

RBT ONLINE TRAINING COURSE

Section F (Part 1): Role of an RBT® and Career Advancement



Special Learning, Inc.

Autism Education for Parents, Teachers, and Therapists

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Program Development and Speaker Bio

Amanda Fishley, MA, BCBA, COBA is a Board Certified Behavior Analyst and Certified Ohio Behavior Analyst. She has experience working with children, adolescents and adults in variety of settings including school, home and mental health facilities. In each of these environments, she worked closely with parents, teachers, and paraprofessionals to develop and oversee implementation of behavior intervention plans. She has extensive experience mentoring and providing supervision to RBTs®, BCBA® candidates and behavior analysts.

As an Associate Director of Clinical Solutions for Special Learning, she is responsible for creating and presenting educational materials and promoting Special Learning's mission to positively impact the special needs community.

She received her Master's degree in Special Education/ABA from The Ohio State University. She has been working with in the field of ABA for over ten years.

Program Development and Speaker Bio



Krystal Larsen, B.A, BCaBA is a Board Certified assistant Behavior Analyst. She has been practicing Behavior Analysis for over 10 years, where she begun her ABA career as a behavior technician. She has experience working in family homes, schools, group homes, foster care, and facilities. She specializes in Natural Environment Training, maladaptive and aggressive behaviors- with children and adults whom have ASD, developmental delays, and/or mental health diagnoses.

- As an RBT® Program Manager for Special Learning, she is responsible for overseeing and provide behavior analytical coaching to those seeking RBT® training, clinical supervision, and RBT® credentialing.
- She received her Bachelor's in Psychology from the University of South Florida and her BCaBA coursework from Florida Institute and Technology.



Subject Matter Expert (SME) Speaker Bio

Amanda Rosenbaum MA, RBT is a Registered Behavior Technician and BCBA candidate. She has experience working in the capacity as an RBT and BCBA practicum student in Charleston, SC and Rhode Island. Her notable Master's thesis concentrated on alternative feeding programs utilizing forced choice and differential reinforcement combined with parent involvement and training. She has experience working in a variety of settings to include in-home, clinic-based, public schools and community outreach along with an array of demographics from early child through adulthood of which the individuals were with diagnoses ranging from ASD, severe behavioral concerns, to mental health.

Amanda was also the selected SME for the RBT community to join a BCaBA in CO at the BACB headquarters in October 2018.

She received her Bachelor's in Psychology from the Rhode Island College with a minor in Behavioral Neuroscience in 2013 and earned her Master's in Psychology with an ABA concentration in June 2017 from Capella University.

Course Format and Sequencing

- Baseline Quiz (complete before session)
- Prepare for Course with available downloadable tools
- Attend the class
 - There are 21 classes and 1 optional Round Table
 - This class is session **2** of **21**
 - Be actively involved with the class(es)
- Complete the Module Quiz
- Live Coaching available, send eMail to training@special-learning.com
- Easy to Follow Format mapped to RBT® Task List
- Recorded version will be available within 10-14 days

RBT® Task List Item(s) Addressed

This training program is based on the RBT Task List (2nd ed.) and is designed to meet the 40-hour training requirement for RBT certification. The program is offered independent of the BACB.

RBT® Task List Item	Item Description
F-01	Describe the role of the RBT in the service delivery system.
F-02	Respond appropriately to feedback and maintain or improve performance accordingly.
F-03	Communicate with stakeholders (e.g., family, caregivers, other professionals) as authorized.

Objectives & Learning Outcomes

This training program is based on the RBT Task List (2nd ed.) and is designed to meet the 40-hour training requirement for RBT certification. The program is offered independent of the BACB.

RBT® Task List Item	Objective
F-01	Learn who comprises the ABA service delivery and roles of each credential

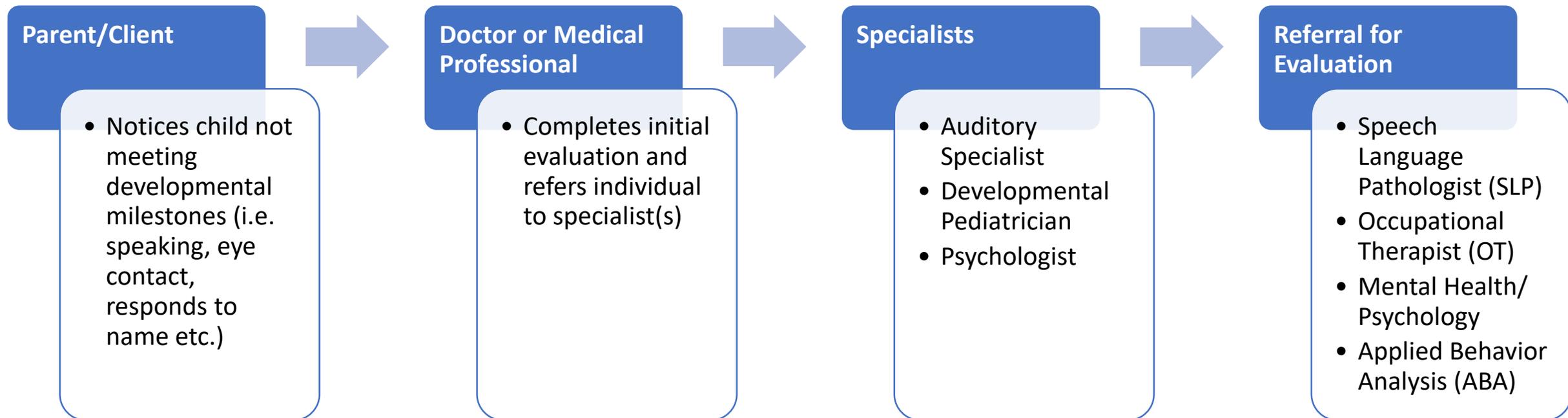
Ultimate Learning Outcome (s)

- Learn about the role of an RBT® in the service delivery process; discover what it entails to be an RBT®
- Obtain an understanding of certifications and credentials issued by the BACB® and their roles in the service delivery process
- Understand the role of an RBT® and career opportunities
- Understand available career opportunities in the field of ABA and how to advance to those levels.

Applied Behavior Analysis (ABA) Service Delivery Model

How an Individual Receives ABA Services in Clinic Setting

- To understand the ABA service delivery model, we will examine the general process by which an individual may receive ABA services in the **clinic setting**.



How an Individual Receives ABA Services in School Setting

- To understand the ABA service delivery model, we will examine the general process by which an individual may receive ABA services in the **school setting**.

Teacher/ Administrators

- Notices student is not “keeping-up” academically with peers
- Student engages in problematic behaviors that interfere with learning of the student and/or peers

Request for Conference

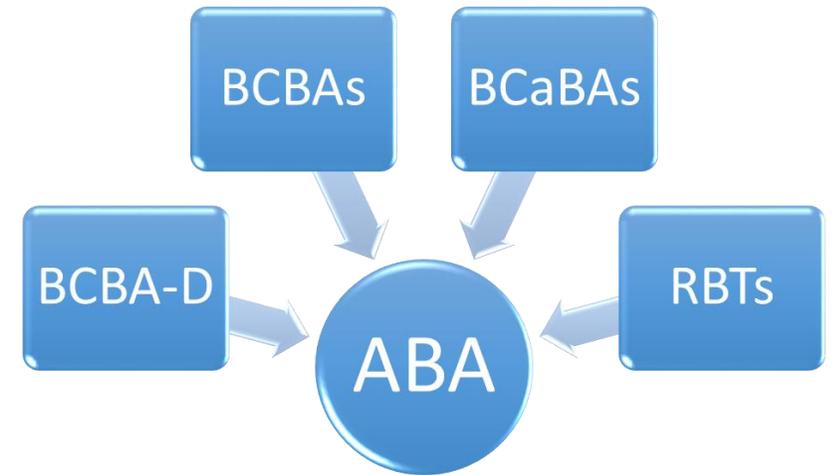
- Parents/Caregivers
- IEP Meeting
- 504 Plan

Referral for Evaluation

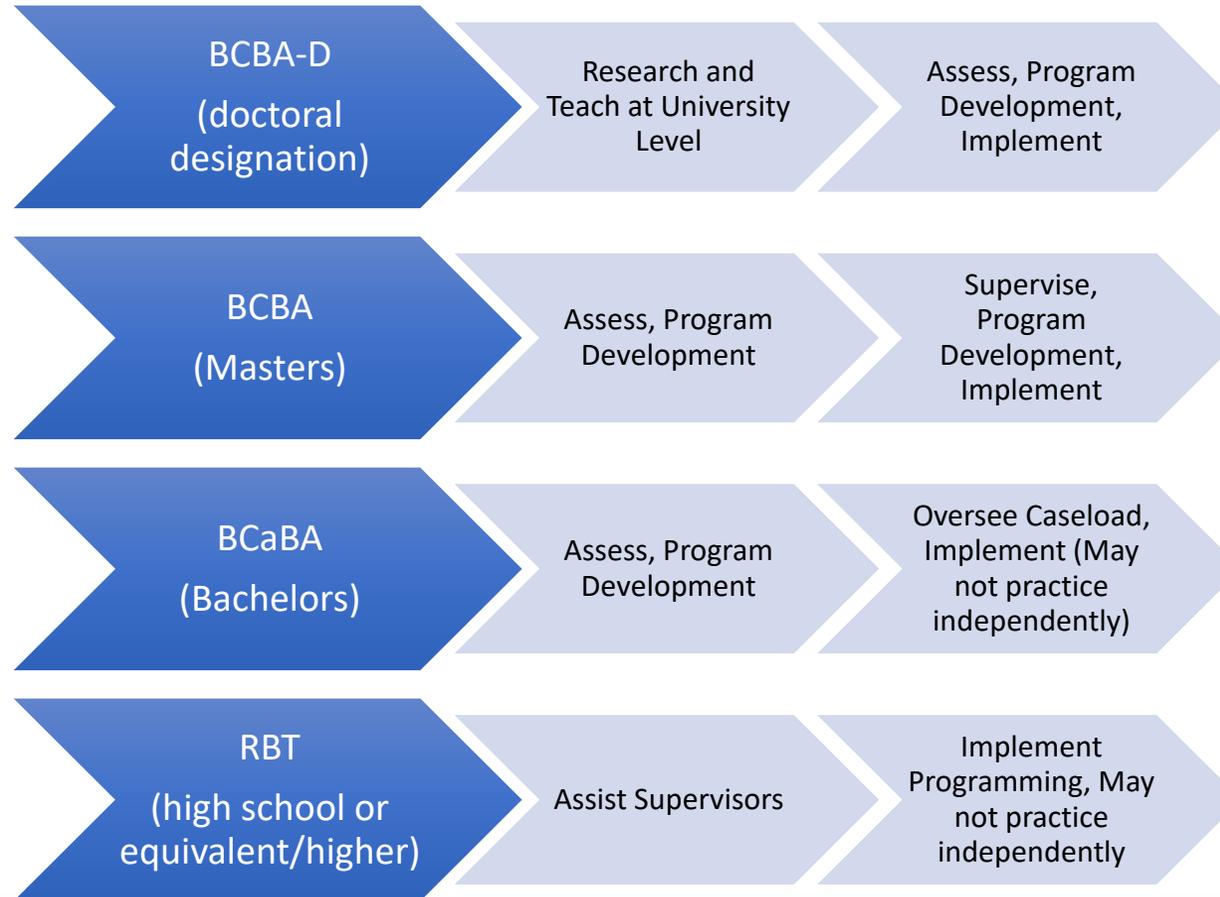
- Speech Language Pathologist (SLP)
- Occupational Therapist (OT)
- Metal Health/ Psychology
- Applied Behavior Analysis (ABA)

Review of Credentialed ABA Practitioners

- Let's review certificant/certifications the BACB offers, and their general role in the service delivery of ABA services:
 - **RBT:** Registered Behavior Technician
 - **BCaBA:** Board Certified Assistant Behavior Analyst
 - **BCBA:** Board Certified Behavior Analyst
 - **BCBA-D:** Board Certified Behavior Analyst (Doctoral level)



Review of Credentialed ABA Practitioners (Cont.)



Review of ABA Framework

1. Conduct comprehensive assessment (BCBA, BCaBA, BCBA-D)
2. Review assessment results (BCBA et al.)
3. Develop individualized treatment plan/curriculum based upon assessment results (BCBA et. al)
4. Identify priorities / create sequence (BCBA et al.)
5. Develop individualized lesson plans (BCBA et al.)
- 6. Implement lesson plans / Take data (RBT/Implementer)**
- 7. Supervision: review and analyze data (BCBA et al. and RBT/implementer)**
8. Modify curriculum as necessary (BCBA et al.)
9. Develop lesson plans (BCBA et al.)
10. Repeat steps 6 through 9

Your Turn! ASR #1

Select the correct response.

- **In general, a student is referred for an ABA evaluation in the school setting because he/she:**
 - A. Is not meeting academic goals as his/her peers
 - B. Is “acting out” or engaging in problematic behaviors
 - C. All of the above
 - D. None of the above

Your Turn! ASR #2

Select the correct response.

- In terms of the ABA Service Delivery framework: Who can not create Behavior Intervention Plans?
 - A. BCBA-D
 - B. BCBA
 - C. BCaBA
 - D. RBT
 - E. None of the above
 - F. All of the above

Who is a Registered Behavior Technician™

What is an RBT®?

- RBT® stands for Registered Behavior Technician™
- Commonly referred to as “direct care” or “front line” staff because they are most frequently the ones directly implementing behavior analytic services with clients and the ones interacting with parents and caregivers



What is an RBT®? (Cont.)

- Because of this, they are directly responsible for:



- Relaying information from caregivers to supervisors and vice versa
- Building rapport with families and other stakeholders to promote collaboration with the team as a whole

What is an RBT® as Defined by the BACB®

“The Registered Behavior Technician (RBT®) is a paraprofessional who practices under the close, ongoing supervision of a BCBA, BCaBA, or FL-CBA. The RBT is primarily responsible for the direct implementation of behavior-analytic services. The RBT does not design intervention or assessment plans. It is the responsibility of the RBT supervisor to determine which tasks an RBT may perform as a function of his or her training, experience, and competence. The BACB certificant supervising the RBT is responsible for the work performed by the RBT on the cases they are overseeing.”

Behavior Analyst Certification Board, 2017

Breaking-Down the Previous BACB® Statement

- The BACB responsible certificant (BCBA or BCaBA supervisor) is responsible for the services RBTs provide to clients
- The RBT will work directly with the client on a daily or weekly basis, while the BCBA will supervise as needed but with a minimum of 5% of the RBTs working hours
- The BCBA will complete necessary assessments for program development and maintenance, while the RBT will assist as requested by the BCBA
- The RBT will implement the client's programs and maintain proper data when programs are run. The BCBA will analyze the data and make changes as necessary
- The BCBA will provide training to the RBT as well as the stakeholders (client's family, teachers, caregivers), while the RBT will assist with training of stakeholders as directed by the BCBA

Role of an RBT[®] in the ABA Service Delivery

ABA Service Task	RBT	Supervisor
Assess Skills	Assist when directed by BCBA et.al.	✓
Create Programs and Goals	✗	✓
Implement Programs	✓	As Needed
Communicate with Stakeholders	✓	✓
Train Stakeholders	Assist when directed by BCBA et.al.	✓
Take Data	✓	✓
Analyze Data	✗	✓
Keep student/client's information confidential	✓	✓

Your Turn! ASR #3

Match the correct credentialed ABA Practitioner with the appropriate task

Implement ABA Programming

Create Treatment/Curriculum Plans

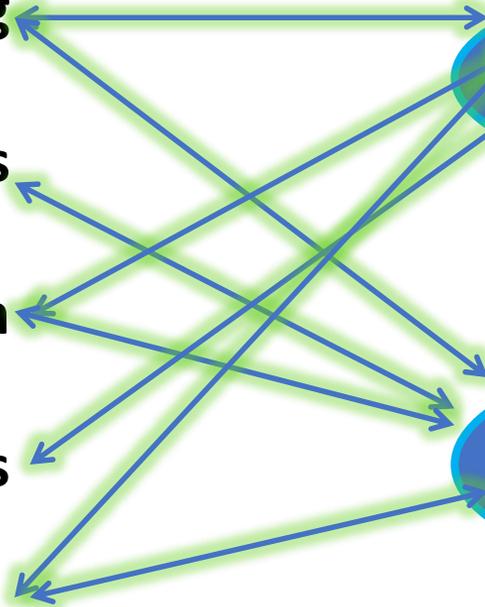
Participate in Supervision

Assist in Assessment Procedures

Collect Data

RBT

Supervisor



Registered Behavior Technician™ Role in the Service Delivery of ABA

RBT[®] Do's and Don'ts

RBT [®] DO's	RBT [®] Don'ts
1. Assist Supervisor with Assessment(s)	1. Complete the Assessment at their own discretion
2. Implement Programs (i.e. reduction behavior, replacement behavior, acquisition skill programs)	2. Create such programs to be implemented with client(s)/student(s) or make modifications to such programs.
3. Complete adequate supervision under the direction of a behavior analyst whom is designated by the BACB as a *responsible certificant	3. Continue to implement programs when Supervision is not obtained during a particular month or time frame.
4. Communicate with stakeholders in a positive and professional manner	4. Share personal life details with stakeholders and speak negatively about other therapists, teachers, technicians, stakeholders, behavior analysts, clients etc.

RBT[®] Do's and Don'ts (Cont.)

RBT [®] DO's	RBT [®] Don'ts
5. Avoid Dual Relationships with client, student, stakeholders (etc.)	5. Accept gifts or engage in multiple relationships with client, student, stakeholders etc.
6. Promotes client's rights and always shows respect and dignity toward the client.	6. Engage in behavior that belittle, "put down" a client or student or engage in "force" tactics.
7. Maintain privacy and optimal security of client's records, data, reports, etc.	7. Share with family and friends "what happened" at a session.
8. Encourage independence with client and/or stakeholders.	8. Become "complacent" in program implementation and refuse to utilize prompt fading strategies
9. Collect data at every session as described by the Behavior Intervention Plan (BIP) in real-time	9. Wait to the end of the session or week to full out the data collection sheets or electronic program

RBT® Do's and Don'ts (Cont.)

RBT® DO's	RBT® Don'ts
10. Always be prepared and timely for each session	10. Being tardy, AWOL, etc. for sessions
11. Wear appropriate clothing for the session.	11. Wear provocative, revealing, or "foul" language clothing
HAVE FUN and LEARN EVERYDAY!	

Assisting with Assessment(s)

- RBTs can assist with assessments by:
 - Preparing the client and environment for the assessment
 - Gather essential program materials
 - Gather data sheets and data collection materials
 - Gather reinforcers (administer preference assessments)
 - Ensure the environment is free of clutter and distraction
 - Taking data during the assessment
 - Completing tasks and trials as delegated by the BCBA

Implementing Programs

- **Prior to implementing:**
 - RBTs begin by reading and reviewing all programs with the BCBA/supervisor prior to beginning services
 - Ask for clarification on any programs that are not clear
- **Prior to beginning each session:**
 - Review programs once again and gather data collection and program materials, as well as reinforcers
 - Be prepared!
 - If you have the opportunity to interact with stakeholders, ask if there has been any change in schedule, behavior, or any new progress or concerns

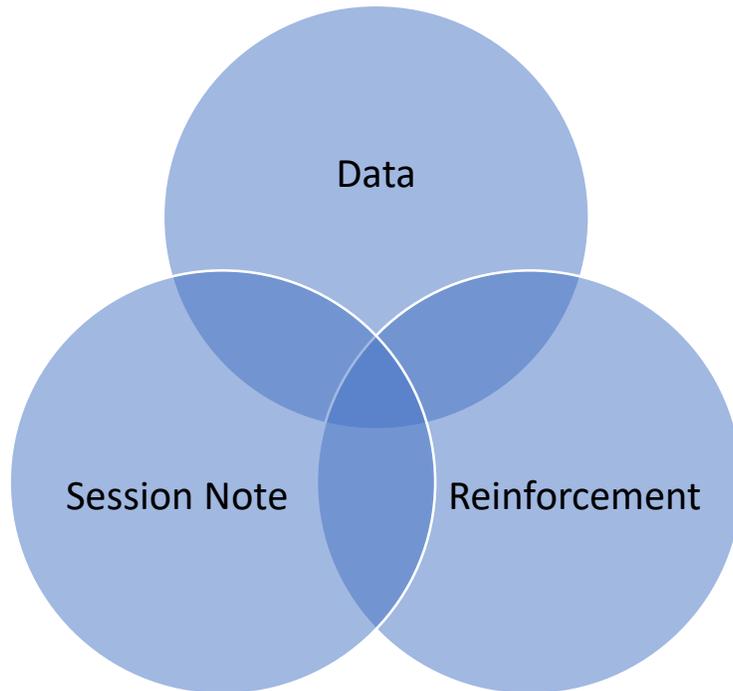


Implementing Programs (Cont.)

- **Begin each session with pairing**
 - Intersperse instruction as designated by the plan
- **Utilize reinforcement systems and prompting as described by the plan**
 - If you're not familiar with prompting and schedules of reinforcement yet, you will be. Implementing these correctly is critical to the efficacy of your clients' programming



Implementing Programs (Cont.)



- **Take data throughout the session and graph at the end of each session or as directed**
- **End each session on a good note** with the student (an easy task that you can provide reinforcement for).
- **Then write a session summary note** that includes programs worked on, summary of data, any new successes or concerns

Your Turn! ASR #4

True or False

1. It is best practices to start a session using pairing techniques. **TRUE**
2. It is within the scope of the RBT[®] role to assist with assessment procedures without being explicated directed by the supervisor. **FALSE**
3. Data collection must be taken throughout the session. **TRUE**

Your Turn! ASR #5

Who's role is to complete the following?

1. **Conduct Assessment** **Supervisor**
2. **Assist with Assessment** **RBT**
3. **Collect Data** **RBT & Supervisor**
4. **Must have supervision to implement programs** **RBT**
5. **Communicate with Stakeholders** **RBT & Supervisor**

Common Careers in the Field of ABA

Real-Life Scenario(s)

- **Amanda's story**
- **What is your story?**
- **Additional Scenarios can be found on Special Learning's Blogs here: <https://www.special-learning.com/blog/article/218>**

Settings Where ABA Practitioners Work

1. Schools
2. ABA Clinics
3. Home-Based and Community ABA Centers
4. Group Homes and Residential Facilities
5. Foster Care System
6. Government
7. University
8. Third-Party Billers (i.e. insurances)

Common Career Titles in School Settings

Title	Required Education	Average Annual Income
Paraprofessional/Aides	Associate degree and/or certification	\$18,300
Behavior Technician/RBT	H.S Diploma or equivalent and certification	\$24,700
Behavior Specialist	Baccalaureate degree	\$37,000
Teachers	Baccalaureate degree and/or certification	\$46,300
Special Education Teacher (SPED)	Baccalaureate degree and/or certification	\$49,900
Behavior Analyst	Baccalaureate but Master's Preferred and certification	\$55,700
District Behavior Analyst	Master's but Doctoral Preferred and certification	\$90,000+

Average income is derived from data reported by PayScale.com

Common Career Titles in ABA Clinics & Community Based

Title	Required Education	Average Annual Income
Behaviour Tutor/Assistant	H.S Diploma or equivalent and some training in ABA (no certification required)	\$26,000
Behavior Technician/RBT	H.S Diploma or equivalent and certification	\$30,900
BCaBA	Baccalaureate degree and certification	\$42,700
BCBA	Master's degree and certification	\$60,000
Clinical Director	Master's degree but Doctoral preferred and certification	\$75,000
BCBA-D	Doctoral degree and certification	\$100,000+

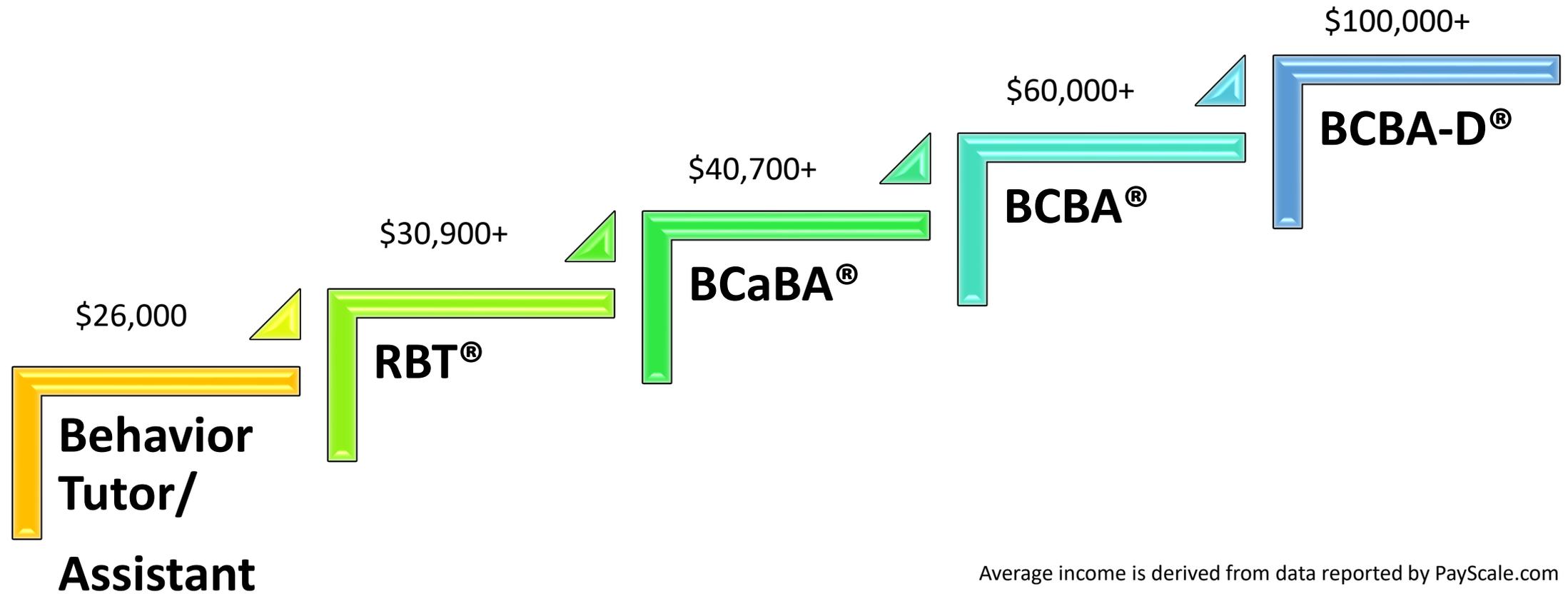
Average income is derived from data reported by PayScale.com

Common Career Titles in Group Home and Residential

Title	Required Education	Average Annual Income
Direct Care Staff	H.S Diploma or equivalent and some training in ABA (no certification required)	\$25,000
Behavior Technician/RBT	H.S Diploma or equivalent and certification	\$30,900
BCaBA	Baccalaureate degree and certification	\$42,700
BCBA	Master's degree and certification	\$60,000
Clinical Director	Master's degree but Doctoral preferred and certification	\$75,000
BCBA-D	Doctoral degree and certification	\$100,000+

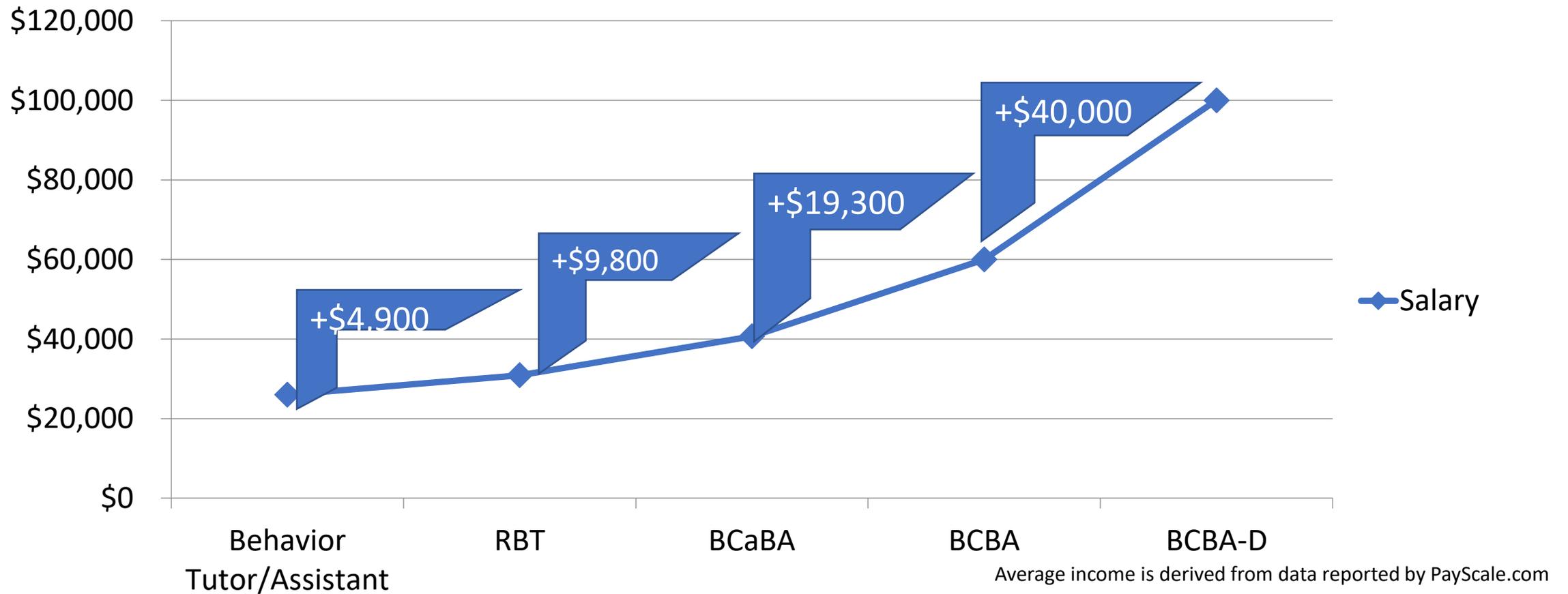
Average income is derived from data reported by PayScale.com

Career Advancement Step-wise Chart



Average income is derived from data reported by PayScale.com

Salary Increase with Career Advancement (Data Analysis)



Key Factors to Career Advancement & Increasing Salary

1. Ongoing professional and personal growth
2. Level of education
3. Possessing certification and/or licensure
4. Experience and area of specialty
5. Location (city, town, county, state, country)

So, What Does this All Mean?

- There is a direct correlation with salary and education level/certification
- As you increase your education and professional development you can increase your annual income respectively by:
 - \$5,000
 - \$10,000
 - \$20,000
 - \$40,000
- As demand for ABA increases globally, so does the need to fill these positions and salary/wages will increase over time as well 😊

Potential Pathways to Career Advancement in the Field of ABA

Common Entry Level Position(s) in ABA

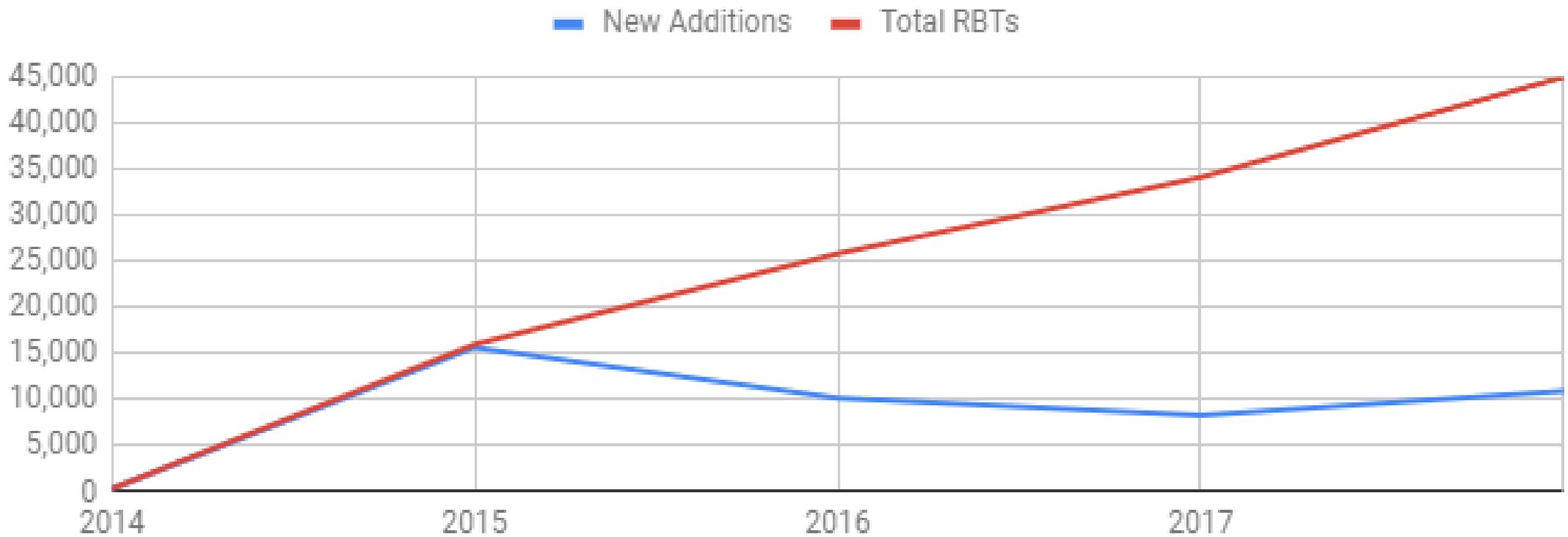
Title	Setting	Required Education	Required Training/ Certification
Direct Care Staff	Group Home, Adult Day Training, Residential Facilities	H.S. Diploma or equivalent	Company in-house training (no formal certification required)
Behavior Tutor/Therapist	All of the above and ABA Centers, Community-based services	H.S. Diploma or equivalent	Company in-house ABA training (no formal certification required)
Registered Behavior Technician	All of the above and Schools	H.S. Diploma or equivalent	RBT 40-hour training, Competency Assessment, Ongoing Supervision and RBT Certification from BACB

Common Mid-Advanced Level Position(s) in ABA

Title	Setting	Required Education	Required Training/ Certification
BCaBA	Group Home, Adult Day Training, Residential Facilities, ABA Centers, Community-based services, schools	Baccalaureate Degree or higher in any discipline	BACB® approved course sequence and BCaBA Certification from BACB
BCBA	All of the above	Master's Degree or higher in the following disciplines: a. Behavior Analysis b. Education c. Psychology	BACB® approved course sequence and BCBA Certification from BACB
BCBA-D	All of the above and Universities	Doctoral Degree and maintained BCBA credential in good standing for a minimum of 1800 hours	Supervision Course Sequence and BCBA-D certification from BACB

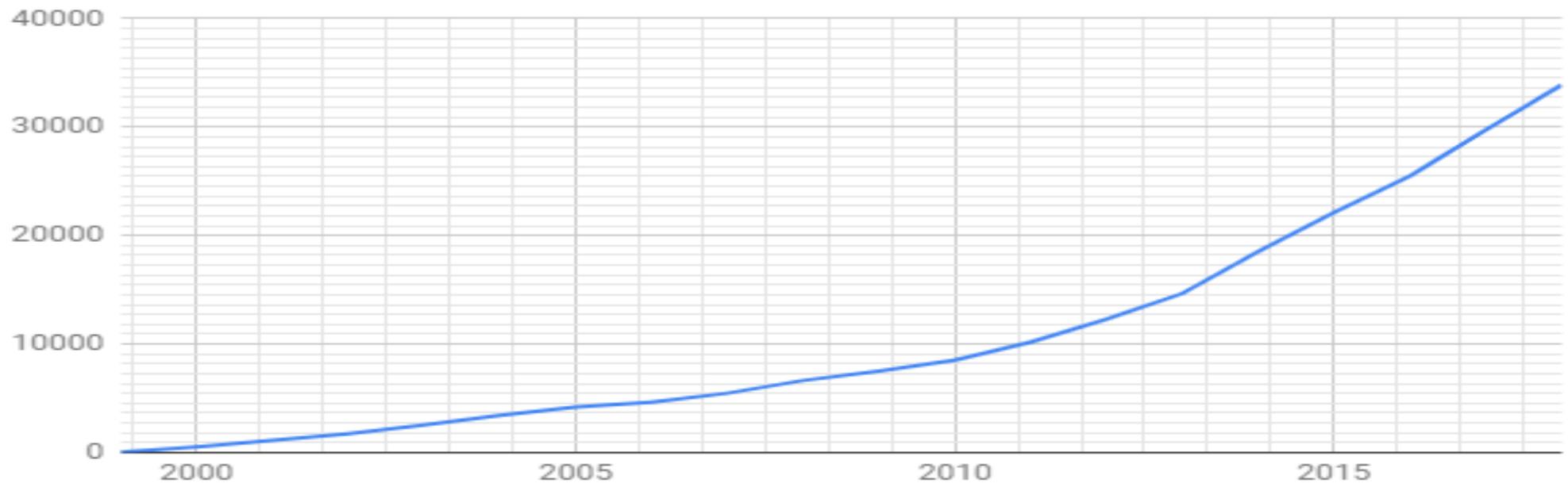
Current Trends of RBTs

Growth of RBTs



Current Trends of Behavior Analysts

Total Growth of Behavior Analysts (1999 to present)



<https://www.bacb.com/bacb-certificant-data/>

Data from BACB.com

Advancing Your ABA Career and Scenario

- **Amanda's Journey to ABA Career Advancement**
- As the previous slides are common mechanics to advancing levels in ABA, there are other options as well.
- To learn more about alternative routes in career advancement please visit the BACB for up-to-date information at www.bacb.com

How-To Potentially Advance Your Career

- Complete this course, pass the Competency Assessment, continue ongoing supervision and become a Credentialed RBT®
- Determine if you are ready to advance your education.
- There are many funding options available to go to college.
 - Self-pay
 - Grants
 - Scholarships
 - Loans
 - Tuition Reimbursement from Companies/Organizations

Using ABA Framework for Personal & Professional Growth

1. Conduct comprehensive assessment
2. Review assessment results
3. Develop individualized treatment plan/curriculum based upon assessment results
4. Identify priorities / create sequence
5. Develop individualized lesson plans
6. Implement lesson plans / Take data

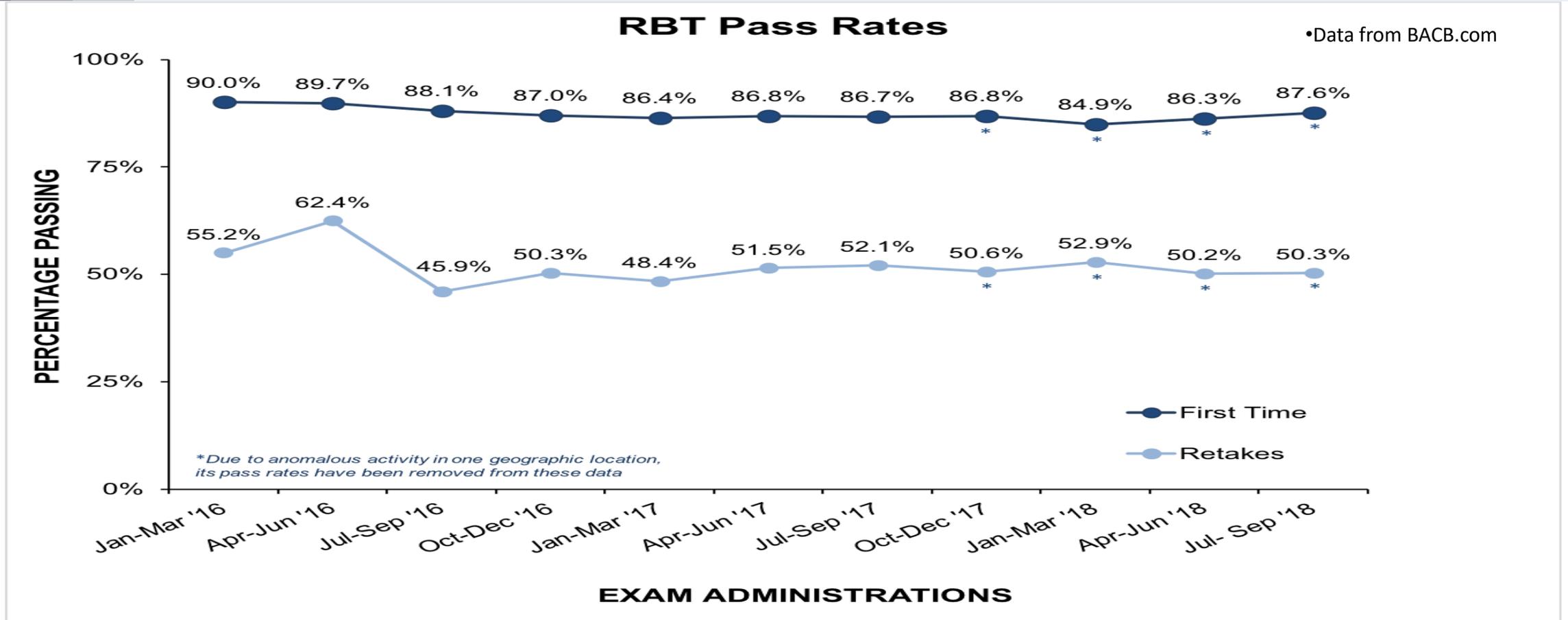
1.) How-To Prepare for Career Advancement (Self-Assessment and Review Assessment)

- Identify your ultimate goal (how advanced would you like to go in the field of ABA in the next 20-30 years?)
 - ✓ RBT
 - ✓ BCaBA
 - ✓ BCBA
 - ✓ BCBA-D
- Identify barriers you may face in obtaining your goal.
 - ✓ Financial
 - ✓ Family
 - ✓ Time Allocation
- Be proactive and think how you will “over come” those barriers.
 - ✓ Financial Assistance
 - ✓ On-Campus Learning
 - ✓ Online Learning
 - ✓ Hybrid Learning

2.) How-To Identify Process for Career Advancement (Creating a Plan and Sequencing Priorities)

- Based on your Career Goal determine the level of education required.
- Identify barriers you may face in obtaining your goal.
 - ✓ Financial
 - ✓ Family
 - ✓ Time Allocation
- Be proactive and think how you will “over come” those barriers.
 - ✓ Financial Assistance
 - ✓ On-Campus Learning
 - ✓ Online Learning
 - ✓ Hybrid Learning
- Identify the school you would like to attend (if pursuing certification through the BACB, always check that school’s data on pass rates of the BACB exam)

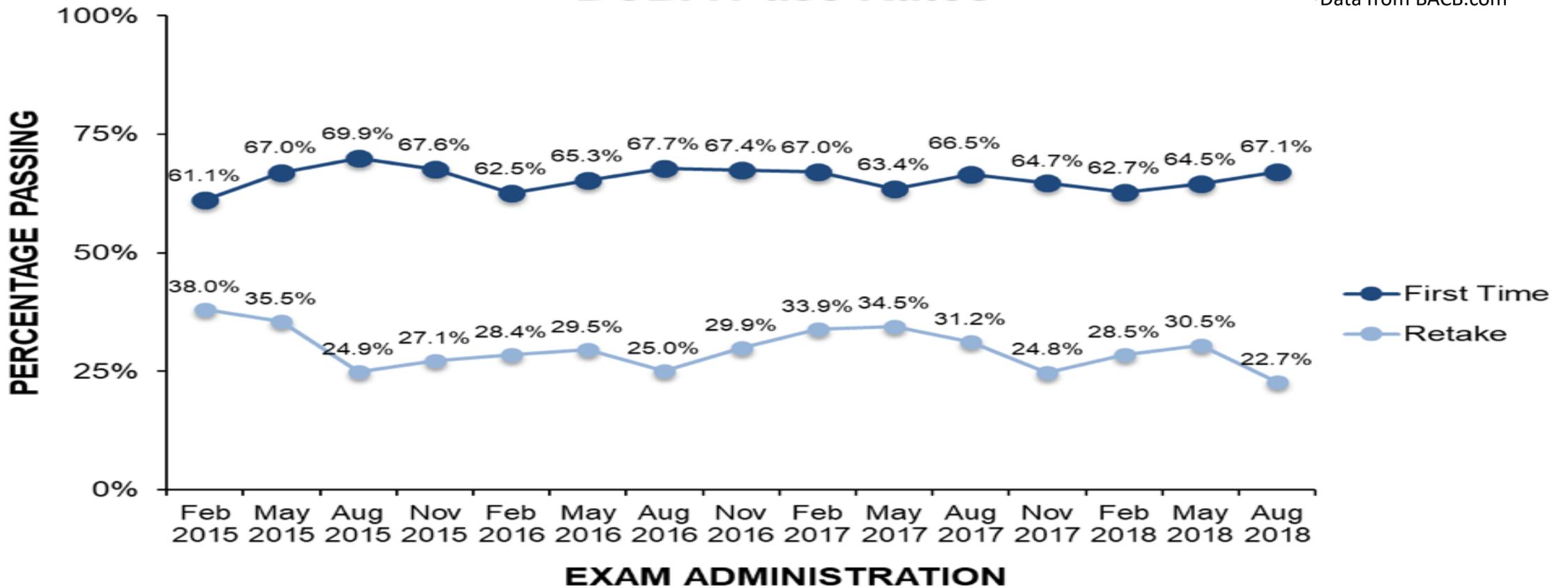
Pass Rate Data for BACB Exams (RBT)



Pass Rate Data for BACB Exams (Behavior Analysts)

BCBA Pass Rates

•Data from BACB.com



3.) How-To Implement the Process for Career Advancement (Implementing the Plan)

- Apply for the university/college with an approved VCS from the BACB/ABAI
 - Go to <http://info.bacb.com/o.php?page=100358> to learn more about approved coursework and colleges
- Secure practicum experience
 - Many times, RBTs that pursue Behavior Analysis higher education can earn a “paid internship” to fulfill their practicum experience
- Do well in the course work and always seek guidance from professors and other individual’s in the field of ABA including your Supervisor!

Resources

- Applied Behavior Analysis for Teachers by Paul A. Alberto & Anne C. Troutman
4th Edition. © 1995 by Prentice Hall, Inc.
- Behavior Analyst Certification Board. (2018). RBT task list (2nd ed.). Littleton, CO: Author.
- Burch, M., & Bailey, J. (2016). *Ethics for behavior analysts* (3rd ed.). Taylor & Francis.
- Fantuzzo, John & Atkins, Marc. (1992). Applied Behavior Analysis for Educators: Teacher Centered and Classroom Based. *Journal of Applied Behavior Analysis, Volume 25*, 37-42.
- The Behavior Analyst Certification Board Professional and Ethical Compliance Code for Behavior Analysts. (2017). *Professional and Ethical Compliance Code for Behavior Analysts*. [online] Available at: <https://bacb.com/wp-content/uploads/2016/03/160321-compliance-code-english.pdf> [Accessed 15 July. 2018].

Congratulations for completing the **2nd** class in the RBT 40-Hour Course!!!

If you have any questions during your Journey to become a credentialed RBT® email:

RBT ® Program Manger:

KLarsen@special-learning.com

Or Support:

Contact@special-learning.com

Thank You for Attending Special-Learning's

Live

RBT ONLINE TRAINING COURSE

Next Session in RBT® Live Classroom Series:

**Comprehensive Overview of ABA Techniques:
Back to the Basics**

**Learn key ABA strategies to include: setting expectations,
avoiding coercive behaviors, planned ignoring, pivot praise,
and of course, positive reinforcement**



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