THE RBT EXAM
Revision Guide

CONTENTS

INTRODUCTION

The Registered Behavior Technician (RBT) exam is an important certification for those looking to work in the field of Applied Behavior Analysis (ABA). This Revision Guide is designed to help you prepare for the RBT examination offered by the Behavior Analyst Certification Board (BACB). Before completing this course, you should have already completed your RBT Training Course and have competed, or intend to shortly complete, your RBT Competency Assessment.

The RBT Examination is composed of 85 multiple -choice questions. Seventy-five of those questions count toward your final score. The remaining 10 questions are test (unweighted) questions. The examination is based on the RBT Task List (2nd ed). The Task List is broken down into six sections based on the six primary duties of an RBT.

1. Measurement (10 questions)

2. Assessment (8 questions)

3. Skill Acquisition (24 questions)

4. Behavior Reduction (12 questions)

5. Documentation and Reporting (10 questions)

6. Professional Conduct and Scope of Practice (11 questions)

This revision course and accompanying guide mirror the structure of the task-list. It has six modules, and each module covers content related to the corresponding section of the task-list. Additionally, each module is structured around the task items within the corresponding section of the task-list. This is to help you ensure that you are revising all of the relevant content that you must know for the exam.

MEASUREMENT

A-01 Describe how to prepare for data collection

Preparing for data collection is a crucial aspect of the measurement section of the RBT exam. You should know that before each session, it is essential to have all the necessary materials ready, such as a tablet or phone for data collection, data sheets, flash cards, and any other devices needed for taking data, such as counters or timers. In addition, it is important to know which behaviors to target during the session by looking at the relevant sections of challenging behavior plans and skill acquisition intervention plans. Reviewing the data from recent sessions will enable you to identify if you should prioritize a particular intervention (e.g. because another RBT was unable to run it during a previous session) and it should also help you avoid running interventions that have met the criteria to be stopped.

A-02 Continuous measurement procedures

Continuous measurement procedures are another important aspect of the measurement section of the RBT exam. These procedures involve recording every instance of a behavior. Techniques include count/frequency/rate, duration, latency, and inter-response time. It is crucial to understand the definition of these terms, but also to know which type of measurement is the best for each behavior. For example, frequency or count is the best for short behaviors and have clear beginning and end points, such as clapping or jumping. The rate is a more advanced measure that records how often a behavior occurs over a specific time.

A-03 Discontinuous measurement procedures

In addition to continuous measurement procedures, there are discontinuous measurement methods. These include whole -interval recording, partial interval recording, and momentary time sampling. Whole -interval recording is a method of measuring behavior where the observer records whether a behavior occurred during an entire interval. Partial interval recording is similar, but the observer records whether the behavior occurred during any portion of the interval. Momentary time sampling involves taking a sample of the behavior at specific time intervals, rather than observing the behavior continuously.

A-04 Permanent product recording

Permanent product recording is a method of measuring behavior where the observer records the physical products of the behavior, such as drawings or writing, rather than observing the behavior itself.

A-05 enter data and update graphs

The most commonly used graphs in ABA are Line Graphs. On a Line Graph, the x-axis (horizontal) is used to indicate time and the y-axis (vertical) is used to indicate the behavior of interest (e.g. hitting, percent correct, number of learning opportunities).

As an RBT, you should know that each axis has a label (e.g. date, session, hitting or percentage correct) and the graph should have a title. Graphs should usually also have some indicator of the client to whom it belongs (e.g. the client's name or initials). When entering data at the end of a session, you will usually record the relevant variable on the relevant date using a data point. The data point is the dot that you write on the graph. Data points are normally connected by a data path (i.e. the data path is the line that connects two data points). Changes to interventions (e.g. moving from baseline to intervention or changing the target behavior) are usually recorded using a phase-change line (a broken line). You do not connect data points on either side of a phase -change line.

MEASUREMENT KEY TERMS

Count/Frequency/Rate

The count is a tally of the number of times a behavior occurred. The rate requires dividing the count by a unit of time. For example, per minute, per hour, per day, per week or per month. The term frequency can be used to refer to either count or rate; however, it is most often used to refer to the rate.

Duration

Duration is the length of time a single instance of a target behavior occurs for.

Latency

Latency recording measures the amount of time that lapses between an antecedent and when someone begins performing a target behavior

Inter-response Time

Interresponse time (IRT) is the measure of time that occurs between two consecutive responses.

Whole-interval Recording

Whole Interval Recording is used to identify whether or not a behavior occurs during intervals. The behavior is recorded as occurring only if it occurred for the entire length of the interval.

Partial interval Recording

Partial Interval Recording is a data collection method used to record how many times a continuous behavior occurs across a set number of consecutive intervals. If the behavior occurs at any point during the interval, the interval is marked as the behavior having occurred.

Momentary Time Sampling

Momentary Time Sampling is a measurement method in which you record the presence or absence of a behavior at precisely specified time intervals. It is less accurate than other methods such as a whole interval recording and partial interval recording, but has one major advantage – it does not require you to observe the client's behavior for the vast majority of session time.

Permanent Product Recording

Permanent Product data recording is used when there is physical evidence of a target behavior having occurred and focuses on the behaviors impact on the environment.

To use permanent product recording, the behavior of interest needs to have some concrete and permanent (or semi-permanent) impact on the learner's environment. This impact needs to be observable.

Data Point

A data point on a graph represents the value of behavior you are measuring.

Data Path

A data path is a line that connects two data points. Data paths can be used to visually analyze data.

X-Axis

The horizontal axis of a graph is known as the x-axis. When you look at the x-axis, you are usually looking at something representing time. This is most commonly the date on which data were collected but can also sometimes be used to label successive sessions.

Y-Axis

The vertical axis of a graph is known as the y-axis. When you look at the y-axis, you are usually looking at something representing a measure of a behavior (e.g. frequency, duration of the percentage of intervals in which a behaviour occurred).

Graph Labels

The x-axis and the y-axis on a graph should be labeled. The graph itself should also have a title Where a graph depicts different phases (e.g. baseline and intervention)

Phase Change Line

A phase change line is a broken vertical line transposed on a graph to indicate when the data are collected during different conditions, or phases. For example, a phase change line would appear on a graph between the baseline and treatment (intervention) phase or when an intervention is altered. When using graphs as part of skills teaching interventions, a phase change line might be introduced to indicate that a new target or prompting procedure was being used.

ASSESSMENT

B-01   Conduct preference assessments

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

B-03   Assist with functional assessment procedures

One key to understanding all the assessments covered in this section is that they are behavioral assessments. Behavior is anything a person does. In ABA, we tend to focus on observable behaviors. This is because observable behaviors are measurable. The Dead Man's Test is often used to distinguish behavior from non-examples of a behavior. If a deceased person can do something (e.g. not hitting), then it is not regarded as a behavior.

When recording data, operational behavioral definitions give you all of the information that you must distinguish the target behavior you are recording from similar behaviors. Behavioral definitions avoid ambiguous language and refer only to objective aspects of behavior. They avoid referring to internal states as these involve the technician interpreting the behavior (e.g. you might be asked to record instances of laughing and smiling but not instances of a person being happy).

B-01 Conduct preference assessments

Preference Assessments are used to determine which objects or activities that an individual has a higher preference for. These assessments are important to conduct regularly as preferences can shift over time and vary by setting. preference assessments provide an idea of what could work as a reinforcer, but stimuli not considered a reinforcer until it increases behavior.

Although there are different ways of conducting preference assessments, three commonly used procedures include

1. Free Operant Observation – In free operant observation, various leisure items/activities are presented in front of a learner, and their support worker will measure the duration of engagement with each item/activity for a predefined observation period. They can then rank the items/activities based on the duration of interaction/ engagement with them.

2. Paired Stimulus Preference Assessment - In a paired stimulus preference assessment, several items are identified as potential reinforcers. All items are then presented side by side (two at a time) in front of the learner, and the assessor observes which items he/she chooses to interact with. They record which item was picked and then rank the items based on the number of times they were picked.

3. MSWO Preference Assessment – in a MSWO (Multi Stimulus WithOut Replacement) preference assessment, all potential reinforcers assessed are presented in a row on front of the learner. The person supporting the learner observes which item the learn picks and interacts with. When the learner is finished with the item, it is removed from the row, and the remaining items are rotated. Then, the learner is given an opportunity to pick another item. This continues until all items are gone, or the learner stops picking the items. The observer then ranks the items based on the order in which they are picked.

B-02 Assist with individualized assessment procedures (eg. curriculum-based, developmental, social skills)

For this section, will to refer to curriculum-based, developmental, and social skills assessments as ABA assessments. The overall goal of an ABA Skills Assessment is to provide a representative sample of a client's existing verbal and non-verbal skills. It should tell you what a client can and cannot do and the circumstances under which behaviors of interest occur and do not occur. Commonly assessed skill areas include mands (requests), tacts (labels), echoics, non-verbal imitation, intraverbals, listener responding, play, social and leisure skills, visual perceptual and matching-to-sample, linguistic structure, self-help, group and classroom skills, and academics.

While the Board Certified Behavior Analyst (BCBA) is ultimately responsible for the implementation of an ABA skills assessment, RBT's may be asked to assist with some parts of an assessment. Often, this is because RBT's work regularly with a client and often have more instructional control and rapport than a BCBA who spends less time with a client. This increased familiarity may make the assessment results more representative of the client's true skill level.

When asked to assist in an ABA assessment, an RBT may be asked to conduct a behavioral observation or conduct a probe (baseline probe).

A behavioral observation does not involve any manipulation of the client's environment. An observation simply requires that you observe the client in their typical environment (e.g. home or school) and record a behavior using an assigned data collection system. For example, you might be asked to observe someone for 30 min and record the number of mands they made during that period.

A baseline probe is something you usually conduct before instruction begins for target skill. You present the target instruction without a prompt and record the learner's response as correct or incorrect. In some circumstances, you may record the level of prompting required for the client to conduct the target behavior. While instructions will differ depending on the client, the skill, and the context, responses are, generally, not reinforced during a baseline probe.

B-03 Assist with functional assessment procedures

Functional assessments are also an important aspect of the measurement section of the RBT exam. As with the ABA Skills Assessment, RBT's do not conduct Functional Assessments, but may be required to assist with the assessment.

Functional assessments are used to determine the purpose or function of a behavior that challenges. Understanding the function of a behavior is crucial in developing appropriate intervention strategies. There are various methods for conducting functional assessments, such as functional analysis, functional assessment interviews, and direct functional assessment.

A functional analysis includes in some ways manipulating either the antecedents or consequences of a behavior, to see if this effects how frequently the behavior is used. This is an experimental method that allows us to more confidently establish what is causing a behavior.

When using Direct Functional assessment methods, the person conducting the functional behavior assessment observes the person in their natural (everyday) environment and records objective behavioral data to see what is happening before during and after the target behavior (ABC Data). Direct functional assessment will include collecting data using continuous and/or discontinuous measurements.

When using Indirect Functional Assessment Methods, you do not need to directly observe the behavior of interest but instead use interviews, questionnaires, surveys, checklists, or rating scales.

ASSESSMENT KEY TERMS

Preference Assessment

A preference assessment is a structured method to identify highly preferred items or actions that can be used as (probable) reinforcers to keep a learner's motivation levels high. Preference Assessments can also be useful in helping identify items or activities a client wants to engage with more often.

Free Operant Preference Assessment

In free operant observation, various leisure items/activities are presented in front of a learner, and their RBT will measure the duration of engagement with each item/activity for a predefined observation period. They can then rank the items/activities based on the duration of interaction/engagement with them

Single Stimulus

Single Stimulus Preference Assessments are also known as "successive choice" assessments. During this preference assessment, a single item is provided to a client, and the RBT records their behavioral response to each item noting the duration of his engagement with each item. The items that the client approaches and engages with the longest are the highest preferred items, and the items that the client does not approach are considered the client's non-preferred items.

Paired Stimulus

Paired Stimulus Preference Assessment - In a paired stimulus preference assessment, several items are identified as potential reinforcers. All items are then presented side by side (two at a time) in front of the learner, and the assessor observes which items he/she chooses to interact with. They record which item was picked and then rank the items based on the number of times they were picked.

MSWO Preference Assessment

In a MSWO (Multi Stimulus WithOut Replacement) preference assessment, all potential reinforcers assessed are presented in a row on front of the learner. The person supporting the learner observes which item the learn picks and interacts with. When the learner is finished with the item, it is removed from the row, and the remaining items are rotated. Then, the learner is given an opportunity to pick another item. This continues until all items are gone, or the learner stops picking the items. The observer then ranks the items based on the order in which they are picked.

MSW Preference Assessment

In an MSW Preference Assessment, an RBT places an array of items in front of the client and allows them to pick one. After the client has engaged with the item, the RBT replaces the same item in the array, and then replaces the unselected items with new ones. The RBT repeats this process until after every item has been presented at least twice. Items were then ranked based on the number of times they were selected.

Functional Assessment

A Functional Behavior Assessment (FBA) is a type of assessment that is designed to identify the reasons why a behavior that challenges occurs. As part of a functional assessment, we seek to identify potential setting events, antecedents, and consequences that may help explain why a behavior occurs. That is, the purpose of a Functional Assessment is to identify the function of a behavior.

Indirect Functional Assessment Methods

When using indirect Functional Assessment Methods, you do not need to directly observe the behavior of interest but instead use interviews, questionnaires, surveys, checklists, or rating scales. These assessments will be used to identify potential setting events, motivating/abolishing operations, discriminative stimuli, and consequences that may be affecting the occurrence of a behavior that challenges.

Direct Functional Assessment Methods

When using direct assessment methods, the person conducting the functional behavior assessment observes the person in their natural (everyday) environment and records objective behavioral data to see what is happening before during and after the target behavior. This may involve using ABC recording, scatterplots or measurement systems such as frequency, duration, whole-interval recording or partial interval recording.

Functional Analysis

A functional analysis is a specific type of functional assessment procedure that involves the BCBA and RBT directly manipulating antecedents and/or consequences. They test a hypothesis about the function of behavior experimentally. Data is collected on the occurrence of a behavior during different experimental conditions, and this data can be used to confirm or refute a hypothesis.

ABC Data Collection

ABC recording is a method of data collection that identifies the antecedent, behavior, and consequence of a specific target behavior.

Individualized Assessment Procedures

Individualized Assessment Procedures typically refer to skills assessments in ABA. These assessments may be relate to life skills, academic skills, communication skills, leisure skills, or social skills. They are typically used to help identify a client's current skills within a domain and to identify potential targets for skills teaching.

Baseline Probing

Within the context of skill acquisition, a baseline probe is something you conduct before instruction begins for target skill. You present the target instruction without a prompt and record the learner's response as correct or incorrect. In some circumstances, you may record the level of prompting required for the client to conduct the target behavior. While instructions will differ depending on the client, the skill, and the context, responses are, generally, not reinforced during a baseline probe.

Behavioral Observation

While some behavioral assessment procedures will require you to give specific instruction or make certain environmental observations, others may require that you simply observe the client in their typical circumstances. For example, you might be asked to observe someone for 30 min and record the number of mands (requests) they made during that period.

SKILL ACQUISITION

C-01	Identify the essential components of a skill acquisition plan
C-02	Prepare for the session as required by the skill acquisition plan
C-03	Use contingencies of reinforcement
C-04	Implement DTT procedures
C-05	Implement naturalistic procedures
C-06	Implement task analysed chaining procedures
C-07	Implement discrimination training
C-08	Implement stimulus control transfer procedures
C-09	Implement prompt and prompt fading procedures
C-10	Generalization and maintenance procedures

C-01: Identify the essential components of a written skill acquisition plan

The first step in creating a skill acquisition plan is to choose a skill to target. This skill must be socially significant, which means that it helps the individual become more independent, is age appropriate and is socially relevant to increase their quality of life. Next, the supervisor will describe the teaching procedure, the materials to be used, and what mastery or proficiency of the skill looks like. The final step is to choose the data collection procedures.

In short, the skill acquisition plan should tell you what materials will be used, what type of prompting will be used, how you will reinforce, how you will correct errors, and what the plan is for maintenance and generalization.

C-02 Describe how to prepare for the session as required by the skill acquisition plan

See Section A-01 (Describe How to Prepare for Data Collection). Preparing for a session requires you to identify the required materials, the target teaching procedures, current target prompt levels, current error correction procedures, and reinforcers. Some reinforcers may have been placed on restricted access, so it is important to ensure you are aware of this. For example, having reviewed the skill acquisition and behavior support plans, you may need to verify that you have access to a tablet, timers, tally counters, flashcards, toys, visual schedules, and protective equipment. You might also note that certain skills teaching interventions need to be prioritized or that you do not have the training to run a relevant component of an intervention. If this relates to crisis intervention strategies, you will need to contact your supervisor for immediate guidance.

C-03: Use contingencies of reinforcement

Reinforcement is a key concept in Applied Behavior Analysis (ABA) and is used to increase the likelihood of a behavior occurring in the future. It can be a tricky concept to understand, as a reinforcer is only a reinforcer after it's been proven to increase the chances of that behavior occurring in the future. For example, if a child starts cleaning their room more often after getting screen time as a reward, then the screen time is considered a reinforcer. However, if the child is less likely to clean their room after getting screen time, it's considered a punisher and not a reinforcer.

Another important aspect of reinforcement is the immediacy, or how long after the behavior occurs, the reinforcer is presented. The effectiveness of a reinforcer dramatically drops the longer you wait to give it, so it's best to give it immediately after the behavior occurs.

There are also two types of reinforcement: conditioned and unconditioned. Unconditioned reinforcement, also known as primary reinforcement, does not have to be learned and are inherent forms of reinforcement such as food, water, or sex. Conditioned reinforcement, on the other hand, is learned and can be any stimulus that is associated with primary reinforcement.

A schedule of reinforcement describes the probability of a behavior producing reinforcement. A continuous schedule of reinforcement means that every instance of a behavior is reinforced, while an intermittent schedule of reinforcement means that only some instances will be reinforced. On a fixed ratio (FR) schedule, reinforcement is delivered after a fixed number of responses. On a variable ratio schedule (VR), reinforcement is delivered after a variable number of responses. On a fixed interval (FI) schedule, reinforcement is delivered for the first instance of a behavior after a fixed time, while a behavior that is on a variable interval (VI) schedule will be reinforced for its first instance after a variable duration.

C-04: Implement discrete trial teaching (DTT) procedures

Discrete Trial Teaching (DTT) is a teaching method that is commonly used in ABA. DTT is a structured teaching method that involves breaking down complex tasks into smaller, manageable steps. The goal of DTT is to teach new skills by breaking them down into small, easy-to-learn steps, and then gradually building on these skills and combining them to achieve mastery of skills that will contribute to a person's quality of life.

DTT is used to teach various skills, including communication, social interaction, self-care, and academic skills. The therapist will present a task or instruction to the client, and then wait for a response. If the client responds correctly, they will be reinforced with a reward, such as a preferred item or praise. If the client responds incorrectly, the therapist will repeat the learning opportunity and typically prompts the learner to help the client respond correctly.

The RBT will usually continue to present the task or instruction (using higher level prompts) until the client responds correctly, and then move on to the next trial. DTT is a highly structured and systematic approach, which makes it easy to track progress and make adjustments as needed.

C-05: Implement naturalistic ABA teaching procedures

Naturalistic ABA teaching procedures are a more flexible and less structured approach to teaching new skills compared to most forms of DTT. The goal of naturalistic teaching is to teach skills in a way that is natural and meaningful to the client, and that is similar to how they would learn skills in their everyday environment.

Naturalistic teaching procedures involve teaching skills in a natural setting, such as at home or in the community, rather than in a structured therapy room. The therapist will work with the client in their everyday environment and will provide reinforcement and prompts in a way that is similar to how they would in a real-life situation.

For example, if the client is learning to ask for a drink, the therapist may prompt the client to ask for a drink during a mealtime, rather than in a structured therapy session. This approach allows the client to learn the skills in a way that is more meaningful and applicable to their everyday life.

Common naturalistic teaching procedures include Incidental Teaching and Natural Environment Teaching.

C-06: Implement task analysis and chaining procedures

Task analysis is a process of breaking down a complex task into smaller, manageable steps. This is an important step in teaching new skills, especially when the skills is complex or multi-step. Task analysis helps make the task more manageable and easier to understand for both the client and therapist.

Chaining procedures are commonly used in conjunction with task analysis. Chaining is used to teach very complex tasks with many steps and a terminal reinforcer at the end of a chain. The first step in chaining is to conduct a task analysis and break the complex task down into smaller, manageable steps. After the task analysis is complete, the therapist can choose one of the three chaining procedures: forward chaining, backward chaining, or total task chaining.

Forward chaining involves teaching the first step of the task, then the second step, and so on, until the client has mastered the entire task. Backward chaining involves starting with the last step of the task and working backwards to the first step. The total task chaining involves teaching the entire task immediately and providing prompts when the client has difficulty with a specific step.

C-07: Implement discrimination training

Discriminationion training is the process of teaching a client to behave differently depending on the physical and social stimuli presented. This is performed by reinforcing behavior in the presence of one stimulus and not reinforcing the same behavior in the presence of another stimulus.

For example, a client may be taught to touch a green card within an array of three coloured cards when given the instruction "Find the Green Card," and not to touch a red or blue card. In this example, the instruction "Find the Green Card" is the discriminative stimulus (SD), which signals that reinforcement is available if the client picks the green card.

Discrimination training is a key component of many skill acquisition plans, as it teaches individuals to respond appropriately to different stimuli in their environment. For example, a traffic light is a good example of discrimination training in action. When the light is green, it means go, and when it's red, it means stop. The behavior of stopping at a red light has been reinforced by the individual's avoidance of entering a collision (negative reinforcement).

Discrimination training can also be used to teach more basic skills, such as naming animals and differentiating between them, or more complex skills, such as recognizing subtle changes in a brain scan and knowing how to intervene in a complicated situation.

When implementing discrimination training in ABA, it is usually important to only change one characteristic at a time – at least during the initial stages of instruction for most learners. For example, if teaching letters, they should all be the same size and color, so as not to confuse colors and shapes with letters. Similarly, when teaching colors, all the shapes should be the same, but the colors should be different.

One important concept to understand when working with discriminative stimuli is the difference between a discriminative stimulus (SD) and a non-discriminative stimulus (S-delta). A discriminative stimulus is a type of stimulus that signals that reinforcement for a certain behavior (or class of behavior), while an S-delta signals that reinforcement is not available.

For example, if a therapist presents four cards with the numbers 1–4 and instructs a client to point to the number one, the card marked with the number one in the presence of that instruction is the SD, meaning that only touching that card in response to the instruction will result in reinforcement. All the other cards in the presence of that instruction are S-deltas, meaning that touching them will not result in reinforcement.

C-08: Implement Stimulus Control Transfer Procedures

There are several procedures that can be used to transfer stimulus control, including differential reinforcement and the use of prompting and fading procedures. Differential reinforcement involves reinforcing the behavior only in the presence of specific stimuli, while withholding reinforcement in the presence of other stimuli (i.e. extinction). This helps ensure that the behavior is only occurring in the presence of the targeted stimulus.

Stimulus fading involves gradually reducing the similarity between the original stimulus and the new stimulus, while still maintaining the same level of reinforcement. This helps the individual learn to respond to a wider range of similar stimuli.

Finally, prompting and fading procedures involve the use of prompts or hints to help the individual respond to a new stimulus, and gradually fading those prompts over time. This helps the individual learn to respond to the new stimulus independently.

C-09 Implement prompt and prompt fading procedures

Prompts are cues or verbal or physical assistance that are provided to help an individual respond correctly to a task or situation. Prompts can be classified as physical/stimulus or response prompts.

There are two main categories of Stimulus Prompt – the within -stimulus prompt and the extra-stimulus prompt.

When using a within stimulus prompt, you change some dimension of an SD in some way that makes correct responding easier. For example, if providing a learner with a reading comprehension task, you might highlight the words relevant to the answer. Similarly, if teaching somebody goalkeeper skills, you might kick a ball lightly toward the goal to make it easier for them to stop the shot.

When you use an extra-stimulus prompt, you add a stimulus to prompt the target response. For example, providing a visual schedule to help the learner make a snack.

Response prompts act on the learner's response to evoke the correct response. Examples include providing additional instructions, modeling the target response, and physical guidance.

Prompt fading is the process of gradually reducing the intensity of the prompt until the individual can respond correctly without the prompt. To prepare for the exam, it is important to understand the different types of prompts (e.g. full physical, partial physical, verbal) and the different methods of prompt fading (e.g. gradual, most-to-least, least-to-most).

C-10 Implement generalization and maintenance procedures

The generalization refers to the ability of an individual to apply learned skill or behavior to new situations or environments. Maintenance refers to the ability to retain the learned skills or behavior over time.

The response generalization is said to have occurred when somebody learns a skill and then performs a variation of it in response to a similar situation Stimulus generalization is said to have occurred stimulus when a trained skill occurs in response to untrained or new stimuli or examples of stimuli.

To prepare for an exam on this topic, it is important to understand the different techniques for promoting generalization and maintenance (e.g. fading, chaining, shaping, token economy) and how to apply them in different situations.

C-11 Implement shaping procedures

Shaping is a method of teaching new behaviors by reinforcing successive approximations of the desired behavior. The first step a behavior analyst conducts when considering using a shaping procedure is to identify the terminal goal behavior. The next step is to identify a behavior that a client currently has in their repetorie, which is closest to that terminal goal behavior. Once this has happened, the RBT can use differential reinforcement to shape up the terminal goal behavior. This involves systematically changing the reinforcement criteria so that only approximations that represent a client's current closest approximation of the terminal goal behavior are reinforced, and all other responses are placed on extinction.

To prepare for an exam on this topic, it is important to understand the different steps involved in shaping (e.g. identifying the target behavior, defining the first approximation, reinforcing successive approximations) and how to apply shaping in different situations.

C-12 Implement token economy procedures

A token economy is a system in which an individual earns tokens (e.g. stickers, points) for displaying a desired behavior and can exchange the tokens for a desired item or activity. To prepare for an exam on this topic, it is important to understand the different components of a token economy (e.g. tokens, token exchange system, target behaviors) and how to set up and implement a token economy in a therapeutic or educational setting.

SKILL ACQUISITION KEY TERMS

Reinforcement

Reinforcement is a consequence responsible for increasing the future occurrence of the behaviors that preceded it.

Positive Reinforcement

When a behavior is directly followed by the presentation of a pleasant stimulus that increases the future frequency of the behavior, it has been positively reinforced.

Negative Reinforcement

When a behavior is directly followed by the removal of an unpleasant stimulus that increases the future frequency of the behavior, it has been negatively reinforced.

Unconditioned Reinforcer

Unconditioned reinforcers are natural reinforcers. They function as reinforcers the first time they are presented. No prior experience is required. They are also known primary reinforcers.

Conditioned Reinforcer

Conditioned reinforcers (also known as secondary reinforcers) are those that have been paired with other reinforcers. The stimulus was once neutral but became established as a reinforcer by being paired with an unconditioned reinforcer or a previously established reinforcer

Generalized Conditioned Reinforcers

A generalized conditioned reinforcer is a conditioned reinforcer that is paired with various other reinforcers. Money is an example of a generalized conditioned reinforcer. Money may be traded for a large variety of other reinforcers, including tangible reinforcers, activity reinforcers, edible reinforcers, and sensory reinforcers.

Punishment

A stimulus change that follows a behavior and weakens a response is known as a punisher. By weaken, we mean that the future frequency of that behavior is weakened because of that punisher.

Positive Punishment

When a behavior is directly followed by the presentation of an aversive stimulus that decreases the future frequency of the behavior, it has been positively punished.

Negative Punishment

When a behavior is directly followed by the removal of a pleasant stimulus that decreases the future frequency of the behavior, it has been negatively punished.

Continuous Reinforcement

When a behavior is reinforced every time it occurs, we say that is on a continuous schedule of reinforcement.

Intermittent Reinforcement

When every occurrence of a behavior is not reinforced, it is on an intermittent schedule of reinforcement. Reinforcement is only provided intermittently.

Schedule Thinning

Thinning a schedule of reinforcement involves gradually increasing the amount of contextually appropriate responses required for reinforcement. In ABA, reinforcement should move from a thick reinforcement schedule (usually continuous) to a thinner reinforcement schedule (variable) until it reaches the schedules of reinforcement a learner will encountered outside the learning environment.

Stimulus Control

A behavior that occurs more often in the presence of a certain antecedent stimulus (or class of stimuli), is referred to as being under stimulus control. A behavior comes under stimulus control because that behavior has been reinforced when that stimulus is present and not when it is absence (i.e. discrimination training).

Discrimination Training

Discrimination training involves reinforcing a behavior in the presence of one stimulus but not others. This can happen naturally or we can contrive circumstances to use discrimination training to bring behavior under stimulus control (i.e. teaching).

Discriminative Stimulus (SD)

An SD signals that a reinforcer is available for a behavior. Certain behaviors happen more often in the presence of certain SD's because they have a history of being reinforced in their presence. When teaching, we hope to bring target behaviors until the control of target SD's. For example, we might want a learner to respond to the target SD "Where do you live?" with the target response of telling the questioner their address. We would do this by prompting and then reinforcing the target response when it occurs after the target SD.

Stimulus Delta (SΔ)

An SD signals that a reinforcer is NOT available for a particular response. For, example, while the vocal stimulus "Where do you live?" is an SD for providing your address, it is an SΔ for providing your name or singing the lyrics to your favorite song (i.e. providing an address will be reinforced while the other responses will not be reinforced).

Setting Events

A setting event can occur hours, or even days, before an antecedent or behavior and can alter the probability of its occurrence. For example, poor sleep might affect performance on an examination.

Motivating Operations (MO)

Motivating operations have two effects. They momentarily alter the value of a reinforcer and they make the behavior that produces that reinforcement more or less likely to occur at that time. Deprivation (e.g. hunger) and satiation (e.g. feeling full after eating) are two common types of motivating operations.

Establishing Operations

Establishing Operations (EO's) increase the value of a reinforcer and make behavior that produces that reinforcer more likely to occur. Deprivation is a type of establishing operation. It occurs when someone has been deprived of a particular reinforcer for a time.

Abolishing Operations

Abolishing Operations (AO's) reduce the value of a reinforcer and make behaviors that produce that behavior less likely to occur. Satiation is a type of abolishing operation. It occurs when someone has recently consumed a large amount of a particular reinforcer or has had substantial exposure to a reinforcing stimulus (e.g. food or sleep).

Three-term contingency

A contingency is an if/then statement that describes the likelihood of a behavior and its probable consequences. The three-term contingency attempts to describe how our environment affects our behavior by looking at the relationship between antecedents, behaviors and consequences.

Four-term contingency

This is an elaborated form of the three -term contingency that also includes factors related to motivation (i.e. Setting Events and Motivating Operations).

Differential Reinforcement

Differential reinforcement consists of withholding reinforcement for incorrect or contextually inappropriate behaviors (i.e. Extinction), and providing reinforcement for the correct or contextually appropriate response.

Prompting

A prompt is an extra antecedent stimulus that encourages a person to engage in a particular behavior. A prompt is typically given at the same time or just after the target antecedent SD, and it helps to cue the correct response from a learner.

Fading

Prompt fading is a stimulus control transfer process that involves systematically reducing and removing prompts paired with the SD. Different types of prompts can be arranged along a continuum or a hierarchy of intrusiveness. We can fade prompts using techniques such as least to most (LTM) prompting and most to least (MTL) prompting.

Least to Most Prompting (LTM)

When using LTM prompting, a learner is provided with an opportunity to respond independently to an instruction or other SD. If they respond incorrectly (or do not respond at all), the RBT will engage in a more intrusive prompt for the next learning opportunity.

Most to Least Prompting (MTL)

With MTL prompting, the most intrusive prompt is used first and is then faded to successively less intrusive prompts for subsequent learning opportunities if the learner is successful. This is sometimes referred to as errorless prompting.

Shaping

Shaping is a process for establishing a new behavior that is not currently part of a learner's behavioral repertoire. It involves reinforcing successive (closer and closer) approximations to a target behavior known as a terminal goal. Shaping can be accomplished by first identifying the terminal goal, reinforcing the current best approximation, and then changing the reinforcing criteria to closer and closer approximations of the terminal goal.

Chaining

Chaining is a way to teach a multi-step skill. Small behaviors that are linked or chained together, to accomplish a terminal goal (e.g. getting to a friend's house) are identified using a task analysis and then the steps and sequence that they need to be performed in, are taught using prompting and reinforcement.

Task Analysis

When teaching behavior chains, we usually use something known as a Task Analysis. This involves breaking a complex behavior into small, teachable steps. Prompting and Reinforcing steps within a Task Analysis is an instructional procedure known as chaining.

Forward Chaining

Forward Chaining is a procedure where at first, only the FIRST step of a task analysis is targeted. If the learner completes it (with prompting initially), they receive reinforcement. When they can conduct the first step independently (i.e. it is mastered), the second step in the chain is targeted. It is used if a task is more complex for a learner and if the end natural reinforcer in the chain may not be a potent reinforcer for the learner.

Backward Chaining

Backward Chaining is a procedure where at first, only the final step in the task is targeted. Reinforcement is provided if the final step within the chain is completed at the current target prompt level. When the learner can conduct the final step in the chain independently, the next step that is targeted is the second last step within the chain. It is often used a if the task is quite complex for a learner and/or if the natural reinforcer at the end of the chain is a potent reinforcer for the learner.

Total Task Chaining

Total Task Chaining is a procedure where all steps in the chain are targeted for teaching immediately. Each step has its own target prompt level. Reinforcement is given for completing each step with a particularly strong reinforcer provided at the end. It is often used if a learner can already conduct several steps in a chain.

Generalization

The spreading of the effects of intervention to outside the intervention is known as generalization.

Response Generalization

The response generalization is said to have occurred when somebody learns a skill and then performs a variation of it in response to a similar situation.

Stimulus Generalization

Stimulus generalization is said to have occurred stimulus when a trained skill occurs in response to untrained or new stimuli or examples of stimuli.

Maintenance

Maintenance refers to the extent to which a target behavior continues to occur over time. When teaching a new type of skill to somebody we typically start off with thick schedules of reinforcement, but over time, we alter the reinforcement schedule to thinner schedules of intermittent reinforcement. This promotes the maintenance of the behavior over time.

Discrete Trial Teaching

Discrete trial teaching uses the three -term (ABC) contingency to teach various skills to learners.

First, the instructor ensures that the learner is attending them by obtaining a readiness response. Next, the antecedent (the target SD) is presented and a prompt is used (if scripted in the protocol). Then, the learner behavior occurs (the response). This is followed by a consequence. If the learner responded correctly, reinforcement is delivered. If the response is incorrect, the instructor provides a correction. Finally, there is an intertrial interval. This interval signals to the learner that one learning opportunity has ended and another is about to begin. During this time, the instructor records data and prepares for the next trial.

Naturalistic Teaching

Naturalistic teaching procedures involve teaching skills in a natural setting, such as at home or in the community, rather than in a structured therapy room. The therapist will work with the client in their everyday environment and will provide reinforcement and prompts in a way that is similar to how they would in a real-life situation.

Incidental Teaching

Incidental teaching is a naturalistic ABA teaching procedure that was designed to promote the development of more elaborate communication. A teaching opportunity begins when a learner demonstrates their interest in an item or activity by approaching it. An approach can be physical, vocal or non-vocal (e.g. directing gaze, walking towards or pointing). Once the learner has initiated the opportunity, the instructor requests a more elaborate form of communication. The instructor then honors the elaborated request immediately, or provides it after a correction procedure.

Natural Environment Teaching (NET)

Natural Environment Teaching is a naturalistic behavioral teaching format that involves focusing on the learner's immediate interests and daily activities as a guide for language instruction. It can be used to teach new targets or to generalize targets initially taught through other formats. Within activities, learning opportunities are created to allow for learning or generalising skills related to matching, sorting, following instructions, imitating, emulating, manding, tacting, echoic, and intraverbal responding. As with other ABA teaching approaches, target SD's or MO's will be followed by learner behavior and consequence; however, there is a greater emphasis on the use of naturally occurring reinforcement.

Token Economy

A token economy is a contingency -based procedure that can be used to reduce challenging behaviors or incorrect responses and increase functional behaviors through the deliverance of a tangible conditioned reinforcer in the form of tokens. These tokens are generalized conditioned reinforcers that can be exchanged for access to back up reinforcers. A token economy will typically involve two separate reinforcement contingencies – one for receiving tokens and one for exchanging tokens.

BEHAVIOUR REDUCTION

D-01 Identify the essential components of a written behavior reduction plan

A behavior plan is useful because it helps the behavior technician address behaviors effectively. Typically, the Behavior Analyst will develop a behavior plan and the behavior technician will implement it during ABA sessions.

Key features of a behavior reduction plan include a definition of the target behaviors and the behaviors' functions; a description of the data collection procedures to be used; a description of the function -based procedures and teaching formats to be used; a description of reactive strategies (consequence based strategies) to be used; and a description of any crisis -based strategies to be used.

Plans will also typically provide details of persons responsible, the assessment tools used to establish the hypothesis about the behavior's function, when consent was provided, when the plan is reviewed/removed, and details about how to graph the relevant behaviors.

D-02 Functions of behavior

There are several categories of behavior functions. These include Attention (social positive), which is when a behavior is more likely to occur in the future because it has been reinforced by new or additional forms of attention being provided following a behavior that challenges. Reinforcing Tangible/Activity is when challenging behavior results in access to an activity or tangible item. Escape avoidance is when a person is trying to escape a situation or avoid it altogether. Automatic (Sensory) is when a behavior is innate and (usually) sensory. Automatic positive is when the behavior creates or enhances a (usually) pleasant sensation. Automatic negative is when behavior results in the removal of a (usually) unpleasant sensation.

The acronym SEAT is sometimes used to help remember these categories of functions. It stands for Sensory, Escape, Attention, and Tangible.

D-03 Implement interventions based on antecedents, MOs, and SDs

Implementing interventions based on modifications of antecedents, such as motivating operations and discriminative stimuli, is often an important part of a behavior reduction plan. Antecedents are what are present before a behavior occurs.

When a functional assessment identifies certain social and physical environmental arrangements as predicting a behavior that challenges, we can alter these antecedents to reduce the occurrence of the target challenging behavior.

For example, if loud noises predict self-injurous behavior, we might provide a client with ear defenders. As a result, the probability of self-injury might be reduced. Similarly, if low levels of attention predicted a behavior that challenges, we could use non-contingent reinforcement (providing attention independent of a behavior) to reduce the motivation to engage in that behavior.

If a challenging behavior was related to escaping demands, then techniques such as using the Premack Principle or Behavioral Momentum, might reduce the probability of that challenging behavior.

D-04 Differential reinforcement (DRO, DRA, DRI)

Differential reinforcement consists of withholding reinforcement for the behavior that challenges (i.e. Extinction), and providing reinforcement for (1) a contextually appropriate replacement behavior (Differential Reinforcement of Alternative Behavior), (2) an incompatible behavior (Differential Reinforcement of Incompatible Behavior), or (3) the

absence of the challenging behavior (Differential Reinforcement of Other Behavior). Over time, the behavior that is placed on extinction will decrease and the behavior that is successfully reinforced will increase.

Differential Reinforcement of High/Low rates of Behavior (DRH/DRL) differs in that it involves providing reinforcement-based provided that the behavior occurs above or below a particular target criteria. This might be used if a behavior is not typically challenging, but it has become challenging because it is happening too often or not happening often enough.

Where the goal is to increase the use of a particular behavior, a DRH procedure is used. When the goal is to decreased the use of a behavior, a DRL is used.

D-05 Extinction procedures

Extinction is used by no longer reinforcing a previously reinforced behavior.

Access-based Extinction: A behavior previously reinforced by allowing one to gain access to tangibles or attention can be placed on extinction by not allowing him/her to gain access to the tangibles or attention after the behavior occurs.

Escape Extinction: If the behavior is previously reinforced by allowing one to escape from tasks/items/events, the behavior will be placed on extinction by not allowing him/her to escape from them.

Sensory Extinction: If the behavior is previously reinforced by allowing one to gain automatic reinforcement (sensory input), extinction can be applied by not allowing him/her to gain automatic reinforcement (sensory input) after the behavior occurs.

D-06 Crisis/Emergency procedures

When dealing with challenging behaviors, it is important to have emergency procedures in place to ensure the safety of all individuals . One such procedure is the use of restraints. Restraints should only be used as a last resort and should be used in accordance with the laws and regulations of the jurisdiction where the service is being provided. Restraints can be physical or chemical, but should only be used when the individual's behavior poses a serious risk of harm to themselves or others.

When using restraints or other restrictive interventions, it is important to use the least restrictive option available and to ensure that the individual is continuously monitored while in restraint. Chemical restraints should only be used under the direction of a physician or other appropriately qualified healthcare professional, and the individual should be continuously monitored while under the influence of the chemical restraint.

The use of restraints should be documented in the individual's behavior plan (or associated document) and reported to the appropriate parties as soon as possible. It is also important to have a debriefing process after the use of restraints to ensure that any necessary adjustments to the individual's behavior plan are made to prevent the use of restraints in the future.

BEHAVIOR REDUCTION KEY TERMS

Behavior that Challenges

Behavior can be described as challenging when it is of such an intensity, frequency, or duration as to threaten the quality of life and/or the physical safety of the individual or others and it is likely to lead to responses that are restrictive, aversive, or result in exclusion

Behavior Reduction Plan

These are also known as Behavior Support Plans, Positive Behavior Support Plans, Behavior Plans and various other terms. A Behavior Reduction Plan is a formal written guide intended for the client, other stakeholders, and those delivering interventions for the client who engages in behaviors that challenge. The plan should outline the strategies that can be used to reduce behaviors that challenge, teach, or increase more contextually appropriate alternatives, meet a client's needs, and improve their quality of life. Strategies included should interventions to address setting events, antecedents, and consequences that maintain a behavior that challenges.

Behavior Contract

Behavior contracts are written agreements that outline the different contingencies and arrangements that will be implemented when a behavior support plan is implemented.

Antecedent Interventions

Antecedent interventions prevent behavior that challenges by changing what happens before the behavior. Antecedent interventions involve altering the physical or social environment in a way that decreases the probability of a behavior occurring in the first instance.

Non-Contingent Reinforcement

Non-contingent reinforcement is an antecedent intervention that involves the delivery of reinforcement independent of a target behavior. Reinforcement is delivered in a fixed or variable time schedule. By providing the type of reinforcement that typically followed the challenging behavior independent of the challenging behavior, we reduce the probability of the challenging behavior occurring.

Behavioral Momentum

Behavioral momentum can be used as an antecedent intervention for challenging behaviors maintained by escape from demanding situations. It involves changing the social environment by altering the characteristic way in which demands are delivered to a client. A typical behavioral momentum strategy might involve presenting three easy tasks, one hard task, three easy tasks, and one hard task. This strategy builds a pattern of success and reinforcement for the learner and pairs up the person giving an instruction with reinforcement.

Premack Principle

A technical definition of the Premack Principle states that making the opportunity to engage in high-frequency behavior (fun activities) contingent upon the occurrence of low-frequency behavior (difficult tasks) will function as a reinforcer for the low-frequency behavior.

The Premack Principle is classed as an antecedent intervention because when using it, you usually tell your client what contingency is. You are effectively saying "First do this unpleasant activity, then you will be able to do that pleasant activity." This statement can act as an establishing operation that increases motivation to engage in a difficult task.

Sensory Function

When the function of a behavior is sensory, it means that the sensory consequence of a behavior reinforces and maintains it. This can be positive (i.e. it adds something the client experiences as pleasant) or negative (i.e. it removes an unpleasant sensory sensation like an itch).

Escape Function

When the function of a behavior is escape, it means that the behavior results in the termination, delay, or avoidance of something aversive.

Attention Function

When the function of a behavior is attention, it means that the behavior results in some form of change in the social environment. When positive, it results in the addition of some preferred form of social interaction. When negative (i.e. escape social), it results in the removal of some aversive form of social stimulus.

Tangible Function

When the function of a behavior is Tangible, it means that behavior results in access to some form of physical stimulus (e.g. money or cookie) or activity (playing soccer or chasing).

Functionally Equivalent Replacement Behavior

A functionally equivalent replacement behavior (FERB) is the name for the new behavior that replaces the problem behavior

Functional Communication Training

Functional communication training teaches a person a contextually appropriate alternative response to replace a behavior that challenges. In technical terms, FCT establishes an appropriate communicative behavior to compete with problem behaviors evoked by a motivating operation.

Differential Reinforcement of Other Behavior

Differential Reinforcement of Other (DRO) Behavior reinforces all other behavior except the target behavior. The target behavior is placed on extinction. In effect, because you are reinforcing all other behavior, a DRO involves reinforcing the absence or the non-occurrence of the problematic behavior. For this reason, they are sometimes called a DR0 (zero).

Differential Reinforcement of Alternative Behavior

Differential Reinforcement of Alternative (DRA) Behavior procedures are those in which a problem behavior is decreased by reinforcing a functionally equivalent alternative behavior (a competing behaviour) to replace the problematic behavior. The functionally equivalent alternative behavior is reinforced while the challenging behavior is placed on extinction. The functionally equivalent replacement behavior chosen is often a communication response (i.e. FCT).

Differential Reinforcement of Incompatible Behavior

When using a differential reinforcement of the incompatible (DRI) behavior procedure, you start by identifying a behavior that is incompatible with the behavior that challenges. When we say that it is incompatible, we mean that it cannot occur at the same time.

Differential Reinforcement of High or Low -Rates of Behavior

Differential Reinforcement of High/Low rates of Behavior (DRH/DRL) differs in that it involves providing reinforcement-based provided that the behavior occurs above or below a particular target criteria. This might be used if a behavior is not typically challenging, but it has become challenging because it is happening too often or not happening often enough. Where the goal is to increase the use of a particular behavior, a DRH procedure is used. When the goal is to decreased the use of a behavior, a DRL is used.

Crisis Intervention

A crisis intervention plan describes the actions that should be taken when there is an immediate risk of harm to the client or those around them. While in some cases, a crisis intervention plan may be incorporated or included within a behavior reduction plan, the goals of a crisis intervention plan and a behavior reduction plan can differ.

The goal of a behavior reduction plan is to ensure that a behavior that challenges occurs less often in the future (often with the goal of eliminating the behaviour completely). A crisis intervention plan focuses on keeping a client and those around them safe during a crisis episode. RBT's should not use crisis intervention techniques that they have not been trained to use (e.g. physical restraints or administering medications) or those that they are not legally authorized to implement.

Least Restrictive Principle

Where restrictive interventions are authorized, only the least restrictive intervention should be used. They should only be used when reasonable, necessary, and proportionate. They should only be used when it is in the best interest of the client to use them. The least restrictive intervention may be defined as the interventions that afford the most favorable risk to benefit ratio, with specific consideration of the probability of intervention success, anticipated duration of intervention, distress caused by procedures, and distress caused by the behavior that challenges, and distress caused by the behaviour that challenges itself.

DOCUMENTATION and REPORTING

E-01   Effectively communicate with supervisor

E-02   Actively seek clinical direction from supervisor in a timely manner.

E-03   Report other variables that might affect the client in a timely manner.

E-04   Generate objective session notes for service verification by describing what occurred during the sessions, in accordance with applicable legal, regulatory, and workplace requirements

E-05   Comply with applicable legal, regulatory, and workplace data collection, storage, transportation, and documentation requirements

E-01 Effectively communicate with supervisor

Effectively communicating with your supervisor is essential for ensuring that the interventions being implemented are appropriate for the client and that progress is being monitored effectively. This includes being able to clearly and effectively convey information about the client's progress and any concerns that may arise.

E-02 Actively seek clinical direction from supervisor in a timely manner

Actively seeking clinical direction from a supervisor is important for ensuring that interventions are appropriate and that progress is being monitored effectively. This includes being able to ask for and receive guidance and feedback from your supervisor, as well as being able to follow through on any suggestions or recommendations provided.

E-03 Report other variables that might affect the client in a timely manner

An example of "other variables" that an RBT would need to report to a supervisor would include things like disruptions to a client's routine, illness, medication changes and sleep difficulties. In effect, these types of event act as setting events. Knowing that they have happened, will enable supervisors to interpret data appropriately.

As an RBT, you need to be able to identify and report any relevant changes in the client's environment or behavior that might be impacting progress, as well as being able to make appropriate adjustments to interventions as needed with the guidance of your supervisor.

E-04 Generate objective session notes for service verification by describing what occurred during the sessions, in accordance with applicable legal, regulatory and workplace requirements

As an RBT, you should complete your session notes with objectivity. This means that your sessions notes should only discuss facts in a professional manner. You will note various settings events or other factors that may have affected a client's behavior during the session, describe the interventions that were implemented and report the client's success rates with regard to skills teaching . It is important that you use objective language (e.g. "Tom had 8 instances of kicking today" rather "Tom was angry today – lots of kicking"). You should avoid unnecessarily interpreting a client's behaviour and be specific.

E-05 Comply with applicable legal, regulatory, and workplace data collection, storage, transportation and documentation requirements

An RBT should ensure their familiarity with the Data Protection laws and regulations that exist within the jurisdiction in which they operate. It is essential that an RBT complies with these laws and regulations.

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.

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 secure location.

DOCUMENTATION and REPORTING KEY TERMS

Clinical Direction

Clinical Direction means the communication between a supervisor and the RBT with regard to the implementation of intervention plans. The RBT must communicate any concerns or issues regarding plan implementation and the supervisor must provide the relevant direction and support to the RBT.

Session Notes

A session note is written to record the events of an RBT's session with a client. Session notes should indicate the tasks that were completed, what reinforcers were used and the level of prompting that was required for tasks. Behaviors that challenge might also be reported. When writing a session note, avoid using subjective terms and use professional language. If there are other concerns that may be related to setting events (e.g. low appetite, appearing tired or upset) these should also be objectively reported.

Data Protection

Data protection is the process of safeguarding important personal information from corruption, compromise or loss. It can relate to what information is collected and how it is stored or transported. It may also related to how and with whom data is shared. RBT's have a duty to protect their client's data.

PROFESSIONAL CONDUCT and SCOPE OF PRACTICE

F-01   Describe the BACB's RBT supervision requirements and the role of RBTs in the service-delivery system

F-02   Respond appropriately to feedback and maintain or improve performance accordingly.

F-03   Communicate with stakeholders (e.g., family, caregivers, other professionals) as authorized.

F-04   Maintain professional boundaries (e.g., avoid dual relationships, conflicts of interest, social media contacts).

F-05   Maintain client dignity

F-01 Describe the BACB's RBT supervision requirements and the role of RBTs in the service-delivery system

It is your responsibility to track your supervision. You need to keep track of the number of hours you are working as an RBT every day. You also need to make sure that you request supervision to ensure you meet the supervision requirements.

Supervision must include at least two face-to-face, real-time contacts per month. Supervision cannot be carried out by phone or email. Your supervisor must observe you delivering interventions during at least one of these supervision meetings. While on-site observation is preferred, observation by video-conferencing is also acceptable.

With regard to the duration of monthly supervision, the BACB guidelines are clear that an RBT must obtain supervision for 5% of the hours that provide ABA interventions. This means that if you work for 100 hours a month, you should receive a minimum of 5 hours of supervision. If you work for 120 hours a month, you should receive a minimum of 3 hours of supervision.

Many ABA interventions are delivered using a tiered service-delivery model. Within a tiered service-delivery models, ABA services are generally overseen by a master's (BCBAs) or PhD (BCBA-Ds) level Board Certified Behavior Analysts. The programme may receive mid-level oversight by a bachelors level (BCaBAs) practitioner, and are implemented directly by Registered Behavior Technicians (RBT).

It is important that you understand that the role of the RBT is to implement behavioural interventions and collect data – not to design their own intervention plans.

F-02 Respond appropriately to feedback and maintain or improve performance accordingly

Your supervisor has duty to provide you with training and feedback. When you are doing something incorrectly or sub-optimally, your supervisor should provide you with constructive criticism. This can be aversive. However, it is important that you accept feedback and seek to change the relevant behaviour. When feedback is provided in a constructive manner, your performance will improve and this will ultimately benefit your clients.

F-03 Communicate with stakeholders (e.g., family, caregivers, other professionals) as authorized

You have a duty to protect your clients' privacy. This means that you should not share data that you are not authorized to share.

When communicating with other stakeholders, you should ensure that the language you use is professional and objective. It is also important that you refer other stakeholders to your supervisor when appropriate to do so. For example, if a stakeholder suggests a change to an intervention or a new intervention, as an RBT you should direct them to your supervisor and only implement the new interventions with their agreement and support.

F-04 Maintain professional boundaries (eg. avoid dual relationships, conflicts of interest, social media contacts)

Multiple or dual relationships involve a person having a professional relationship and some other kind of relationship with a client. These relationships might be romantic relationships, friendships or other business relationships. It is important to note that RBT's do not engage in romantic or sexual relationships with current clients, stakeholders, or supervisors.

As an RBT, your role is not to be a friend or to conduct business with the client, but rather to deliver interventions and supports. While it is important to be friendly, it is equally important to keep conversations focused on the learner and their support.

You avoid dual relationships, as this can impair your judgement and create unrealistic expectations. If, for example, a client's parents think of you as a friend, then they may expect you to support their views or plans. They may expect you to do things that are not part of your role as an RBT. This can ultimately harm a client. By avoiding dual relationships and staying professional, these issues can be avoided altogether.

RBTs are not allowed to accept gifts as it could create a conflict of interest. It is also important to avoid adding clients or their family members on social media while working with them. These actions can create an impression that a dual-relationship exists.

F-05 Maintain client dignity

Another important aspect of the RBT role is maintaining client dignity. This includes treating clients with respect, empathy, and compassion, as well as adhering to ethical principles and standards of practice outlined in the RBT Ethics Code. Additionally, RBTs should be aware of cultural and individual differences and strive to be culturally responsive in their interactions with clients. This requires ongoing self-reflection and self-evaluation, as well as participating in continuing education and professional development opportunities.

As an RBT, it is important to always respect and treat clients with dignity, treating them as if they were yourself. You should ensure that you have their consent for any interventions, protect their privacy and do not talk about them outside of work. Do not talk down to your clients or use belittling language. Avoid talking about them in front of them with others. If you need to discuss aspects of their support with another stakeholder, you should include them within the conversation to the greatest extent possible. You should also, where required, ensure that you are maintaining their physical dignity. For example, if a client's clothes or body becomes dirty, you may need to help them fix this.

You should always strive to provide support in a way that you would like a loved one to receive support.

PROFESSIONAL CONDUCT and SCOPE OF PRACTICE KEY TERMS

Role of RBT

The role of the RBT is to implement behavioural interventions and collect data – not to independently design their own intervention plans.

RBT Supervision Requirements

Supervision must include at least two face-to-face, real-time contacts per month. Supervision cannot be carried out by phone or email. Your supervisor must observe you delivering interventions during at least one of these supervision meetings. While on-site observation is preferred, observation by video-conferencing is also acceptable. The BACB guidelines state that an RBT must obtain supervision for 5% of the hours that provide ABA interventions.

Stakeholders

A stakeholder is a person with an interest or concern in the services you are providing to a client. In addition to your client, other stakeholders might include parents, guardians, other family members, friends or partners, co-workers, teachers or supervisors and other professionals.

Dual/Multiple Relationships

Multiple or dual relationships involve a person having a professional relationship and some other kind of relationship with a client or other relevant stakeholder.

Dignity

Dignity means treating someone with respect and honour. While providing interventions, you must ensure that you acknowledge a client's abilities and desires, provide interventions in a way that promotes a client's self-esteem and autonomy, communicate respectfully and in a way that best meets a client's communication needs. You must support your client's physical and mental well-being. Utilising a person-centred approach is key to safeguarding your client's dignity.

NOTES

jigsaw training

INSPIRED BY AUTISM