

THE RBT COURSE OUTLINE

CONTENTS

Page no.

Module 1:	Introduction to Applied Behavior Analysis	3
Module 2:	The Role of the RBT	5
Module 3:	Key Concepts & Principles of Behavior Analysis	6
Module 4:	ABA Procedures	8
Module 5:	Measurement	9
Module 6:	Functional Assessment	10
Module 7:	Behavior Support Plans	11
Module 8:	Verbal Behavior, Assessments & Behavioral Cusp	13
Module 9:	Skills Teaching	15
Module 10:	Ethics, Values and Working with Individual with Intellectual and Developmental Disabilities	17

MODULE 1: Introduction to Applied Behavior Analysis

Module Outline

What is Behavior Analysis? (Module 1: Lesson 1)

Experimental and Applied Behavior Analysis (Module 1: Lesson 2)

Characteristics of ABA Applied Behavior Analysis (Module 1: Lesson 3)

Social Validity and Related Concepts (Module 1: Lesson 4)

Competence within ABA (Module 1: Lesson 3)

The purpose of this module is to introduce trainees to Behavior Analysis. As with all modules, the trainee progresses through a series of lessons. Each lesson includes at least one video, one programmed instruction consolidation exercise and a readings and reflections section.

Each video introduces the learner to a concept or principle, illustrates the concept with examples and explains the rationale for learning about concept or principle.

The interactive consolidation exercises provide multiple examples of the concepts, principles, processes and procedures so that the learner can understand certain “rules” that relate to ABA. Completing a consolidation exercise, requires that students progress through a series of written exercises where they must fill in blanks with a series of correct terms. Within each exercise, the rules and examples a learner must complete initially include high levels of prompting. However, as they progress towards the end of the exercise prompting is gradually removed and the student will complete the later rules and example independently.

The readings and reflections section involve the learner reading articles/documents or watching videos that utilise the new concepts introduced in the previous parts of the lesson. The media included in this section highlights applications of the concept or emphasizes key considerations related to utilizing the concept. Students are asked to reflect on the key things they learn from the media and from the entire lesson.

Following completion of Module 1, students should be able to identify examples of behavior analytic practice and distinguish them from other types of behavioral interventions. They should understand the concepts of “science” and “behavior” and be able to distinguish between experimental behavior analysis and applied behavior analysis. In addition, they should understand that there are different categories of ABA interventions and that the level of competence required to use ABA interventions varies.

More specifically, learners should be able to demonstrate an understanding of the following rules:

1. Behavior is anything that a living person or other organism does. It includes covert behaviors like thinking or planning and overt behaviors like running or cycling.
2. Science is the pursuit and application of knowledge and understanding of the natural and social world which follows a systematic methodology based on evidence.
3. Behavior analysis is the science of learning and motivation. It is a comprehensive approach to the study of the behavior of organisms including behavior that occurs within a person. It identifies general laws and principles that apply across all types of behavior.
4. The Experimental Analysis of Behavior focuses on the study of behavior. Its primary objective is the discovery of natural laws and principles that govern behavior.
5. Applied Behavior Analysis uses the principles and laws identified through the experimental analysis of behavior to help people address practical problems.
6. An ABA intervention should demonstrate the 7 dimensions of ABA. ABA interventions target a behavior that is important to a client (applied). The behavior, behavior change procedure and outcomes should be described completely (technological) and objectively (behavioral) and with reference to the principles and laws of behavior (conceptually systematic). The behavior change should make a meaningful difference in the life of a client (effective) and the positive outcomes should generalise to all relevant areas of a client’s life (generalizability). If a cause and effect relationship can be established, we say that a functional relationship has been identified (analytic).

7. ABA interventions seek to improve a person's quality of life. Socially valid target behaviors and procedures are agreed with a client and with consideration given to the client's human rights, the evidence base regarding the short- and long-term impacts of a procedure and the social acceptability of targets and procedures to wider society. ABA interventionists must seek to ensure that they do no harm by avoiding the use of procedures that may be harmful, degrading, painful or dehumanizing.
8. The principles of behavior analysis are universal. They apply to all human behavior. However, ABA professionals and paraprofessionals should restrict their activities to applications in areas in which they can demonstrate competence or seek supervision from a competent professional.
9. Some ABA teaching or training packages are designed for general use while others are designed for a particular professional group. It is important to distinguish such packages from ABA approaches that require substantial training in ABA such as functional behavior assessment and comprehensive interventions for people with intellectual and developmental disabilities.

MODULE 2: The Role of the RBT

Module Outline

The Behavior Analyst Certification Board (Module 2: Lesson 1)

The Role of the RBT (Module 2: Lesson 2)

Supervision Requirements for RBTs (Module 2: Lesson 3)

In Module 2, you'll learn about professional certification in ABA. You'll also learn about the Behavior Analyst Certification Board, the different types of certification it provides and the importance of supervision within the tiered service delivery model.

Following completion, they should understand that:

1. The Behavior Analyst Certification Board (BACB) seeks to protect consumers of behavior analysis services by systematically establishing, promoting, and disseminating professional standards. It seeks to protect consumers from individuals who are not qualified to provide ABA services by setting training and competency standards.
2. The BACB certifies professionals who meet their criteria as Board Certified Behavior Analysts (BCBA) or Board Certified Assistant Behavior Analysts (BCaBA).
3. The Registered Behavior Technician (RBT) credential is an entry level credential that is conferred once an eligible person completes a criminal background check, undergoes 40 hours of training based on the BACB RBT Task List, successfully completes a competency assessment and passes a BCBA exam.
4. The primary role of the RBT is the delivery of ABA interventions directly to clients and the collection of data.
5. An RBT always practice under the close, ongoing supervision of a qualified BCBA supervisor.
6. An RBT must ensure that they have at least two face-to-face supervision meetings each month. At least one of these should involve the Supervisor observing the RBT delivering interventions.
7. An RBT is obliged to obtain supervision for 5% of the hours that they work.

MODULE 3: Key Concepts and Principles of Behavior Analysis

Module Outline

What is a Stimulus? (Module 3: Lesson 1)

What is Respondent Conditioning? (Module 3: Lesson 2)

What is Reinforcement? (Module 3 Lesson 3)

Categories of Reinforcers (Module 3 Lesson 4)

Punishment and Punishers (Module 3 Lesson 5)

What is Extinction? (Module 3 Lesson 6)

Antecedents, Stimulus Control and The Three Term Contingency (Module 3 Lesson 7)

Schedules of Reinforcement (Module 3 Lesson 8)

Setting Events, Motivating Operations and the Four Term Contingency (Module 3 Lesson 9)

In Module 3, you'll learn about some of the basic concepts and principles required to understand behavior. These include the principles of reinforcement, punishment, extinction and stimulus control. These concepts will be used in later modules to help trainees develop their knowledge of ABA procedures and teaching formats.

Following completion, they should understand that:

1. A stimulus is something that can be detected by an organism. Any environmental object or event counts as a stimulus if can be detected by the person of interest
2. A stimulus class is a group of stimuli with something in common
3. A neutral stimulus is one that causes no response.
4. An unconditioned stimulus is one that naturally produces an unconditioned response.
5. If a neutral stimulus is paired with an unconditioned stimulus, it can take on its properties.
6. After pairing, a neutral stimulus becomes a conditioned stimulus. When the response that previously occurred in response to the unconditioned stimulus, occurs following the presentation of a conditioned stimulus, it is known as a conditioned response.
7. Reinforcement is a consequence that increases the probability of a behavior occurring again in future.
8. Positive reinforcement occurs when a behavior is immediately followed by the presentation of a pleasant stimulus that increases the likelihood of the behaviors occurrence in future
9. Negative reinforcement occurs when a behavior is immediately followed by the removal of an aversive stimulus that increases the future frequency of the behavior
10. An unconditioned reinforcer, also known as natural reinforcer, is a stimulus that can increase future occurrences of behavior without prior pairing with any other form of reinforcement.
11. A conditioned reinforcer is a stimulus that was once neutral but became established as a reinforcer by being paired with an unconditioned reinforcer or an already established conditioned reinforcer.
12. A generalised conditioned reinforcer is a conditioned reinforcer that is paired with a wide range of other reinforcers.
13. Punishment occurs when a behavior is followed by a stimulus change that results in that behavior decreasing in the future.
14. Positive punishment involves adding something aversive to a person's environment.
15. Negative punishment involves removing something pleasant from a person's environment.
16. A punisher is a stimulus change that is usually aversive to the learner and that decreases the future occurrence of behavior that it follows.
17. Extinction occurs when a behavior that had been reinforced for a period of time is no longer reinforced, and therefore the behavior reduces and eventually stops occurring.
18. We describe stimuli that occur before a behavior as antecedents.

19. 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.
20. A behavior comes under stimulus control because that behavior has been reinforced when that stimulus is present and not when it is absence.
21. A discriminative stimulus (SD) is the antecedent stimulus that has stimulus control over behavior because the behavior was reliably reinforced in the presence of that stimulus in the past. An SD signals to a person that a particular reinforcer is available.
22. The term S-Delta is another type of antecedent stimulus. It is an antecedent stimulus (or class of stimuli) in whose presence a behavior has not been reinforced. An S-Delta signals that reinforcement is not available
23. Discrimination Training refers to procedures that result in certain behaviors different occurring more or less often in different situations i.e. coming under the stimulus control of antecedent stimuli. This typically occurs when behavior is reinforced in the presence of particular stimulus (the SD) and not in its absence (the S-Delta).
24. The three-term contingency attempts to describe how our environment affects our behavior by looking at the relationship between antecedents, behaviors and consequences. The three-term contingency can be thought of as a formula for making predictions of a behavior.
25. Antecedents set the occasion for the performance of a behavior. Behaviors produce consequences. Consequences alter the future occurrence of a behavior and make it more likely to occur in the presence of some antecedents and less like to occur in the presence of other antecedents.
26. A schedule of reinforcement describes the probability of a behavior producing reinforcement.
27. A continuous schedule of reinforcement means that every instance of a behavior is reinforced.
28. An intermittent schedule of reinforcement means that only some instances will be reinforced.
29. On a fixed ratio (FR) schedule, reinforcement is delivered after a fixed number of responses.
30. On a variable ratio schedule (VR), reinforcement is delivered after a variable number of responses.
31. On a fixed interval (FI) schedule, reinforcement is delivered for the first instance of a behavior after a fixed period of time.
32. A behavior that is on a variable interval (VI) schedule will be reinforced for its first instance after a variable duration of time.
33. The term Setting Events is used within ABA to refer to events that occur before a behavior, but in the more distant past than an antecedent.
34. Motivating operations (MO) are events alter the current value of stimulus changes as reinforcement or punishment.
35. An establishing operation (EO) is a motivating operation that increases the value of a reinforcer and increase the frequency in behavior that provides access to the reinforcer.
36. An abolishing operation (AO) is a motivating operation that decreases the value of a reinforcer and decreases the chances of behaviors that provide access to that reinforcer.
37. Deprivation is a type of establishing operation that can increase the effectiveness of a reinforcer. It occurs when someone has not had exposure to a reinforcer or class or reinforcer for a period of time.
38. Satiation is a type of abolishing operation that occurs when a person has recently consumed a large amount of a particular reinforcer or has had a substantial exposure to a reinforcing stimulus. As a result, that stimulus has a lower value as a reinforcer.
39. The four-term contingency is an elaborated form of the three-term contingency. Like the three-term contingency it attempts to describe how our environment affects our behavior by looking at the relationship between motivation (setting events and motivating operations) antecedents, behaviors and consequences. It allows us to make predictions about a behavior.

MODULE 4: ABA Procedures

Module Outline

The Goal of Instruction (Module 4: Lesson 1)

Prompting (Module 4: Lesson Two)

Prompt Fading (Module 4: Lesson 3)

Shaping (Module 4: Lesson 4)

Chaining and Task Analysis (Module 4 Lesson 5)

In Module 3 we learned about the principles of reinforcement, extinction and stimulus control. In Module 4 we will look at how these principles are used when examining four ABA procedures (prompting, fading, shaping and chaining).

Following completion of the module, trainees should understand that:

1. The ultimate goal of instruction within ABA is for learner to respond contextually appropriately to naturally occurring antecedents, under contextually appropriate motivating operations and naturally occurring schedules of reinforcement.
2. 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.
3. A response prompt is an additional stimulus that evokes a desired behavior and that takes the form of another person's behavior.
4. A stimulus prompt involves an instructor making some change to a stimulus, or adding/removing a stimulus in order to make a correct response more likely.
5. Prompt fading is a stimulus control transfer procedure. This means that the goal is to transfer stimulus control from the "extra" stimulus to the target stimulus.
6. Shaping is a process for establishing a new behavior that is not currently part of a learner's behavioral repertoire. It involves reinforcing successive approximations to a target behavior known as a terminal goal.
7. Shaping can be accomplished by first identifying the terminal goal, reinforcing the current best approximation and then changing the reinforcement criteria to closer and closer approximations of the terminal goal.
8. In a Behavior Chain, each response provides a cue to engage in the next response except for the final behavior in the chain which produces a reinforcer.
9. When teaching behavior chains, we usually use something known as a Task analysis. This involves breaking a complex behavior into small, teachable steps.
10. Prompting and Reinforcing each step within a task analysis is an instructional procedure known as chaining.
11. Backward Chaining - All of the behaviors identified in the task analysis are initially completed by the trainer, except for the final behavior in the chain. Reinforcement is first contingent on completion of that final step only at the target prompt level.
12. Forward Chaining – where at first only the first step of a task analysis is targeted. Reinforcement is contingent on carrying out the first step of the chain at the current target prompt level.
13. Total Task – where all steps in the chain are targeted for teaching at once. Each step has its own target prompt level. Reinforcement is given for the completion of each step with a particularly strong reinforcer usually provided at the end.

MODULE 5: Measurement

Module Outline

The Purpose of Measurement within ABA (Module 5 Lesson 1)

Frequency (Module 5 Lesson 2)

Duration (Module 5 Lesson 3)

Interval Recording (Module 5 Lesson 4)

Momentary Time Sampling (Module 5 Lesson 5)

Scatterplot Recording (Module 5 Lesson 6)

Latency (Module 5 Lesson 7)

ABC Recording (Module 5 Lesson 8)

Permanent Product Recording (Module 5 Lesson 9)

Graphing (Module 5 Lesson 10)

In earlier modules, you learned that ABA uses data-based decision making. In Module 5, you'll learn about different types of data measurement and how we summarize that data using graphs.

Following completion of the module, trainees should understand that:

1. Measurement is an essential component of ABA services. Objective data is often collected throughout the day on a variety of behaviors to allow for the assessment of behavior and an individual's needs, to measure progress to inform decisions about changes to interventions and to ensure that we are accountable to all stakeholders
2. Operational Behavioral definitions are definitions of behavior that tell you what behaviors to observe and exactly which individual occurrences should be recorded.
3. Continuous measurement involves recording all of the behavior as it actually occurs during an observation.
4. Discontinuous measurement methods provide only an estimate of a behavior and data may need to be collected for longer in order to detect differences.
5. Frequency is the number of instances of a target behavior occurring over a set period of time.
6. The length of time that a single instance of a behavior occurs is defined as its duration.
7. Interval recording systems involve dividing an observation period into intervals of time.
8. When using Whole Interval Recording (WIR) the behavior is recorded as occurring only if it occurred for the entire length of the interval.
9. When using Partial Interval Recording, the behavior is recorded as having occurred if it occurs at any point during the interval.
10. Momentary Time Sampling is a measurement method in which you record the presence or absence of a behavior at the end of precisely specified time intervals.
11. A Scatterplot is a grid like graph that not only displays the frequency of episodes of challenging behavior but also the periods during the day in which the behavior is emitted.
12. Latency recording measures the amount of time that lapses between an antecedent and when someone begins to perform a target behavior
13. ABC recording is a method of data collection that identifies the antecedent, behavior, and consequence of a specific target behavior.
14. 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.
15. Graphs within ABA have certain features and can be analysed with reference to trend, level and variability.

MODULE 6: Functional Assessment

Module Outline

Introduction to Challenging Behavior and Functional Assessment (Module 6: Lesson 1)

Indirect Functional Assessment Methods (Module 6: Lesson 2)

Direct Functional Assessment Methods (Module 6: Lesson 3)

Functions of Behavior (Module 6: Lesson 4)

Generating a Summary Statement (Module 6: Lesson 5)

In Module 1, we briefly discussed Functional Assessment. In Module 6, we will look at Functional Assessment in greater detail and see how the principles, procedures and measurement systems we discussed in earlier modules can be utilised to understand behaviors that challenge.

Following completion of the module, trainees should understand that:

1. Challenging behavior can be defined as: Culturally abnormal behavior(s) of such an intensity, frequency or duration that the physical safety of the person or others is likely to be placed in serious jeopardy, or behavior which is likely to seriously limit use of, or result in the person being denied access to, ordinary community facilities.
2. A Functional Behavior Assessment is a type of assessment that is designed to identify the reasons why a behavior that challenges occurs.
3. 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.
4. 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 in order to see what is happening before during and after the target behavior.
5. All behavior, including challenging behavior, has a function. There is a reinforcing consequence that maintains its occurrence. In ABA, we often refer to four broad categories represented by the acronym SEAT. This stands for Sensory, Escape, Attention, Tangible.
6. When you have collected Functional Assessment data through direct and indirect methods, you analyse the data and produce a Summary Statement. These Summary Statements identify the situations, times, and settings when the behavior that challenges is most likely and least likely to occur, and should identify the possible function of the behavior.

MODULE 7: Behavior Support Plans

Module Outline

Behavior Support Plans (Module 7: Lesson 1)

Antecedent Interventions (Module 7: Lesson 2)

Non-Contingent Reinforcement (Module 7: Lesson 3)

Behavioral Momentum (Module 7: Lesson 4)

Premack Principle (Module 7: Lesson 5)

Differential Reinforcement (Module 7: Lesson 6)

The Token Economy (Module 7: Lesson 7)

Extinction as a Reactive Strategy (Module 7: Lesson 8)

Functional Communication Training (Module 7: Lesson 9)

The Competing Behaviors Model (Module 7: Lesson 10)

In Module 7, you will learn about the features of a behavior Support Plan and how we use Summary Statements and other data from Functional Assessments to identify potential alterations that can be made to a person's environment in order to decrease behaviors that challenge and increase safer, more contextually appropriate behaviors.

Following completion of the module, trainees should understand that:

1. A behavior support plan should be based on the results of a functional assessment and describe how those supporting somebody should change their behavior and the supported person's environment to alter patterns of behaviors that challenge.
2. Antecedent interventions prevent behavior that challenges by changing what happens before the behavior.
3. 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.
4. Behavior momentum involves the delivery of a difficult or non-preferred task right after a series of easy tasks.
5. The Premack Principle states that when a preferred activity is presented after a non-preferred activity, the non-preferred activity is increased in future. If you describe the contingency to a client in advance of the target antecedent, the target behavior is more likely to occur.
6. Differential reinforcement consists of withholding reinforcement for the behavior that challenges (i.e. Extinction), and providing reinforcement for (1) a contextually appropriate replacement behavior, (2) an incompatible behavior, or (3) the absence of the challenging behavior. Over time, the behavior that is placed on extinction will decrease and the behavior that is successfully reinforced will increase.
7. A token economy is a contingency based procedure that can be used to reduce challenging behaviors or incorrect responses and increase useful behaviors through the deliverance of tangible conditioned reinforcement in the form of tokens.
8. Tokens are generalised conditioned reinforcers that can be exchange for access to backup reinforcers.
9. Spontaneous recovery is the reappearance of a behavior that had been subject to an extinction procedure.
10. An extinction burst consists of a sudden and temporary increase in a behavior's frequency, duration or magnitude that often occurs just after an extinction procedure has been introduced. If the increase does not lead to reinforcement then the behavior will decline and eventually stop.
11. When considering the use of extinction, you should be prepared for an extinction burst and ensure that you can implement the procedure safely and in a socially valid way.

12. Strategic Capitulation is an alternative strategy to extinction used to make the person feel less distressed and reduced the overall risk level of an episode of challenging behavior when other strategies are not practical or would increase the overall risk level to the supported person and those around them.
13. Functional Communication Training teaches a contextually appropriate communicative response to compete with challenging behaviors evoked by a motivating operation.
14. When you develop a behavior support plan, the underlying logic is that we make behaviors that challenge, irrelevant (there is no need to do them), inefficient (there are easier behaviors to engage in), or ineffective (the challenging behavior no longer work to produce the desired outcome).

MODULE 8: Verbal Behavior, Assessments & Behavioral Cusps

Module Outline

Verbal behavior (Module 8: Lesson 1)

Skills Assessment in ABA (Module 8: Lesson 2)

Behavioral Cusps and Pivotal Behaviors (Module 8: Lesson 3)

Preference Assessments (Module 8: Lesson 4)

In Module 8, you will learn about Verbal behavior. Concepts such as mands, tacts, intraverbals and echoics are used within ABA teaching and assessments. We will look at preference assessments which help you identify activities that are preferred by clients and different types of skills assessment that can be used to help identify socially significant targets for an individual. We will also introduce to the concepts of cusps and pivotal behaviors. These concepts can be important in identifying potential skills deficits and targets which will benefit a client.

Following completion of the module, trainees should understand that:

1. Verbal behavior is behavior that is reinforced through the mediation of another person's behavior.
2. Verbal behavior is defined by its function rather than its form and can occur across multiple modalities.
3. A verbal community is a group of people who learn to react to speaker behavior in line with certain customs. We become members of a verbal community through discrimination training.
4. A mand is a form of verbal behavior that specifies its own reinforcer. Mands are typically requests, demands, or commands. They occur in response to some motivating operation and a mand's consequence is delivered by a listener and related to the motivating operation it specified.
5. A tact is a category of verbal behavior in which a speaker labels things and actions that the speaker has direct contact with through their senses. Tacts occur in response to non-verbal SD's and their reinforcer is generalised conditioned reinforcement usually in the form of social interaction.
6. An intraverbal is a form of verbal behavior that occurs in response to other verbal behavior and the response behavior is different from the verbal SD. Common forms of intraverbal include answering questions or vocally filling in blanks.
7. The term Echoic is used to describe verbal behavior that occurs in response to a verbal SD where the response has point-to-point correspondence with the verbal SD. The characteristic reinforcer for echoic behavior is generalised conditioned reinforcement.
8. The overall goal of the ABA Skills Assessment is to provide a representative sample of a client's existing verbal and/or 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.
9. An ABA Skills assessment examines skills in a quantifiable and measurable way. They allow a professional refine the level of examination of skills so that teaching can occur in increments that are manageable and likely to result in meaningful, and permanent, gains for the client.
10. A cusp is a change in the capability of a learner that once it is made, allows a learner to access new environments, new reinforcers, new stimuli and new contingencies. This, in turn, allows for the subsequent acquisition of new cusps. In ABA, helping a learner to acquire a cusp can be an economic and effective way to help them access new physical and social environments, which in turn leads to more learning.
11. Pivotal behaviors are those behaviors that produce simultaneous changes in many other behaviors. Once acquired, these behaviors lead to new untaught behaviors emerging within an individual's repertoire.
12. A preference assessment is conducted to identify the hierarchy of a learner's favorite items/activities. This allows those who support the learner to ensure that they have more access to preferred activities and they can be used as potential reinforcers when trying to teach new skills.

MODULE 9: Skills Teaching

Module Outline

Discrete Trial Teaching (Module 9: Lesson 1)

Incidental Teaching (Module 9: Lesson 2)

Natural Environment Teaching (Module 9: Lesson 3)

Behavioral Skills Teaching and the Teaching Interaction Protocol (Module 9: Lesson 4)

Skill Acquisition Plans (Module 9: Lesson 5)

The principles and procedures we discussed in earlier modules can be put together in a variety of different teaching formats. In Module 9, we will look at some of the most commonly use ABA teaching formats and provide you with information regarding their advantages and disadvantages and tips for good practice.

Following completion of the module, trainees should understand that:

1. When teaching a new type of skill, we typically start off with thick schedules of reinforcement, but over time we alter the reinforcement schedule to thinner schedules of intermittent reinforcement. This increases the probability of skills maintaining over time
2. The spreading of the effects of intervention to outside of the intervention is known as generalization.
3. Stimulus generalization is said to have occurred when a behavior occurs in response to untrained or new stimuli or examples of stimuli.
4. 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.
5. Tactics that are used to ensure generalization include multiple exemplar teaching, varying instructions and teaching skills in a variety of different contexts.
6. Discrete trial teaching uses the three term (ABC) contingency to teach a variety of 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's behavior occurs (the response). This is followed by a consequence. If the learner responded correctly, reinforcement is delivered. If incorrect, the instructor provides a correction. Finally, there is an intertrial interval.
7. Naturalistic teaching procedures are behavioral interventions that are more learner-led and take advantage of naturally occurring teaching opportunities within everyday activities. Naturalistic teaching procedures attempt to program for generalization.
8. 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. 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.
9. Natural Environment Teaching is an ABA teaching format that combines instructor led learning opportunities with learner-initiated opportunities. As a teaching format, it is generally used in play, leisure and other naturalistic contexts to maximise the chances of generalization. It emphasizes maximizing motivation through the use of fun or preferred materials. The verbal behavior communication classification system is used to identify and teaching communication skills by function.
10. Behavioral Skills Training (BST) is an ABA teaching formation that utilizes instructions, modelling, rehearsal, and feedback in order to teach a new skill. Instruction continues until a skill is mastered.

11. The Teaching Interaction Protocol is a 6-step process in which the trainer (1) introduces the skill, (2) provides a rationale for doing the skill, (3) describes the steps involved in doing it correctly, (4) models the skill, (5) has the students practice the skill in role play, and (6) provides feedback and reinforcement.
12. A skill acquisition plan is a document that specifies how you are going to teach a particular skill. It allows for the consistent implementation of a skills development plan across all of those providing learning opportunities to the individual learner.
13. There are 9 key features of a skills development that should be included. These are the terminal goal, the teaching procedure, the materials, the antecedent, the target behavior, the tactics, the consequences, the criteria and the data collection system.

MODULE 10: Ethics, Values & Working with Individuals with Intellectual and Developmental Disabilities

Module Outline

Professional Ethics (Module 10: Lesson 1)

Introduction to Disability (Module 10: Lesson 2)

Intellectual and Developmental Disabilities (Module 10: Lesson 3)

Normalization and Person-Centered Approaches (Module 10: Lesson 4)

Competence and Capacity (Module 10: Lesson 5)

Key Rights and Considerations when Selecting Targets within ABA Practice (Module 10: Lesson 6)

The RBT Ethics Code (Module 10: Lesson 7)

Module 10 focuses on ethical practice. It introduces trainees to the concept of professional ethics and some key concepts that will help trainees apply their professional ethical principles within the culture of contemporary intellectual and developmental disability services. The RBT ethics code is introduced and trainees will be provided with information that will help them embed its principles within their practice.

Following completion of the module, trainees should understand that:

1. Professional ethics are principles that help to govern the behavior of a people who are part of a particular profession. This means that all those in a particular group will use the same professional ethics, even though their personal values may differ in some respects.
2. ABA professionals and paraprofessionals frequently work with people with disabilities. There are a variety of different conceptualizations and models of disability. The model of disability that is adopted by policy makers and professionals can have great impacts for those who avail of services. Three common models are the medical model, the social model and biopsychosocial model.
3. An intellectual disability is diagnosed if somebody experiences significant problems with regard to intellectual functioning and adaptive behavior before the age of 18.
4. A person with an intellectual disability may communicating their needs, understanding what other people say, understanding social cues, understanding when someone is making fun of them, understanding when someone tells them to do something wrong, concentrating, learning to read or write or managing finances.
5. Autism is viewed as a spectrum condition. It is a lifelong developmental disability which affects how people communicate, experience and interact with the world. Diagnosis of autism is based on the presence of challenges related to social communication and restricted repetitive behaviors.
6. Autistic people sometimes have difficulties with verbal and non-verbal communication, difficulties with social relationships, difficulties with changes in routines, sensory impairments, highly repetitive behaviors and low levels of observed imaginary play during childhood.
7. Normalization is a theory that recognizes how the good things any society has to offer are more easily accessible to people who have valued social roles. People who have devalued social roles have a much harder time obtaining the good things.
8. People with intellectual and developmental disabilities are recognized as a group of people who are at risk of social devaluation. Social role valorization involves the use of culturally valued means to enable, establish, enhance, maintain, and/or defend valued social roles for people at value risk.
9. Under an institution or expert led model, people with intellectual and developmental disabilities were often depersonalized and treated as objects to be processed or treated. They had minimal input into choices about their lives including where they lived, who they lived with, what activities they could engage in, where they went, what or when they ate or how their money was spent.
10. Person centered approaches aim to discover how a person wants to live their life and what is required to make that possible

11. In ABA, we seek consent from our clients before using assessments or interventions. Valid consent requires that an individual is capable of making a particular decision, that they are acting voluntarily and that they have been provided with the information required to decide.
12. You assume that somebody has capacity to make a decision until it is established otherwise. Making an unwise decision is not proof that somebody lacks capacity to make a decision.
13. While those with parental or guardianship responsibilities may have a right to make important decision for a child in some circumstances, we are obliged to recognize a child's increasing capacity to make their own choices as they age.
14. Within the ABA literature, there are several key rights that have endorsed by ABA organisations. These include the right to ABA services (including assessment, evaluation and skills teaching) provided by competent ABA professionals, the right to the most effective interventions, the right to a therapeutic environment and the right to services where they overriding goal is the personal welfare of the client.
15. In the rare instances where restrictive interventions might be necessary, behavior analysts advocate for the inclusion of the client (and/or their surrogate) in the team that makes decisions about such interventions and that client consent is obtained. As with all ABA interventions, staff should only implement restrictive interventions following training and the assessment of competence.
16. behavior analysts believe that client choices should be integrated into the habilitation process and that we should maximise client input into targeted skills and intervention methods.
17. RBTs are obliged to act in an ethical manner. The RBT ethics code is a tool that enables this and RBTs are obliged to follow the code.
18. The RBT Ethics code outlines 4 core principles. These four core principles are: (1) the RBT benefits others; (2) the RBT treats others with dignity, compassion and respect; (3) the RBT behaves with integrity and; (4) the RBT ensures their own competence.
19. The RBT Ethics Code outlines an RBT's ethical responsibilities to their client, their supervisor, the BACB, the law and wider society.

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If you have any questions regarding the RBT Course
email niallconlon@jigsawtrust.co.uk