

RBT Training/Manual





This binder belongs to:

ELC Email:

Be sure to have this binder with you everyday - even after training is completed.
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Mission Statement:

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

Compassion Statement:

At ELC we believe that every member of our community deserves an opportunity to live their happiest and most independent life. We believe that with strong support using behavior analytic principles, effective training with individualized treatment design and intentional teaching, that all members of our community can achieve this regardless of the intensity of their struggle.

*** Each and every case is just as important as the next ***

*** Don't be afraid to fail ***

*** If you're not making mistakes, you're not learning ***

*** Feedback is a good thing, not a punishment ***

*** We are a community ***



RBT Training Schedule

Date of Event/Date Tasks Are Due	Event/Task
9am-4pm	Day 1 ● 9am - 11am: Orientation Slides ● 11am - 12pm: Input into systems/complete ● 12pm - 1pm: Lunch (be sure to bring lunch, lunch is not provided) ● 1pm - 2pm: Staff photos for badges ● 2pm - 4pm: Thinkific Trainings
9am-4pm	Day 2 ● 9am - 11am: Billing Training ● 11am - 12:30pm: Incident Reporting Training ● 12:30pm - 1:30pm: Lunch (be sure to bring lunch, lunch is not provided) ● 1:30pm - 4pm: Thinkific Training Time
9am-4pm	Day 3 ● 9am - 12:30pm: Universal Protocols (break from 10:45am-11am) ● 12:30pm - 1:30pm: Lunch or End of Day (be sure to bring lunch, lunch is not provided) ● 1:30pm - 4:30pm: CPR/First Aid Class (if needed)
9am-4pm	Day 4 and 5: QBS Core
Speak with Supervisor or HR	QBS Advanced (if required, if not required - highly recommended)
Speak with Supervisor or HR	First Day
(within 90 days of hire)	Take RBT Exam
(90 days after orientation)	90 day review with supervisor



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ABA Terminology

Measurement

Measurement	
Term	Definition
Continuous Measurement	
	A data collection method used to gather data on behavior that occurs at a high frequency or for an extended period of time. It involves tracking a behavior over a specific time.
Data	Data collection is the blueprint for crafting targeted intervention plans. By gathering and dissecting data, ABA professionals, (i.e., BCBA's and Case Supervisors) can identify specific behaviors that need attention. Custom-tailored strategies are then developed based on this data.
Duration	A form of Continuous Measurement. The recording of the amount of time a behavior persists from its onset to its conclusion.
Frequency	A form of Continuous Measurement. Involves counting the number of times a specific behavior occurs within a specified time frame, (i.e., a session).
Discontinuous Measurement	A data collection method that involves observing behavior during specific time intervals rather than continuously. It is useful for behavior that occurs frequently or infrequently, or when continuous measurement is impractical or unnecessary.
Graphs	Graphs are used to visualize data collected as part of behavior intervention plans or skill acquisition programs.
Interresponse Time (IRT)	A form of Continuous Measurement. Used to track the time between two consecutive occurrences of a behavior.
Latency	A form of Continuous Measurement. Refers to the time between the presentation of a stimulus and the initiation of a response.
Momentary Time Sampling	A form of Discontinuous Measurement. If the behavior occurs at the end of the interval, you count it as a response.
Partial Interval	A form of Discontinuous Measurement. If the target behavior occurs at all during (any part of) the interval, you count it as a response.



Rate	A form of Continuous Measurement. The frequency (count) divided by time.
Whole Interval	A form of Discontinuous Measurement. If the target behavior occurs for the whole interval, you count it as a response.
Assessment	
Term	Definition
ABC Data	Refers to the context of a behavioral event, describing events that occur before and after a behavior you want to learn more about. This is a 3-term contingency including the antecedent, behavior of interest, and the consequence.
Antecedent	An environmental condition or stimulus changes existing or occurring immediately prior to a behavior of interest (environment, sound, smell, time, other people in the room, task presented, preferred item removed, etc.).
Behavior	Refers to observable actions and includes both visible actions and internal processes such as feelings and thinking.
Behavior Response Class	A group of behaviors that have similar functions or characteristics and produce the same effect on the environment.
Consequence	A stimulus change that immediately follows a behavior of interest (punishment or reinforcer).
Free Operant Preference Assessment	This involves observing the learner during downtime with free access to toys and activities. Data is recorded on what they demonstrate an interest in, and how long they engage in each activity.
Functions of Behavior	What is the member trying to achieve by displaying the behavior? (Attention, Escape, Access, Sensory, Control).
Function: Access	Does the member receive access to the item, activity, event immediately after they display the behavior?
Function: Attention	Does the member receive attention from staff, peers, or others immediately after they display the behavior?
Function: Escape	Does the member avoid (not have to do or stop doing) a task immediately after they display the behavior?



Function: Sensory	Does the member receive/get an internal (something they feel, and you may not be able to see) feeling immediately after they display the behavior?
Hypothesized Function	Without a Functional Analysis (FA), the team engages in an informed investigation and estimation as to why the member is displaying a behavior that is targeted for increase or decrease.
Multiple Stimulus without Replacement (MSWO) Preference Assessment	In this preference assessment, an array of items is again placed in front of the learner, allowing them to choose one and play with or consume it. The item is then removed from the array, ending the first trial. The process is repeated until there are no remaining items in the array. As the name indicates, the items chosen are not replaced. A hierarchy of preferences is created with the items chosen first listed as the highest preferred and the items chosen last as the least preferred.
Paired Stimulus Preference Assessment	In this assessment, the learner is provided with two options. They are able to play with the item chosen for a short period of time, then that item is removed and another two options are presented. Several trials of this are conducted until each item has been paired with every other item. The items are again ranked in a hierarchy of highest preferred to least preferred. The items selected the most frequently are considered the highest preferred, while those not selected or selected the least are the lowest preferred.
Preference Assessment	A variety of procedures used to determine the stimuli that a person prefers, the relative preference values of those stimuli, the conditions under which those preference values remain in effect, and their presumed value as reinforcers.
Single-Stimulus Preference Assessment	This is conducted by providing the learner with a single item. Data is recorded on the learner's behaviors in response to each item provided.
Behavior Reduction	
Term	Definition
Behavior Intervention Plan (BIP) / Behavior Treatment Plan (BTP)	The information in the BIP will help you define, record, prevent, and respond to targeted behaviors using specific strategies and detailed procedures.
Differential Reinforcement	A behavior modification technique which involves selectively reinforcing desirable behaviors while withholding reinforcement for undesirable behaviors. (DRA, DRI, DRO, DRL, DRH)
Extinction	The discontinuing of a reinforcement of a previously reinforced behavior (i.e., responses no longer produce reinforcement).
Extinction Burst	An increase in the frequency of responding when an extinction procedure is initially implemented.
Operational Definition	Description of the behavior. What does it look like when the member displays the behavior? Includes examples and non-examples.
Skill Acquisition	



Term	Definition
Chaining	A method of teaching behaviors that have multiple steps to complete. (Forward chaining, backward chaining, or total task chaining) <i>Example: washing hands includes, turning on the water, getting your hands wet, putting soap on your hands, rubbing your hands together, rinsing your hands in the water, turning the water off and drying your hands.</i> A schedule of reinforcement, also known as fixed ratio 1 (FR1). Reinforcement is delivered every time the target behavior happens.
Continuous Reinforcement	An ABA principle which states that the more a learner is deprived of a particular reinforcer, the more powerful that reinforcer will be.
Deprivation	The target behavior whose response rate is controlled by a given opportunity to emit the response. There is a clear beginning and end of the trial.
Discrete Trial Training (DTT)	<i>Example: "Do this", member emits response, reinforcement is given.</i> This involves teaching an individual to differentiate between two or more stimuli.
Discrimination Training	
Error Correction	Correction of the member's errors by repeating a learning trial, having the member practice "correct" behavior.
Errorless Teaching	This technique involves teaching new skills and concepts to individuals without allowing them to make errors during the learning process.
Generalization	Changes in the behavior of members not directly treated by an intervention across subjects, situations, and settings.
Intermittent Reinforcement	Reinforcement is delivered only some of the time, based on specific criteria, (i.e., Fixed Ratio, Fixed Interval, Variable Ratio, Variable Interval).
Mand	A request.
Model	Physically showing/speaking the behavior that you would like the individual to display.
Natural Environment Teaching (NET)	A scientifically proven teaching method which allows ABA practitioners to incorporate the learner's natural environment into the teaching, development, and generalization of skills. Teaching is incorporated into play activities using familiar toys, games, and materials to maximize the learner's motivation to continue the activity.
Negative Reinforcement	A contingency in which the occurrence of a response is followed immediately by the termination, reduction, postponement, or avoidance of a stimulus, and which leads to an increase in the future occurrence of similar responses.
Non-contingent reinforcement [NCR]	A procedure in which stimuli with known reinforcing properties are presented on fixed-interval (FI) or variable interval (VI) schedules completely independent of behavior.
Positive Reinforcement	A response followed immediately by the presentation of a stimulus change that results in similar responses occurring more often.
Premack Principle	A principle that states that making the opportunity to engage in a high-probability behavior contingent on the occurrence of a low-frequency behavior will function as reinforcement for the low frequency behavior.



Prompt	A verbal, physical, visual, gestural, or written queue/guide to complete something.
Prompt Fading	A systematic fade of prompting levels to foster the most independent responses and match natural environment contingencies.
Reinforcer	A stimulus change that increases the future frequency of the behavior that immediately precedes it.
Reinforcement	Occurs when a stimulus change immediately follows a response and increases the future frequency of that type of behavior in similar conditions.
Satiation	An ABA principle which states that when we have so much of a good thing, it doesn't motivate us anymore and won't be an effective reinforcer.
Shaping	Using differential reinforcement to produce a series of gradually changing behavior; each behavior is a successive approximation toward a terminal behavior.
Stimulus Control Transfer	Stimulus transfer control procedure in applied behavior analysis is, simply, fading prompts. We want to transfer control over a response from one SD (discriminative stimuli) to another.
Tact	A label.
Target Behavior	The behavior selected for intervention; can be defined topographically (what does the behavior look like?) or functionally (what is the common effect the behavior has on the environment?).
Token Economy	A system whereby participants earn generalized conditioned reinforcers (e.g., tokens, chips, points) as an immediate consequence for specific behaviors; member accumulates "tokens" and exchange them for items and activities from a menu of backup reinforcers.
ABA in Practice at ELC	
Term	Definition
Behavioral Health Index (BHI)	A composite score that measures a person's overall behavioral health.
Essentials for Living (EFL)	A communication, behavior and functional skills assessment, curriculum, and skill tracking instrument for both children and adults with moderate to severe disabilities.
Functional Analysis	Experimentally arranging antecedents and consequences representing those in the person's natural routines so that their separate effects on problem behavior can be observed and measured.
Functional Behavior Assessment (FBA)	A systematic method of assessment for obtaining information about the functions (purposes) a problem behavior serves for a person. Results are used to guide the design of an intervention plan for decreasing the problem behavior and increasing appropriate behavior.
Happy Relaxed and Engaged (HRE)	Concept in Applied Behavior Analysis (ABA) therapy that describes how a learner should feel during therapy.



Interview Informed Synthesized Contingency Analysis (IISCA)	A type of functional analysis that uses an open ended interview with caregivers to inform a single test and control condition.
Synthesized Establishing Operation	Contexts where multiple evocative events are presented at once to establish a reinforcer
Synthesized Reinforcement	A method that combines reinforcers as a whole reinforcement context, rather than analyzing individual reinforcement contingencies.
Universal Protocols	Set of short term strategies used in Applied Behavior Analysis therapy to prevent dangerous behaviors. They are designed to be used outside of sessions or before skill-based treatment.
Common Acronyms used at ELC	
Acronym	Term
ABA	Applied Behavioral Analysis
BACB	Behavior Analyst Certification Board
BCBA	Board Certified Behavior Analyst
BHI	Behavior Health Index
BHT	Behavior Health Technician
BIP	Behavior Intervention Plan
BTP	Behavior Treatment Plan
DDD	Department of Developmental Disabilities
DRA	Differential Reinforcement of Alternative behavior
DRH	Differential Reinforcement of Higher rates of behavior
DRI	Differential Reinforcement of Incompatible behavior
DRL	Differential Reinforcement of Lower rates of behavior
DRO	Differential Reinforcement of Other behavior
DTT	Discrete Trial Teaching



EFL	Essentials For Living
ELC	Enhanced Living Centers
EO	Establishing Operation
FA	Functional Assessment
FBA	Functional Behavior Assessment
HRE	Happy, Relaxed, Engaged
IBA	International Behavior Analyst
IEP	Individual Education Plan
IISCA	Interview Informed Synthesized Contingency Analysis
IRT	Interresponse Time
ISP	Individual Service Plan
LBA	Licensed Behavior Analyst
MO	Motivating Operation
NCR	Non-Contingent Reinforcement
NET	Natural Environment Teaching
PCSP	Person Centered Service Plan
PRC	Peer Review Committee
RBT	Registered Behavior Technician
SBT	Skill-Based Treatment
SD	Discriminative Stimulus
UniPro	Universal Protocol



Incident Reporting

GuidedNotes-Part1-BasedoffThinkificTraining

Why is Incident Reporting Important?

1. _____: Ensures prompt action to protect client well-being.
2. _____: Identifies patterns and improves protocols.
3. _____: Ensures compliance with ethical and legal responsibilities.
4. _____: Helps refine treatment plans and supervision strategies.

Notification Process

- Any _____ must be immediately reported to a _____.
- The supervisor will notify _____ of the incident.

Incident Tiers & Reporting Requirements

Tier 1: Mild Behavioral Incident

- Definition: _____
- Criteria: _____
- Supervisor Notification: _____
- ELC Incident Report: _____
- Supervisor Debriefing: _____

Tier 2: Moderate Behavioral Incident

- Definition: _____
- Criteria: _____
- Supervisor Notification: _____
- ELC Incident Report: _____
- Supervisor Debriefing: _____

Tier 3: Serious Behavioral Incident

- Definition: _____
- Criteria: _____
- Supervisor Notification: _____



- ELC Incident Report: _____
- DDD Incident Report: _____
- Supervisor Debriefing: _____

Tier 4: Critical Behavioral Incident

- Definition: _____
- Criteria: _____
- Supervisor Notification: _____
- ELC Incident Report: _____
- DDD Incident Report: _____
- Supervisor Debriefing: _____

Tier 5: Crisis Incident

- Definition: _____
- Criteria: _____
- Supervisor Notification: _____
- ELC Incident Report: _____
- DDD Incident Report: _____
- Supervisor Debriefing: _____

Hi Rasmus Report

- Must be accessed _____.
- Reports must be _____, _____, and free of _____.
- Avoid words like _____; instead, describe _____.

Example: Before the incident, the client was _____. Then, they _____ and _____.

- After completing the report, _____ and _____ signatures are required.

DDD Incident Report

- Required for clients funded by _____.
- Must document _____, _____, _____, and _____.



- Completed reports must be uploaded to _____ and reviewed by _____ and _____.
- Follow proper procedures for _____ and _____.

Supervisor Debriefing

- Required for _____ minutes, depending on incident level.
- Key points:
 - How you _____
 - How to _____
 - Whether _____
was present
 - Assistance with _____
- The supervisor must sign the report before _____ signature can be requested.

Final Review

- Ensure all reports are _____, _____, and _____.
- Follow notification procedures for _____.
- Seek guidance from _____ when in doubt.



Become an RBT

RBT Timeline - Hire Date: _____ Completion Date: _____
(90 days after hire)

90 Day RBT *Step by Step*

MEET ELIGIBLE REQUIREMENTS

- MUST BE 18
- MUST HAVE HIGH SCHOOL DIPLOMA
- MUST PASS BACKGROUND CHECK
- MUST COMPLETE 40 HOUR TRAINING
- MUST COMPLETE INITIAL COMPETENCY TEST

COMPLETION OF 40 HR TRAINING

- ONCE YOU COMPLETE, REQUEST A COPY OF THE BACB APPROVED CERTIFICATION.
- REGISTER WITH THE BACB FOR YOUR ACCOUNT NUMBER
- GO TO [HTTPS://WWW.BACB.COM/](https://www.bacb.com/) AND CLICK ON "MY ACCOUNT" AND CREATE AN ACCOUNT.
- COMPLETE A COMPETENCY TRAINING WITH AN ELC BCBA

REGISTER FOR RBT EXAM

- YOU WILL NEED TO UPLOAD THE BACB APPROVED CERTIFICATION FROM AUTISM PARTNERSHIP, YOUR HIGH SCHOOL DIPLOMA, YOUR COMPLETED AND SIGNED COMPETENCY ASSESSMENT.
- COMPLETE THE APPLICATION AND SUBMIT.
- THE APPROVAL PROCESS TAKES ABOUT 2 WEEKS.
- ONCE YOU ARE APPROVED YOU WILL BE SENT AN EMAIL FROM THE BOARD WITH A LINK TO THE PEARSON TESTING CENTER SCHEDULING WEBSITE AND YOU CAN NOW SCHEDULE TO TAKE YOUR EXAM.

MAINTAINING RBT CERTIFICATION

- CONTINUOUS AND ONGOING SUPERVISION
- ADHERE TO ETHICS
- RENEW RBT CERTIFICATION EVERY YEAR



90 Day RBT Checklist

Be Sure All Qualifications Are Met

- ☐ You must be 18
- ☐ Must have a high school diploma
- ☐ Must pass a background check

Complete 40-hour Training/Pacing Guide

- ☐ To do this go to <https://autismpartnershipfoundation.org/product/rbt/>
- ☐ Follow the prompts to purchase the free 40 hour training.
- ☐ You will get paid to complete this training at your training rate in your job offer after you have passed the RBT test.
- ☐ Once you complete, request a copy of the BACB approved certification.

Register With the BACB For Your Account Number

- ☐ Go to <https://www.bacb.com/> and click on "My Account" and create an account.
- ☐ Here is the RBT handbook that describes this process as well. https://www.bacb.com/wp-content/uploads/2022/01/RBTHandbook_230407-a.pdf

Competency Training

- ☐ Once you have completed the 40 hours you will complete a competency training with the BCBA and your client. A copy of the competency is in the RBT handbook. The BCBA can help you study and you can work with them to ensure that you have the skills you need.

Applying for the RBT Exam

- ☐ You will need to upload the BACB approved certification from Autism Partnership.
- ☐ You will need to upload your high school diploma
- ☐ You will need to upload your completed and signed competency assessment.
- ☐ Complete the application and submit.
- ☐ The approval process takes about 2 weeks.
- ☐ Once you are approved you will be sent an email from the board with a link to the Pearson testing center scheduling website and you can now schedule to take your exam.
- ☐ Once you have passed your exam, email hrsupport@enhancedlc.org a copy of your RBT number and certificate.



Complete 40-hour Training Pacing Guide

Pacing Guide

90 Day RBT

WEEK 1
Module 1A - 1D
Module 2A - 2B
Module 3A - 3D

WEEK 2
Module 4A - 4F
Module 5A - 5B
Module 6A - 6E

WEEK 3
Module 7A - 7K
Module 8A - 8C

WEEK 4
Module 9A - 9C
Module 10A - 10D
Module 11A

WEEK 5
Module 11B - 11C
Module 12A - 12B

WEEK 6
Module 13A - 13E
Module 14A - 14F

WEEK 7
Module 15A - 15F
Module 16A - 16B
Module 17A

WEEK 8
Course complete - request a
certificate to supply to the BACB
Proceed with next step on 90 Day
RBT Checklist

BT Supervision/Group Checkin - Weekly

- ☐ Week 1 Checkin
- ☐ Week 2 Checkin
- ☐ Week 3 Checkin
- ☐ Week 4 Checkin
- ☐ Week 5 Checkin
- ☐ Week 6 Checkin
- ☐ Week 7 Checkin
- ☐ Week 8 Checkin

Date: _____

Date: _____

Date: _____

Date: _____

Date: _____

Date: _____

Date: _____

Date: _____



Module Breakdown and Length

90 Day RBT

Week 1: Module 1 - 3

Approx. 5 hours

- 1A: Introduction - 13min
- 1B: Overview of ABA - 1hr 39min
- 1C: Progressive ABA - 39min
- 1D: Towards Certification - 33min
- 2A: Quality Staff - 1hr 25min
- 2B: False Beliefs- 32min
- 3A: Science Terminology - 4min
- 3B: Basic Concept Terminology - 14min
- 3C: Verbal Behavior Terminology - 9min
- 3D: Research Terminology - 3min

Week 2: Module 4 - 6

Approx. 6 hours

- 4A: Overview of Reinforcement - 18min
- 4B: Schedules of Reinforcement - 12min
- 4C: Preference Assessment - 1hr 8min
- 4D: Conditioning - 34min
- 4E: Autism Partnership Method of Reinforcement - 41min
- 4F: Token Economies - 40min
- 5A: Overview of Punishment - 15min
- 5B: History of Punishment - 12min
- 6A: Type of Aberrant Behavior - 21min
- 6B: Operational Definition - 11min
- 6C: Functions of Behavior - 15min
- 6D: Functional Behavioral Assessment - 40min
- 6E: Functional Analysis - 31min

Week 3: Module 7 - 8

Approx. 5 hours

- 7A: Overview of Working with Aberrant Behaviors - 35min
- 7B: Extinction - 16min
- 7C: Time-Out - 14min
- 7D: Time-In - 15min
- 7E: Response Cost - 9min
- 7F: Other Punishment Procedures - 9min
- 7G: Differential Reinforcement - 16min
- 7H: Antecedent Based Strategies - 47min
- 7I: Autism Partnership Method for Working with Aberrant Behavior - 18min
- 7J: Crisis and Emergency Procedures - 10min
- 7K: Components of a Reduction Plan - 4min
- 8A: Shaping - 40min
- 8B: Prompting- 26min
- 8C: Prompting Part Two - 1hr 6min

Week 4: Module 9 - 11A

Approx. 5 hours

- 9A: Discrete Trial Teaching - 1hr 11min
- 9B: Discrete Trial Teaching Part Two - 1hr 24min
- 9C: Naturalistic Teaching - 24min
- 10A: Generalization - 27min
- 10B: Maintenance - 5min
- 10C: Stimulus Control - 13min
- 10D: Task Analysis and Chaining - 7min
- 11A: Cool Versus Not Cool Procedure - 52min

Week 5: Module 11B - 12

Approx. 6.5 hours

- 11B: The Teaching Interaction Procedure - 2hrs 55min
- 11C: Behavioral Skills Training - 23min
- 12A: Social Skills Groups - 2hrs 19min
- 12B: Social Skills Groups Part Two - 1hr 13min

Week 6: Module 13 - 14

Approx. 6 hours

- 13A: Measurement - 7min
- 13B: Data Collection - 43min
- 13C: Preparing for Graphing - 20min
- 13D: Graphing - 31min
- 13E: Session Notes - 2min
- 14A: Curriculum Assessment - 14min
- 14B: Curriculum - Learning How to Learn - 1hr 19min
- 14C: Curriculum - Social Behavior - 1hr 40min
- 14D: Curriculum - Language - 1hr 7min
- 14E: Curriculum - Self Help Behaviors - 13min
- 14F: Skill Acquisition - 4min

Week 7: Module 15 - 17

Approx. 6 hours

- 15A: Overview of Schools - 14min
- 15B: Teachers, Classrooms, and Schools - 6min
- 15C: Working in Schools - 8min
- 15D: Shadowing - 12min
- 15E: Research in School - 4min
- 15F: Parent Training - 53min
- 16A: Ethics - 2hr 31min
- 16B: Ethical Scenarios - 1hr 58min
- 17A: Wrapping Up | Congratulations - 3min



STANDARD OPERATING PROCEDURES

Enhanced Living Centers

SOP#: ELC0012

Date Issued: 12/01/2023

TITLE: RBT Training Completion Payout Policy

RESPONSIBILITY: All Program Personnel

This policy is to outline the procedure for providing incentives for Behavior Technician

(BHT) staff who completed their 40-hour Registered Behavior Technician (RBT) training program. This policy aims to ensure fair and timely compensation for BHT staff who invest their time and effort in obtaining RBT certification. All Behavior Technicians are required to complete the training and pass the test within their first 90 days of employment.

1. BHT staff who successfully complete the 40-hour RBT training program and pass the RBT certification exam will be eligible to be paid for the 40 hr training at their training pay rate.
2. To receive the payout, BHT staff must provide the following documentation to their supervisor:
 - a. A copy of their RBT training completion certificate
 - b. A copy of their RBT certification exam score report
3. Upon receipt of the required documentation, the supervisor will initiate the payout process by sending all the required documentation to hrsupport@enhanced.org
4. Employees' pay rate increase will be effective the day that they pass their exam.

The revised policy aligns with the organization's commitment to recognizing and rewarding the professional development of our staff. The payout serves as an incentive for BHT's to pursue RBT certification, which enhances their skills and knowledge, ultimately benefiting the clients they serve.



RBT 40 Hour Course: Guided Notes

(Based off of APF 40 Hour Course)

Week 1: Module 1 - 3 (Approx: 5 hours)

Module 1: Introduction to ABA

1. What is ABA?

Applied Behavior Analysis is _____.
Its main goal is to _____ behavior using
evidence-based strategies.

2. Key Terms in ABA

- Antecedent: _____
- Behavior: _____
- Consequence: _____

Module 2: Quality of Staff

1. Importance of Quality Staff

- Describe characteristics of a quality staff:

2. False Beliefs in ABA

- What are some common false beliefs about ABA?

Example 1:

Example 2:

Module 3: Science and Terminology

1. Basic Science Terminology

- Define:
 - i. Behavior: _____



ii. Reinforcement: _____

iii. Punishment: _____

2. Verbal Behavior Terminology

○ What is a Mand?:

○ Define:

i. Tact: _____

ii. Echoic: _____

Week 2: Module 4 - 6 (Approx. 6 hours)

Module 4: Reinforcement

1. What is Reinforcement?

○ Reinforcement increases the likelihood of a behavior. The two types are:

1. _____

2. _____

2. Schedules of Reinforcement

○ Describe the difference between fixed and variable schedules.

Module 5: Punishment

1. Overview of Punishment

○ Punishment decreases the likelihood of a behavior. It can be:

1. _____

2. _____

Module 6: Aberrant Behavior

1. What is Aberrant Behavior?



- Aberrant behavior refers to _____

- Examples of aberrant behavior include: _____

2. Functions of Behavior

- The four functions of behavior are:

1. _____
2. _____
3. _____
4. _____

Week 3: Module 7 - 8 (Approx. 5 hours)

Module 7: Working with Aberrant Behaviors

1. Extinction

- Extinction refers to _____

- An extinction burst is when _____

2. Time-Out vs. Time-In

- Time-out involves removing the individual from _____

- Time-in refers to focusing on _____

Module 8: Shaping and Prompting

1. Shaping

- Shaping is used to _____

2. Types of Prompts

- Prompts can be: _____



1. _____
2. _____
3. _____

Week 4: Module 9 - 11A (Approx. 5 hours)

Module 9: Discrete Trial Teaching (DTT)

1. What is DTT?
 - DTT is a structured teaching method where tasks are broken into _____
 - Key components of DTT are:
 1. _____
 2. _____

Module 10: Generalization and Maintenance

1. Generalization
 - Generalization refers to the ability to _____
 - It is important because _____
2. Maintenance
 - Maintenance is the ability to _____

Module 11A: Cool Versus Not Cool Procedure

- The "Cool vs. Not Cool" procedure will NOT be included on your RBT certification exam and is NOT used in treatment here at ELC.



Week 5: Module 11B - 12 (Approx. 6.5 hours)

Module 11B: The Teaching Interaction Procedure

1. Key Components of Teaching Interaction

- Describe the process:

1. _____
2. _____

Module 12: Social Skills Groups

1. Purpose of Social Skills Groups

- These groups are designed to

- Benefits of social skills groups include:

Week 6: Module 13 - 14 (Approx. 6 hours)

Module 13: Measurement and Data Collection

1. Importance of Data Collection

- Data collection is crucial for tracking

2. Types of Data Recording

- Define:

- i. Frequency: _____
Duration: _____
- ii. _____
- iii. Latency: _____



Module 14: Curriculum and Skill Acquisition

1. Developing a Curriculum

- A curriculum in ABA is used to teach _____

2. Learning How to Learn

- Teaching learning behaviors, such as _____, is critical for success.

Week 7: Module 15 - 17 (Approx. 6 hours)

Module 15: Overview of Schools

1. Challenges of Working in Schools

- One challenge ABA professionals face in schools is _____

Module 16: Ethics

1. Ethical Scenarios

- Discuss one ethical scenario you might face and how you would address it: _____

Module 17: Wrapping Up

1. Final Thoughts

- As you finish the course, what is one key takeaway for you?



Guided Notes - Part 2

RBT Basics

Measurement

Term	Definition / Rationale / Notes
Continuous Measurement	A data collection method used to gather data on behavior that occurs at a high _____ or for an extended _____. It involves tracking a behavior over a specific _____. Types of Continuous Measurement: Frequency: ○ Involves counting the _____ of times a specific behavior occurs within a specified _____ frame. Rate: ○ The _____ (count) divided by _____. Duration: ○ The recording of the amount of _____ a behavior persists from its _____ to its _____. Latency: ○ Refers to the time between the presentation of a _____ and the initiation of a _____. Interresponse Time (IRT): ○ Used to track the time between two _____ occurrences of a _____.
Discontinuous Measurement	A data collection method that involves observing behavior during specific _____ intervals rather than _____. It is useful for behavior that occurs _____ or _____, or when continuous measurement is _____ or _____. Types of Discontinuous Measurement:



1. Partial Interval:

- ☐ If the target behavior occurs at all during (any part of) the _____, you count it as a _____.

2. Whole Interval:

- ☐ If the target behavior occurs for the _____, you count it as a _____.

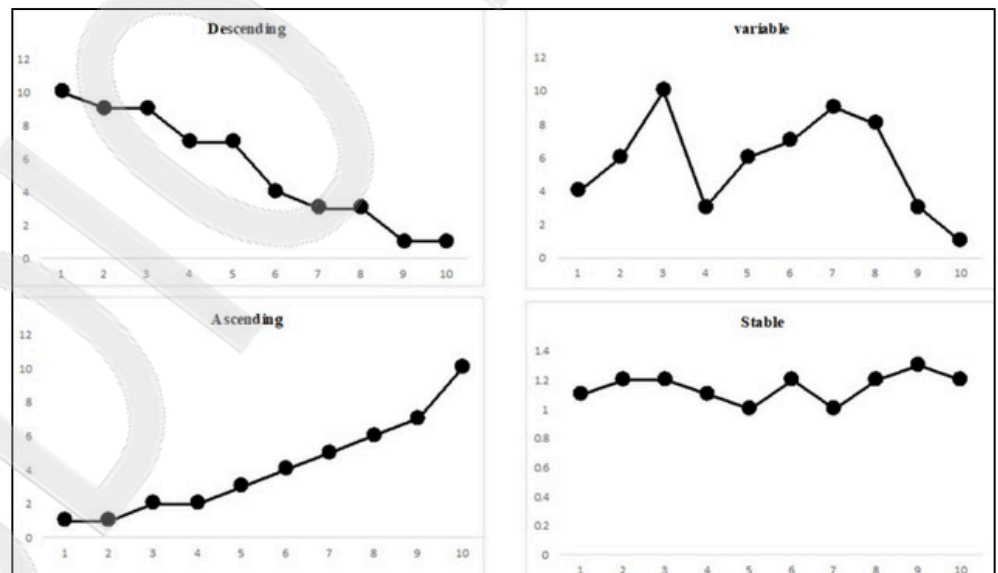
3. Momentary Time Sampling:

- ☐ If the behavior occurs at the _____ of the _____, you count it as a _____.

Data and Graphs

Data collection is the blueprint for crafting targeted intervention plans. By gathering and dissecting data, ABA professionals, (i.e., BCBA's and Case Supervisors) can identify specific behaviors that need attention. Custom-tailored strategies are then developed based on this data.

Graphs are used to visualize data collected as part of behavior intervention plans or skill acquisition programs.





Assessment

Term	Definition/Rationale/Notes
Preference Assessments	Preference assessments help determine what _____ an individual at a specific point in time. They identify the _____ of a learner's preferred items, from _____ to _____ preferred. They can be used for _____, _____, _____, _____, and _____. They also inform decisions regarding the _____ and _____ of interventions. Types of Preference Assessments: 1. Open-Ended Questions: ○ Simply asking the _____ (or _____) questions about their _____. 2. Free Operant: ○ Observing the learner during _____ with free access to _____ and _____. ○ Data is recorded on what they demonstrate an _____ in and how _____ they engage in each activity. 3. Single Stimulus: ○ Providing the learner with a _____. ○ Data is recorded on the learner's _____ in response to each _____ provided. 4. Paired Stimulus: ○ The learner is provided with _____. ○ They are able to play with the item _____ for a short period of time, then that item is _____ and another two options are presented. ○ Several _____ are conducted until each item has been _____ with every other item. ○ Items are ranked in a _____ of highest preferred to least preferred. 5. Multiple Stimulus Without Replacement (MSWO): ○ An _____ of items is placed in front of the learner, allowing them to _____ one and play with or consume it.



	☐ The chosen item is _____ from the array, ending the first _____. ☐ The process is repeated until there are no _____ items in the array. ☐ Items chosen first are listed as the _____ preferred, and items chosen last are the _____ preferred.
Antecedent	Refers to the event, situation, or stimulus that occurs immediately before a specific behavior. What happened or changed in the _____ that may have triggered the behavior? Is there a setting event? ▪ This is some internal state (sleepy, tired, hungry, in pain) that may be setting the stage for an occurrence of behavior. The learner's peer yelled loudly and slammed the playroom door. The learner did not eat his lunch 3 hours earlier.
Behavior	Refers to observable actions and includes both visible actions and internal processes such as feelings and thinking.
Consequence	What happened or changed in the environment right _____ the behavior? What is the result of the behavior? Mom turned off the iPad and walked out of the room. Instruction was delayed for 20 minutes until the learner was calm enough to return to the classroom.
ABC Data	Refers to the context of a _____ event, describing events that occur before and after a behavior you want to learn more about. This is a _____-term contingency including the antecedent, behavior of interest, and the consequence. Example: Tony asks for a candy bar at the grocery store and his mom says "no". Tony begins to scream. His mom buys him the candy bar.



	<u>Mom says "no"</u> / <u>Tony screams</u> / <u>Mom buys the candy bar</u> Antecedent / Behavior / Consequence															
Function	What does the behavior do to benefit the person? End a non preferred task, gain access to preferred items, escape or delay non preferred activities, the action itself or its effects are enjoyable. Every behavior has a function/purpose. We all do things for a reason. Problem behaviors are also happening for a reason. Find out WHY and you can start to _____and _____ them. The 4 "A's" of Reinforcement A.K.A. The Functions of Behavior <table><tr><th>The 4 A's</th><th>Other Name(s)</th><th>What should be provided</th></tr><tr><td>Attention</td><td></td><td>Tickles, praise,</td></tr><tr><td>Access</td><td>Tangible, Control</td><td>Toys, activities,</td></tr><tr><td>Avoidance</td><td>Escape</td><td>Breaks, delay of tasks,</td></tr><tr><td>Automatic</td><td>Sensory</td><td>Playdoh, slime, squeezes</td></tr></table>	The 4 A's	Other Name(s)	What should be provided	Attention		Tickles, praise,	Access	Tangible, Control	Toys, activities,	Avoidance	Escape	Breaks, delay of tasks,	Automatic	Sensory	Playdoh, slime, squeezes
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Automatic	Sensory	Playdoh, slime, squeezes														

Behavior Reduction/Managing Problem Behaviors

Term	Definition / Rationale / Notes
Behavior Intervention Plan (BIP) Behavior Treatment Plan (BTP)	The information in the BIP will help you _____, _____, _____, and respond to targeted behaviors using specific strategies and detailed procedures.



Operational Definition	Exact description using movements that you can see or results that you can measure. ▪ Often includes “non-examples” or _____ for extra clarification. ▪ May include instructions on how to record data - o Examples: _____ instances vs. _____ of instances, onset and offset criteria. Hitting – Any instance where a learner uses her hand to strike another person loud enough to hear from across the room or hard enough to leave a mark. Does not include high-fives or pushing someone’s hand away.
Problem Behavior	Three _____ questions _____ to _____ consider: _____? 1) _____? 2) _____? 3) _____?
Severe Problem Behavior	Likely to result in _____, is _____. Q:Is everyone safe? A:Yes – Follow the BIP/BTP No – End the behavior by giving the learner what they need/want. Live to fight another day. In the event of a crisis, you will _____ in your own body and feelings. Monitor your own behavior, stay calm, focus on your breathing, relax your body and take a break.



	In terms of documentation: 1) Follow _____ (----) documentation instructions. 2) Fill out an incident report for severe problem behaviors. ▪ This is important when anyone present sustains an injury or a physical management hold was utilized for safety.. Higher intensity aggression, self-injury, severe property damage, elopement, pica, hazardous items, public nudity, inappropriate or unwanted public sexual behavior, public verbal aggression
Replacement Behavior	A response that would be a _____ for a problem behavior. Benefits the person in the same way the problem behavior does. Safe, legal, contextually appropriate. Using words instead of hitting, taking deep breaths instead of screaming, asking to go for a walk instead of running away.
Antecedent Interventions	Involves modifying the environment, routines, or events that happen before a less desirable behavior occurs. <u>Includes:</u> • _____ • _____ • _____ • _____ • _____
Differential Reinforcement	A behavior modification technique which involves selectively reinforcing desirable behaviors while withholding reinforcement for undesirable behaviors.



Types of Differential Reinforcement:

Differential Reinforcement of Alternative Behavior (DRA) - Reinforcing an _____ behavior that serves the same function. (Example: Joey likes to slam doors. Every time he closes a door softly, his BHT says "That's a great way to close the door. It was so quiet!"

_____ - Reinforces an incompatible alternative behavior that serves the same function. (Example: When Marcus feels nervous, he bites his arms. Every time Marcus uses his chewy tubes to bite on, his BHT provides verbal praise, "What a great idea to use your chewy tube. Way to go!"

Differential Reinforcement of Other Behavior (DRO) - Reinforces the _____ of the _____ behavior you are trying to reduce. (Example: Tish stopped pacing back and forth and laid down on the couch. BHT provides DRO by stating, "I love how you're just chilling on the couch. You look so comfortable.")

_____ - Reinforces gradually decreasing rates of behavior. (Example: Tonya usually curses at least 50 times during her ABA session. Today she cursed only 45 times. Her BHT says, "I noticed you cursed less today. I think that's pretty cool. I'm proud of you.")

Differential Reinforcement of Higher Rates of Behavior (DRH) - Reinforces _____ increasing rates of behavior. (Example: Lee is working on a goal to increase his physical activity. He's only been able to walk for 10 minutes before stopping. Today he walked for 12 minutes. His BHT said, "Oh my gosh, this is so cool. We walked far enough to get to see the ducks at the pond today. That's amazing!"

Refers to the strategy of ceasing to reinforce a behavior that was previously reinforced.

Example: In the past, every time Tony screamed for a candy bar at the grocery store, his mom bought him a candy bar. Today, when they went to the grocery store, Tony screamed for the candy bar and his mom still refused to buy the candy bar. They left the store without any candy purchase.



Note: Extinction can often result in an extinction burst. This refers to an increase in problem behavior. In our example above, Tony likely screamed louder and longer for his candy bar when his screaming was not reinforced.

Skill Acquisition

Term	Definition / Rationale / Notes															
What is Reinforcement?	Reinforcement is an evidence-based practice used to _____ behavior and teach _____. ● Positive Reinforcement is a consequence for a behavior that involves adding something to the learner's environment, which then increases the future occurrence of that behavior. ● Negative Reinforcement is a consequence for a behavior that involves removing something from the learner's environment, which then increases the future occurrence of that behavior. The 4 "A's" of Reinforcement A.K.A. The Functions of Behavior <table><tr><th>The 4 A's</th><th>Other Name(s)</th><th>What should be provided</th></tr><tr><td>Attention</td><td></td><td>Tickles, praise,</td></tr><tr><td>Access</td><td>Tangible, Control</td><td>Toys, activities,</td></tr><tr><td>Avoidance</td><td>Escape</td><td>Breaks, delay of tasks,</td></tr><tr><td>Automatic</td><td>Sensory</td><td>Playdoh, slime, squeezes</td></tr></table>	The 4 A's	Other Name(s)	What should be provided	Attention		Tickles, praise,	Access	Tangible, Control	Toys, activities,	Avoidance	Escape	Breaks, delay of tasks,	Automatic	Sensory	Playdoh, slime, squeezes
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Automatic	Sensory	Playdoh, slime, squeezes														
_____ of _____	_____ - Also known as fixed ratio 1 (FR1). Reinforcement is delivered every time the behavior occurs.															



	_____ - Reinforcement is delivered only some of the time, based on specific criteria, (i.e., Fixed Ratio, Fixed Interval, Variable Ratio, Variable Interval).
Immediacy of Reinforcement	- It is important that the reinforcement is delivered - _____ following the target response Problems with delays to reinforcement. - o Other behaviors can occur during the delay. - o The behavior closest to the presentation of the reinforcer will be strengthened.
The Power of Natural Reinforcers	Natural reinforcers are reinforcers that provide _____ reinforcement than contrived reinforcement would. If your learner is _____ to escape an activity, then the natural reinforcer to completing the activity would be receiving a break following the completion, or some level of effort towards completing the activity.
_____	An ABA principle which states that the more a learner is deprived of a particular reinforcer, the more powerful that reinforcer will be.
_____	An ABA principle which states that when we have so much of a good thing, it doesn't motivate us anymore and won't be an effective reinforcer.
Rules for Delivering Reinforcement	● What is the target behavior you are reinforcing? ● _____ of the reinforcer is needed to reinforce the target behavior? ● _____ does the reinforcer need to be delivered to increase the target behavior? - o For new behaviors, we provide reinforcement on a FR1 schedule (Fixed Ratio 1)
Components of Discrete Trial Teaching (DTT)	● High _____ ● _____ opportunities to teach



	● Use of materials that are not naturally occurring ● Unnatural Reinforcers ● Used to teach skills that are not easy to teach _____
DTT Strategies	● Use Elements from instructional control competency ○ Clear, formal instructions (SD) ○ _____ ○ Delivering contrived _____ ● Move quickly _____ trials ● _____ presentation of tasks
Components of Natural Environment Teaching (NET)	● _____ occurring ● Two approaches to NET ○ _____ led ○ _____ led ● Used to teach skills that occur more naturally in the environment
NET Strategies	● Natural _____ of reinforcement ● Materials are _____ to the client or available in the natural environment ● Decide what kind of strategy to use _____ running trials (Routine vs activity led) ● Use informal instructions and prompts. Do _____ stop the activity if there is no response to the instruction ● When the client is no longer interested in the activity, _____ the activity.
Chaining	Chaining breaks a task down into smaller steps and then teaches each step within the sequence by itself. To create a chaining program you will need a _____, or step-by-step instructions. Types of Chaining procedures: _____

[illegible]



- o Attempt to bring learners respond under the control of _____
- What consequences will maintain behavior?
 - o Deliver positive reinforcement when the learner demonstrates the _____ approximation the target behavior and _____ reinforcement when the perform anything below the target response.
- Set learner up for success in the environment.
- Immediately deliver positive reinforcement for accurate approximations.
- _____
- Move on to the next approximation when the first one reaches mastery, continue until the terminal target goal is met.

Across Topographies	Within Topographies
The learner's responses look different as you are shaping the behavior.  Drawing a circle: make any mark, then a curve, then a circle. 'Up' mand: "uh" then "Uh-p"	The learner's response remains the same but some other measurable dimension changes (rate, latency, duration, magnitude, etc.). <i>Joe typically waits 20-25 minutes to start unloading the dishes after his mother asks. To decrease the latency of his responding, his mother would gradually reinforce shorter and shorter latencies until reaching the desired target.</i>

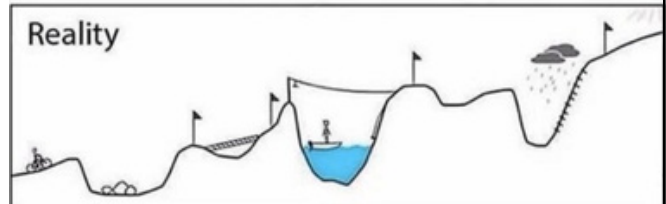
Remember:

- Progress is not always linear.
- You can adjust approximations as needed, even if it's moving backwards.
- It can be time consuming.
- Thin reinforcement once the target behavior is strong.
- Bring responding under the control of natural antecedents.

Your plan



Reality





Discrimination Training	
Stimulus Control Transfer	Stimulus transfer control procedure in applied behavior analysis is, simply, _____. We want to transfer control over a response from one SD (_____) to another. When you are prompting a response, that response is under control of a temporary SD. Our goal is to _____ stimulus control from the temporary SD to our chosen SD. That's why BCBAs preach fading the prompt. We want those responses to come under the control of the SD or the naturally occurring SD. Example: You are teaching a client to label a phone. Our target response is "phone" when the client sees a phone. To start, you will use a verbal prompt: "say phone." This is the temporary SD. Every time you say "say phone" the client says "phone." The client's response is under the SD/prompt "say phone." To transfer control to a picture of a phone, or a real phone, you must evoke the client saying "phone" in the presence of an image of a phone. So, you now present a picture of a phone and ask "what is that?" You have faded the verbal prompt. When the client says "phone" in the presence of the picture, and you reinforce the response, you are transferring control. The behavior will now occur in the presence of an image of a phone.



Prompting

A prompt is any additional support given to help get a correct response.

Instruction	Prompt	Response	Reinforcement
"Touch your nose"	Instructor models touching nose	Child touches her nose	Rewarded with time with a favorite toy
"Which one do you drive in?"	Instructor moves the picture of the car closer to the child	The child touches the car	Rewarded with praise and a high five
"Put the marble <i>in</i> the box"	Instructor physically guides the child's hand	The child puts the marble <i>in</i> the box	The child is rewarded with a token toward computer time

When we provide a prompt, we want to ensure that we are using the _____ and _____ support possible.

Most Effective – The prompt should _____ facilitate a correct response.

Least Intrusive – the support still allows the learner to give the response with the maximum amount of _____.

Errorless Teaching

- When a skill is _____, you want to ensure the learner is learning without errors.
- Start by using the least intrusive prompt that will still elicit a correct response.
- You will then start to fade your prompts systematically.
- The goal of teaching behaviors and skills is to eventually get the learner to respond and perform the skill with no prompt.

Prompt Fading

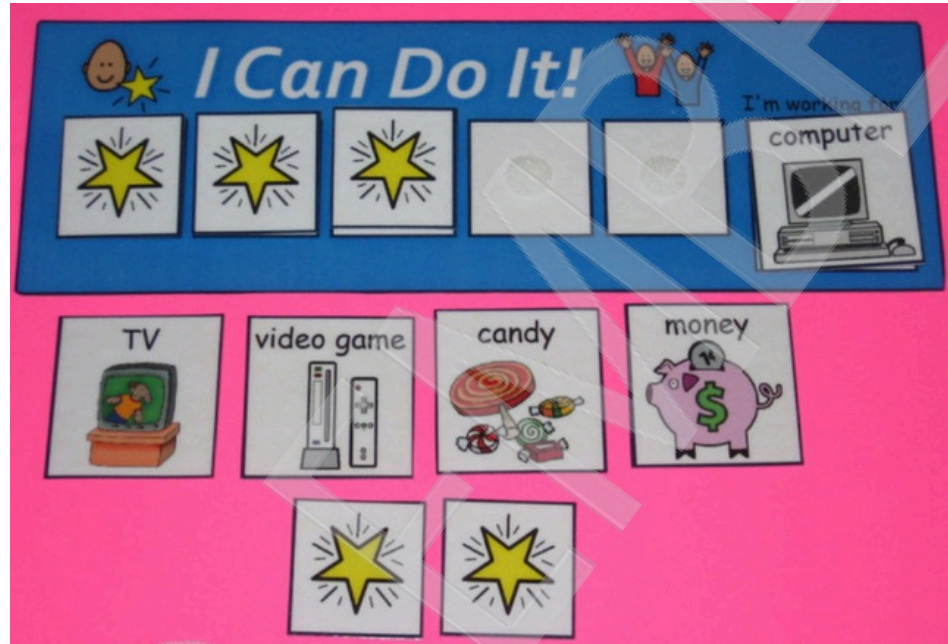


	● Fading is the process of systematically removing the prompt. ● Eventually, just the instruction or other stimulus will signal the behavior without any prompts. ● Use time delays to test how the learner will respond without the prompt.
Verbal Prompts	Independent (IND) - The learner engages in the correct response without prompting. _____ - An extended pause is provided, sometimes with an anticipatory expression from the BT. Can be used when a learner engages in the incorrect response and needs time to self-correct. Contextual Cue - A stimulus in the environment signals a response is needed, may include a gesture from the BT. Textual - _____ _____ - The BT provides a statement that indicates a specific response is expected, such as a hint. Phonemic Cue - The BT provides the first sound of the correct response. Partial Verbal Model - _____ Full Verbal Model - The BT demonstrates the entire correct response. No Response (NR) - The learner did not engage in any response.



Physical Prompts	Independent (IND) - The learner engages in the correct response without prompting. Latency - An extended pause is provided, sometimes with an anticipatory expression from the BT. Can be used when a learner engages in the incorrect response and needs time to self-correct. Positional - _____. Gestural - The BT gestures by maneuvering their own body. _____ - BT provides a statement that indicates a specific response is expected, such as a hint. Partial Model - The BT demonstrates a portion of the correct response. Full Model - _____. Partial Physical - The BT provides partial or light physical manipulation to begin response. Full Physical - The BT provides hand-over-hand prompting to fully maneuver client through the correct response. _____ - The learner did not engage in any response.
Token Economy	This is a behavior modification technique that uses tokens or points as rewards for positive behavior. Tokens are given immediately after the desired behavior occurs. Individuals can later exchange these tokens for a predetermined reward or privilege.

Example of a token board.



Manding

Manding is a large focus of ABA for learners with communication delays. When learning to communicate, it is important for people to first learn how to get their basic needs met. Typically, those with language delays resort to _____ to communicate their needs. Teaching manding early on will help them learn a more effective way to communicate and ultimately get their needs met.

What is Manding?

- A mand is an verbal operant that is evoked by a Motivating Operation (MO) then followed by _____ reinforcement.

Types of Manding:

_____ - Often used to replace maladaptive behaviors. Examples: "My choice." "I need help." "Can I have 5 minutes?"

Manding for tangibles - Used to gain access to a specific preferred item. Examples: "I want chicken nuggets." "Give me the octopus."



	Manding for information - Presented with 'WH-' questions. Examples: "Where is mom?" "When is dinner?" Manding for others to emit actions - Used to request movement of or interaction with others. Examples: "Play with me." "Give me space."
Mand Training Procedure:	Prompting: Begin with errorless learning to teach the response. You provide the response before the learner has the opportunity to give their own response. Echoic prompt = BT: "You can say 'I want bubbles.'" Fading: Once your learner is consistently responding correctly to your prompts. We typically start with more intrusive prompts then scale back to less intrusive prompts. Indirect Verbal prompt = BT: "It starts with a B." Differential Reinforcement: Withhold reinforcement until the correct response is given. Make sure you reinforce only the responses you want to see in the future. If the learner is capable of using a full sentence, withhold bubbles until a full sentence is used. Keep in mind: 1. _____ 2. _____ 3. _____
Mand Training Preparation:	1) Identify items and activities the learner would be _____ to request for. 2) Identify how the learner will make the request (mode of communication, level of complexity). 3) Capture natural opportunities to verbalize requests.
Antecedents/Instructions	_____ - Seize the opportunity for demanding when you see something the learner is motivated by. _____ - Create motivation by enticing.



_____ – for initiation or evidence of motivation.

_____ – an appropriate response (if needed); fade over time.

Consequences:

Reinforce ASAP (less than 3 seconds)

Use differential reinforcement.

Professionalism and Ethics

1) Arrives and departs at scheduled time to daily appointments and meetings with clients and supervisors.
● If appointments cannot be attended to on time, follow guidelines and policies to contact families and supervisors.
2) Follows all legal, regulatory, and workplace reporting requirements.
● Mandated reporting, incident reports, data storage and transportation.
● First aid & CPR, TB testing, RBT certification, QBS Safety Care certification, Article 9 certification
3) _____ reports and documents session appointments and session notes.
● Use current billing platforms, enter and convert billable and nonbillable appointments timely, maintain schedules (updating availability and managing cancellations).
● Expectations: ○ Convert all appointments daily (within 24 hours) for billing purposes (payroll & insurance claims). ○ Write complete session notes within the Hi Rasmus template.
4) Effectively _____ with team members and stakeholders.
● Remain professional in spoken and written communication with stakeholders and clinical team.
● Ensure communication is prompt and continuous with all involved in the case.
5) Maintains scope of _____ and _____.
The Behavior Technician works within the role of implementing skill acquisition and behavior reduction plans as designed by the BCBA and Clinical Supervisor.



- You are not responsible for: - Designing, writing, or recommending intervention plans. - Answering program-specific questions or making changes to programs when asked by families. Always direct families to contact the BCBA assigned to the case. Let your BCBA know that families have questions, requests, or concerns that need to be addressed.
6) Receives performance feedback appropriately and implements change based on feedback.
- Use supervisor feedback to improve or maintain your skills to become a stronger BT. - Performance feedback is how BCBAs make a significant impact on program implementation, which impacts client outcomes.
7) Maintains professional _____ with stakeholders.
BT works in the confines of a professional relationship to the stakeholders and clinical supervisors. - Avoid creating relationships outside of the established BT role. Be friendly, but not friends. - Friendships, romantic relationships, follow on social media – all are conflicts of interest.
8) Ensures client _____.
- Use supervisor feedback to improve or maintain your skills to become a stronger BT. - Performance feedback is how BCBAs make a significant impact on program implementation, which impacts client outcomes.
9) _____
Maintains up-to-date completion of their RBT tracker. - You must obtain at least 5% supervision of your total direct hours by a BCBA each month. - Supervision must include at least 2 face-to-face, real time contacts per month. - At least one of the 2 supervision sessions must be individual. - Adheres to the RBT Code of _____
10) Review, understand, and adhere to the most current code of ethics created by the Behavior Analyst
Certification Board (BACB). https://www.bacb.com/ethics-information/ethics-codes/



Guided Notes - Part 3

Today's ABA at ELC

Assent

What is Assent?	Increasing the Likelihood of Assent
The approval of or agreement to treatment by someone who is not legally able to provide consent. While client families will consent to treatment for their child, it is important that client assent is also obtained prior to beginning teaching. An _____ necessary element of ABA services that protects client dignity and choice.	Identify what assent looks like for your client. Assent _____ from client to client. Regularly pair with your client. Your sessions should always involve some sort of pairing. Perform regular preference assessments.
What Does Assent Look Like?	
The client enters the workspace without the need for _____ physical prompting or coercion. The client is _____ with the technician and materials during the session. The client is _____ in the workspace without additional prompting or coercion. 3 key signs we look for: 1) Happy 2) Relaxed 3) Engaged	Have preferred items and activities readily available. Always promote and reinforce _____. Maximize choice during sessions. Provide options for workspace and reinforcement. Set clear expectations during sessions.



Assent Withdrawal	What to do When Assent is Withdrawn
The client can withdraw assent at _____. Assent withdrawal can take a variety of different forms. Client stating "no" using their preferred communication method. Client engaging in maladaptive behavior when near work materials. Client actively moving away from the work area or technician. Client avoiding eye contact or general engagement.	Prompt functional communication at the _____ of assent withdrawal. Pay attention to _____ of maladaptive behavior. End the activity and use strategies for increasing the likelihood of assent. Do not force _____ with the task. Wait for the client to demonstrate signs of assent before re-presenting an activity. Wait for the client to be: 1) Happy 2) Relaxed and 3) Engaged. Make sure you are modifying the way that you are presenting the task so that you have a better chance at a different result.

Natural Environment Teaching

Using Natural Environment Teaching	Advantages of NET
- Treatment will consist of both structured teaching and naturalistic teaching. - _____ - Too much of one kind can be detrimental. The age of the learner, skills, and types of goals will determine the ratio.	- Learner enjoys learning - Often improves play and social skills - Learned skills are more functional, useful, and resilient (generalization) - Usually results in fewer attempts to escape or avoid treatment.

Basic Guidelines for NET	Before you Begin	Preparing the Learning Environment
- Often looks like play. - Usually, follow the learner's lead.	- Be well paired. - Have a good idea of preferred toys and activities.	- Many preferred toys, games, and activities. - Create an enticing environment with your learner's individualized



Basic Guidelines for NET	Before you Begin	Preparing the Learning Environment
- Part of the learner's natural routine. - Very little contrived, artificial reinforcement is needed. - The activity itself is the reinforcer! Looks natural, often carefully planned.	- Familiarize yourself with the learning objectives. - Understand what Positive Reinforcement is.	synthesized reinforcement available.

Three Different Methods for Planning a Great NET Moment		
- Use in any combination and be flexible within sessions. - Using both known objectives and preferred activities, brainstorm ways to practice skills. List them out ahead of time for as many objectives as possible. - Adjust your plan as you learn what works and what does not.		
1) _____	2) _____	3) _____
- The learner selects or tells you their preferred toy, game, or activity. - Follow their lead. - Incorporate known objectives into the play. - Mix a variety of objectives into the play.	Incorporate known objectives into existing daily or weekly routines.	The instructor selects an activity that makes the objective more natural or interesting for the learner.

Remember:

- Your plan will not always go according to plan.
- Do not expect that every activity or game you try will hold the learner's attention.
- Keep trying new things; be creative and persistent.
- _____, if you don't feel like you did "enough" trials or teaching objectives.

Take a break or end your game/activity before the learner loses interest.



Instructional Control

- Due to a history of _____(acquired though pairing), there is a higher probability the learner will respond to instructions presented.
- Once it is achieved, the learner will be willing to follow your lead and be open to learning new skills.
- Instructional Control can be simply put as having a positive working relationship with your learner.

Steps to Gain Instructional Control

Step 1: _____	Respect their personal possessions and do not touch them unless they offer. (Dr. Hanley's Rule #1: "Don't touch their shit.")
Step 2: _____	Be attentive to your learner, make comments instead of questions, wait for their bid for interaction with you.
Step 3: _____	Say what you mean and do what you say! Provide instruction with a direct statement, not in a question form that can be answered with a 'yes' or 'no'. ("It's time to work.") Then progress to the targeted task demand.
Step 4: Show Your Learner the Benefits to following instructions	Clearly state which desirable behavior earned reinforcement. ("Thanks for coming over to the table! You can have your choice now.")



Step 5: _____!	When precursor (non-dangerous problem behaviors) are observed, validate their feelings, offer choices, offer help, and/or provide least-to-most prompting. Provide a “surprise shorty” sometimes. This means, if your learner protests a task, but begins to engage in the task anyways, sometimes reinforce the effort to cooperate. (“Wow, you didn’t want to take out the trash, but you walked over to do it anyways. You can have your choice now. I’ll walk it outside.”)
Step 6: Reinforce New Skills at a High Rate	Always be ready to reinforce positive behaviors on a dense schedule of reinforcement at the beginning. The learner should be motivated to comply with your instructions based on a history of reinforcement. Once the learner is following instructions consistently, you can begin to thin the schedule of reinforcement.

Giving Instructions

Prepare Your Area	- Gather all necessary materials _____ providing the instruction. - Keep the learning area free from distractions, this includes unnecessary stimuli. - Have reinforcers ready and close at hand.
Placing the Instruction	Position yourself _____ your learner. - Gain the learner’s attention. - Keep your instructions clear and brief. Do not add unnecessary words. - Use a statement, not a question. - Give your learner time to respond (up to 5 seconds). - Do not repeat your instruction without regaining attention or providing a prompt. - Prompt or reinforce the learner immediately.
Consequences	Reinforce immediately after a _____ response. - Provide a prompt for incorrect responding or no response. - Record Trial Data.



What to Avoid	- Having an "SD Voice" - Using too many or unnecessary words - Inadvertently prompting - Asking questions - Standing over your client - Appearing nervous/scared
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Guided Notes - Part 4

Skill-Based Treatment

ELC uses a Skill-Based Treatment (SBT) process—also called the “_____ protocol”—to treat moderate to severe problem behavior. SBT is an educational process derived from the evidence-based principles of _____ (ABA). SBT emphasizes treating problem behavior in a way that prioritizes the _____ and _____ of all participants while creating strong relationships built on _____ and _____. The SBT process involves teaching a series of skills that, once learned, replace problem behavior. These skills are: (1) _____, (2) _____, (3) _____ with directions from adults, and (4) how to handle _____ challenges. We teach learners how to thrive in _____. If they can succeed in those conditions, they can succeed _____.

In-Depth SBT Info

ELC has a facility school which serves for students whose _____ to _____ problem behavior has negatively affected their ability to learn in a less _____ environment.

ELC has several broad goals for our students:

- To dramatically reduce the _____ and _____ of problem behavior.
- To develop extensive _____, _____, and _____ skill repertoires necessary for transitioning back to a less restrictive environment.
- To provide high-quality training and assistance to _____ staff to set learners up for long-term success.

At ELC, we use _____ (ABA) to accomplish these goals.

ABA can be broadly described as the _____ of _____.

- Principles of ABA (like _____) explain how learners learn behaviors.
- Behaviors are anything a person does that is _____ to another person.
 - This can be adaptive behaviors like _____ your shoes or problem behaviors like _____.
- By using the principles of ABA, we are able to teach desired _____ skills to help learners _____ their wants and needs.
- By doing so, we can also reduce and eliminate _____ behavior.



SBT has several key values:

Safety

- Many treatments for problem behaviors – while effective in the long run – may actually increase _____ for learners, family members, community members, and staff.
- SBT focuses on conducting treatment with _____ as the number one priority.

Televisability

- Televisability is our commitment to respecting and protecting the _____ of those entrusted in our care.
- If we would not be comfortable having a treatment session occur on _____ television, we should not be doing it.

Rapport

- A key element in SBT is conducting treatment in a way that establishes meaningful _____ with learners.
- We do so by listening to their _____ bids, participating in the play that is important to them, and allowing them to _____ if necessary.

During the SBT process, we teach a series of progressively more complex skills that are essential skills for success throughout life.

These skills are:

- (1) _____
- (2) Tolerating _____ (when reinforcement is delayed/denied)
Cooperating with contextually appropriate _____
Handling unexpected _____
- (3) _____
- (4) _____

SBT is a performance-based protocol. This means that progression through treatment is dictated by a learner's _____, rather than based on _____.

- Learners can progress at their own _____, taking more time where needed or mastering skills quickly.



SBT is designed to work in _____ scenarios. We teach learners to tolerate the most _____ scenarios for them.

We also use intermittent and unpredictable _____ which more accurately reflects real life.

- Sometimes learners can get what they want, but other times they need to follow _____.
- The time they spend following directions could be _____ or _____.

At the end of the SBT process, teachers and parents should be able to say _____ when they can, and _____ when they have to.



Guided Notes - Part 5 - All Things ELC

Behavioral Goals: R1 and R2

R1 Behavioral Goal: Reduction of Verbal/Physical Aggression

Objective:

To reduce the frequency and severity of _____ and _____ aggression exhibited by the client.

Understanding Aggression:

- **Verbal Aggression:** Includes _____, screaming, _____, threats, or any form of hostile language.
- **Physical Aggression:** Includes _____, _____, biting, pushing, or any form of physical harm directed at others.

Baseline Data Collection:

Track the _____, _____, and _____ of aggressive incidents over a set period (e.g., one week) to establish a baseline.

Functional Behavior Assessment (FBA):

- Identify _____ (antecedents) and consequences of aggressive behavior.
- Determine the _____ of the behavior (e.g., attention, escape, sensory stimulation).

Behavior Intervention Plan (BIP/BTP):

1. Preventive Strategies:

- Modify the environment to reduce _____.
- Implement _____ schedules and clear expectations.

2. Teaching Replacement Behaviors:

- Teach alternative _____ skills (e.g., using "I feel" statements, requesting _____).
- Use _____ or role-playing to practice appropriate responses.

3. Reinforcement Strategies:

- Positive reinforcement for _____ behaviors.
- Use natural reinforcers (break/delay).
- Use synthesized reinforcement (everything that makes up that individual's HRE).

Data Collection and Monitoring:

Use data sheets to record instances of _____ and successful use of replacement behaviors. Regularly review data to assess progress and make necessary adjustments to the _____.



R2 Behavioral Goal: Reduction of Elopement

Objective:

To decrease the frequency of _____ (running away) and increase safety and supervision.

Understanding Elopement:

Elopement involves leaving designated areas without _____, which can pose significant _____ risks.

Baseline Data Collection:

Track the _____, _____, and _____ of elopement incidents over a set period (e.g., one week) to establish a baseline.

Functional Behavior Assessment (FBA):

- Identify _____ and consequences of elopement behavior.
- Determine the _____ of the behavior (e.g., seeking attention, escaping a task, sensory seeking).

Behavior Intervention Plan (BIP):

1. **Preventive Strategies:**
 - Ensure doors and exits are _____ and _____.
 - Implement clear visual _____ and rules.
2. **Teaching Replacement Behaviors:**
 - Teach appropriate ways to request _____ or attention.
 - Use visual aids and _____ to explain safety rules.
3. **Reinforcement Strategies:**
 - Provide positive reinforcement for staying in designated _____.
 - Use a _____ system for compliance with safety rules.

Data Collection and Monitoring:

Use data sheets to record instances of _____ and successful use of replacement behaviors. Regularly review data to assess progress and make necessary adjustments to the _____.

Summary:

- **R1 Goal:** Focus on reducing _____ and _____ aggression through preventive strategies, teaching alternative behaviors, and reinforcing positive behavior.
- **R2 Goal:** Focus on reducing _____ through environmental modifications, teaching safety and communication skills, and reinforcing compliance with _____ rules.



Understanding Different Needs and Types of Engagement in Skill-Based Treatment (SBT) and Applied Behavior Analysis (ABA)

Overview:

Skill-Based Treatment (SBT) focuses on teaching _____ skills to replace _____ behaviors, particularly in individuals with _____

(ASD) and other developmental conditions.

Applied Behavior Analysis (ABA) utilizes principles of _____ to bring about meaningful changes in behavior.

Both SBT and ABA prioritize understanding individual _____ and employing various _____ strategies to optimize learning and behavior change.

Personalized Goals:

Develop specific, measurable, attainable, relevant, and time-bound (_____) goals based on individual needs.

Developmental Considerations: Ensure interventions align with the individual's _____, _____, and _____ development stages.

Cultural and Family Context:

1. Cultural Sensitivity:

Respect and incorporate _____ differences in behavior and _____ styles.

2. Family Involvement:

Engage _____ members in the therapy process to ensure consistency and generalization of _____ across different settings.



Types of Engagement in SBT and ABA:

Direct Engagement:

1. **One-on-One Sessions:**
Intensive, personalized sessions where therapists work directly with individuals to teach _____ skills and reduce _____ behaviors.
2. **Natural Environment Teaching (NET):**
Uses everyday situations to teach and reinforce skills in a _____ context, promoting _____.

Group Engagement:

1. **Social Skills Groups:**
Facilitated by therapists to help individuals practice _____ interactions, _____, and cooperative _____.
2. **Peer-Mediated Interventions:**
Involving _____ in the therapy process to model appropriate behaviors and _____ interactions.

Parent and Caregiver Training:

1. **Workshops and Training Sessions:**
Teach parents and caregivers how to implement _____ strategies and support skill development at _____.
2. **In-Home Support:**
Provide guidance and coaching in the _____ setting to address specific _____ challenges.

Technology-Assisted Engagement:

1. **Telehealth Services:**
Utilize video conferencing for _____ therapy sessions, increasing _____.
2. **Apps and Software:**
Tools for _____ collection, _____ monitoring, and _____-building activities used during and outside of sessions.



Strategies for Effective Engagement:

Positive Reinforcement:

1. **Consistent Rewards:**
Provide immediate and consistent _____ for desired behaviors to increase their occurrence.
2. **Synthesized Reinforcement (HRE)**

Visual Supports:

1. **Schedules and Charts:**
Visual aids to help individuals understand _____ and _____.
2. **Social Stories:**
Short narratives that explain social _____ and appropriate _____ in clear, simple language.

Communication Supports:

1. **Augmentative and Alternative Communication (AAC):**
Tools like picture exchange communication systems (_____) or speech-generating devices for individuals with limited _____ skills.
2. **Sign Language:**
For individuals who benefit from - communication methods.

Behavioral Momentum:

1. **High-Probability Request Sequence:**
Start with easy, high-probability _____ to build momentum before introducing more _____ tasks.

Summary:

Understanding different _____ and types of engagement in SBT and ABA is essential for creating effective, individualized interventions. By assessing individual _____, tailoring interventions, and utilizing a variety of engagement strategies, therapists can promote positive _____ changes and skill acquisition. Involving _____, respecting _____ differences, and leveraging _____ can further enhance the effectiveness of these therapeutic approaches.



ELC Spice Levels

Spice Level 0.5: Minimal Aggression

Description:

This level includes very mild, occasional aggressive behaviors that are easily managed and do not significantly _____ the environment.

Examples:

- Minor verbal expressions of _____ (e.g., grumbling).
- Gentle physical gestures (e.g., tapping on the _____).
- Mild reluctance or hesitation to follow _____.

Management Strategies:

- Use of positive _____.
- Simple _____ techniques.
- Consistent and clear communication of _____.

Spice Level 1: Mild Aggression

Description:

This level includes low-intensity aggressive behaviors that may occur _____. These behaviors can disrupt the environment but typically do not result in _____.

Examples:

- Mild verbal _____ (e.g., shouting, using inappropriate language).
- Light physical gestures like _____ or poking.
- Low-level _____ or refusal to comply with requests.

Management Strategies:

- Positive reinforcement of _____ behaviors.
- Redirection and offering _____.
- Establishing consistent _____ and expectations.

Spice Level 2: Moderate Aggression

Description:

This level includes more frequent or _____ aggressive behaviors that disrupt the environment and may cause minor _____.

Examples:

- More pronounced verbal aggression, such as _____ or screaming.
- Moderate physical actions like _____ or hitting.
- Throwing objects without intent to cause serious _____.



Management Strategies:

- Implementing behavioral _____ tailored to the individual.
- Increased _____ and monitoring.
- Structured de-escalation techniques and crisis _____ plans.

Spice Level 3: Severe Aggression

Description:

This level includes high-intensity aggressive behaviors that are frequent and pose a significant risk of _____ to the individual or others. Immediate and comprehensive _____ is required.

Examples:

- Persistent and severe verbal aggression, including _____.
- Serious physical actions such as _____, kicking, or biting.
- Destruction of _____ with potential for harm.

Management Strategies:

- Intensive behavior _____ plans.
- Possible use of _____ equipment.
- Involvement of specialized support staff and crisis _____ teams.

Taking Notes

Elements of a Well-Written Note

- Utilizes _____ language (ie. "Staff" instead of "I" and "Client" instead of their name)
- Avoids _____ language
 - "Engaged in tantrum behavior" instead of "Threw a fit."
- Uses _____ sentences
 - Ex. "Staff ran the following programs: matching and manding."
 - Non-Example. "Programs run: matching and manding."
- Uses correct _____
 - Keep it simple.
 - Only use periods and occasional commas.



Ethical Billing

Billing Expectations

As an employee providing services, staff are expected to maintain _____ billing practices and bill only for _____ worked with a client. In order for billing to count as hours worked, appointments must be _____, raw data must be taken, and the services provided must be thoroughly _____. Ethical billing is crucial to maintaining the _____ of services, ensuring compliance with regulations, and upholding the _____ placed in us by our clients, their families, and funding sources.

Key Components of Ethical Billing

1. Scheduled Appointments:

- ☐ Ensure all client sessions are _____ and confirmed with the client or their _____.
- ☐ Reschedule missed or canceled appointments promptly, documenting the reason for the _____ and the new appointment date.

2. Accurate Data Collection:

- ☐ Collect and record _____ during each session to track client progress and outcomes.
- ☐ Use approved data collection _____ and tools to ensure consistency and reliability.
- ☐ Review and analyze the data regularly to inform _____ and goal adjustments.

3. Detailed Documentation:

- ☐ Document each session thoroughly, including the _____, start and end times, _____ conducted, client responses, and any relevant observations.
- ☐ Ensure documentation is completed promptly after each session, ideally within _____ hours, to maintain accuracy.
- ☐ Use clear and professional _____ in all documentation, avoiding jargon or _____ terms.

4. Adherence to Treatment Plans:

- ☐ Follow the treatment plan and _____ established for each client, adjusting as necessary based on _____ and progress.
- ☐ Communicate any changes or updates to the treatment plan with the client, their _____, and other relevant team members.
 - ☐ Ensure that all billed hours directly correspond to activities outlined in the _____.

5. Compliance with Regulations:

- ☐ Stay informed about billing _____ and guidelines from funding sources, such as insurance companies or government programs.



- Ensure all billed services meet the _____ set forth by these funding sources.
- Avoid billing for non-billable activities, such as _____ tasks or _____ time, unless explicitly allowed.
- 6. **Transparency and Accountability:**
 - Maintain open communication with _____ and colleagues regarding billing practices.
 - Participate in regular _____ or reviews of billing records to ensure compliance and identify any _____.
 - Report any billing concerns or potential ethical issues to the appropriate channels _____.
- 7. **Professional Integrity:**
 - Uphold the highest standards of professional _____ in all billing practices.
 - Avoid any actions that could be perceived as _____ or _____.
 - Understand that ethical billing is not only a _____ requirement but also a reflection of our commitment to _____ service delivery.

Consequences of Unethical Billing

Unethical billing practices can have serious consequences for both the individual and the organization. These may include:

- **Legal Repercussions:** _____ billing can lead to legal action, fines, and penalties.
- **Loss of Trust:** Clients, families, and funding sources may lose _____ in the organization, damaging its reputation and ability to provide services.
- **Financial Impact:** Unethical billing can result in financial losses for the organization, including _____ of funds and loss of funding.
- **Employment Consequences:** Employees found to be engaging in unethical billing practices may face _____ actions, including termination of employment.

Conclusion

Maintaining ethical billing practices is essential for the _____, trust, and financial stability of the organization. By following these guidelines and upholding the highest standards of professionalism, we ensure that our clients receive the best possible _____ and that the organization continues to _____. Thank you for your commitment to ethical billing and service delivery.



Scenarios and Shadowing

Instructions: Answer the questions listed below to the best of your knowledge. If you don't know an answer to a question, feel free to leave it blank or write "I don't know". Let your trainer know when you are finished with the sheet.

1: What is a preference assessment used for?

2: What are 3 types of preference assessments that can be used in ABA treatment?

3: What is assent and why is it an important part of ABA treatment?

4: What is an appropriate response to assent withdrawal during an ABA session?



5: What information is included in a behavior intervention plan?

6: What is the most important thing to consider when managing a problem behavior?

7: How do you know if an item or activity is acting as reinforcement?

8: What are 3 things to know when providing reinforcement?

9: What is instructional control?

10: What are 3 things to avoid when placing an instruction?



11: What is prompting used for in ABA treatment?

12: What are 5 types of prompts used in ABA treatment?

13: Why is accurate data collection important for ABA treatment?

14: What is a mand and what is the most important thing to establish when teaching manding?

15: What is shaping used for in ABA treatment?



16: What type of learning goals can be implemented through Natural Environment Teaching?

17: What are 3 ways to implement Natural Environment Teaching?

18: What are 3 ways that you can maintain professionalism in your work as a behavior technician?



Guided Notes - Part 6

Coming Soon: Universal Protocols (UniPro)

IN PROGRESS



Blank Forms

THIS SECTION SHOULD ALWAYS HAVE A COPY OF THE FOLLOWING

- Crisis Management Procedures/Crisis Criteria
- Crisis Management Sheet
- ELC Incident Report and procedure
- DDD Incident Report
- ELC Paper Data Sheet
- Body Mark Check Of Client Sheet
- List of Emergency Contacts
- ELC0028 Professionalism Policy
- ELC0029 Phone and Personal Device Usage Policy

If you fill out one of these paper documents, be sure to have your Supervisor sign it, upload data in Aloha/HiRasmus with Supervisor, turn document into the clinic, and get a new blank document



STANDARD OPERATING PROCEDURES

Enhanced Living Centers

SOP#: ELC0028

Date Issued: 4/20/2024

Date Revised: 4/20/2024

TITLE: Professionalism Policy **RESPONSIBILITY:** All Departments **POLICY STATEMENT:** Our professionalism policy emphasizes the importance of maintaining ethical standards, respectful communication, and professional conduct in all interactions, fostering a positive and collaborative work environment. Listed are examples of behaviors that meet and do not meet the standards: this is not a comprehensive list.

Showing Professionalism

ELC Employee's relationships with Supervisors, ELC management, colleagues, parents, etc. are characterized by collaboration and cooperation. Employees presume positive intent when addressing issues of concern and demonstrate willingness to learn from others.

- **Examples of behaviors expected:**

- Communicates clearly, promptly and in a respectful manner with clients, parents, educational colleagues, supervisors, and the public.
- Gives parents and clients the response, respect and attention when they are in their presence.
- Participates in verbal and written interactions in an equitable manner, participating respectfully without interruption and contributing without dominating or retreating from interaction.
- Expresses ideas coherently, articulately and clearly, speaking and writing at a level expected of ELC employees.
- ***Maintains appropriate confidentiality.***
- ***Accepts feedback and incorporates it into treatment.***
- Accepts responsibility for his/her behaviors and the consequences.

- **Examples of behaviors that do not meet this standard:**

- Consistently interrupts others.
- Uses inappropriate language (profanities, obscenities, hate speech) with clients, parents/guardians or colleagues.
- Consistently makes digressive, unfocused, irrelevant, and/or repetitive statements.
- Shows disrespect toward authority figures and/or others; ignores or belittles others.
- Makes rude, argumentative, confrontational or intimidating comments.
- Demonstrates lack of emotional control.
- Respond slowly or not at all.
- Share sensitive or confidential information with others who should not have access to this information.



- Provides excuses when asked to incorporate feedback.
- Blames others for problems that are a result of his/her actions.

Fulfilling Professional Responsibilities

ELC Employees will actively acquire knowledge of and adhere to the rules, policies, and procedures established by ELC, the Arizona Department of Economic Security (DDD), the Arizona Board of Psychologist Examiners, BACB Code of Ethics and/or the law.

- **Examples of behaviors expected:**

- Is able to follow ELC policies, practices, and procedures with minimal guidance.
- Records accurate data and submits completed session notes within 24 hours of the end of session.
- Dresses in an appropriately professional manner and follows ELC dress code or norms for ABA and Clinic apparel. Exhibits expected and appropriate workplace behaviors, avoiding tardiness and excessive or unwarranted absences in the in-person, virtual or clinical field placements. Take initiative as appropriate to setting.
-
- Adheres to high ethical standards and avoids misconduct that could interfere with ability to perform teaching duties, including but not limited to misuse of electronic media, threats, self destructive behaviors, and violations of the law (theft, destruction of property, harassment, driving while impaired, drug use, and immoral behavior).

- **Examples of behaviors that do not meet this standard:**

- Any behavior violating ELC Employee policies.
- Collecting no/false data, incomplete session notes and/or submitting session notes more than 48 hours past the end of the session.
- Dress that is immodest or does not follow ELC norms for teacher dress.
- Excessive tardiness or absences.
- Misconduct including misuse of electronic media, threats, self-destructive behaviors and violations of the law.
- Forgery, failure to disclose relevant information, or misrepresentation of any kind.

Growing and Developing Professionally

Content Knowledge and Pedagogical Skill

ELC staff participate in opportunities for professional development and apply new skills in the field.

- **Examples of behaviors expected:**

- Demonstrates interest in improving professional performance and takes advantage of some opportunities to learn (e.g., conferences, workshops, professional learning communities, etc).
- Attempts changes in professional practice that are aligned with new learning.



- **Examples of behaviors that do not meet this standard:**

- Does not participate in required seminars or inservice meetings.
- Does not complete or follow through on projects and/or commitments.
- Constantly belittles professional development activities or academic learning.
- Demonstrates apathy toward improvement, or holds an inflated view of own abilities compared to the judgment of mentors or supervising teachers.

Continued Professional Growth:

ELC staff members seek feedback and actively work to improve practice by participating in professional development.

- **Examples of behaviors expected**

- Accept feedback and make good faith attempts to improve performance based on feedback.
- Consistently demonstrates awareness of own skills and abilities that are realistic.

- **Examples of behaviors that do not meet this standard:**

- Consistently unable to acknowledge areas for improvement or unable to engage in problem solving regarding professional dilemmas.
- Is overly critical of self or others' professional performance.
- Makes statements that indicate lack of flexibility in considering new leadership behaviors, instructional methods or materials.
- Blames others for problems and refuses to acknowledge weaknesses in need of remediation.



STANDARD OPERATING PROCEDURES

Enhanced Living Centers

SOP#: ELC0029

Date Issued: 1/15/2024

Date Revised: 6/20/2024

TITLE: Phone and Personal Device Usage Policy

RESPONSIBILITY: All Departments

POLICY STATEMENT: To ensure a professional and productive work environment by regulating the use of mobile phones and personal electronics during work hours.

Discretionary Use:

Mobile phones and personal electronics should be used at the discretion of the Case Supervisor. Employees must seek permission from their supervisor for any necessary usage during work hours.

Personal Calls and Texts:

Employees are encouraged to use their break-time for personal calls and texts to minimize distractions during work hours, with the understanding of emergencies.

Compliance with Laws:

All employees are expected to adhere to applicable local, state, and federal laws and regulations regarding the use of cellphones, especially in scenarios where safety or privacy is a concern.

Appropriate Usage:

The use of mobile phones at inappropriate times or in a manner that distracts from work duties will not be tolerated. This includes, but is not limited to, using phones during meetings, client interactions, or when it may interfere with job performance.

Photography and Videography:

Taking pictures or videos of clients is strictly prohibited unless explicitly approved by the Case Supervisor. This measure ensures the privacy and confidentiality of our clients and aligns with our ethical standards and legal requirements.

Enforcement:

Any violation of this policy may result in disciplinary action, which could include a warning, suspension, or termination, depending on the severity and frequency of the infraction.

Review and Revisions:

This policy will be reviewed periodically and may be revised as necessary to ensure compliance with legal standards and the needs of the organization.



Crisis Plan

Providers following the policies laid out by our agency, as well as following State and Federal regulations. Planning by providing staff and looking at the environmental variables that can affect intervention. Incident minimization planned to prevent and minimize incidents. Along with reporting should incidents happen and analysis of behaviors and environmental situations/factors for the client. In the event that Enhanced Living Centers cannot provide the level of service needed in order to maintain client safety, you will be referred and transitioned to the appropriate care provider to ensure continuity and quality of care for your specific needs.

Preventing a Crisis	What a Crisis Looks Like	Managing a Crisis
- Provide an immediate and empathetic response / Validate (“I hear you”) Encourage persistence or offer choice to go to reinforcement or persist to task demand. Empower (Give options / directive) - Support / Prompt (“I believe you can do it / Can I help you?”) - Tell-> Show_> Help (least-to-most prompting and shaping) - Reflect on what brought about the precursor non-dangerous (R2) behavior, change procedures on following trials - -	<u>Behaviors</u> Physical aggression - (hitting, kicking, biting, scratching, choking, pushing, head butting) Property destruction - (hitting or kicking walls/furniture, throwing/breaking objects) Self-Injury - (hitting, pinching, biting, scratching self) <u>Common Triggers</u> Being told “No” Denied access to preferred items/activities Transitioning off video games Difficulty in communicating needs/wants Non-preferred activities/task demands Unexpected transitions <u>Low Level Cues</u> Rude language Cursing/Screaming Loud demeanor Pacing	- Give space, provider put hands in front, while giving immediate and empathetic response - Provide access to ALL reinforcers; (REINFORCE SEVERE PROBLEM BEHAVIOR) Keep a neutral tone of voice - Extend synthesized reinforcement period a bit, NO trials until Happy, Relaxed, and Engaged (HRE) - Reflect on what brought about the severe problem (R1) behavior - Change procedures **add in prompt, change expectation (shape), reconsider target - - Keep cell phone charged, nearby, and pre-programmed with emergency contact numbers Crisis Line



	ELC Incident Report	602-222-9444
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Form is to be completed when a client or staff are injured or a physical restraint intervention is used.

Client Name	Client DOB	Clients AHCCCS ID	Date of Incident	Time of Incident

Service provided at the time of Incident	ELC staff involved in incident	Case Supervisor	Location

What happened before the incident?

What happened during the incident?

What could have prevented the incident?

BCBA Review/Comments

Type of Medical Intervention (i.e., doctor's visit, urgent care, emergency room, hospitalization)

Name of Medical Facility and Address:

Parent/Guardian Notified:
If yes, name of Parent/Guardian notified:
Time of Parent/Guardian Notification:
Date of Parent/Guardian Notification:

Support Coordinator Notified:
If yes, name of Support Coordinator Notified:
Date of Support Coordinator Notified:
Time Support Coordinator Notified:

Protective Services Notified?
If yes, name of individual with protective services notified:
Date protective services notified:
Time protective services notified:

Law Enforcement Notified:
If Yes, name of law enforcement person notified:



Date law enforcement notified:

Time law enforcement notified:

What steps are being taken to prevent this from happening again?

ELC Staff member completing form:



Paper Session Notes

Session Information	
Client Name:	Session Date:
Session Start Time:	Session End Time:
Provider Name:	Provider Credential:
Location of Service:	
Present During Session:	
Client's Clinical Status	
Session Summary	
Interventions & techniques delivered during:	
Discussion with Caregivers:	
Barriers Identified: Other:	
Session Data Summary	
Behavior Goal 1 (R1) - Reduction of Verbal/Physical Aggression	
	Session Outcome
grabbing/pushing others (target Typ)	0
Hitting	0
Throwing items	0
Choking	0
Behavior Goal 2 (R1) - Reduction of Elopement	
	Session Outcome
Running Away (Community)	0
Walking Away from Area (Community)	0
Leaving the home without supervision	0



RBT Data Collection Sheet

Client Name: _____ Date: _____

RBT Name: _____ Supervisor Name: _____

Session Time: Start: _____ End: _____

Behavior Reduction Goals

Behavior Description	Frequency	Duration	Intensity
Verbal Aggression			
Physical Aggression			
Elopement			
Other: _____			

Data Collection Methods

1. **Frequency:** Count each instance of the target behavior.
2. **Duration:** Measure the length of time the behavior occurs.
3. **Intensity:** Rate the intensity of the behavior on a scale of 1 to 4 (1 = mild, 4 = severe).

Antecedent-Behavior-Consequence (ABC) Data

Time	Antecedent	Behavior	Consequence
	What happened before?	Describe the behavior.	What happened after?



Reinforcement and Intervention Strategies

Time	Strategy Implemented	Outcome	Notes

Skill Acquisition Goals (+ / Full / Partial / Gesture)

Target	Trial 1	Trial 2	Trial 3	Trial 4	Trial 5

Session Summary

● Overall Progress:

○ Wins:

○ Barriers:

○ Response to treatment:



- **Next Steps:**

- Plan for next session:

BT/RBT Signature:

Supervisor Signature: _____

This sheet should be used to track the client's behaviors, the interventions applied, and the outcomes. It will help in creating a comprehensive view of the client's progress and areas that need further attention.

Be sure to upload this information to the data collection software (Aloha/HiRasmus) along with turning this paper into the clinic.



Body Mark Check Sheet

Client Name: _____

Date: _____

Session Time: _____

RBT: _____

Supervisor Name: _____

Instructions:

- Use this form to discreetly check for any new marks, bruises, or injuries on the client's body at the start of each session.
- If any new marks or injuries are noted, document their location, size, and any relevant details.
- Report any significant findings to the supervising BCBA immediately.

Body Check Diagram:

☐ Front ☐ Back

Observations:

Body Part	Description of Mark/Observation	Size (Approx.)	Comments
Head/Face			
Arms			
Hands			



Torso			
Back			
Legs			
Feet			

Notes:

Follow-Up Actions Taken:

☐ Notified Supervisor

☐ Documented in Client's Record

Other: ☐ _____

Signature of RBT: _____

Signature of Supervisor: _____

Confidentiality Notice:

Please ensure that this document is kept confidential and stored securely to protect the privacy of the client.

Be sure to upload this information to the data collection software (Aloha/HiRasmus) along with turning this paper into the clinic.



EMERGENCY CONTACTS

Please complete this with your supervisor!

[illegible]