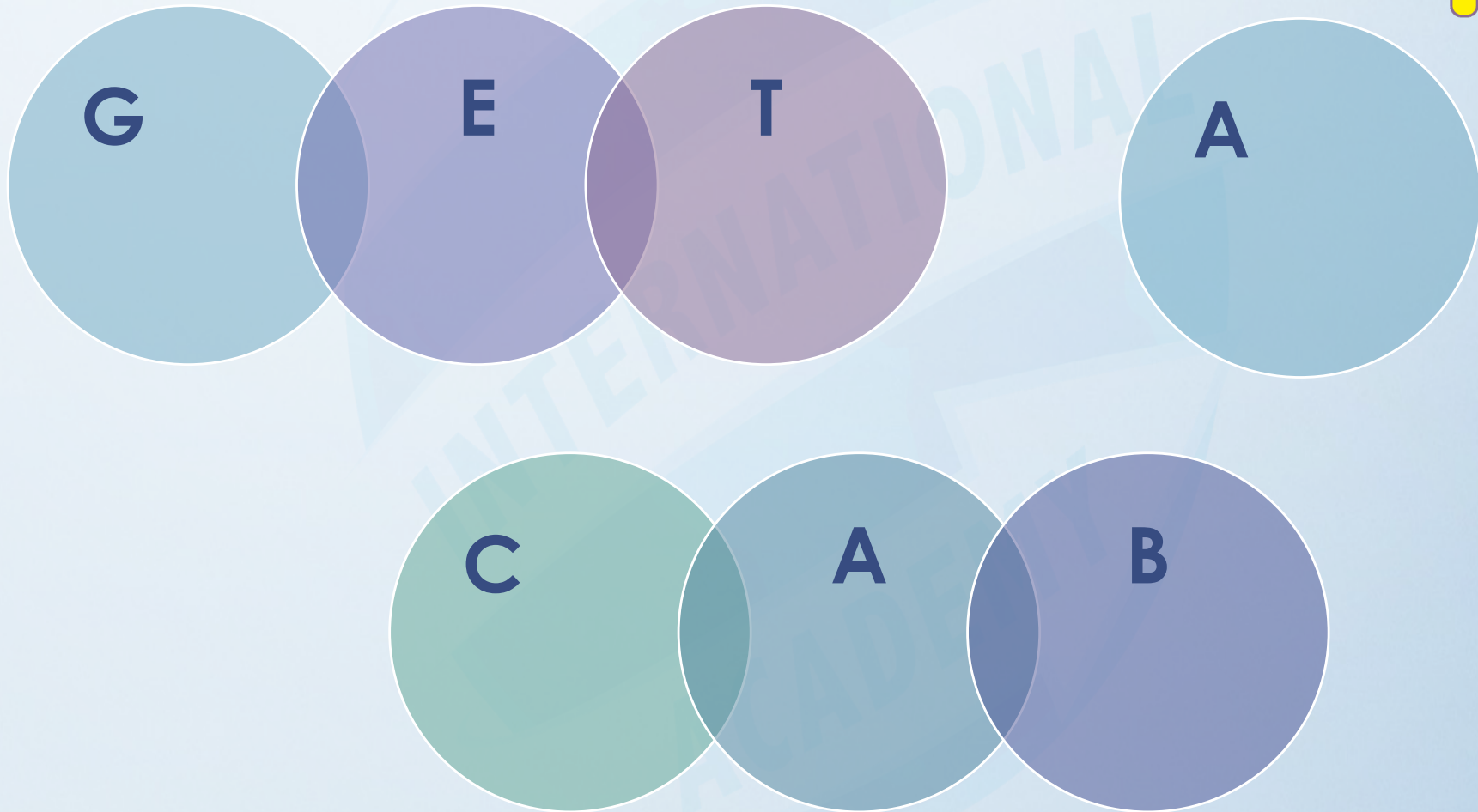


# Measurement (A06)

GET A CAB



Defining Characteristics of ABA (7 Dimensions of ABA)

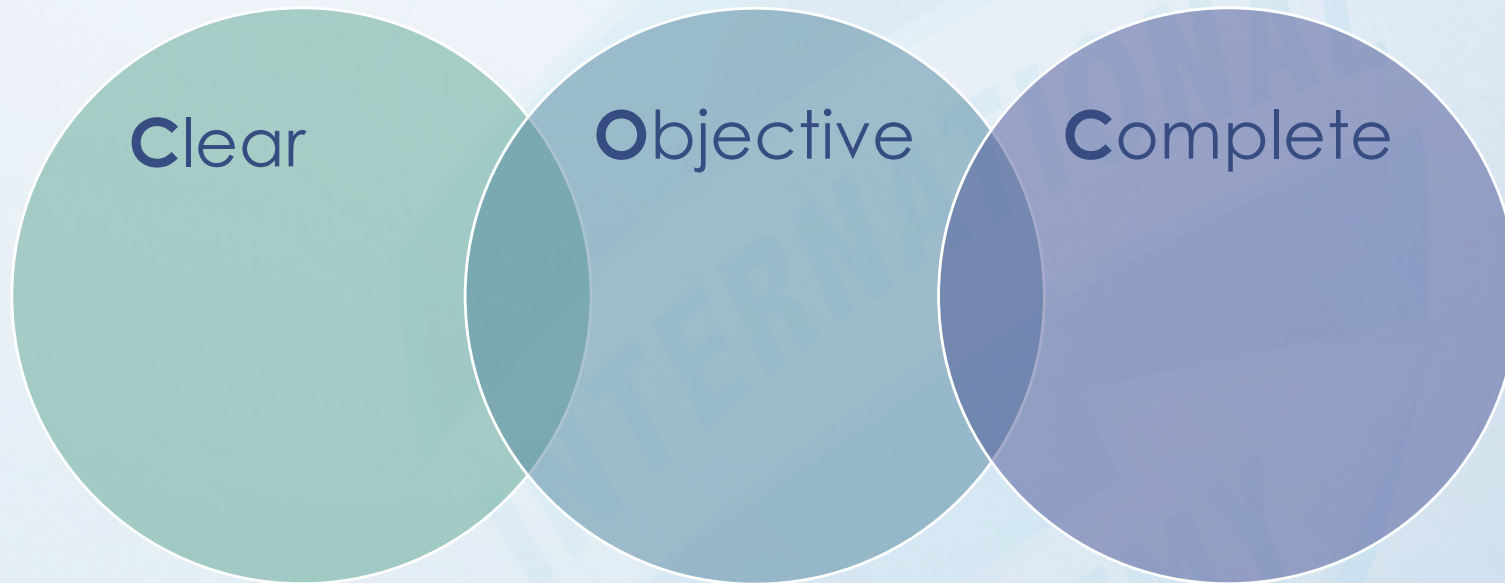


# Measurement (A06)

 DEAD MAN TEST



Operational Definition:



# Assessment (B01-B03)

## 1. Conduct Preference Assessments (B-01)

Determine what items or activities are preferred by the individual to use as potential reinforcers. **(Review chart below)**

## 2. Assist with individualized assessment procedures (e.g., curriculum-based, developmental, social skills). (B-02)

Supporting individualized assessments by collecting accurate data and assisting with materials. Following protocols, data recording, and communicating with your supervisors

## 3. Assist with Functional Assessment Procedures (B-03)

Gather information and data to help identify the functions of behavior.

# Assessment (B01)

## Preference Assessments

### 1. Ask the Person

Open Ended Questions

Choice Format

Ran Ordering

### 2. Observe the Person

Naturalistic Free Operant

Contrived Free Operant

### 3. Trial Based

Single Stimulus

Pair Stimuli

Multiple Stimulus with Replacement

Multiple Stimulus without Replacement

# Skill Acquisition Tasks (C-01 to C-05)

## 1. Identify Essential Components of a Written Skill Acquisition Plan (C-01)

Environmental Manipulation, Goal for BX to decrease and to increase, materials, Strategies and procedures (DTT, naturalistic teaching, shaping, etc.), and data collection.

## 2. Prepare for the Session as Required by the Skill Acquisition Plan (C-02)

Plan and prepare the session, pairing, datasheet.

## 3. Use contingencies of reinforcement (e.g., conditioned/unconditioned reinforcement, continuous/intermittent schedules) (C-03)

Apply reinforcement strategies.

## 4. Implement Discrete Trial Training (DTT) Procedures (C-04)

Structured learning with scripted steps.

## 5. Implement Naturalistic Teaching Procedures (C-05)

Use natural opportunities to teach.



# KEYWORDS

🔑 Stimulus:

🔑 Response:

🔑 2-term-contingency:

🔑 3-term-contingency:

🔑 4-term-contingency:

# Skill Acquisition Tasks (C-03)

↑ Reinforcement

↓ Punishment

+

Positive Reinforcement

Positive Punishment

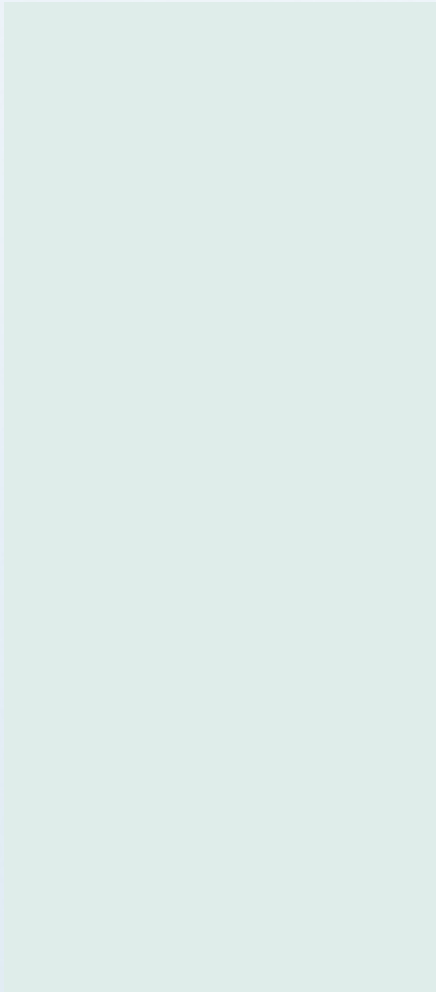
Negative Reinforcement

Negative Punishment

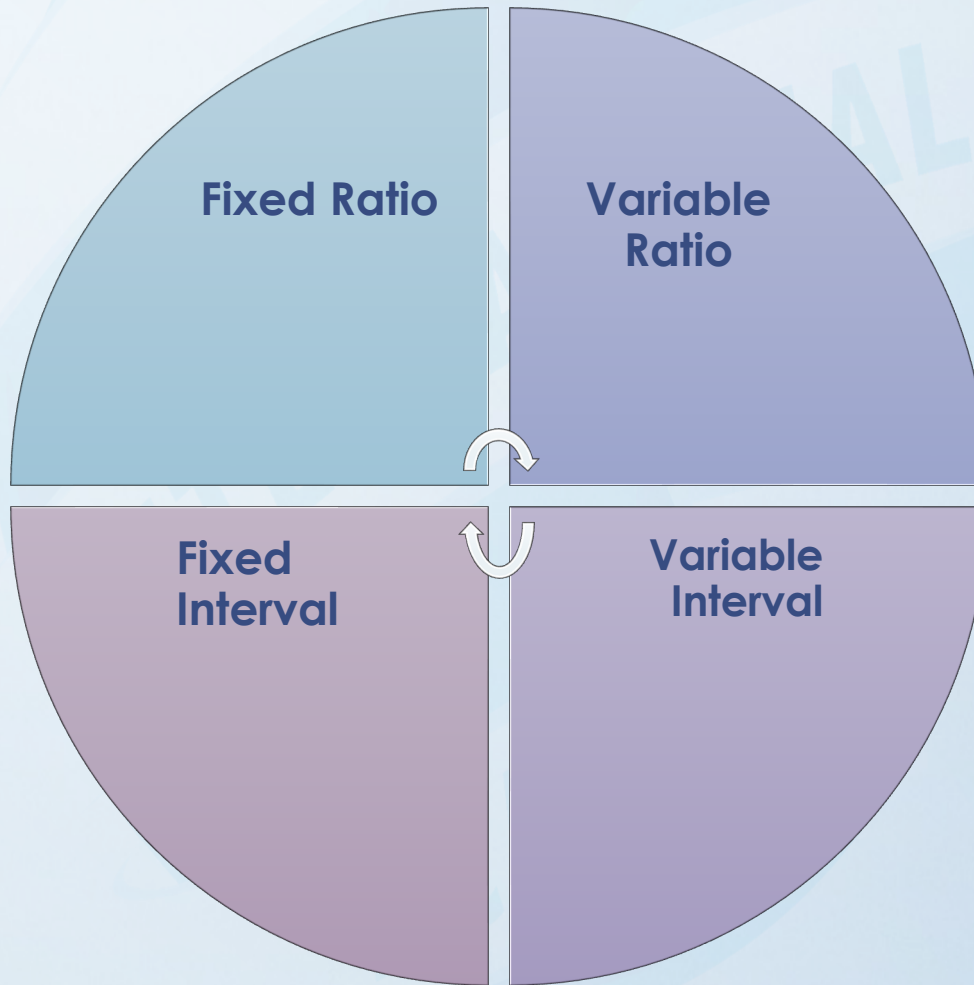
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# Schedules of Reinforcement (C-03)

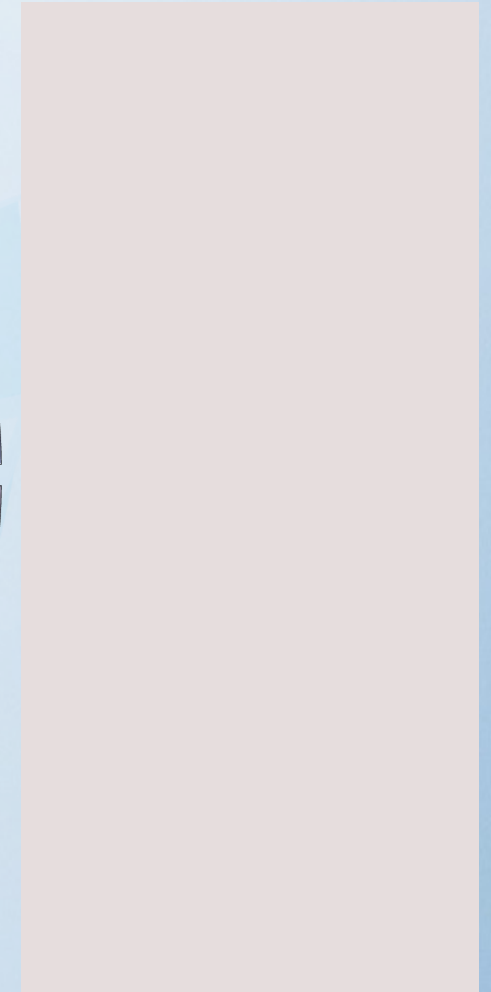
Continuous Schedule



Intermittent Schedule



Extinction



# Teaching Strategies (C-04 to C-05)

**Discrete Trial Training  
(DTT)**

**Naturalistic Teaching  
(NT)**

# Skill Acquisition Tasks (C06 - C08)

## 6. Implement Task Analyzed Chaining Procedures (C-06)

Break tasks into steps (forward/backward/Total chaining).

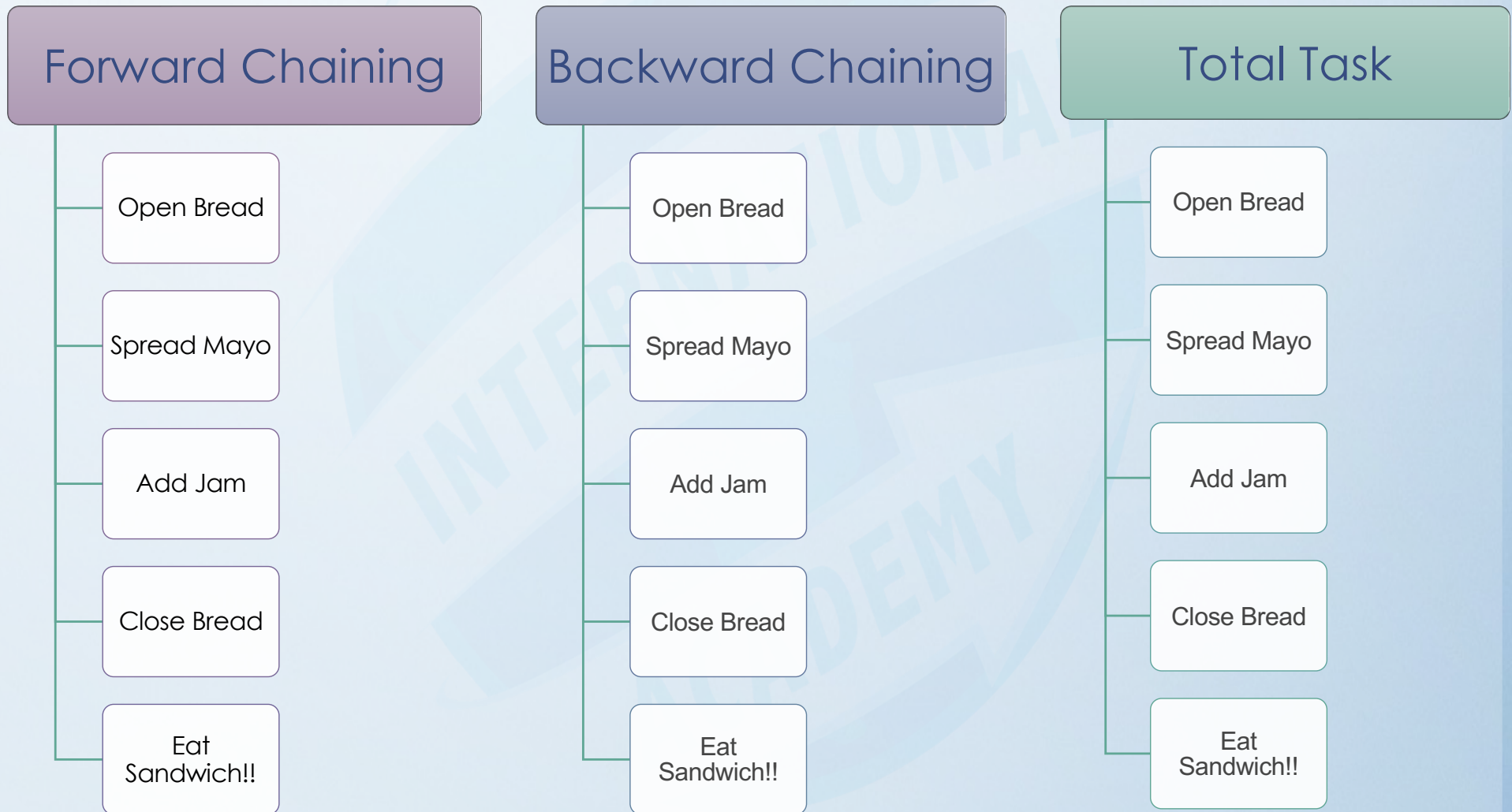
## 7. Implement Discrimination Training (C-07)

Teach differentiation between stimuli. ( $S_d$  vs  $S_{\Delta}$ )

## 8. Implement Stimulus Control Transfer Procedures (C-08)

Shift control from prompts to natural cues.

# Task Analyzed Chaining Procedures (C-06)



# Skill Acquisition Tasks (C-09 to C-12)

## 9. Implement Prompt and Prompt Fading Procedures (C-9)

Use and reduce prompts systematically.

## 10. Implement Generalization and Maintenance Procedures (C-10)

Ensure skill maintenance over time and transfer to other people's settings or conditions.

## 11. Implement Shaping Procedures. (C-11)

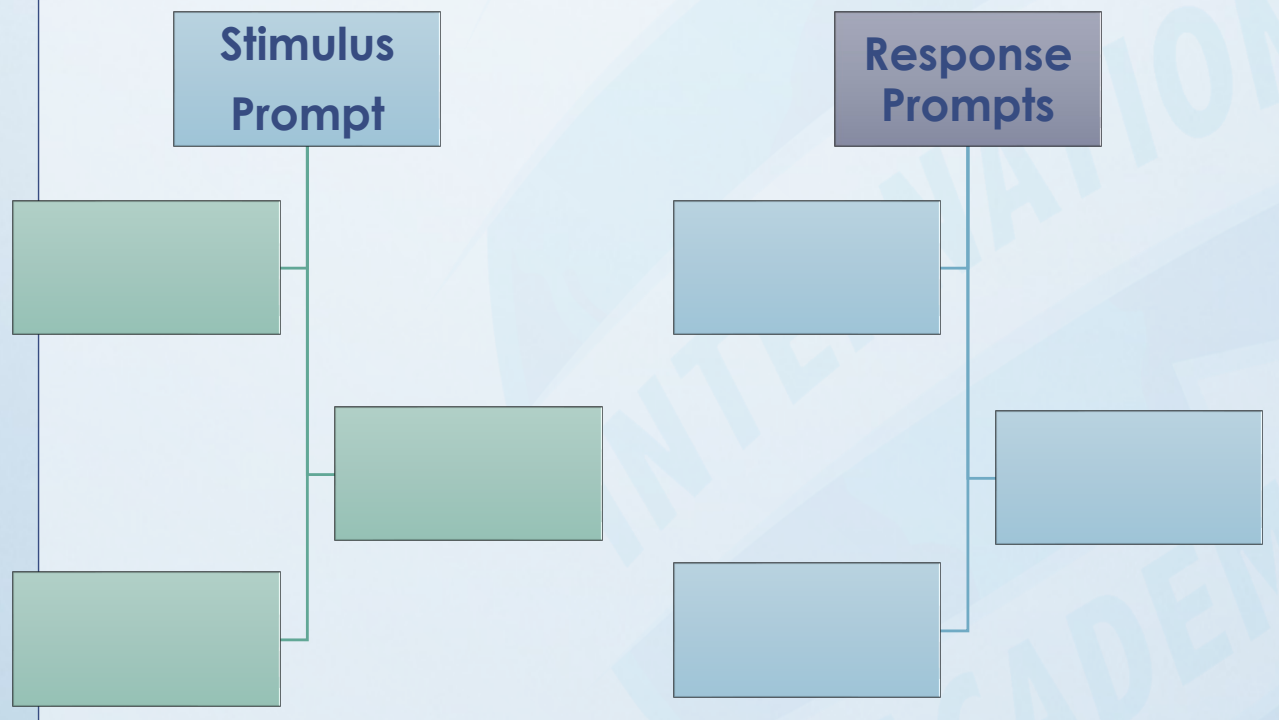
Gradually teaching new behaviors by reinforcing successive approximations of the target behavior.

## 12. Implement Token Economy Procedures (C-12)

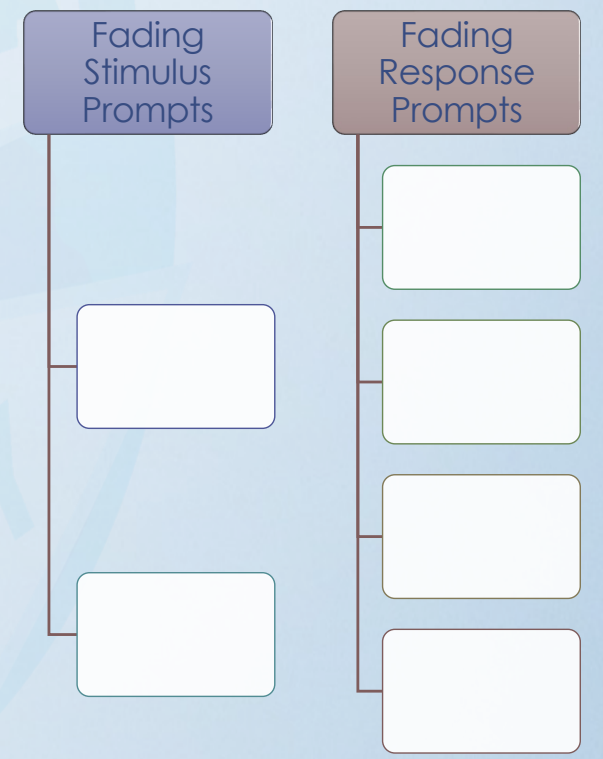
Using tokens as a form of reinforcement to encourage desired behaviors and exchange tokens for preferred items or activities (Backup reinforcer)

# Prompt and Prompt Fading Procedures (C-9)

## Prompts

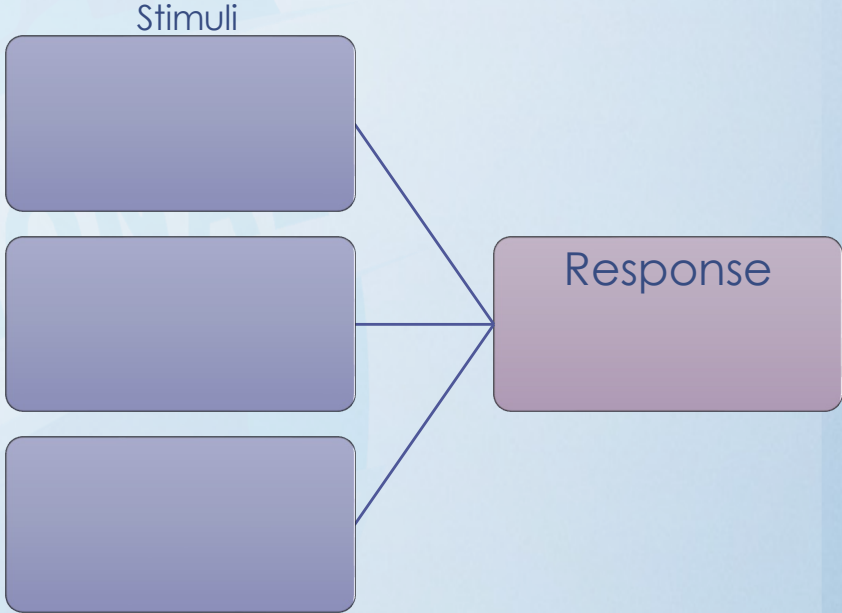
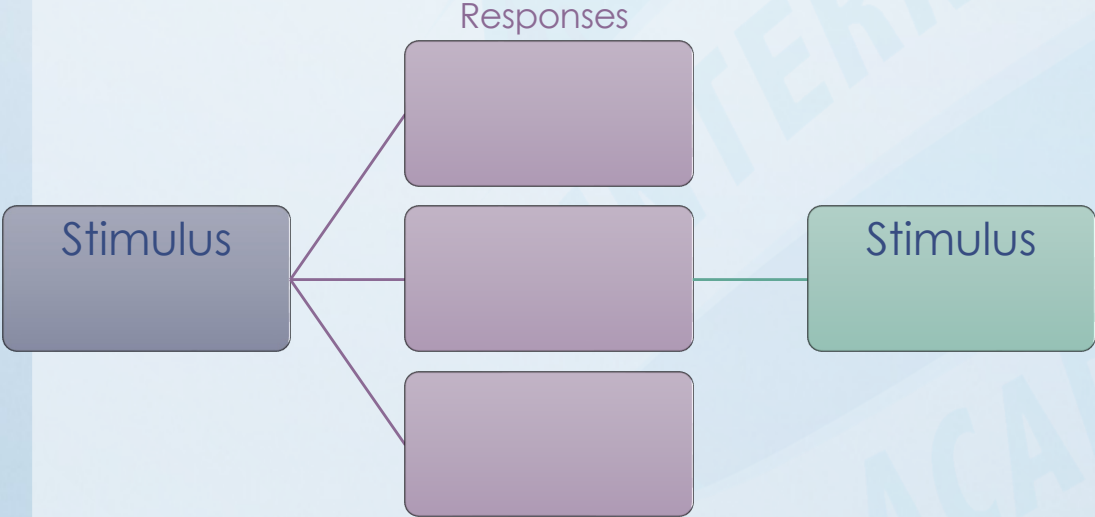


## Fading Procedures



# Generalization Procedures (C-10)

## Response Generalization



## Stimulus Generalization

# Behavior Reduction (D-01 to D-04)

## 1. Identify Essential Components of a Written Behavior Reduction Plan (D-01)

Understand and identify the key elements of an effective behavior reduction plan.

## 2. Describe Common Functions of Behavior (D-02)

Recognize that behaviors often serve functions such as gaining attention, escaping, accessing tangible items, or providing self-stimulation.

## 3. Implement Interventions Based on Modification of Antecedents (D-03)

Adjust environmental conditions that trigger behavior to prevent occurrence (e.g., Motivating Operations, Discriminative Stimuli).

## 4. Implement Differential Reinforcement Procedures (D-04)

Use reinforcement strategies to reduce unwanted behaviors by reinforcing alternative, Incompatible, or other behaviors.

# Implement Interventions Based on Modification of Antecedents (D-03)

Manipulating MO's

Functional  
Communication  
Training (FCT)

Non-contingent  
Reinforcement

High-P  
(Behavioral  
Momentum)

## Differential Reinforcement Procedures (D-04)

Differential reinforcement of Alternative Behavior (DRA)

Differential reinforcement of Incompatible Behavior (DRI)

Differential reinforcement of Other Behavior (DRO)

# Behavior Reduction (D-05 to D-06)

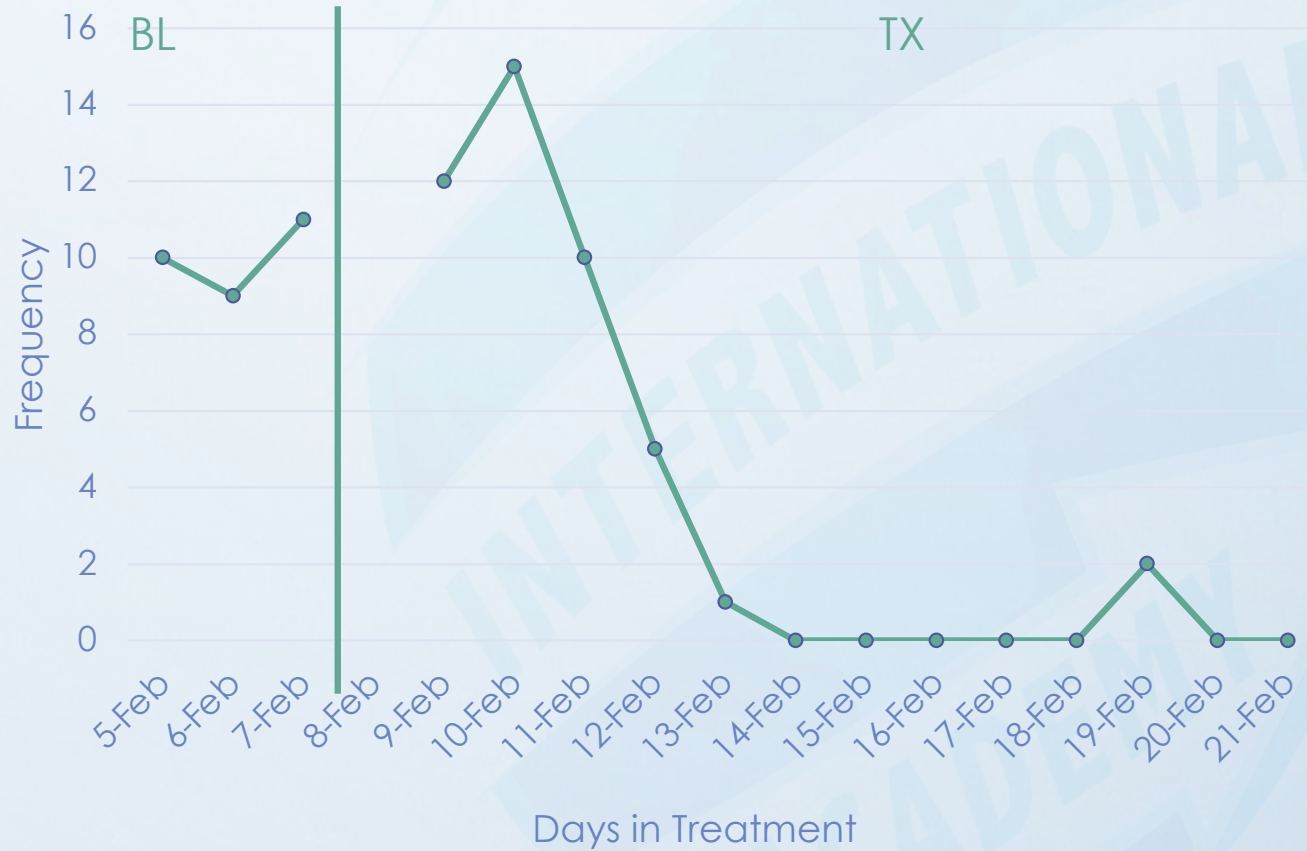
## 5. Implement Extinction Procedures (D-05)

Withhold reinforcement for problem behavior to decrease its occurrence.

## 6. Implement Crisis/Emergency Procedures According to Protocol (D-06)

Follow established procedures to manage and de-escalate crisis situations safely.

# Behavior Reduction (D-05 to D-06)



# Ethics Summary

- **Permanent Records such as progress notes and data collection sheets should be securely stored for at least 7 years**
- **RBT'S ARE IMPLEMENTERS AND REPORTERS!!**
- **Always choose the client's dignity!**
- **Each RBT must obtain ongoing supervision for a minimum of 5% of the hours spent providing behavior-analytic services per month. Supervision must include at least 2 face-to-face, real-time contacts per month**
- **No Conflict of Interest or Dual Relationships!**
- **Strict gift policy of only a max of \$10**

# Documentation and Reporting (E-01 to E-05)

## 1. Effective Communication with Supervisor. (E-01)

Maintain regular, clear, and effective communication with your supervisor to ensure alignment and address any issues promptly.

## 2. Seek Clinical Direction Promptly (E-02)

Actively seek guidance and direction from your supervisor as soon as you encounter uncertainties or challenges in your work.

## 3. Timely Reporting of Influential Variables (E-03)

Report any additional factors or variables that could affect the client's behavior or progress to your supervisor promptly.

## 4. Generate Objective Session Notes (E-04)

Create detailed and objective notes about what occurred during each session, ensuring they meet legal, regulatory, and workplace standards for service verification.

## 5. Comply with Legal and Regulatory Requirements (E-05)

Adhere to all applicable legal, regulatory, and workplace requirements to ensure ethical and professional practice.

# Professional Conduct and Scope of Practice(F-01 to F-05)

## 1. BACB's RBT Supervision Requirements (F-01)

Describe the Behavior Analyst Certification Board's (BACB) supervision requirements for RBTs and explain the role of RBTs in the service-delivery system.

## 2. Respond to Feedback (F-02)

Respond appropriately to feedback from supervisors and take steps to maintain or improve performance based on that feedback.

## 3. Communicate with Stakeholders (F-03)

Communicate effectively and professionally with stakeholders such as family members, caregivers, and other professionals, but only as authorized.

## 4. Maintain Professional Boundaries (F-04)

Maintain clear professional boundaries by avoiding dual relationships, conflicts of interest, and inappropriate social media contacts.

## 5. Maintain Client Dignity(F-05)

Ensure that the client's dignity is maintained at all times by treating them with respect and consideration.