ELC RBT 40 Hour Training

Enhanced Living Centers

Agenda

Welcome
- ★ Mission
- ★ Training Goals

Module 1, 2 (2 hours)
- ★ Introduction to ABA

Module 3 (1 hour)
- ★ Preparing for Service Delivery

Module 4, 5, 6, 7 (4 hours)
- ★ Data Collection and Graphing

Module 8, 9, 10 (3 hours)
- ★ Assisting with Behavior Assessments

Module 11, 12, 13, 14 (4 hours)
- ★ Service Delivery Documentation Reporting

Module 14 - 34 (20 hours)
- ★ Behavior-Change Interventions

Module 35 - 39 (5 hours)
- ★ Ethics and Professionalism

Module 40 (1 hour)
- ★ Next Steps in Certification Process

Before You Go
- ★ Thank You
- ★ Survey

Our Mission:

To provide Enhanced Living opportunities to families using a compassionate, integrated, and analytic approach

Our Goal:

To provide comprehensive, 40-hour training on Applied Behavior Analysis (ABA) principles and practices, equipping participants with the knowledge and skills required to successfully pass the RBT certification exam and excel in their roles as Registered Behavior Technicians.

Introduction to Applied Behavior Analysis (2 Hours) - Part 1

Introduction to RBT Role and Responsibilities

Features and Purpose of Applied Behavior Analysis (ABA)

What is ABA?

- Applied Behavior Analysis (ABA): A scientific discipline that applies the principles of behavior to improve socially significant behaviors.

7 Dimensions of ABA:

1. Applied: Focuses on behaviors that are socially important and meaningful.
2. Example: Teaching communication skills to increase independence.
3. Behavioral: Targets observable and measurable behaviors.
4. Example: Tracking the frequency of a child's verbal requests for assistance.
5. Analytic: Demonstrates a clear relationship between interventions and behavioral outcomes.
6. Example: A teacher uses data to show that reinforcement increases task completion.
7. Technological: Describes procedures in enough detail for replication.
   Example: Documenting a step-by-step guide for implementing a token economy.
   Conceptually Systematic: Interventions are grounded in behavioral principles.
   Example: Using reinforcement and extinction to reduce problem behaviors.
   Effective: Produces significant and socially meaningful behavior changes.
   Example: A student learns to use appropriate greetings in various social settings.
   Generality: Behavior change is maintained over time, across settings, and with different people.
   Example: A child uses newly learned coping strategies both at home and at school.

Features and Purpose of Applied Behavior Analysis (ABA)

Purpose of ABA:

- To improve quality of life for individuals by increasing positive behaviors and decreasing maladaptive ones.
- To teach essential skills that enhance independence and social functioning.

- ABA as a Scientific Approach:
  a. ABA applies principles of learning and behavior to bring meaningful changes.
  b. Relies on empirical data to evaluate the effectiveness of interventions.
- Socially Significant Behaviors:
  a. Focuses on skills that improve the individual's quality of life.
  b. Examples: communication, daily living skills, and reducing harmful behaviors.
- Evidence-Based Interventions:
  a. ABA interventions are grounded in research and best practices.
  b. Continuous monitoring ensures strategies remain effective.

Other ABA Characteristics

In the field of Applied Behavior Analysis (ABA), it is important to understand the core principles that guide effective and ethical service delivery. These principles ensure that behavior analysts implement interventions that are not only scientifically grounded but also meaningful and practical for the individuals they serve. The following terms—accountable, public, doable, empowering, and optimistic—highlight the values that behavior analysts strive to uphold in their practice:

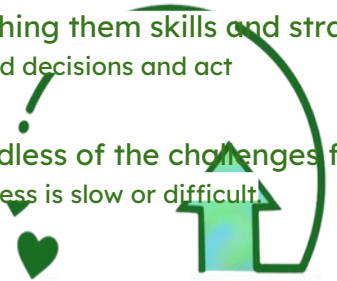
1. Accountable: Accountability in ABA refers to the responsibility of behavior analysts to ensure that their interventions and decis
based on sound data and are defensible. Behavior analysts are accountable for their actions and the outcomes of the interventions they implement.

2. Public: The principle of being "public" means that the procedures and results of behavior-analytic interventions are observable
measurable by others, not just the practitioner. This ensures that interventions are transparent and that the public can evaluate their effectiveness and scientific basis.

3. Doable: "Doable" refers to the feasibility and practicality of implementing behavior change programs. Interventions should be
achievable given the available resources, time, and capabilities. It emphasizes that interventions must be practical for the client, the environment, and the practitioner.

4. Empowering: Empowering means that interventions should foster independence in individuals by teaching them skills and stra
allow them to manage their own behavior. ABA aims to enhance the individual's autonomy, enabling them to make informed decisions and act independently in their environment.

5. Optimistic: The principle of optimism reflects the belief that behavior change is always possible, regardless of the challenges fa
Behavior analysts maintain a positive outlook on the potential for change, fostering hope and persistence even when progress is slow or difficult.



Classifying and Describing Stimuli

Stimuli refer to any physical event or change in the environment that can influence behavior. Understanding how to classify and describe stimuli is fundamental to the practice of ABA, as it helps behavior analysts identify what affects behavior and how these influences can be manipulated to bring about change.

Types of Stimuli

Stimuli can be classified into two main categories:

1. Antecedent Stimuli: These are stimuli that occur before a behavior and influence the likelihood of that behavior occurring. For example, a prompt or a specific situation that sets the stage for a particular response.
2. Consequence Stimuli: These occur after a behavior and affect the future probability of that behavior. These stimuli can either reinforce or punish the behavior, depending on their nature (positive or negative).

Stimuli as Discriminative Stimuli (S^D)

An important concept in ABA is that certain stimuli serve as discriminative stimuli (S^D), which signal the availability of reinforcement. For example, a "green light" serves as an S^D for the behavior of crossing the street, because crossing will likely lead to positive consequences (i.e., safely reaching the other side).

Classifying and Describing Stimuli

Stimuli and Their Functions

Stimuli can also be classified based on their function:

- Reinforcing Stimuli: Stimuli that increase the likelihood of a behavior happening again, such as praise or a token.
- Punishing Stimuli: Stimuli that decrease the likelihood of a behavior occurring again, such as a timeout or loss of privileges.

Functional Classifications of Stimuli

Stimuli can be categorized by their functional roles in affecting behavior. For instance:

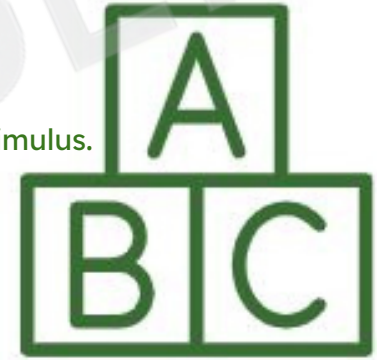
- Neutral Stimuli: These are stimuli that do not initially affect behavior.
- Conditioned Stimuli (CS): These are stimuli that acquire their effects through association with other stimuli, such as a bell becoming associated with food in Pavlov's famous experiment with dogs.

Stimulus Control

Stimulus control refers to the influence that particular stimuli have over the occurrence of certain behaviors. Stimulus control is a crucial concept because it explains how environmental cues can predict when certain behaviors are likely to occur.

Stimuli, Responses, and the 3 - Term Contingency

Key Concepts:



- Stimuli: Any environmental events or conditions that affect behavior.
  Example: A child sees a toy on the table (stimulus) and reaches for it.
- Responses: The observable behavior or action performed by an individual in reaction to a stimulus.
- 3-Term (ABC) Contingency :
  - Antecedent: What happens before the behavior (the trigger).
    Example: The teacher says, "Time to clean up."
  - Behavior: The observable action in response to the antecedent.
    Example: The child picks up toys or protests by throwing them.
  - Consequence: What happens immediately after the behavior.
    Example: The teacher praises the child for cleaning up or removes a preferred item if the child protests.

Importance:

Understanding the 3-term contingency helps in identifying why behaviors occur and informs the development of interventions to modify those behaviors effectively.

Interactive Questions

What is the primary purpose of Applied Behavior Analysis (ABA) in service delivery?

A. To modify the environment based on individual preferences
B. To reduce maladaptive behaviors and teach new skills
C. To provide medication management to clients
D. To perform psychological assessments

In the 3-term contingency (A-B-C), what does the "B" represent?

A. Behavior
B. Biological factor
C. Consequence
D. Condition

Interactive Questions

Which of the following is an example of negative reinforcement?

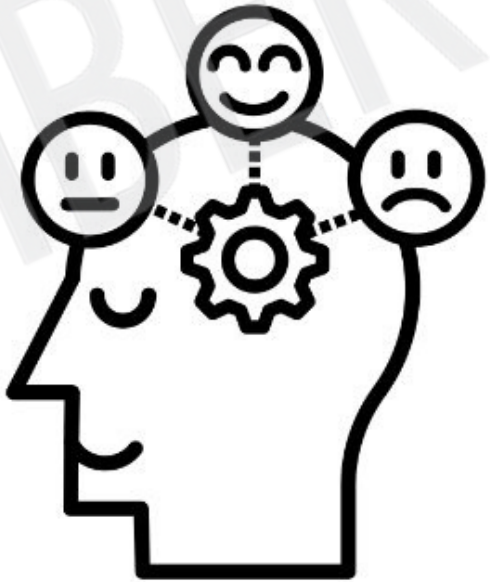
a) Giving a child a sticker when they complete their homework
b) Turning off a loud noise when a child stops crying

c) Givinga childextraplaytime when theycleanuptheirtoys
d)Offering verbalpraisewhen a child answerscorrectly

Which of the following is a function of problem behavior?

a) Attention
b) Food
c) Discomfort
d) Sleepiness

Introduction to Applied Behavior Analysis (2 Hours) - Part 2 Characteristics of ABA



Positive and Negative Reinforcement (ON EXAM)

Positive Reinforcement

- Definition: The addition of a stimulus following a behavior that increases the likelihood of the behavior occurring again in the future.
- How It Works: The individual learns that performing the behavior leads to a desirable outcome, strengthening the behavior over time.
- Example:
  - A teacher gives a student a sticker for completing their homework, increasing the likelihood of the student completing homework in the future.
  - A parent gives their child a piece of candy after the child says "please."
- Practical Note: Positive reinforcement is widely used in behavioral interventions to teach new skills and encourage desired behaviors.

Negative Reinforcement

- Definition: The removal of an aversive stimulus following a behavior that increases the likelihood of the behavior occurring again in the future.
- How It Works: The individual learns that performing the behavior results in relief or escape from something unpleasant, strengthening the behavior.
- Example:
  - A child cleans their room to stop their parent's nagging.
  - A driver fastens their seatbelt to stop the car's warning alarm.
- Practical Note: Negative reinforcement is not punishment; instead, it focuses on increasing desired behaviors by removing discomfort.

Schedules of Reinforcement (ON EXAM)

Fixed Ratio (FR)

- Definition: Reinforcement is delivered after a fixed number of responses.
- Characteristics: Produces high response rates with a brief pause after reinforcement.
- Example:
  - A factory worker is paid for every 10 items assembled.

Variable Ratio (VR)

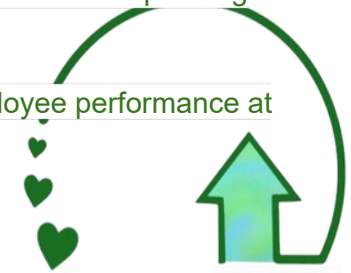
- Definition: Reinforcement is delivered after a variable number of responses, with the average number determined in advance.
- Characteristics: Produces steady, high response rates with no predictable pattern.
- Example:
  - A gambler wins on a slot machine after an unpredictable number of lever pulls.

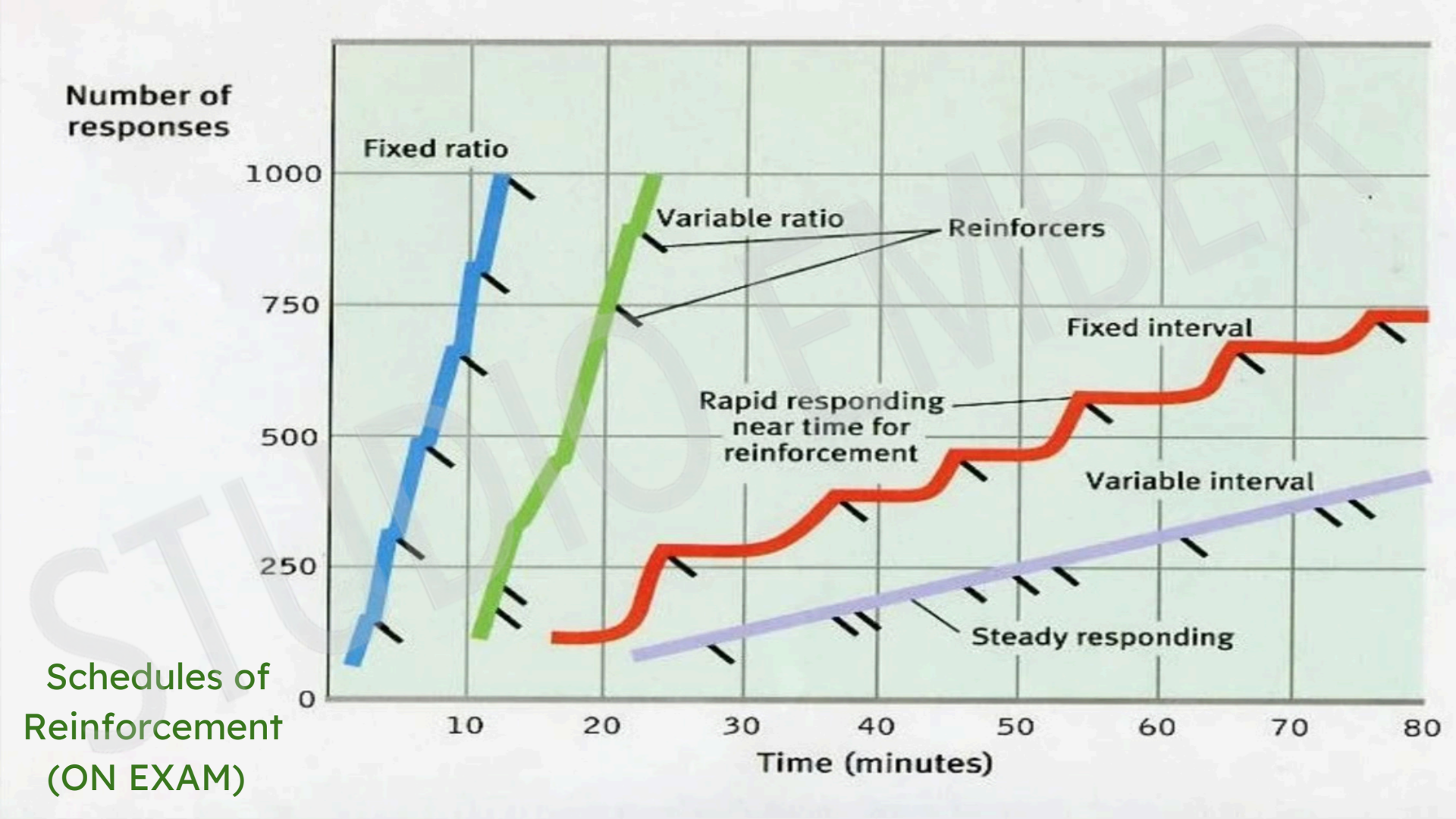
FixedInterval(FI)

- **Definition**: Reinforcement is delivered for the first response after a fixed amount of time has passed.
- **Characteristics**: Responses increase as the time for reinforcement approaches, with a post-reinforcement pause.
- **Example**:
  - A weekly paycheck is delivered every Friday.

Variable Interval (VI)

- **Definition**: Reinforcement is delivered for the first response after a variable amount of time, with the average interval determined in advance.
- **Characteristics**: Produces a steady rate of responding without predictable patterns.
- **Example**:
  - A supervisor checks on employee performance at unpredictable times.





Schedules of Reinforcement (ON EXAM)

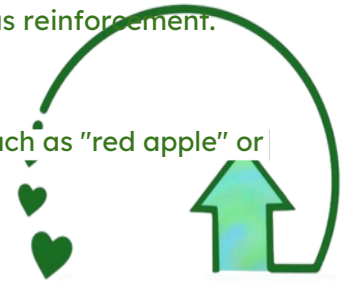
Elementary Verbal Operants

Mand (Request):

- Definition: A verbal operant where a speaker requests (or "mands") something they want or need. The behavior is controlled by a state of deprivation or aversive stimulation and is reinforced by a specific item or action.
- Example: A child is thirsty and says, "I want water." The delivery of water serves as reinforcement for the mand.
- Key Features:
  - Mands are the only verbal operant that directly benefits the speaker.
  - They are often the first verbal operants taught in early intervention programs because they help individuals access their needs.
- Application: Teaching a child to mand for help instead of engaging in problematic behaviors like crying or aggression when they need assistance.

Tact (Labeling):

- Definition: A verbal operant that involves labeling or naming objects, actions, or properties of the environment. It is controlled by a nonverbal stimulus (e.g., seeing, hearing, or touching something) and reinforced by social interaction or acknowledgment.
- Example: A child sees a dog and says, "Dog." The parent's smile and response, "Yes, that's a dog!" serve as reinforcement.
- Key Features:
  - Tacts expand an individual's ability to describe and interact with the world around them.
  - They are critical for building conversational and descriptive language skills.
- Application: Using picture cards or natural settings to teach children to tact items and their properties, such as "red apple" or "soft blanket."



Elementary Verbal Operants

Echoic (Repeating):

- Definition: A verbal operant where the speaker repeats the verbal behavior of another individual. This behavior is controlled by a verbal stimulus and includes point-to-point correspondence between the stimulus and the response.
- Example: A teacher says, "Ball," and the child repeats, "Ball." The teacher's praise ("Good job!") reinforces the echoic behavior.
- Key Features:
  - Echoic behavior is crucial for language development as it helps individuals learn new sounds and words.
  - It forms the foundation for more complex verbal behaviors.
- Application: Using echoic training to teach speech sounds, word approximations, and complete words, especially for individuals with limited verbal skills.

Intraverbal (Conversation):

- Definition: A verbal operant that involves responding to another person's verbal behavior in a way that does not have point-to-point correspondence. Intraverbals are controlled by verbal stimuli and maintained by social reinforcement.
- Example: A caregiver asks, "What's your name?" and the child responds, "John."
- Key Features:
  - Intraverbals form the basis of conversations, storytelling, and other interactive verbal exchanges.
  - They require the speaker to respond to verbal stimuli in meaningful ways, rather than simply mimicking or labeling.
- Application: Teaching intraverbal skills through fill-in-the-blank games ("Twinkle, twinkle, little ___") or answering simple questions ("What do you eat?").

GUIDE TO VERBAL OPERANTS

Antecedent	Behavior	Consequence

THE MAND

AKA: Request

Antecedent	Behavior	Consequence
Child wants a cookie SD is the EO (motivation)	Child says "cookie"	Child gets a cookie

THE TACT

AKA: Labeling or Naming

Antecedent	Behavior	Consequence
Child sees a cookie OR SD: "What is it?"	Child says "cookie"	Child gets some R+

THE ECHOIC

AKA: Repeating

Antecedent	Behavior	Consequence
Child hear word "cookie"	Child says "cookie"	Child gets some R+

THE INTRAVERBAL

AKA: Conversation

Antecedent	Behavior	Consequence
Child is asked, "What do you eat?" (no visual of a cookie)	Child says "cookie"	Child gets some R+

Common Functions of Problem Behavior (ON EXAM)

Escape

Definition: Behavior that occurs to get away from an aversive situation, task, or stimulus. Escape behaviors occur after the aversive stimulus has been presented.

- How It Works: The individual learns that engaging in the behavior removes the aversive condition.
- Example:
  - A student throws a tantrum when asked to finish a math worksheet and the teacher removes the worksheet
- Practical Note: Interventions may include teaching alternative ways to request breaks or using graduated exposure to reduce escape.

Avoidance

Definition: Behavior that occurs before responding to stay away from an aversive situation, task, or stimulus.

- How It Works: The individual learns that engaging in the behavior postpones the aversive condition.
- Example:
  - A worker calls in sick to avoid attending a stressful meeting.
- Practical Note: Interventions may include teaching alternative ways to request breaks or using graduated exposure to reduce avoidance.

Attention

- Definition: Behavior that is maintained by gaining attention from others, such as peers, teachers, or family members.
- How It Works: The individual learns that performing the behavior elicits a social response, even if it's reprimanding or negative.
- Example:
  - A child repeatedly interrupts a conversation, and a parent responds with "Stop that!"
  - A student acts out in class and receives scolding from the teacher, drawing attention from peers.
- Practical Note: Strategies include ignoring attention-seeking behaviors and reinforcing appropriate bids for attention.

Tangible

- Definition: Behavior that occurs to gain access to a preferred item or activity.
- How It Works: The individual engages in the behavior, and the desired item or activity is provided as a consequence.
- Example:
  - A child cries and is given a toy by a caregiver to stop the crying.
  - A student refuses to leave recess and gets additional time on the playground.
- Practical Note: Teaching functional communication (e.g., asking appropriately) is often part of intervention.

Sensory- this is also traditionally referred to as "Automatic"

- Definition: Behavior that provides self-stimulation or sensory input independent of social consequences. Often referred to as "automatic reinforcement."
- How It Works: The behavior itself is inherently reinforcing, providing sensory satisfaction or relief.
- Example:
  - A child engages in repetitive hand-flapping because it feels good or regulates their emotional state.
  - A person hums or taps their foot rhythmically while concentrating.
- Practical Note: Interventions may involve providing alternative sensory input or redirecting behavior in socially acceptable ways.

Common Functions of Problem Behavior Summary (ON EXAM)

Attention

The behavior gets an immediate social response of some kind from others

Escape

The behavior enables the person to delay or avoid doing something they find unpleasant or difficult

Tangible

The behavior allows the person to access a specific item or activity that they want

Sensory

The behavior helps the person meet a basic physical need

Common Phases of Behavior - Analytic Interventions (ON EXAM)

Baseline Phase

- Definition: The initial phase of data collection to determine the current level of behavior before any intervention is applied.
- Purpose: Establishes a benchmark to evaluate the effectiveness of the intervention.
- What Happens:
  - Behavior is observed and recorded in the natural environment without manipulation.
  - Baseline data provides insight into patterns, frequency, and contextual factors influencing behavior.
- Example:
  - Recording the number of times a student raises their hand in class without prompting.
- Practical Note: A stable baseline is critical for determining whether changes in behavior are due to the intervention or other variables.

Intervention Phase

- Definition: The phase where evidence-based strategies are implemented to change the target behavior.
- Purpose: Introduce techniques to increase desired behaviors or decrease problem behaviors.
- What Happens:
  - Strategies such as reinforcement, prompting, or shaping are used.
  - Data is collected continuously to monitor progress.
- Example:
  - Using positive reinforcement (stickers) to increase hand-raising in class.
- Practical Note: Adjustments to the intervention are made based on data to ensure effectiveness.

Common Phases of Behavior - Analytic Interventions (ON EXAM)

Generalization Phase

- Definition: Ensuring that behavior changes extend beyond the training environment to other settings, people, or stimuli.
- Purpose: Promote the transfer of learned skills to real-world applications.
- What Happens:
  - Training involves multiple settings, stimuli, and individuals.
  - Reinforcement is gradually reduced to encourage natural use of skills.
- Example:
  - A child who learned to greet others in a clinic also greets peers at school.
- Practical Note: Generalization strategies may include programming common stimuli and using varied examples during training.

Maintenance Phase

- Definition: The continuation of behavior change over time after the intervention has been reduced or removed.
- Purpose: Ensure that the learned behavior persists in the absence of frequent reinforcement or direct intervention.
- What Happens:
  - Reinforcement is provided intermittently or only in naturalistic settings.
  - Monitoring occurs to address potential regressions.
- Example:
  - A child continues to use functional communication (e.g., asking for help) months after intervention ends.
- Practical Note: Maintenance is facilitated by teaching self-monitoring and ensuring behaviors are naturally reinforcing.

Interactive Questions

Which of the following is an example of a mand?

A. A learner says "ball" to request a ball.
B. A learner points to a picture of a dog when asked "What is this?"
C. A learner sees a bird and says "bird."
D. A learner answers the question "What's your name?" with their name.

What phase of a behavior-analytic intervention involves observing the behavior without any changes to see a baseline measure?

A. Intervention phase
B. Generalization phase
C. Maintenance phase
D. Baseline phase

Interactive Questions

What is an exampleof a fixed-ratio scheduleof reinforcement?

A. A learner receives praise about every fifth question answered.
B. A learner gets a reward after every third correct answer.
C. A learner gets a reward after an unpredictable number of correct answers.
D. A learner gets praise after every 10 minutes of work.

Which of the following refers to generalization in ABA?

A. The behavior is performed consistently in a variety of settings.
B. The behavior is maintained over time without additional intervention.
C. The individual can perform the behavior with different people or in different environments.
D. The individual stops performing the behavior because it is no longer needed.

Interactive Questions

Which of the following would likely be positive reinforcement for a child who enjoys attention?

A. Taking away a preferred toy when the child misbehaves
B. Praising a child for completing a task on time
C. Allowing a child to escape an unpleasant task
D. Ignoring a child when they make a request

Which reinforcement schedule typically leads to the highest rate of responding?

A. Fixed-interval
B. Fixed-ratio
C. Variable-interval
D. Variable-ratio