

## SYLLABUS

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### RBT Course 2022

## Module 1 Introduction, definitions and measurement

### Session 1: autism and behavior analysis

1. Introduction: the goals of the course
2. Autism Spectrum Disorder
  - a. Pervasive Developmental Disorders (DSM IV-TR)
  - b. Autistic Disorder
  - c. Asperger's Disorder
  - d. Rett's disorder
  - e. Disintegrative disorders of childhood
  - f. Generalized Developmental Disorder
  - g. Autism diagnosis according to DSM-V
  - h. Epidemiology
  - i. Causes of autism
  - j. Autism and ABA intervention

Practical session: Multiple choice test

3. Science: some basic concepts
  - a. A definition of science
  - b. Description, prediction and control
  - c. Determinism, empiricism and experimentation
4. Historical notes on behavioral analysis, birth of the BACB® and related certifications (BCBA®-D, BCBA®, BCaBA®, RBT®)
5. Applied behavior analysis
  - a. Definition of Applied Behavior Analysis (ABA)
  - b. The seven characteristics of ABA
6. Basic concepts
  1. Definition of behavior
  2. The environment and the stimuli

Practical session: Multiple choice test

7. Respondent conditioning paradigm

8. Operant conditioning paradigm
  - a. The three-term contingency (ABC)
  - b. Types of antecedents and consequents
  - c. The operational definition of behavior (topography and function)

Practical session:

- Multiple choice test
- Reporting 3 examples of operant behavior and 3 examples of responsive behavior
- Analyzing behavior through three-term contingency (video)

Homework:

- Analyzing behavior through three-term contingency (3 contingencies)
- Analyzing 3 respondent behaviors

## Session 2: Behavior measurement and data collection

9. Science, measurement, data

10. Preparation for measurement

Practical session

- Multiple choice test

11. The measurable dimensions of behavior and related measures

- a. Counting: frequency and percentage of correctness
- b. Temporal extension: duration
- c. Temporal locus: latency and IRT

Practical session

- Multiple choice test

12. Measuring tools

- a. Tally counters
- b. Stopwatch
- c. Programmable timer
- d. Data collection sheets

13. Measurement strategies

- a. Continuous measurement
- b. Interval measurement
  1. Partial interval recording
  2. Whole interval recording
  3. Momentary time sampling
- c. Measurement of permanent products

Practical session

- Multiple choice test
- Continuous measurement of the frequency of behavior (video)
- Partial interval recording (video)
- Whole interval recording (video)
- Momentary time sampling (video)
- Continuous duration measurement (video)
- Measurement of the percentage of correctness

14. Graphical representation of the data

- a. Usefulness of graphs
- b. Frequency polygons - Characteristics and components
- c. Histograms

- d. Cumulative charts
- e. Building a chart

Practical session

- Building a frequency chart with Microsoft Excel or Apple Numbers
- Building a cumulative chart with Microsoft Excel or Apple Numbers

15. Assist the behavior analyst with individualized assessment procedures

1. ABLLS-R
2. VB-MAPP
3. AFLS
4. Baseline and intervention: notes on the most famous research designs in Applied Behavior Analysis

Homework

- Measure behavior (frequency)
- Measuring Behavior (Duration)
- Build a chart

## Module 2 Changing behaviors

### Session 3: positive reinforcement

16. Behavioral intervention

- a) Interventions on the consequents
- b) Interventions on the antecedents
- c) Direct manipulation of behavior: advantages and disadvantages

17. Increasing Behavior: Positive Reinforcement (SR +)

- a) Definition
- b) Procedures and use
- c) Factors that influence the effectiveness of the reinforcement
- d) Automatic reinforcement
- e) Relationship between reinforcement and Sd
- f) Relationship between reinforcement and MO
- g) Unconditional and conditioned reinforcements
- h) Classification of positive reinforcers on the basis of formal properties
- i) Identifying potential reinforcers: the preference assessment
- j) Automatic reinforcement
- k) Guidelines for the effective use of positive reinforcement
- l) Pitfalls of Positive Reinforcement
- m) Preference assessment

Practical session: Multiple choice test

### Session 4: negative reinforcement, reinforcement schedules, MOs

18. Increasing Behavior: Negative Reinforcement (SR-)

- a) Definition
- b) Negative Reinforcement VS Punishment
- c) Procedures and use
- d) Escape and avoidance contingencies
- e) Pitfalls of negative reinforcement

Practical session:

- Multiple choice test
- Analyzing behavior by identifying reinforcement contingencies (video)
- Reporting 3 contingencies that involved the use of positive reinforcement
- Reporting 3 contingencies that involved the use of negative reinforcement

#### 19.Reinforcement schedule

- The boundaries of the reinforcement schedules: continuous reinforcement and extinction
- Basic intermittent reinforcement schedule
  - Fixed interval intermittent reinforcement
  - Variable interval intermittent reinforcement
  - Fixed ratio intermittent reinforcement
  - Variable ratio intermittent reinforcement
- Reduction of the reinforcement schedule
- Differential reinforcement of the response rate
  - Differential reinforcement of low rate responses
  - Differential reinforcement of high rate responses
- Concurrent Reinforcement Schedule

#### Practical session:

- Apply an FI reinforcement schedule
- Apply a FR reinforcement schedule
- Apply a VR reinforcement schedule

#### 20.The motivational operation (MO)

- Definition
- Procedures and use
- Establishing operation and abolishing operation
- Evocative and abative effect
- UMO & CMO

#### Practical session:

- Multiple choice test

#### Homework

- Analyzing 3 behavioral contingencies describing the use of positive reinforcement to increase the frequency of behavior
- Analyzing 3 behavioral contingencies describing the use of negative reinforcement to increase the frequency of behavior
- Analyzing 3 behavioral contingencies describing the use of EO to increase the frequency of behavior

## Session 5: Behavior Reduction Procedures

#### 21.Reduce a behavior: extinction

- Definition
- Extinction of behaviors maintained by positive reinforcement
- Extinction of behaviors maintained by negative reinforcement
- Extinction of behaviors maintained by automatic reinforcement
- The extinction burst
- Guidelines for the effective use of extinction
- Combining extinction with other procedures
- Pitfalls of extinction

Practical session:

- Multiple choice test
- Reporting 3 contingencies that involved the use of extinction

22. Positive punishment (SP+) and negative punishment (SP-)

- a) Definition
- b) Procedures and use
- c) Conditional and unconditional punishers
- d) Positive punishment procedures: notes on reprimands, response blocking, contingent exercise, overcorrection
- e) Side effects of the use of punishment
- f) Use of punishment with other procedures
- g) Negative punishment procedures: time-out
- h) Negative punishment procedures: response cost
- i) Ethics in the use of punishment
- j) Pitfalls of Punishment

Practical session:

- Multiple choice test
- Reporting 3 contingencies that involved the use of positive punishment
- Reporting 3 contingencies that involved the use of negative punishment

## Module 3

### Develop new behaviors

#### Session 6: Verbal Behavior and teaching procedures

23. Verbal Behavior

- a) Introduction to theories of language
- b) Definitions of verbal behavior based on topography and function
- c) The verbal operants: mand and mand training
- d) The verbal operants: tact and tact training
- e) The verbal operants: echoic and echoic training
- f) The verbal operants: intraverbal and intraverbal training
- g) The verbal operants: textual and transcription
- h) The listener behavior

Practical session:

- Multiple choice test
- Recognize the verbal operants
- Practical training in couples: perform Tact, Echoic and Listener training by applying the appropriate correction procedures

24. Shaping

- a) Definition
- b) Procedure and use
- c) Shaping of different dimensions of behavior
- d) Shaping across and within topographies
- e) Steps for the implementation of shaping
- f) Pitfalls and limitations of shaping

Practical session:

- Multiple choice test
- Shaping with a clicker

Homework

- Analyze 3 examples of each of the verbal operants
- Analyze 3 contingencies that involved the use of positive punishment
- Analyze 3 contingencies that involved the use of negative punishment
- Analyze 3 contingencies that involved the use of extinction

## Session 7: Further teaching procedures

### 25. Stimulus control, Prompting and prompt fading

- Definition
- Discrimination training: Sd and SΔ
- Procedure and use of prompt fading: transfer of the response
- Prompt hierarchy
- Most-to-least and least-to-most prompts
- Prompt delay
- Use of "no" and response correction procedures
- Errorless Learning
- Pitfalls of prompt

#### Practical session:

- Multiple choice test
- Practical training in couples: use of prompt fading
- Practical training in couples: perform training Mand, Tact, Echoic, Intravebal and Listener by applying the appropriate correction procedures

### 26. Generalization

- Generalization of the stimulus
- Matching to sample
- Generalization of the response
- Maintenance
- Strategies to promote generalization
- Pitfalls of generalization

#### Practical session:

- Multiple choice test
- Reporting 5 behavioral contingencies in which Sr +, Sr-, EXT, Sp +, Sp- appear respectively
- Practical training in couple: perform Mand, Tact, Echoic, Intraverbal and Listener training by collecting data and applying the appropriate correction procedures

### 27. Chaining

- Definition
- Procedure and use
- Task analysis
- Forward chaining
- Backward chaining
- Total task presentation

#### Practical session:

- Multiple choice test
- Practical training in couple: Backward and forward chaining of behavior

#### Homework

- Analyze 5 behavioral contingencies in which Sr +, Sr-, EXT, Sp +, Sp- appear
- Select a behavior, collect the baseline, build the graph, implement an intervention based on Sr+, collect follow-up data.

## Session 8: Differential reinforcement and important elements for the session

28. Differential reinforcement

- a) Definition
- b) Differential Reinforcement of Alternative Behavior (DRA)
- c) Differential reinforcement of Incompatible behavior (DRI)
- d) Differential reinforcement of Other behavior (DRO)

Practical session:

- Multiple choice test
- Practical training in couple: applying DRO

29. Important elements and procedures in the organization of the session

- a) Pairing - Transferring the value of reinforcement to the ABA tutor and other stimuli
- b) Token Economy
- c) Instructional control - 7 points for a favorable relationship
- d) DTT teaching
- e) Response correction procedures during DTT
- f) Mix & vary
- g) IT procedure

30. Components of a behavioral acquisition plan

Practical session:

- Multiple choice test
- Prepare for an ABA session
- Practical training in couple: carry out Mand, Tact, Echo, Intraverbal and Listener training by collecting data, applying the appropriate correction procedures and applying token economy
- Practical training in couple: applying mix & vary

31. Assist in the training of stakeholders

Homework

- Analyze 5 behavioral contingencies in which Sr +, Sr-, EXT, Sp +, Sp- appear
- Analyze a 3-term contingency drawn from one's daily experience for each verbal operant
- Select a behavior, collect the baseline, build the graph, implement an intervention based on EXT by continuing to collect data

## Module 4 Unwanted behaviors

### Session 9: Management of unwanted behavior and principles ethics

32. Problem Behaviors in Autism Spectrum Disorders

- a) Definition of problem behavior
- b) Stereotypical behaviors
- c) The functions of behavior
  - a) Positive social reinforcement (attention)
  - b) Positive tangible reinforcement
  - c) Positive Automatic reinforcement
  - d) Negative reinforcement
  - e) Negative social reinforcement (escape)
  - f) Negative automatic reinforcement
- d) Assisting in functional assessment procedures (FBA)
- e) Intervention on problem behavior

- a) Interventions on antecedents
- b) The relationship between OM, verbal behavior and problem behavior
- c) Interventions on consequents
- d) Differential reinforcement interventions

33. Essential components of a written behavior reduction plan

34. Intervention on unwanted behavior in crisis or emergency situations

1. An example: management of shouts
2. An example: management of self-injurious behaviors (SIB)

Practical session:

- Multiple choice test

Practical session:

- Practical training in couple: carry out Mand, Tact, Echoic, Intraverbal and Listener training by collecting data, applying the appropriate correction procedures, applying mix & vary, compiling intervention data sheets, applying token economy.

35. Ethics

- a) Why a chapter on ethics in a course on behavior analysis?
- b) Describe the BACB's RBT supervision requirements and the role of RBTs in the service-delivery system.
- c) The right to effective treatment
- d) Data recording
- e) Protection of the client's dignity, health and safety
- f) The role of the ABA tutor towards the client
- g) The role of the ABA tutor towards the behavior analyst
- h) Promote, maintain and expand professional skills
- i) Respond appropriately to feedback and maintain or improve performance accordingly.
- j) Communicate with stakeholders (e.g., family, caregivers, other professionals) as authorized.
- k) Maintain professional boundaries (e.g., avoid dual relationships, conflicts of interest, social media contacts).
- l) Maintain client dignity.

Practical session: Multiple choice test

36. Professional conduct

- a) Communicate with significant others
- b) Record salient variables during the intervention
- c) Reporting
- d) Sensitive data protection
- e) Confidentiality guarantees
- f) Maintain the boundaries related to the profession
- g) Effectively communicate with a supervisor in an ongoing manner.
- h) Actively seek clinical direction from supervisor in a timely manner.
- i) Report other variables that might affect the client in a timely manner.
- j) Generate objective session notes for service verification by describing what occurred during the sessions, in accordance with applicable legal, regulatory, and workplace requirements.
- k) Comply with applicable legal, regulatory, and workplace data collection, storage, transportation, and documentation requirements.

37. RBT® Ethics Code

38. Rules and regulations to maintain the RBT® certification



## Session 10

Theoretical exam: 110 multiple choice questions to be completed in 90 minutes.

Practical exam: role-playing with the teacher or assistant and questioning on the relevant issues

Passing both exams will guarantee the issuance of the certificate of attendance and passing of the exams of the course, with stamp and signature of teacher.