

REGISTERED BEHAVIOR TECHNICIAN

Course Start Date: _____ **Course End Date:** _____

Instructors: Send questions regarding content or tests, add/drops, etc.

Kansas Instructors:

Peggy VonFeldt, BCBA peggyv@tasnatbs.org 620-727-3638

Pam Scharping, BCBA pams@tasnatbs.org 316-200-6539

Janine Kesterson, BCBA-D

Colorado Instructor: Kelsey Young, MA; Young_k@cde.state.co.us 651-341-3180

Nebraska Instructors: Melinda Henson, BCBA; mhenson3@unl.edu

**Appointments can also be arranged during a mutually agreeable time with instructors. If you email an instructor, we will get back to you within 48 hours.

Moodle and Tech Support Only: Tyler Collier, tylerc@tasnatbs.org

Format: Hybrid (Online Using Moodle)

This course is set-up in a series of online modules. Modules are completed on the learner's own time.

This course is not designed to be completed on mobile devices. We highly recommend you use Chrome or Fire Fox browsers for this course.

This course uses an adaptive release system. This means most of the assignments and activities will not be visible when the course begins. Each assignment will only become visible after you meet the requirements of the previous assignment. There are 15 chapters.

I. COURSE DESCRIPTION

This training program is based on the Registered Behavior Technician Task List and is designed to meet the 40-hour training requirement for the RBT credential. The program is offered independent of the BACB.

II. COURSE CONTENT

Upon successful completion of this course, the student should be able to perform each of the RBT task list items with competency.

Curriculum:

The curriculum will fulfill the BACB RBT Task List <http://bacb.com/rbt-task-list/> standards. Please read the task list.

RBT Task List Content Areas:

1. Measurement
2. Assessment
3. Skill Acquisition
4. Behavior Reduction
5. Documentation and Reporting
6. Professional Conduct and Scope of Practice

All content, must be completed within 180 days. Once the last day of class passes, no content or accompanying materials will be available. **The entire course must be completed to receive professional development credit. Partial credit will not be awarded.**

The content in this RBT course is the sole property of the Kansas State Department of Education, TASN ATBS, and may not be copied or distributed without permission. You shall not copy, modify, transmit, distribute or in any way exploit the Course or any other copyrighted materials provided other than for your individual training. Nor will allow any other person to do so. Any other purpose is expressly prohibited under these terms. We provide materials 'as is' and without any warranties, whether express or implied, except those that cannot be excluded under statute. We do not warrant the materials will be error free, including technical inaccuracies.

You have 180 days to complete the content of this course. Due to reporting requirements to the BACB, the dates of the course will be strictly followed. If you follow the pacing of the coursework in the syllabus, you will not get behind! It may take you longer than 40 hours to complete the course.

If you need ADA accommodations, please contact peggyv@tasnatbs.org.

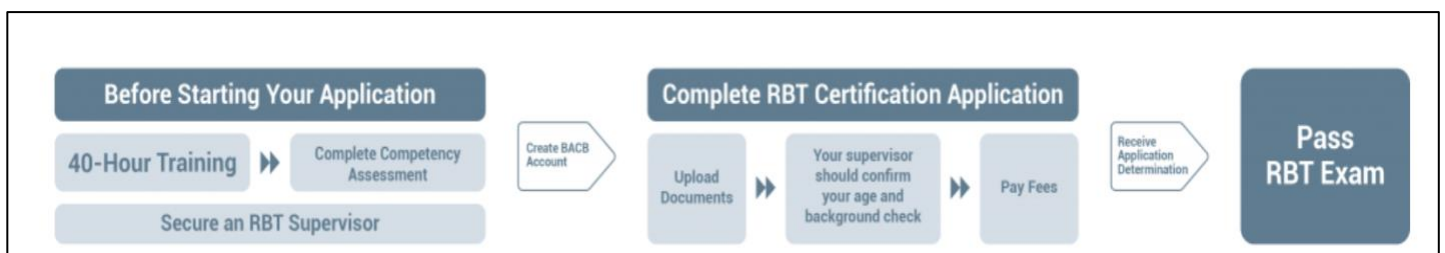
RBT Credentials:

It is the responsibility of the participant to become familiar with the BACB website, their policies and requirements.

The RBT course fulfills the BACB's 40-hour content requirement for attaining an RBT credential.

Taking this course (alone) does not give you the RBT credential. There are several other required components to complete this process. The rest of the requirements for credential fall on you and your district. Please click on this link and read the requirements for attaining the credential:

<http://bacb.com/rbt-requirements/>



Applying to the BACB for RBT Credential: To learn about how to submit an application for RBT Credentialing click here: <http://bacb.com/rbt-application/>


Finding a supervising BCaBA or BCBA: It is your responsibility to ensure the person you choose to conduct your competency assessment and on-going supervision, meet all the criteria required by the BACB to complete your requirements to attain the credential. To check to see if the person you are asking to supervise you is a BCBA or a BCaBA, do a search here:

<http://info.bacb.com/o.php?page=100155>. BCBA/BCaBAs are not required to accept supervision opportunities.

BCBA and BCaBA Supervision Requirements: There are certain supervisory criteria that BCBA/BCaBAs must complete in order to qualify to supervise. Click here to learn about those criteria. <http://bacb.com/responsible-certificants/>. If the BCBA or BCaBA have not met the supervision criteria, they will **not** be able to sign off on your competency assessment and on-going supervision.

III. COURSE INFORMATION

Course Materials: See Page 4 for required texts and materials that will support content in this course.



Online Course in Moodle: Read carefully!

This course is housed on a Learning Management System called Moodle. **You will receive an email from TASN ATBS to set up a Moodle Account.**

- Click on the link in the email to get to the Moodle site **Bookmark the site**. Once there, you will be required to change your password. **Write it down!**
- The course content is not accessible until the first day of class.
- On the first day of class, log-in and click on the red text for the course “RBT Registered Behavior Technician”.
- Once the course ends, you will not have access to handouts and materials, so, download and/or print the materials as you go through the course.

You are required to complete every pre and post assessment as well as every lesson and activity in its entirety.

If you plan to sit for the exam, we recommend you pass the post-tests with a 90%. If you keep up with the Pacing Guide, you should easily complete the course in 180 days.

IV. PACING GUIDE

180-Day Pacing Guide

Weeks	Chapters
Week 1	Chapter 1
Week 2	Chapter 2
Week 3	Chapter 3
Week 4	Chapter 4
Week 5	Chapter 5
Week 6	Chapter 6 Lessons 1-3
Week 7	Chapter 6 Lessons 4 & 5
Week 8	Chapter 7
Week 9	Chapter 8 Lessons 1-6
Week 10	Chapter 8 Lessons 7-12
Week 11	Chapter 9 Lessons 1-4
Week 12	Chapter 9 Lessons 5-7
Week 13	Chapter 10 Lessons 1-4
Week 14	Chapter 10 Lessons 5-8
Week 15	Chapter 11 Lessons 1-4
Week 16	Chapter 11 Lessons 5-10
Week 17	Chapter 12
Week 18	Chapter 13
Week 19	Chapter 14 & 15

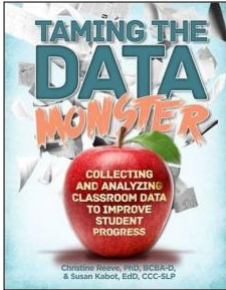
If you have questions about the **content** of the lessons, please email one of the instructors.

For problems with navigating through Moodle, please contact Tyler Collier at: tylerc@tasnatbs.org.

Course Texts for Required Readings

Additional readings will be provided through Moodle.

Ethics Code Handout- free



AAPC Publishing - \$30



Amazon - \$22

Required Materials

An interval timer.



\$20 on Amazon

Any other Interval App will suffice:

<https://play.google.com/store/apps/details?id=cc.dreamspark.intervaltime&hl=en>

V. LESSONS AND ASSIGNMENTS

Unless otherwise noted, all handouts and assignment materials can be found under the Handouts or Resources tab in the top right of the lesson screen. It is recommended that you complete the online lesson first, then, complete the additional readings/activities.

If you prefer to print all the handouts at one time (rather than during the lesson in Moodle), you may access them by [clicking here](#):

Welcome: Beginning Documents
<input type="checkbox"/> Moodle Tutorial <input type="checkbox"/> Syllabus and Guiding Documents <ul style="list-style-type: none"> <input type="checkbox"/> Welcome <input type="checkbox"/> Syllabus – Read all <input type="checkbox"/> Pacing Guide <input type="checkbox"/> Study Manual - PRINT <input type="checkbox"/> Quiz over Syllabus <input type="checkbox"/> Administrator Letter (Kansas RBT exam takers only) <input type="checkbox"/> Pre-Test (Do not use textbooks or notes for this test)

Chapter 1: Introduction
<input type="checkbox"/> Introduction to RBT <input type="checkbox"/> Roles and Responsibilities of RBT <input type="checkbox"/> What is ABA?

Book/Article Required to Read	Chapters and Page Numbers
<input type="checkbox"/> Applying for RBT	http://bacb.com/rbt-application/
<input type="checkbox"/> RBT Requirements	http://bacb.com/rbt-requirements/
<input type="checkbox"/> RBT Task List	http://bacb.com/wp-content/uploads/2016/03/160321-RBT-task-list.pdf
<input type="checkbox"/> Competency Assessment Items	https://www.bacb.com/wp-content/uploads/RBT_Competency_Assessment_092618_English.pdf
<input type="checkbox"/> Maintaining the Credential	http://bacb.com/?p=528
<input type="checkbox"/> Ethics and Discipline	http://bacb.com/rbt-ethics-discipline/
<input type="checkbox"/> How to find a BCBA - Registry	http://info.bacb.com/o.php?page=100155
<input type="checkbox"/> RBT Registry	http://info.bacb.com/o.php?page=101127
<input type="checkbox"/> Monitor BACB Updates	www.bacb.com
<input type="checkbox"/> Common Misconceptions about Applied Behavior Analysis By: Amanda Kelly	Read all - Document is in Moodle under resource or handout tab
<input type="checkbox"/> Efficacy of ABA for ASD Across Lifespan	Read All - Document is in Moodle under resource or handout tab
<input type="checkbox"/> What is ABA	http://www.youtube.com/watch?v=iyCx-OLzgJw
<input type="checkbox"/> 7 Dimensions of ABA by Behavior Babe	https://www.youtube.com/watch?v=9-9zOeeOxTc

Chapter 2: Documentation and Reporting	
<input type="checkbox"/> Reporting Other Variables <input type="checkbox"/> Session Note Taking <input type="checkbox"/> Communicating with Supervisor <input type="checkbox"/> Reporting Requirements <input type="checkbox"/> Data Requirements	

Book/Article to Read	Chapters and Page Numbers
<input type="checkbox"/> BACB Ethical Code	1.04, 2.07, 2.08, 2.11, 7.02, 9.01, and 10.02 Pages 8-9, 15, 18, 20-21
<input type="checkbox"/> Optional: Ethics for Behavior Analysts 3 rd Edition	Pages 67-68 Pages 93-95, and 99-100 Pages 168-176, 195 and 211-213
<input type="checkbox"/> Setting Events in ABA: Toward a Conceptual and Methodological Expansion	All

Chapter 3: Assessment and Observation	
<input type="checkbox"/> Ask the Person <input type="checkbox"/> Trial Based Single & Paired <input type="checkbox"/> Multiple with Replacement <input type="checkbox"/> Multiple Without Replacement <input type="checkbox"/> Naturalistic Observation <input type="checkbox"/> Contrived Observation	

Book/Article to Read	Chapters and Page Numbers
<input type="checkbox"/> Review of the Choice and Preference Assessment Literature for Individuals with Severe to Profound Disabilities	Read: Abstract & Pages 585 - 592
<input type="checkbox"/> Texas Guide for Effective Teaching: Choice Making	Read all
<input type="checkbox"/> Graff & Karsten MSWO	Read all

Chapter 4: Assisting with Assessment Procedures	
<input type="checkbox"/> Assisting with Assessment Procedures	

Book/Article to Read	Chapters and Page Numbers
<input type="checkbox"/> Optional: Miles, N. I., & Wilder, D. A. (2009). The Effects of Behavioral Skills Training pm Caregiver Implementation of Guided Compliance. <i>Journal of Applied Behavior Analysis, 42</i> (2), 405–410.	Pg. 405–410

Chapter 5: Assessment for Challenging Behavior
<input type="checkbox"/> Information Gathering <input type="checkbox"/> ABC Data Collection <input type="checkbox"/> Target Behavior <input type="checkbox"/> Identify Function of Behavior <input type="checkbox"/> Writing a Hypothesis

Book/Article to Read	Chapters and Page Numbers
<input type="checkbox"/> Universal Checklist	Read and complete the checklist on a classroom.
<input type="checkbox"/> A School-Based Examination of the Efficacy of Function-Based Intervention	All

Chapter 6: Skill Acquisition
<input type="checkbox"/> Discrete Trial Training (DTT) <input type="checkbox"/> Naturalistic teaching procedures <input type="checkbox"/> Written Skill Acquisition Plan <input type="checkbox"/> Prepare for the session <input type="checkbox"/> Enter Data – Skill Acquisition

Book/Article to Read	Chapters and Page Numbers
<input type="checkbox"/> Understanding Applied Behavior Analysis: An introduction to ABA for parents, teachers, and other professionals.	Chapter 8, pg. 143 Chapter 8, pg. 143-145 Read Incidental Teaching, Natural Environment Teaching, and Pivotal Response Training
<input type="checkbox"/> Optional: Smith, T. (2001). Discrete trial training in the treatment of autism. Focus on Autism and Other Developmental Disabilities, 16(2), 86. Retrieved from http://search.proquest.com/docview/205054757?accountid=166077	Entire journal article
<input type="checkbox"/> Optional: Incidental Teaching: A Not-Discrete-Trial Teaching Procedure	Chapter 6, pg. 75-82
<input type="checkbox"/> Optional: Naturalistic Intervention: Steps for implementation	Pg. 1-19
<input type="checkbox"/> Watch YouTube video on Incidental Teaching: https://youtu.be/H945I2lp6uk	
<input type="checkbox"/> Clean Up Your Act	Pages 15-18
<input type="checkbox"/> Taming the Data Monster	Chapter 2, Pages 21-28 Chapters 7, Pages 89 – 103
<input type="checkbox"/> Data Collection in Autism: Taking Data in Naturalistic Settings by Dr. Christine Reeve	Read all (3 pages) – Located in Resources

Chapter 7: Antecedent-based Interventions (ABI)	
<input type="checkbox"/>	Introduction
<input type="checkbox"/>	Instruction
<input type="checkbox"/>	Pairing & Feedback
<input type="checkbox"/>	Non-Contingent Attention & Non-Contingent Escape
<input type="checkbox"/>	Opportunities to Respond (OTR)
<input type="checkbox"/>	Other Strategies
<input type="checkbox"/>	Enrichment Environment
<input type="checkbox"/>	AFIRM Module

Book/Article to Read	Chapters and Page Numbers
<input type="checkbox"/> University of Louisville Website	http://louisville.edu/education/abri/primarylevel/otr/behavior Follow this link. Choose at least one video to watch that aligns with the grade level in which you work.
<input type="checkbox"/> Teaching kids how to wait:	Read article by Erin Lombard http://www.special-learning.com/blog/article/74

Chapter 8: Measurement	
<input type="checkbox"/>	Introduction to Measurement
<input type="checkbox"/>	Preparing for Data Collection
<input type="checkbox"/>	Trustworthy Measurement
<input type="checkbox"/>	Event Recording
<input type="checkbox"/>	Duration
<input type="checkbox"/>	Latency
<input type="checkbox"/>	Permanent Product
<input type="checkbox"/>	Partial Interval Recording
<input type="checkbox"/>	Whole Interval Recording
<input type="checkbox"/>	Momentary Time Sampling
<input type="checkbox"/>	Baseline Data Collection
<input type="checkbox"/>	Line Graphs

Book/Article to Read	Chapters and Page Numbers
<input type="checkbox"/> Understanding ABA	Page 45, 70 Page 86-87 Page 46 Page 87
<input type="checkbox"/> IRIS Vanderbilt	Read and complete activities - Handout is in Moodle under resource or handout tab
<input type="checkbox"/> Taming the Data Monster	Chapter 2 Pages 21-44; 69-71; 85-86 Chapters 3-5
<input type="checkbox"/> IRIS Frequency and Interval Recording	Read all and complete activities Handout is in Moodle under resource or handout tab
<input type="checkbox"/> Understanding ABA Book	Page 86

Chapter 9: Reinforcement
<input type="checkbox"/> Overview of Reinforcement <input type="checkbox"/> Positive Reinforcement <input type="checkbox"/> Token Economy <input type="checkbox"/> Negative Reinforcement <input type="checkbox"/> Schedules of Reinforcement <input type="checkbox"/> Principles of Reinforcement – AFIRM Module

Book/Article to Read	Chapters and Page Numbers
<input type="checkbox"/> Understanding Applied Behavior Analysis: An introduction to ABA for parents, teachers, and other professionals.	Chapter 4, pg. 46-70 Chapter 7, pg.119-121
<input type="checkbox"/> Optional: Neitzel, J. (2009). Overview of reinforcement. Chapel Hill, NC: The National Professional Development Center on Autism Spectrum Disorders, Frank Porter Graham Child Development Institute, The University of North Carolina.	Pg. 1-4
Optional: 100 Ways to Praise a Child	

Chapter 10: Teaching Procedures
<input type="checkbox"/> Task analysis and Chaining Procedures - AFIRM Module <input type="checkbox"/> Prompting– AFIRM Module <input type="checkbox"/> Stimulus control transfer procedures <input type="checkbox"/> MTL and LTM Prompting <input type="checkbox"/> Graduated Guidance <input type="checkbox"/> Time Delay and Simultaneous Prompting - AFIRM Module <input type="checkbox"/> Stimulus Fading Procedures <input type="checkbox"/> Shaping

Book/Article to Read	Chapters and Page Numbers
<input type="checkbox"/> Understanding Applied Behavior Analysis: An introduction to ABA for parents, teachers, and other professionals.	Chapter 3, pg. 37-40 Chapter 7, pg. 106-108
<input type="checkbox"/> MacDuff, G. S., Krantz, P. J., & McClannahan, L. E. (2001). Prompts and prompt-fading strategies for people with autism. <i>Making a difference: Behavioral intervention for autism</i> , 37-50.	Pg. 37-40 You will read the rest of the article when you finish lessons: Implement Stimulus Control Transfer Procedures (C-08) and Implement Stimulus Fading Procedures (C-09)
<input type="checkbox"/> Understanding Applied Behavior Analysis: An introduction to ABA for parents, teachers, and other professionals.	Chapter 7, pg. 104-106
<input type="checkbox"/> Optional: Slocum, S. K., & Tiger, J. H. (2011). An assessment of the efficiency of and child preference for forward and backward chaining. <i>Journal of Applied Behavior Analysis</i> , 44(4), 793–805. http://doi.org/10.1901/jaba.2011.44-793	Pg. 793-805

Chapter 10: Teaching Procedure - Continued	
<input type="checkbox"/> Understanding Applied Behavior Analysis: An introduction to ABA for parents, teachers, and other professionals.	Chapter 7, pg. 98-100
<input type="checkbox"/> Optional: Fleece, L., Gross, A., O'Brien, T., Kistner, J., Rothblum, E., & Drabman, R. (1981). Elevation of voice volume in young developmentally delayed children via an operant shaping procedure. <i>Journal of Applied Behavior Analysis</i> , 14(3), 351–355. http://doi.org/10.1901/jaba.1981.14-351	Pg. 351-355.

Chapter 11: Behavior Reduction	
<input type="checkbox"/> What is an FBA? - AFIRM Module <input type="checkbox"/> Components of Behavior Plan <input type="checkbox"/> Common Functions of Behavior <input type="checkbox"/> Antecedent Interventions <input type="checkbox"/> Implementing Differential Reinforcement <input type="checkbox"/> Implementing Extinction <input type="checkbox"/> Entering Data – Behavior Management <input type="checkbox"/> Crisis and Emergency Procedures <input type="checkbox"/> De-escalation Modules <input type="checkbox"/> Instructional Control Webinars	

Book/Article to Read	Chapters and Page Numbers
<input type="checkbox"/> Understanding Applied Behavior Analysis: An introduction to ABA for parents, teachers, and other professionals.	Chapter 3, pgs. 37-45 Chapter 4, pgs. 46-60 Chapter 6-7, pg. 110
<input type="checkbox"/> Antecedent Based Intervention Evidence-Base Fact Sheet	Handout
<input type="checkbox"/> Kearney, J. A. (2015). Understanding applied behavior analysis: An introduction to ABA for parents, teachers, and other professionals. Philadelphia, PA: Jessica Kingsley Publishers	Chapter 7, pg. 113-117 Chapter 4, pg. 58-62
<input type="checkbox"/> Vismara, L., Bogin, J., & Sullivan, L. (2009). Differential reinforcement of other behaviors: Steps for implementation. Sacramento, CA: The National Professional Development Center on Autism Spectrum Disorders, M.I.N.D. Institute, University of California at Davis School of Medicine.	Read module provided in course handouts.
<input type="checkbox"/> Kearney, J. A. (2015). Understanding applied behavior analysis: An introduction to ABA for parents, teachers, and other professionals. Philadelphia, PA: Jessica Kingsley Publishers	Chapter 7, pg. 113-117 Chapter 4, pg. 58-62
<input type="checkbox"/> Vismara, L., Bogin, J., & Sullivan, L. (2009). Differential reinforcement of other behaviors: Steps for implementation. Sacramento, CA: The National Professional Development Center on Autism Spectrum	Read module.

Disorders, M.I.N.D. Institute, University of California at Davis School of Medicine.	
<input type="checkbox"/> Wong, C., Odom, S. L., Hume, K. Cox, A. W., Fettig, A., Kucharczyk, S.,Schultz, T. R. (2014). Evidence-based practices for children, youth, and young adults with Autism Spectrum Disorder. Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute, Autism Evidence-Based Practice Review Group	Read module.
Physical Restraint in School Ryan, Joseph B.; Peterson, Reece L.	<i>Behavioral Disorders</i> . Feb 2004, Vol. 29 Issue 2, p154-168.

Chapter 12: Generalization and Maintenance
<input type="checkbox"/> Generalization and Maintenance

Book/Article to Read	Chapters and Page Numbers
<input type="checkbox"/> Understanding Applied Behavior Analysis: An introduction to ABA for parents, teachers, and other professionals.	Chapter 7, pg. 108-109
<input type="checkbox"/> Optional: Van den Pol, R. A., Iwata, B. A., Ivancic, M. T., Page, T. J., Neef, N. A., & Whitley, F. P. (1981). Teaching the handicapped to eat in public places: acquisition, generalization and maintenance of restaurant skills. <i>Journal of Applied Behavior Analysis</i> , 14(1), 61–69. http://doi.org/10.1901/jaba.1981.14-61	Pg. 61–69

Chapter 13: Ethics
<input type="checkbox"/> Public Statements
<input type="checkbox"/> Ethical Responsibility

Book/Article to Read	Chapters and Page Numbers
<input type="checkbox"/> BACB Ethical Code	1.05 and 1.07 pages 5-6 2.02 and 2.05 pages 6-7 8.01-8.06 pages 16-18 10.01-10.07 pages 20-22 1.01-1.03, 3.01, 4.10, 6.01, 7.01 pages 3, 4,11, 13, and 15
<input type="checkbox"/> Ethics for Behavior Analysts 3 rd edition	57-63, 68-71 and 74-76 Pages 177-191 Pages 85-86 and 90-92 Pages 209-218 Pages 57-66, 109-116, 135-136, 155-161, and 165-168

Chapter 14: Professional Conduct and Scope of Practice
<input type="checkbox"/> Responding to Feedback <input type="checkbox"/> Communicating with Stakeholders <input type="checkbox"/> Assisting with training Stakeholder <input type="checkbox"/> Maintaining Professional Boundaries <input type="checkbox"/> Client Dignity <input type="checkbox"/> Other Ethical Topics

Book/Article to Read	Chapters and Page Numbers
<input type="checkbox"/> Ethics for Behavior Analysts 3 rd edition (Recommended if seeking RBT Credential)	57-63, 68-71 and 74-76 Pages 85-86 and 90-92 Pages 57-66, 109-116, 135-136, 155-161, and 165-168

Chapter 15: Final Items to Complete
<input type="checkbox"/> RBT Post Test (You may use Study Manual Notes, books, etc.) <input type="checkbox"/> TASN Evaluation Survey <input type="checkbox"/> Print Certificate of Completion. - Once you create your BACB Gateway account, enter your ID # on the certificate.
Congratulations!

VI. COLLEGE CREDIT OPPORTUNITY

If you would like to receive college credit through Pittsburg State University for completion of the RBT course, you must complete the PSU application sent under separate cover, **within 30 days**, after the course is completed. No exceptions.

IMPORTANT! This college credit **does not** apply toward any undergraduate online teacher education program. This credit **does not** apply to any Pittsburg State University undergraduate or graduate program electives. (i.e., college credit for RBT would not count toward MAT SPED coursework). If you have any questions in regard to college credit, please contact me immediately at peggyv@tasnatbs.org.

TASN Autism and Tertiary Behavior Supports is funded through Part B funds administered by the Kansas State Department of Education's Early Childhood, Special Education and Title Services. TASN Autism and Tertiary Behavior Supports does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Deputy Director, Keystone Learning Services, 500 E. Sunflower, Ozawkie, KS 66070, 785-876-2214.