

A. MEASUREMENT

A-1 Prepare for Data Collection

- Read data from the previous session
- Prepare data sheets and materials
- Determine what program(s) you will work on during session
- Gather materials for the program(s) you will be running
- Set up your first set of program(s) so they are ready when you begin session

A-2 Implement Continuous Measurement Procedures

- Continuous measurement consists of :
 - FREQUENCY - count per observation
 - DURATION - total amount of time a behavior occurs
 - LATENCY - the time between the SD and the onset of the response
 - INTER-RESPONSE TIME (IRT) - elapsed time in between two successive responses

A-3 Implement Discontinuous Measurement Procedures

- Discontinuous measurement consists of :
 - PARTIAL - Did it happen at all?
 - WHOLE - Did it happen the entire time?
 - MOMENTARY TIME SAMPLING - Did the behavior occur at the end?

A-4 Implement Permanent Product Procedures

What is a permanent product/how is it measured?

- A permanent product is a tangible evidence
- Measuring behavior AFTER is occurred by measuring tangible items or the effects the behavior has on the environment
- Examples :
 - A bed that has been made
 - A completed worksheet
 - The number of broken dishes on the floor
 - The number of questions answered on a test correctly

A-5 Enter Data and Update Graphs

Understanding the purpose and importance of data and graphs as well as how to enter data and update graphs as it is possible that it may be requested for you to do so by your supervisor.

- Data and Graphs :
 - Are important tools in determining effectiveness interventions
 - Are the collection of all data taken during the session
 - Are the cornerstone of ABA
 - Can be taken and processed by hand or through computer programs

A-6 Describe Behavior and Environment in Observable and Measurable Terms

In order to describe behavior in observable and measurable terms, follow these guidelines. A behavior is always described through an operational definition. An example of a behavior will be given below

- Behavior :
 - Anything a living organism does within the natural environment that can be observed, repeated, and measured.
- Environment :
 - Anything that we perceive through the 5 senses.

EXAMPLE :

Tantrum

Subjective	Objective
Getting extremely worked up and frustrated, yelling, or crying	Any incident of kicking legs, throwing oneself on the ground, banging one's head on floor, crying with or without tears after being denied access to a preferred item.

B. ASSESSMENT

B1 - Conduct Preference Assessments

- Single-Stimulus :
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- Paired-Stimulus :
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- Multiple Stimulus with Replacement (MSW) :
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- Multiple Stimulus without Replacement (MSWO) :
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B2 - Assist with Individualized Assessment Procedures

- Sometimes RBT's are asked to assist with assessment procedures. Although it is the Board Certified Behavior Analyst's responsibility to implement assessment, RBT's may assist in some parts of assessment procedures. Additionally, it is often helpful to have RBT's assistance with assessments as they oftentimes have more rapport and more instructional control with the designated client than the BCBA which can help to get a more accurate picture of the client's skill level.

B3 - Assist with Functional Assessment Procedures

- Similarly, RBT's may help with functional assessments. For instance, they may be asked to take ABC data on behavior issues. This includes identifying the antecedents (what comes right before the before), identifying the target behavior, and identifying the consequences (what comes right after the before).

C. ACQUISITION SKILLS

C1 - Identify the Essential Components of a Written Skill Acquisition Plan

The essential components of a skill acquisition plan include a description of the target skill being taught, materials needed for teaching, prompting strategies to be used, the consequences for correct or incorrect responding, mastery criteria, reinforcement strategies, and plan for generalization and maintenance.

- STEPS :
 - 1. Identify Skill Deficit
 - 2. Create a Goal to Address Deficit
 - 3. Identify Measurement Procedures
 - 4. Assess Current Skill Level (BASELINE DATA)
 - 5. Select and Implement Skill Acquisition Procedures
 - 6. Take Data of Target Behavior to Determine Effectiveness
 - Modify if Necessary to Maintain/Increase Effectiveness

C2 - Prepare for the Session as Required by the Skill Acquisition Plan

- STEPS
 - 1. Determine what occurred last session to decide where to start.
 - 2. Select skill acquisition procedures to complete during the session.
 - 3. Prepare materials you will need for the skill acquisition procedure (including data collection materials)

C3 - Use Contingencies of Reinforcement (e.g., conditioned/unconditioned reinforcement, continuous/intermittent schedules)

- Unconditioned Reinforcement :
 - Reinforcers that do NOT need to be learned
 - Water, Food, Sex, Oxygen, Warmth
- Conditioned Reinforcement :
 - Reinforcers that NEED to be learned
 - Allowance after cleaning your room
- Intermittent Reinforcement :
 - When SOME, but not ALL instances of behavior are reinforced.

- Fixed Ratio (FR) :
 - When reinforcement is delivered after a constant or “fixed” number of correct responses.
 - Example : Reinforcement is delivered after 2 correct responses
- Variable Ratio (VR) :
 - When reinforcement is delivered after an average number of responses has occurred.
 - A teacher may reinforce about every 5th time a child raises their hand in class, sometimes reinforcing after 3 hand raises or sometimes 7.
- Fixed Interval (FI) :
 - When reinforcement is delivered after a constant or “fixed” amount of time has passed
 - Example : Reinforcement is delivered after 2 minutes.
- Variable Interval (VI) :
 - When reinforcement is delivered after an average length of time has elapsed.
 - A teacher may reinforce students working on their assignments independently about every 5 minutes, sometimes reinforcing after 3 minutes, sometimes after 7 minutes.

C4 - Implement Discrete-Trial Teaching Procedures.

- Mass Trial :
 - Same Sd given each trial
 - Asking the target multiple times in a repetitive manner
 - Only one choice available
 - Trial 1 : Touch Dog
 - Trial 2 : Touch Dog
 - Trial 3 : Touch Dog

BACK TO BACK REPEATED
- Distractor Trial :
 - Same Sd given each trial with only one choice offered
 - EXAMPLE : “Touch pencil” in an array of 3
 - The array will be a pencil, a marker, a crayon
- Random Rotation :
 - Mixing it up
 - Teaching trials in random order, NO repeating

- Expanded Trial :
 - The use of prompting mastered targets in the midst of new targets as distractors
- Maintenance / Generalization :
 - Generalization is the ability to show the same skill under different conditions, which includes different people, materials, places, and more
 - Maintenance is the ability to utilize that skill over time once it's been mastered

C5 - Implement Naturalistic Teaching Procedures (e.g., incidental teaching)

- Incidental Teaching. Incidental teaching is a strategy that uses the principles of applied behavior analysis (ABA) to provide structured learning opportunities in the natural environment by using the child's interests and natural motivation. Incidental teaching is an especially useful approach with young children.

C6 - Implement Task Analyzed Chaining Procedures

- Task Analysis :
 - The order in which we will be teaching a skill.
 - The steps we need to follow to teach a skill.
 - Think of a recipe.
- Forward Chaining :
 - Forward chaining involves teaching the sequence beginning with the first step. Typically, the learner does not move onto the second step until the first step is mastered. In backward chaining, the sequence is taught beginning with the last step
- Backward Chaining :
 - In backward chaining, the sequence is taught beginning with the last step. And again, the previous step is not taught until the final step is learned. One final strategy is total task teaching. Using this strategy, the entire skill is taught and support is provided or accommodations made for steps that are problematic.

C7 - Implement Discrimination Training

- Discrimination Training :
 - One of the key components of ABA therapy is discrimination training, which is the process of teaching an individual to differentiate between two or more stimuli. Discrimination training is an essential skill that helps individuals learn to respond to specific stimuli in their environment

- Simultaneous :
 - Simultaneous prompting is a procedure designed to minimize errors. It involves the use of a controlling prompt (i.e., a prompt that results in the learner making a correct response 100% of the time) immediately following the instruction.
- Successive :
 - An attempt to perform a task that is slightly better than a previous performance. Successive approximations are an important component to shaping procedures.

C8 - Implement Stimulus Control Transfer Procedures

- Prompt fading:
 - The therapist identifies a prompt or cue that successfully controls the desired response. ...
- Prompt delay:
 - The therapist systematically delays the prompt with each trial.
- Stimulus fading:
 - The therapist embeds prompts in the teaching materials they are using.

C9 - Implement Prompt and Prompt fading Procedures

- Prompt Fading :
 - Most to Least : teaching a skill by starting with the most intrusive prompt to ensure the learners contacts the correct response and reinforcement, while also reducing errors. The intrusiveness of the prompts are then systematically faded across trials if the learner is demonstrating success.
 - EXAMPLE
 - Learning how to brush your teeth. The teacher would provide hand-over-hand physical guidance and then gradually fade to wrist, then elbow, until the student was able to brush their teeth without prompting.
 - Least to Most : This method involves starting with the least intrusive prompt and then gradually increasing the level of prompt as needed.
 - EXAMPLE :
 - You might start by providing a verbal prompt, and then if the learner does not respond, you might provide a gestural prompt, and then finally, a physical prompt

C10 - Implement Generalization and Maintenance Procedures

- Generalization : One of the most reliable ways to reach generalization is to teach many different examples. This can be done across people, settings, objects, behaviors, or any other relevant aspect.
 - EXAMPLE :
 - Teaching the word “cup” with a variety of types of cups.
- Maintenance : Withdraw antecedents. Withdraw task requirements. Withdraw consequences/reinforcement.
 - EXAMPLE :
 - For example, take Jimmy, who learns to complete his homework via the use of a token board after each correct answer. If, when the token board is no longer used, Jimmy continues to complete his homework at the criteria level, then response maintenance has occurred.

C11 - Implement Shaping Procedures

- WE DO THIS WHEN TEACHING NEW BXs
- HOW? :
 - Define the target behavior (terminal behavior). What is our goal?
 - Break down the behavior into small steps. Allow toothbrush into mouth.
 - Reinforce the first step!
 - Continue reinforcing and raise the reinforcement criteria.
 - Generalize!
 - Fade out reinforcement.

C12 - Implement Token Economy Procedures

- Token Economy :
 - Token economies are based on the principles of applied behavior analysis (ABA) and emphasize the use of positive reinforcement to target behavior change. Token economies help students to visualize progress, accept and work for delayed reinforcement, learn to self-monitor, and learn to regulate behavior.
- Conditioned Reinforcers :
 - Conditioned Reinforcer is also called a secondary reinforcer. It is something that needs to be learned through pairings with unconditioned reinforcers. For example, money is a learned reinforcer.

- Backup Reinforcers :
 - A backup reinforcer is an activity, item or privilege that the child enjoys. It acts as a reward. The token economy is effective because the child soon makes the association between the back-up reinforcers and the tokens for engaging in the desired behaviors.

D. BEHAVIOR REDUCTION

D1 - Identify Essential Components of a Written Behavior Reduction Plan

- Operational definitions of target behaviors
- Antecedent modifications
- Replacement behaviors
- Consequence modifications
- Persons responsible
- Emergency measures
- Function of behavior

D2 - Describe Common Functions of Behavior

- Attention
- Access to Tangibles
- Escape
- Automatic Reinforcement

D3 - Implement Interventions Based on Modification of Antecedents such as Motivating

- Antecedents refer to things that occur before the identified behavior or skill.
- Modifying antecedents refers to making changes in the clients environment prior to the client working on a specific skill or displaying a specific behavior. For instance, when looking at behavior reduction, modifying antecedents would involve making changes that will help decrease the likelihood that the behavior will occur.
- Antecedent strategies are a good strategy for teachers and caregivers/parents alike. This is because you are able to use these strategies to prevent the problem

behavior from happening rather than waiting until the problem behavior occurs and then trying to react effectively.

- Motivating operations refers to a behavior concept which identifies the degree to which the learner will be reinforced by the consequences of their behavior. For example, if a child is really hungry, they may be more likely to complete a task and be reinforced by the reward of a snack.

D4 - Implement Differential Reinforcement Procedures (e.g., DRA, DRO).

- DRA-Differential reinforcement of alternative behavior.
- DRI-Differential reinforcement of incompatible behavior.
- DRO-Differential reinforcement of other behavior.
- DRL-Differential reinforcement of lower rates of behavior.

<https://www.youtube.com/watch?v=vpK1BGRAYrQ> - RESOURCE

D5 - Implement Extinction Procedures

- An extinction procedure would mean giving no response at all to the screaming.
 - A child begins throwing themselves on the floor and screaming when he or she is ready to leave. Before, that would result in the therapist or parent picking the child up and leaving.

D6 - Implement Crisis/Emergency Procedures According to Protocol

- A behavioral crisis is a situation in which a person's behaviors can put them in jeopardy of harming themselves or others, of being unable to care for themselves, and/or live a restricted life.
- WHAT TO DO
 - Ensure the client is safe
 - Get HELP from caregiver
 - Call 911 IF applicable
 - Make a report with authorities IF applicable
 - Written Report to BCBA

E. DOCUMENTATION AND REPORTING

E1 - Effectively Communicates with a Supervisor in an Ongoing Manner.

- Your supervisor will check-in on you on a regular basis; if this is not occurring, you are encouraged to contact the office directly and ask to speak to a senior clinical team member.

E2 - Actively Seek Clinical Direction from Supervisor in a Timely Manner.

- It is your responsibility as a Registered Behavior Technician to seek out guidance and direction from your supervisor(s) when needed. If you are unsure of protocol or steps you should be taking in a wide range of scenarios regarding your clients, you must contact a supervisor in a timely manner in order to achieve clear guidance before your next session (in most cases). You can, and should, request overlap sessions in which you can receive in-person supervision as well.

E3 - Report Other Variables that Might Affect The Client in a Timely Manner.

- There are many factors that an RBT or other ABA service provider should consider regarding a client's functioning. In the field of applied behavior analysis, setting events are sometimes neglected to be considered as influencers of behavior. Setting events are in a way broader experiences that a client may have. While antecedents could be seen as the trigger for a behavior or as the thing that happens right before a behavior occurs, a setting event is a larger situational experience.

E4 - Generate objective session notes for service verification by describing what occurred during the sessions, in accordance with applicable legal, regulatory, and workplace requirements.

- It is important to complete session notes objectively and professionally. Objective refers to disclosing only facts and actual information or observations. This is in contrast to subjective information which includes adding your own personal thoughts and feelings into your session notes.

E5 - Comply with applicable legal, regulatory, and workplace data collection, storage, transportation, and documentation requirements.

- There are laws and regulations regarding how to handle paperwork including data collection and documents specifically as it relates to how to store them and how to travel with them. If you provide home-based services, it is imperative that you be careful when traveling with client documentation. Be mindful of confidentiality laws. Carry as little client data and documents as you need while you travel. Whatever you do travel with should be carefully stored such as by locking it in a travel briefcase and possibly even in your car (think of it as locking the data twice - once in the briefcase and once in the trunk). However, again, this isn't to be taken as legal advice. You should speak to a supervisor or knowledgeable person in your area to learn about the specific regulations related to your location and workplace setting.

- In the United States, you must comply with all HIPAA policies and regulations. HIPAA requires that a client's data and paperwork and identifying information be kept confidential and protected. You should store client data sheets, session notes, and paperwork in a secure location. You should always put them back after a session so that they are kept in that safe location.

F. Professional Conduct and Scope of Practice

F1 - Describe the BACB's RBT Supervision Requirements and the Role of RBTs in the Service-Delivery System.

- According to the Behavior Analyst Certification Board (BACB), RBTs must receive a certain amount of supervised hours on a monthly basis. The current requirement is that RBTs must be supervised for at least 5% of the hours they spend providing ABA services each month.

F2 - Respond Appropriately to Feedback and Maintain or Improve Performance Accordingly.

- Response to feedback should be professional and appropriate
- Implementation of feedback should be immediate

F3 - Communicate with Stakeholders (e.g., family, caregivers, other professionals) as Authorized.

- Explain appropriate communication
- Communicate appropriately with stakeholders

F4 - Maintain Professional Boundaries (e.g., avoid dual relationships, conflicts of interest, social media contacts).

- Relationships with clients should ONLY be in relation to their program
- There should be NO dual relationships
- There should be NO conflicts of interest / social media contact
- All interactions MUST be professional

F5 - Maintain Client Dignity

- You can maintain a client's dignity by showing respect at all times, maintaining privacy and confidentiality, and communicating effectively and professionally. You can also offer your client's choices and allow them to be an active participation in treatment development.

RESOURCE BOX

Youtube Channel :

Ricky the RBT. Ricky is now a BCBA, but he creates amazing informative videos as a study resource for the RBT Exam. His channel is organized by the task list!

Here is the link :

<https://www.youtube.com/@rickytherbt3794/videos>

APP FOR PHONE : \$9.99

ABA WIZARD - BT EXAM (I strongly recommend this app)

RBT Competency Test :

Here is the link to the information of the RBT competency test.

https://www.bacb.com/wp-content/uploads/2023/12/RBT_Competyency_Assessment_Initial_2024-231117-a.pdf