

New RBT Vocabulary Additions (2025 Update)

1. Behavioral Cusp: A behavior that opens access to new reinforcers, environments, or learning opportunities.
2. Stimulus Equivalence: Learner demonstrates untrained relations between stimuli (if A=B and B=C, then A=C).
3. Functional Communication Training (FCT): Teaches appropriate communicative alternatives to problem behaviors.
4. Behavioral Momentum: Persistence of behavior following reinforcement of high-probability responses.
5. Preference Hierarchy: Ranking reinforcers from most to least preferred.
6. Task Interspersion: Mixing difficult tasks with easier ones to increase motivation and decrease frustration.
7. Stimulus Generalization: Behavior occurs under conditions similar (but not identical) to training.
8. Response Generalization: Learner uses variations of a behavior that produce the same outcome.
9. Rule-Governed Behavior: Behavior controlled by a verbal or mental rule, not direct contact with consequences.
10. Contingency Contract: A written agreement defining the behavior to be performed and consequences delivered.
11. Premack Principle: A more probable behavior can reinforce a less probable behavior.
12. Matching Law: Rate of behavior matches the rate of reinforcement for that behavior.
13. Motivating Operation (MO): Changes a reinforcer's value and alters the frequency of behaviors reinforced by it.
14. Transitive Conditioned Motivating Operation (CMO-T): A stimulus that makes something else effective as reinforcement.
15. Surrogate CMO (CMO-S): Acquires motivating effects through pairing with another motivating operation.
16. Reflexive CMO (CMO-R): Signals worsening or improvement of conditions, altering behavior accordingly.
17. Behavior Chain Interruption Strategy (BCIS): Breaking a learned sequence to encourage communication or alternative behavior.
18. Schedule Thinning: Gradually increasing reinforcement criteria to maintain behavior with fewer reinforcers.
19. Functional Behavior Assessment (FBA): Identifies antecedents and consequences that maintain problem behavior.
20. Treatment Integrity: How closely an intervention is implemented as planned.
21. Response Cost: Loss of a reinforcer contingent on problem behavior.
22. Restitutive Overcorrection: Repairing the damage caused by the behavior, plus improving the environment.
23. Positive Practice Overcorrection: Repeatedly practicing the correct form of behavior following an error.
24. Differential Reinforcement of Diminishing Rates (DRD): Reinforcement provided when behavior occurs at progressively lower rates.
25. DRO Resetting: Timer restarts if problem behavior occurs during interval.
26. DRO Interval: Reinforcement delivered for the absence of behavior in a set interval.
27. Chained Schedule: Two or more basic schedules presented in sequence, each with its own SD.
28. Tact Extension: Generalizing a tact (label) to similar but novel stimuli.
29. Echoic Prompt: Prompting by repeating the correct answer verbally.
30. Massed Trials: Repeating the same teaching trial in quick succession.
31. Interobserver Agreement (IOA): The extent to which two or more observers report the same observed values.
32. Treatment Drift: Changes to an intervention over time that reduce its fidelity.
33. Social Validity: How acceptable, relevant, and useful an intervention is judged by stakeholders.
34. Conditioned Punisher: Previously neutral stimulus that decreases behavior due to pairing with a punisher.
35. Unconditioned Punisher: A naturally aversive stimulus (e.g., pain, loud noise).
36. Establishing Operation (EO): Increases the value of a reinforcer and the frequency of behaviors that get it.
37. Abolishing Operation (AO): Decreases the value of a reinforcer and the frequency of behaviors that get it.
38. Behavioral Contrast: A change in responding in one context due to a change in reinforcement in another.

A. Measurement

A-1: Prepare For Data Collection

Data Collection- The process of **recording** information regarding behaviors. These behaviors can include behaviors we want to decrease (aggression, screaming, tantrums, pinching, self- injury, etc.) or behaviors we want to increase (requests, reading, counting, etc.)

Cumulative Records- The **cumulative record**, used in operant experiments, is a graphic **record** which emphasizes the rate of performance or its frequency.

Mass Trials- Asking the target multiple times in a repetitive manner.

A-2: Implement Continuous Measurement Procedures

Continuous Measurement- Records every possible behavioral occurrence.

Frequency- Cycles per unit time, or a count (usually of behavior) divided by the time during which it occurred.

Duration- A measure of the total time that the behavior occurs.

Rate- The number of times something occurs within a specified time period. **Rates** of behavior are often reported in "responses per minute," "responses per hour," or "responses per day."

Latency- The elapsed time from the onset of a stimulus to the time that the response started

Inter Response Time (IRT)- The amount of time between consecutive occurrences of a response.

A-3: Implement Discontinuous Measurement Procedures

Discontinuous Measurement- dividing an observation into intervals and recording whether a behavior occurred during some or all of each interval (i.e., interval recording) or at the exact time of observation (i.e., momentary time sampling; MTS)

Partial Interval Recording- Record whether the behavior happened at any time during the **interval**. Tends to underestimate high-frequency behavior and overestimate duration.

Whole Interval Recording- At the end of each **interval**, it is **recorded** if the behavior happened during the **whole interval**.

Momentary Time Sampling- you look up immediately at pre-designated points and notice whether the behavior is occurring at that precise moment.

A-4: Implement Permanent-Product Recording Procedures

Permanent Product- The real or concrete objects or outcomes that result from a behavior

A-5: Enter Data and Update Graphs

Accelerating Trend- Overall increase in responding, which will be reflected by an increased value being recorded on the Y axis (dependent variable) on the most recent data points.

Decelerating Trend-

Validity- Directly relevant to what is being measured and to the reasons for measuring it

Reliability- A measure of the degree to which observers are consistently applying a valid and accurate system.

Graphs are used:

1. To track client progress.
2. To engage in data-based decision making.

x-axis = time

y-axis = what your measuring (the data)

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

Response Definition- Refers to environmental conditions or stimulus changes that exist or occur prior to the behavior of interest.

Topography- What the behavior looks like? ***Behaviors will look different from person-to-person.***

Make sure behavior is observable and measurable where everyone can understand.

-duration

-criterion

-behavior definition

Example: Learner engaged in kicking (making contact with an object or individual) for 2 minutes during 2 hour home session.

B. Assessment

B-1: Conduct Preference Assessments

Preference Assessments- A structured method to identify highly **preferred** items or actions that can be used as reinforcers to keep motivation levels high

Multiple Stimulus (MS) Preference Assessment-

Multiple Stimulus Without Replacement (MSWO) Preference Assessment-

Generates a ranked order list of **preferences** for a specific individual. MSWO **assessments** allow the student to rank stimuli that are most **preferred** among an array of options.

Free Operant (FO) Preference Assessment- A brief **assessment** involving **free** access to a variety of stimuli. Several items are placed in the environment and the duration of engagement with each item is recorded as an index of relative **preference**.

Paired Choice (PC) Preference Assessment- The teacher places two items (usually toys or edibles) in front of the child, and allows him or her to select one. After the child plays with or consumes the item, the teacher presents another trial of two items.

B-2: Assist with Individualized Assessment Procedures

Social Skills Assessment- Identify **skills** that will be the direct target of the intervention and to monitor the outcomes of the **social skills** program. The **evaluation** details both the strengths and needs of the individual related to **social** functioning.

Curriculum Based Assessment- An **evaluation** process that makes use of academic content selected directly from the material taught. This is a form of criterion-**referenced assessment** that connects **evaluation** with instructional programs by informing teachers of both student progress and learning challenges.

Developmental Assessment- For children under age 3 is an attempt to **assess** various aspects of the child's functioning, including areas such as cognition, communication, behavior, social interaction, motor and sensory abilities, and adaptive skills.

ABLLS-R- The **Assessment** of Basic Language and Learning Skills- Revised (The **ABLLS-R**) is a skills-based system of **assessment**, curriculum, and tracking system that addresses the basic language and functional skills of an individual with autism and other developmental delays.

B-3: Assist with Functional Assessment Procedures

Functional Analysis- Used to identify the environmental context in which aberrant behavior is likely and unlikely to occur. Similar to a descriptive **analysis**, **functional analyses** evaluate the antecedents and consequences that maintain problem behavior.

5 phases of functional assessment:

1. Screening and general disposition
2. Defining and generally quantifying problems or desired achievement criteria
3. Pinpointing the target behaviors to be treated
4. Monitoring progress
5. Following up

Types of functional assessments: interviews, checklists, standardized tests, direct observations

Reinforcer Assessment- Sometimes called a preference **assessment**, is a strategy that can be used by classroom teachers to determine the items, activities, and events that a student finds reinforcing.

Types of Reinforcement:

Fixed Ratio- Reinforcement should be delivered after a constant or “**fixed**” number of correct responses. For **example**, a **fixed ratio** schedule of 2 **means** reinforcement is delivered after every 2 correct responses.

Fixed Interval- The first behavior is reinforced after a specific or “**fixed**” amount of time has passed.

Variable Ratio- An average number of behaviors must occur before reinforcement is provided.

Variable Interval- A response is rewarded after an unpredictable amount of time has passed, which is the opposite of a **fixed-interval** schedule. This schedule produces a slow, steady rate of response.

C. Skill Acquisition

C-1: Identify the essential Components of a Written Skill Acquisition Plan

Skill Acquisition Plan- Written **plan** which is developed by the Behavior Analyst that contains information about behavior programming for the purposes of teaching certain **skills**.

Essentials:

Materials

Long Term Goal

Short Term Goal

Learn Unit

Response Definition

Antecedent

Consequence

C-2: Prepare for the Session as Required by the Skill Acquisition Plan

Verbal Behavior- A method of teaching language that focuses on the idea that a **meaning** of a word is found in their functions.

Tact- The **tact** is a form of verbal behavior where the speaker sees, hears, smells, tastes something and then comments about it. The **tact** is often associated with expressive labels.

Mand- A request for something wanted or needed, or a request to end something undesirable.

Echoic- A form of verbal behavior where the speaker repeats the same sound or word that was said by another person, like an echo.

Intraverbal- A form of verbal behavior where the speaker responds to another's verbal behavior (e.g. like in a conversation). **Intraverbal** behavior is the most complex verbal behavior to teach.

C-3: Use Contingencies of Reinforcement

ABC's

Antecedent- The events, action(s), or circumstances that occur immediately before a behavior.

Behaviors- Refers to skills and actions needed to talk, play, and live.

Consequences- The action(s) or response(s) that immediately follows the Behavior

Intermittent Reinforcement Schedule (INT)- When reinforcement is delivered ONLY some of the time the target behavior is displayed.

Continuous Reinforcement Schedule (CRF)- When reinforcement is delivered EACH time the target behavior is displayed.

Ex: Maggie gets a sticker each time she responds to a question correctly.

Fixed Ratio- Reinforcement occurs after a certain number of times a behavior is displayed. Example: Josh is on a FR4 reinforcement schedule for completing discrete trials. He gets to watch a video clip after 4 correct responses.

Fixed Interval- Reinforcement for a behavior after a fixed amount of time has passed. Example: Sergio gets to play a video game for 5 minutes after 10-minute intervals (FI10) he studies his math.

Variable Ratio- Reinforcement after the behavior is displayed an average number of times. Example: Jasmine is on a VR5 schedule for matching colored objects. She got reinforcement after 3 correct responses, then 7, then 5.

Variable Interval- Reinforcement after behavior is displayed an average length of time. Example: Jack is on a VI4 schedule for reinforcement for sustained play interactions with a peer. He got reinforcement after playing for 2 minutes, then 6 minutes, then 4 minutes.

C-4: Implement Discrete-Trial Teaching Procedures

Discrete Trial Training (DTT)- A method of teaching in simplified and structured steps. Instead of teaching an entire skill in one go, the skill is broken down and "built-up" using discrete trials that teach each step one at a time

C-5: Implement Naturalistic Teaching Procedures

Incidental Teaching (IT)- A strategy to provide structured learning opportunities in the natural environment by using the child's interests and natural motivation. Also known as naturalistic teaching.

Pivotal Response Training (PRT)- Play based therapy

C-6: Implement Task Analyzed Chaining Procedures

Task Analysis- The process of breaking a skill down into smaller, more manageable components.

Total/Whole Task Teaching- Completing the entire sequence and receiving reinforcement at the end of the completed **task chain**.

Forward Chaining- The child learns how to complete the first step of the task independently. Then, the parent or **ABA** therapist prompts the child for each subsequent task.

Backwards Chaining- You start with requiring the learner to complete the last step of the task analysis. This **means** that you will perform all the preceding steps either for or with the learner and then begin to fade your prompts with the last step only.

C-7: Implement Discrimination Training

Discrimination Training- Reinforcing a behavior (e.g., pecking) in the presence of one stimulus but not others.

C-8: Implement Stimulus Control Transfer Procedures

Stimulus Control Transfer- Techniques in which prompts are discontinued once the target behavior is being displayed in the presence of the discriminative **stimulus** (Sd). Prompt fading and prompt delay are used in **stimulus control transfer** procedures.

C-9: Implement Prompt and Prompt Fading Procedures

Prompting- Providing assistance or cues to encourage the use of a specific skill.

Verbal- Involves telling the learner the answer, giving a **verbal** cue, such as, the beginning sound of the answer, and/or giving the direction more than once.

Gestural- Any type of **gesture**, such as nodding the head or pointing to an object, is considered a **gestural prompt**.

Modeling- involves the teacher demonstrating the **prompt** first and then asking the client to repeat the task or skill.

Positional- Involves the instructor placing the correct response closest to the learner or in a manner that assists in giving information about the answer.

Visual- A picture or cue that the student sees which provides information about the correct answer.

Full Physical- Also known as hand-over-hand assistance, involves physically guiding the client's hands to **complete** the skill.

Partial Physical- Still provides guided assistance, but only when necessary.

Prompt Fading- The process of systematically reducing and removing **prompts** that have been paired with an instruction, allowing the student to independently respond correctly.

Stimulus Fading- Introducing or altering a new element, such as color, intensity, or size, to the target **stimulus**, which is gradually **faded** by reducing its intensity or components

Satiation- Refers to having too much. If the same reinforcer is used over and over again, it will lose its reinforcing value.

Deprivation- An establishing operation that increases the effectiveness of the reinforcer and the rate of behavior that produced that reinforcer in the past

C-10: Implement Generalization and Maintenance Procedures

Generalization- The ability for a student to perform a skill under different conditions (stimulus **generalization**), the ability to apply a skill in a different way (response **generalization**), and also to continue to exhibit that skill over time (maintenance).

Environment

People

Situations

Position Bias- The tendency of users to interact with items on top of a list with higher probability than with items in a specific location or position, regardless of the items' actual relevance.

Maintenance- Being able to keep a skill over time especially after the skill is no longer being targeted in treatment or intervention.

C-11: Implement Shaping Procedures

Shaping- A **process** used in teaching in which a behavior or skill is gradually taught by differentially reinforcing successive approximations to the behavior that the teacher wants to create.

C-12: Implement Token Economy Procedures

Token Economy- A **system** of contingency management based on the systematic reinforcement of target behavior. The reinforcers are symbols or **tokens** that can be exchanged for other reinforcers.

D. Behavior Reduction

D-1: Identify Essential Components of a Written Behavior Reduction Plan

Operational definitions of target behaviors- describes what the behavior or behaviors of interest look like in a way that is observable, measurable, and repeatable. A behavior has validity only if it enables observers to capture what the behavior is and what it is not.

Antecedent modifications- Also referred to as **antecedent**-based intervention, is to decrease the likelihood of problem student behavior by making adjustments to the learning environment prior to the occurrence of problem behavior and clearly **defining** appropriate/expected behaviors.

Hypothesis of the Function of Behavior

Replacement behaviors- A **behavior** you want to **replace** an unwanted target **behavior**. Focusing on the problem **behavior** may just reinforce the **behavior**, especially if the consequence (reinforcer) is attention. It also helps you teach the **behavior** that you want to see in the target **behavior's** place.

Consequence modifications-

Create Crisis Intervention Plan

Implementation Procedures

Generalization Procedures

Maintenance Procedures

- 1) Operational definitions of target behaviors
- 2) Antecedent modifications

- 3) Replacement behaviors
- 4) Consequence modifications
- 5) Persons responsible
- 6) Emergency measures
- 7) Function of behavior

ORACPEF

D-2: Describe Common Functions of a Behavior

Tangible- The function any time a behavior is reinforced by an individual engaging in behavior to gain access to something physical. Tangibles can be toys, food, or even something that doesn't seem very fun.

Escape- Behavior that is reinforced by getting out of an aversive situation.

Attention- The individual behaves to get focused **attention** from parents, teachers, siblings, peers, or other people that are around them. EXAMPLE: Child whines until parent attends to them.

Sensory Stimulation

SEAT

Undifferentiated-

Social Positive- getting attention or access to something

Social Negative- escaping or avoiding someone/task/activity

Automatic Positive- stimulating the senses (without social attention)

Automatic Negative- attenuating pain (without social attention)

D-3: Implement Interventions Based on Modification of Antecedents such as Motivation Operations and Discriminative Stimuli

Antecedent Interventions- involves altering the environment before the behavior of concern occurs, with the goal of preventing it from occurring.

Reinforcement- Occurs when a behavior increases because of a consequence of either adding or subtracting something from the environment.

Conditioned Reinforcement- Occurs when a stimulus reinforces, or strengthens, set behaviors through its association with a primary **reinforcer**.

Unconditioned Reinforcement- Also called a primary **reinforcer**. These are **reinforcers** that do not need to be learned, such as food, water, oxygen, warmth and sex.

Positive Reinforcement- Involves the addition of a **reinforcing** stimulus following a behavior that makes it more likely that the behavior will occur again in the future. When a favorable outcome, event, or reward occurs after an action, that particular response or behavior will be strengthened.

Negative Reinforcement- Occurs when a certain stimulus (usually an aversive stimulus) is removed after a particular behavior is exhibited. The likelihood of the particular behavior occurring again in the future is increased because of removing/avoiding the **negative** consequence.

Punishment- The chances of a behavior happening again have decreased as a result of an event that followed the behavior.

Positive Punishment- When something is added after the behavior occurs, and the behavior decreases.

Negative Punishment- When a certain reinforcing stimulus is removed after a particular undesired behavior is exhibited, resulting in the behavior happening less often in the future.

Motivating Operation- Environmental variables that: alter the effectiveness of some stimulus, object, or event as a reinforcer, and. alter the current frequency of all behavior that has been reinforced by that stimulus, object, or event.

Behavior Altering Effect of a Motivating Operation- Occurs when the effectiveness of a reinforcer on the frequency of a **behavior** is changed by the same **motivating operation** that maintained the current frequency of **behavior**

Discriminative Stimulus (SD)- A specific environmental event or condition in response to which a child is expected to exhibit a particular behavior.

S-delta (SΔ) - Stimulus in the presence of which the behavior is not reinforced. At first during discrimination training, the animal often responds in the presence of **stimuli** that are similar to the SD.

Behavior Altering Effect- Occurs when the effectiveness of a reinforcer on the frequency of a **behavior** is changed by the same motivating operation that maintained the current frequency of **behavior**

Value Altering- When the effectiveness of a reinforcing stimulus, event or tangible object is changed to either be more or less effective based on the surrounding situations, or the result of a motivating operation.

Establishing Operations (EO)- Increases the current effectiveness of some stimulus, object, or event as reinforcement.

Abolishing Operations (AO)- Decrease the current effectiveness of some stimulus, object, or event as reinforcement

D-4: Implement Differential Reinforcement Procedures

Differential Reinforcement- The implementation of **reinforcing** only the appropriate response (or behavior you wish to increase) and applying extinction to all other responses.

Differential Reinforcement of Incompatible Behavior (DRI)- Is a procedure in which the teacher would identify a **behavior** that's **incompatible** with, or cannot occur at the same time as, the problem **behavior**. The focus is on replacing **negative behaviors** with **positive behaviors**.

Differential Reinforcement of Alternative Behavior (DRA)- Is the **reinforcement** of **behaviors** which serve as **alternatives** to problem or inappropriate **behavior**, especially **alternative** means of communication.

Differential Reinforcement of Other Behavior (DRO)- Is a **reinforcement** procedure in which **reinforcement** is delivered for any response **other** than a specific target **behavior**. ... **Other** names for this procedure include **differential reinforcement** of zero occurrences or omission training.

Differential Reinforcement of Higher Rates (DRH)- Is a procedure in which a **reinforcer** is given following a specified period of time whereby the identified targeted behavior occurred at or above a prespecified level.

Differential Reinforcement of Lower Rates (DRL)- Is a procedure in which the implementer can **lower** the **rate** of a response by **reinforcing** fewer incidents of that response or by **reinforcing** longer time intervals between incidents of the response.

D-5: Implement Extinction Procedures

Extinction- The discontinuing of a **reinforcement** of a previously reinforced behavior.

Extinction Burst- a predictable, temporary increase in the rate and intensity of a behavior when an extinction procedure is first used.

Spontaneous recovery- a behavior reappears after it has decreased or stopped entirely during extinction procedures

D-6: Implement Crisis/Emergency Procedures According to Protocol

Prevention

Reaction

Restraints- last resort when a person is a danger to self or others, discontinue quickly as soon as safe, report to supervisor and HR department

Incident- anything that causes an employee or client damage, report to supervisor immediately and contact HR department

E. Documentation and Reporting

E-1: Effectively Communicate with a Supervisor in an Ongoing Manner

-Understanding boundaries in relation to your supervisor's time and responsibilities (knowing when it is appropriate to talk with your supervisor and when you should allow your supervisor time to observe, analyze data, or complete other tasks).

-Knowing what situations should result in immediate or more urgent communication with your supervisor and knowing what situations can wait until your supervisor attends session for observation or has a meeting with you to discuss the case or client.

-Speaking respectfully and professionally.

-Accepting feedback and responding appropriately to feedback and communication from your supervisor.

-Expressing ideas and professional opinions with healthy assertiveness while also understanding your role in complying with your supervisor's treatment planning.

E-2: Actively Seek Clinical Direction from Supervisor in a Timely Manner

-If ABA concepts are unclear, it is important to ask the supervisor for advice and additional training on concepts.

-Any clinical questions that need clarification or answering should be directed to the supervisor.

E-3: Report Other Variables that Might Affect the Client in a Timely Manner

-Any new behaviors or dangerous behaviors should be documented and reported to the supervisor and the client's parent/guardian.

-Report any incidents to the supervisor and to the client's parent/guardian.

-Consult with the client's parent/guardian (with the supervisor) about any program changes or modifications.

-Keep clear and honest communication with the client's parent/guardian.

E-4: Generate Objective Session Notes for Service Verification by Describing what Occurred During the Sessions, in Accordance with Applicable Legal, Regulatory, and Workplace Requirements

Objective Session Notes- Describing what occurred during sessions in measurable and descriptive terms.

- Complete session notes objectively (disclosing only facts and actual information/observation) and professionally.
- Mention setting events or factors that may have influenced the client's behaviors throughout the session.
- Generate objective session notes so that others can be aware of what occurred during the session.

Example: SOAP Note

S (subjective) - What the parent, guardian, or client reports. ("Parent reports that client has not been sleeping through the night.")

O (objective) - Specifics observed during treatment. ("Client had 10 instances of aggression.")

A (assessment) - How session went and anything that was changed during the session. ("Ran 2-hour session with DTT and NET. Lowered frequency demands due to illness and lack of sleep.")

P (plan) - Plan for session. ("Continues with targets as directed by BCBA/ABA Supervisor.")

E-5: Comply with Applicable Legal, Regulatory and Workplace Data Collection, Storage, Transportation, and Documentation Requirements

- Must comply with all HIPAA policies and regulations. HIPAA requires that a client's data and paperwork and identifying information be kept confidential and protected.
- You should store client data sheets, session notes, and paperwork in a secure location. You should always put them back after a session so that they are kept in that safe location.
- If you provide home-based services, it is imperative that you be careful when traveling with client documentation. Be mindful of confidentiality laws.
- Carry as little client data and documents as you need while you travel. Whatever you do travel with should be carefully stored such as by locking it in a travel briefcase and possibly even in your truck (think of it as locking the data twice - once in the briefcase and once in the trunk).
- Important to be familiar with all state and federal laws
- Important to report any incidents that you think abuse or neglect could occur.
- No need to investigate a possible occurrence of neglect/abuse, but to report to responsible authority agency.
- Be sure to document your observations in a professional manner in all necessary locations.

F. Professional Conduct and Scope of Practice

F-1: Describe the BACB's RBT Supervision Requirements and the Role of RBTs in the Service-Delivery System

B.F. Skinner- The experimental branch of **behavior analysis** began in 1938 with the publication of **B. F. Skinner's** book, The Behavior of Organisms. **Skinner** used operant conditioning, which uses the consequences of behavior to shape future behavior.

HIPAA- The Health Insurance Portability and Accountability Act (1996), is a **law** that was developed as a **means** by which to protect the health care information of individuals.

Supervision- must occur at least 5% of 40 hours worked (about 2 hours)

RBT Role- For the direct implementation of skill-acquisition and behavior-reduction plans developed by the supervisor. May also collect data and conduct certain types of assessments (e.g., stimulus preference assessments).

F-2: Respond Appropriately to Feedback and Maintain or Improve Performance Accordingly.

RBT's should have active listening skills which involve listening to and comprehending what information the supervisor provides.

Feedback is essential to ensuring that each clinical team member knows exactly where they are excelling, and areas that they would benefit from additional support and practice

F-3: Communicate with Stakeholders as Authorized

Focus on implementing your client's clinical program as specified by your supervisor. You are not expected to communicate with stakeholders about anything else.

Ethical Communication:

1. Know that confidential information about the clients that you are working with will not be given to you in order to successfully work with your client each day.
2. Extremely important for you to avoid discussing topics beyond those which are defined in your client's Log Book; this helps to protect you!
3. It is your supervisor's job to answer any session related questions, and you should always refer to any interested individuals to contact your supervisor.

F-4: Maintain Professional Boundaries

Avoid:

1. Dual relationships
2. Conflict of interest
3. Social media contacts

Keep professional by:

1. Never interacting in any capacity beyond your duties as an RBT.
2. Must be cautious not to develop personal relationships that cross professional boundaries.

F-5: Maintain Client Dignity

1. Informed consent - All patients, to the extent capable, have the responsibility to participate in decisions about their health care.
2. Timely access to specialty care - All patients have the right to a reasonable choice of providers and useful information about their provider option. We/You have to provide high quality of services to maintain our clients.
3. Confidentiality protections - Their identity, diagnosis and treatment are protected information under federal HIPAA laws.

Examples:

- 1) Never making light of a client's situation or skills, especially during teaching situations that are personal or private (e.g. toileting, sex education).
- 2) Speaking respectfully of your work and client's progress.
- 3) Maintaining calm and professional demeanor during high-stress work activities (e.g. working through tantrums, working on hot days).
- 4) Using manners and polite behaviors during session.

Questions to ask self:

1. Do I provide adequate space for privacy?
2. Do I look beyond the disability and treat the person with respect?

RBT Exam Terms and Definitions

For Registered Behavior Technicians

10/5/2022

Compiled and verified from freely available resources

Disclaimer:

The terms and definitions included in this study guide were compiled from freely available internet resources and must not be taken as our original work. These terms and definitions were verified by us. The purpose of distribution of this material is to help briefly revise RBT concepts and prepare for RBT exam and is distributed freely. Students must not rely solely on this study guide to study for the RBT exam. This material is based on RBT task list 2nd Edition available on www.bacb.com.

Alia Yasir, BCaBA

ABC: antecedent – behavior – consequence. Also known as the 3-term contingency.

Abolishing Operation: can decrease reinforcer effectiveness. Usually associated with satiation.

Acquisition: A target that is in the process of being taught. This behavior is not yet a known skill.

Antecedent Interventions: recognizing environmental factors that can attribute to problematic behavior and making changes necessary to promote appropriate behavior and reduce possible triggers for maladaptive.

Antecedent: events that occur before a behavior.

Backward Chaining: Teaching skill steps one at a time from the last step to the first and prompting all steps before the step being taught. Reinforcement after teaching step and at the end of the task.

Behavior Intervention Plan: once the function of behavior has been determined, BIPs are used for antecedent strategies, responding to maladaptive behavior, teaching replacement behavior and what interventions to use, both verbal and physical.

Behavior: anything a person does that can be observed and measured. 4 Functions:

1. Automatic/sensory: providing self-stimulation and is automatically reinforced;
2. Escape: avoiding or escaping a demand or undesirable task;
3. Attention: can be socially mediated and seeks attention in any way from others;
4. Access: tangible, wanting a preferred item.

Chaining: Used to teach multi-step skills in which the steps involved are defined through task analysis. Each separate step is taught to link together the total “chain.” Can be done either by backward, forward, or total task chaining.

Consequence: something that follows a behavior.

Continuous Measurement: records every single occurrence of a behavior. Examples include frequency, duration, rate, and percent.

Continuous reinforcement: the target behavior occurs and is reinforced after every occurrence.

Data: It is a collection of facts and figures, about how a child is performing currently. In ABA, data is used as the foundation for making decisions regarding the client or students treatment.

Deprivation: not having something often enough and in return increases the effectiveness of it when used as a reinforcer.

Differential Reinforcement (4 Types): A procedure in which one behavior is reinforced while other behaviors are extinguished.

- **DRI (Differential Reinforcement of INCOMPATIBLE behaviors):** Reinforce behavior incompatible with an undesirable behavior. Example: Reinforce Johnny for writing his name appropriately rather than tapping his pencil

- **DRA (Differential Reinforcement of ALTERNATIVE behaviors):** Reinforce behavior that is an appropriate alternative(replacement) for the undesirable behavior; Example: Reinforce Annie when she asks for a break instead of yelling to get out of work

- **DRO (Differential Reinforcement of OTHER behaviors):** Reinforce any other behavior other than the undesirable behavior; Example: Reinforce Luke with a gummy every 5 minutes he does not engage in crying.

- **DRL (Differential Reinforcement of LOW rates of behaviors):** Reinforce occurrence of behavior at a lower rate; Example: Alia is allowed to self-talk for only one minute in one hour.

Discontinuous Measurement: used to measure some instances of behavior but not all. Typically associated with partial and whole interval recording and momentary time sampling.

Discrete Trial: learning opportunity initiated and controlled by the teacher in which the correct response will be reinforced. This also is breaking a skill into smaller parts and teaching it while using reinforcement. Allows for presentation of many learning opportunities in a short amount of time. Following the 3-term contingency.

Discrimination Training: the procedure in which a behavior is reinforced in the presence of one stimulus and extinguished in the presence of another stimulus. Assists with learning how to respond in different environments or different conditions. Allows the client to learn the differences between stimuli.

Discriminative Stimulus (Sd): a cue (a Demand or Instruction) that signals reinforcement is available if the subject makes a particular response.

Dual Relationship: situation where multiple roles exist between a therapist and a parent or client. Dual relationships are also referred to as multiple relationships.

Duration: the amount of time that someone engages in a behavior.

Echoic: verbal imitation; repeating the speaker.

Error Correction: When a client makes a mistake on a target that has been previously mastered, do NOT acknowledge the mistake. Re-present the trial and be ready to prompt to get a correct answer. Follow the steps for error correction:

1. Error - child touches car when prompted to touch bike
2. Correction - represent the Sd with prompt
3. Transfer - represent the Sd without a prompt
4. Distract - place easy/mastered demands
5. Repeat - return to Sd of incorrect response: "touch bike" reinforcement is provided for correct response.

Errorless Teaching: prompt the correct response as soon as you give the Sd. Essentially, you are not giving the client a chance to make an error.

Establishing Operation: increases the current effectiveness of a stimulus. Usually deprivation is associated with this operation.

Ethics: Must follow the BACB's code of ethics. Failure to follow the mandatory code of ethics can lead to loss of employment and certification. Please review the Code of Ethics outline.

Expressive Language: the ability to communicate. This is the ability to express one's thoughts, ideas, wants, and needs. Identifying and labeling the objects in the environment, putting words together to form sentences, describing events and actions, answering questions and making requests are all examples of expressive language skills.

Extinction: The withholding of reinforcement for a previously reinforced behavior, resulting in reduction of that behavior.

Extinction Burst: The increase in frequency and/or intensity of behavior in the early stages of extinction.

Fixed Interval (FI): this schedule of reinforcement is used for a set amount of time.

Fixed Ratio (FR): this schedule of reinforcement is used for a set amount of responses.

Forward Chaining: Teaching skill steps one at a time from the first step to the last and prompting all steps after the step being taught. Reinforcement after teaching step and at the end of the task.

Frequency: the amount of times, or count, a behavior or response happens.

Functional Behavioral Assessment: This is the process by which behavioral interventions are created. An FBA is intended to determine the function (or the reason for a behavior, and then create an intervention based on that function. A Functional Analysis (FA) involves manipulating the environment to understand the behavior, while a Functional Behavior Assessment involves things like observation, interview, and collecting ABC data.

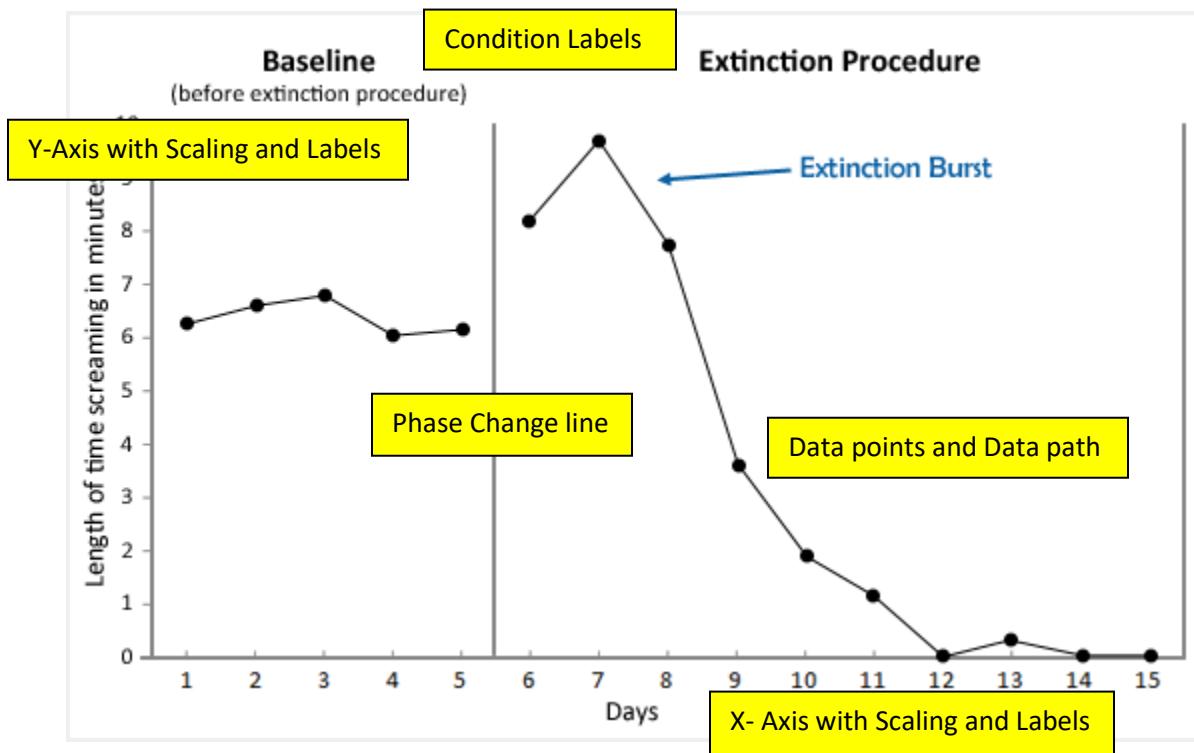
Functional Relationship: how a person's behaviors change the world around him/her, and how those changes affect the future likelihood on the same behaviors.

Functions of Behavior: Used when determining why an individual engages in certain behavior. ABA identifies 4 functions of a behavior: Escape, Access (tangibles), Attention and Sensory (automatic reinforcement).

Generalization: change occurs when that behavior occurs outside of the learning environment. Generalization can happen across settings, time and across people and exists when the behavior occurs in these various environments.

Graph: A pictorial representation of Data to summarize results. Commonly used graphs in ABA are Line graph, Bar graph, Cumulative records, Scatterplots etc. Line graph is the most widely used graph in ABA.

Example of a Line Graph with Extinction procedure:



HIPAA: Health Insurance Portability and Accountability Act: HIPAA provides federal protection for individual health information, including the confidentiality, integrity, and availability of protected information.

Imitation: Copying someone's motor movements.

Incidental Teaching: a teaching technique used in naturally occurring environments and can create natural incidents of learning. Social, communication, play and other forms of interaction. Another word for Natural Environment Teaching.

Instructional Control: developing a history of reinforcing compliance. Placing task demands and other instructions following pairing. (The likelihood that the child will elicit a correct response.)

Intermittent Reinforcement: Schedule of reinforcing some but not all desirable behavior.

Inter-Response Time: The time between two responses given.

Intraverbal: This is a Verbal Behavior term. Basically, intraverbals are building blocks to conversation skills as it's the ability to discuss, describe, or answer a question about something that isn't physically present. Like if someone asks you „What did you do on your vacation?“ and you answer: “Nothing”.

Latency: The time between when the Sd is presented, and the response is given.

Listener Responding: Following a direction given. Receptive language goal.

Magnitude: the force or intensity with which a response is emitted.

Maintenance: The ability of a child to demonstrate previously acquired skills over time and durations when reinforcement has been faded.

Mand: asking for something; a request that has motivation.

Measurement: Collecting data on various skills or behaviors.

Momentary Time Sample: looking for a behavior's occurrence during a specific part of the interval and recording if it is occurring at that precise moment. Ex: setting a timer to go off every minute for a 30-minute interval, only checking for behavior and marking it down as the timer goes off.

Motivating Operation: Change in environment that increases or decreases the effectiveness of a given reinforcer. Used with EO or AO.

Natural Environment Teaching: Naturalistic teaching is when the learner initiates a learning opportunity and the reinforcer is a result of the activity or learning opportunity.

Negative Reinforcement: removing a stimulus to increase/ strengthen a behavior.

Operational Definition: Definitions of behavior that are measurable, objective and observable.

Pairing: Establishing yourself as a reinforcer or the deliverer of reinforcement while building positive relationship.

Partial Interval Recording: involves checking off an interval if the behavior occurs at ANY point within the interval - even if it only occurred for 1 second. You can use this for selfstimulatory behaviors or behaviors that don't look the same every time. An over exaggeration of the behavior, you use this method to decrease behavior.

Permanent Product: Tangible product or environmental outcome that proves a skill.

Positive Reinforcement: Adding a stimulus after a behavior to strengthen/ increase behavior.

Preference Assessment: Assessment to determine what a child is motivated by.

Primary Reinforcer (unconditioned): Items or activities that are naturally reinforcing.

Principles of Reinforcement:

- **Deprivation:** The withholding of a stimulus (The more deprived an individual is of a reinforcer, the more effective it will be);
- **Immediacy:** How quickly a reinforcer is presented after the correct response is emitted (A reinforcer should be delivered immediately following a behavior to make sure you are reinforcing that specific behavior);
- **Size:** The amount of reinforcement given after a correct response is emitted (must be an appropriate size for the task given, not too much or too little)
- **Contingency:** If _____ then _____ statement is used to set the expectation for reinforcement to occur (The reinforcement should ONLY be delivered when a desired behavior occurs).

Prompt: form of assistance that you add in order to achieve a desired response or behavior that is not occurring. Used to evoke the correct response so it can be reinforced. Stimulus and Response prompts are used for this purpose.

Prompt Hierarchy: level of prompts used from greatest to least or least to greatest.

1. Expressive language hierarchy: full verbal, partial verbal, independent;
2. Receptive language hierarchy: full physical, partial physical, model, gestural, independent.

Prompt Fading: gradually removing prompt levels needed or fading out the intrusiveness.

Punishment: anything that is added or removed after a behavior that decreases it, makes it less likely to happen again.

- **Positive Punishment:** A stimulus presented after a behavior occurs which decreases the behavior.

- **Negative Punishment:** A stimulus removed after a behavior occurs which decreases the behavior.

Rate: Ratio of count per observation time (How many times a behavior occurs in a set amount of time).

Reactive Strategies: techniques used in an emergency or crisis situation to gain control of dangerous, out of control behaviors.

Receptive Language: Receptive is listener behavior and refers to tasks that require a non-vocal action or motor response such as touch, imitation, or pointing.

Reinforcement: anything that is added or removed after a behavior that decreases it, makes it less likely to happen again.

- **Positive Reinforcement:** A stimulus presented after a behavior occurs which increases the behavior.
- **Negative Reinforcement:** A stimulus removed after a behavior occurs which increases the behavior.

Replacement Behavior: A behavior you want to replace an unwanted target behavior.

Response Prompt: any prompt that is used in expressive or receptive language such as a gestural, model or verbal prompt.

Role of the RBT: program implementation, data collection, communicating with stakeholders, work directly with BCBA and following written program including BIP.

Satiation: When a reinforcer loses its effectiveness due to overuse.

Secondary Reinforcer (conditioned): items or activities that acquire reinforcing properties when paired with primary reinforcers.

Setting Events: The context or circumstance in which an environment-behavior relationship occurs. The event changes the strengths of stimuli and responses involved in an environment-behavior interaction.

Shaping: The process of reinforcing gradual changes in a behavior so the behavior begins to look like the target behavior while no longer reinforcing the previous accepted response.

Skill Acquisition: Developing of new skills, habits, quality.

Spontaneous Recovery: The reappearance of the extinguished behavior after a period without reinforcing the behavior.

Stimulus: anything in the environment that you can sense through your sense organs.

Stimulus Control: precedes the behavior but affects the outcome; has influence over behavior.

Stimulus Control Transfer: A process in which prompts are removed in order to bring the behavior under the control of the Sd and is achieved by prompt fading.

Stimulus Prompt: stimuli that are used to help evoke correct response. Positional cues, environmental, moving items or changing features/color and size/proximity.

Tact: A form of verbal behavior where the speaker sees, hears, smells, tastes something and then comments about it (a Label).

Task Analysis: The process of breaking a skill down into smaller, more manageable components.

Token Economy: a method used to try and reinforce (increase) the frequency of a target behavior. Tokens are used in the form of stickers, puzzle pieces, smileys, coins, check marks etc. and they can be exchanged for reinforcers.

Topography: the physical form or shape of a behavior.

Total Task Chaining: Teaching behavior chain steps all at once. Reinforcement delivered for independence and at the end of the task.

Variable Interval: this schedule of reinforcement is used for a variable amount of time.

Variable Ratio: this schedule of reinforcement is used for a variable amount of responses.

Whole Interval Recording: Involves checking off an interval if the behavior occurs within the entirety of the interval.

References and recommended further Resources:

- “RBT exam study starter kit” retrieved from <https://www.hopebridge.com>
- RBT Exam practice flash cards, <https://www.quizlet.com>
- Registered Behavior Technician complete Guide, <https://www.masteraba.com>
- RBT Exam Practice Questions/ Registered Behavior Technician Exam review videos from Youtube.
- Visual Graphics from Rogue ABA, <https://www.roqueaba.com/graphics/>
- Registered Behavior Technician Handbook, <https://www.bacb.com>
- RBT ethics code (2.0) <https://www.bacb.com>