RBT Flash Cards
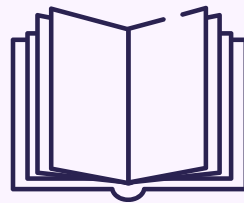
Registered Behavior Technician

RBT Domain A: Measurement

Frequency	**Counting how many times a behavior occurs.**
	Example: Client raises hand 5 times.
Rate	**Frequency of behavior per unit of time.**
	Example: Client screams 3 times per hour.

Duration	**Total time a behavior occurs.** Example: Tantrum lasted 10 minutes.
Latency	**Time from instruction to start of behavior.** Example: 2 seconds between instruction and compliance.

Interresponse Time (IRT)	**Time between two responses.** Example: 5 minutes between bathroom requests.
Continuous Measurement	**Capturing every instance of behavior.** Example: Counting every time client claps.

Discontinuous Measurement	**Capturing some instances based on intervals.** Example: Partial interval recording of hand flapping.
Partial Interval Recording	**Marking if behavior occurred at any time in interval.** Example: Flapping recorded if occurred within 10 sec.

Whole Interval Recording	**Behavior must occur throughout the interval.** Example: Sitting quietly during full 10-second interval.
Momentary Time Sampling	**Checking at specific moments.** Example: At end of 30 seconds, is client seated?

Permanent Product	**Measuring outcome after behavior.** Example: Counting completed math problems.
Trial-by-Trial Data	**Recording response for each opportunity.** Example: Correct/incorrect marked for every flashcard.

Percent Correct

Percentage of correct responses.

Example: 8/10 answers correct = 80% accuracy.

Cumulative Record

Graph showing total responses over time.

Example: Line slopes upward with each response.

Event Recording	**Recording each discrete occurrence.** Example: Counting every head nod.
Interobserver Agreement	**Degree of agreement between observers.** Example: Two observers record 90% of same events.

Accuracy	**Extent data reflects true behavior.** Example: Correctly measured tantrum lasted 5 minutes.
Reliability	**Consistency of measurement.** Example: Two sessions with the same result.

Validity

Measuring what is intended.

Example: Using duration for tantrums, not frequency.

Topography

Form or shape of behavior.

Example: Punch vs. slap.

Magnitude

Force/intensity of response.

Example: Volume of yelling.

Observation Period

Defined time of measurement.

Example: Recording during 1-hour session.

Sampling Methods

Techniques to estimate behavior occurrence.

Example: Partial interval sampling.

Data Integrity

Accuracy and honesty of data recording.

Example: Recording without fabrication.

Graphing

Visual display of data.

Example: Line graph of aggression frequency.

Level

Value of data on y-axis.

Example: Frequency = 5 times/day.

Trend	**Overall direction of data path.** Example: Aggression decreasing over weeks.
Variability	**Extent data points differ.** Example: Data fluctuates between 2 and 10 responses.

Baseline

Data before intervention.

Example: 3 tantrums per day before treatment.

Data Path

Line connecting data points.

Example: Graph shows line across sessions.

RBT Domain B: Assessment

Preference Assessment	**Process to identify items/activities that may function as reinforcers.** Example: Giving choices of toys to see which client picks most.
Single Stimulus Method	**Presenting one item at a time to assess preference.** Example: Offering toy car and observing if client engages.

Paired Stimulus Method	**Presenting two items at a time to assess preference.** Example: Choosing between bubbles and ball.
MSW (With Replacement)	**Multiple stimuli given, selected item replaced each trial.** Example: Choosing from 5 snacks, chosen snack goes back in set.

MSWO (Without Replacement)	Multiple stimuli given, selected item removed each trial. Example: Chosen snack is removed from next round.
Functional Behavior Assessment (FBA)	Process to identify function of behavior. Example: Interview, observation, and data collection on aggression.

Indirect Assessment	**Using interviews, rating scales, or checklists.** Example: Parent reports tantrum occurs before bedtime.
Direct Assessment	**Observing and recording behavior in real time.** Example: Therapist records head hitting during session.

ABC Data Collection

Recording Antecedent, Behavior, and Consequence.

Example: Antecedent: demand → Behavior: scream → Consequence: escape.

Scatterplot Recording

Identifying when/where behavior occurs across day.

Example: Chart shows tantrums mainly before lunch.

Baseline Data

Initial measurement before intervention.

Example: Client tantrums 4 times daily before treatment.

Functional Analysis

Systematically manipulating antecedents/consequences to find behavior function.

Example: Attention given after tantrum to test function.

Social Validity

Acceptability and importance of goals and outcomes.

Example: Parents agree skill taught is meaningful.

Skill Assessment

Identifying strengths/deficits (e.g., VB-MAPP, ABLLS).

Example: Assessing communication skills.

Probing

Testing new skills without teaching.

Example: Asking client to spell word before instruction.

Ecological Assessment

Gathering info about environment and routines.

Example: Observing child in classroom and home.

Norm-Referenced Assessment	Comparing client to same-age peers. Example: Standardized test percentile ranks.
Criterion-Referenced Assessment	Comparing performance to a set standard. Example: 80% correct required to pass.

| Curriculum-Based Assessment | Assessing progress on academic/learning goals. Example: Reading fluency measured weekly. |
| Reinforcer Assessment | Testing effectiveness of potential reinforcers. Example: Giving snack after task completion to see if behavior increases. |

Motivating Operations in Assessment

Identifying conditions that change effectiveness of reinforcers.

Example: Food deprivation increases value of snacks.

Trial-Based Assessment

Conducted in discrete trials.

Example: Presenting toy choices across multiple trials.

Checklist Assessment

Using structured lists to evaluate behaviors/skills.

Example: Teacher completes classroom behavior checklist.

Interview Assessment

Collecting info from caregivers/teachers.

Example: Asking parents about bedtime behaviors.

Observation Assessment	**Watching client in natural settings.** Example: Observing play interactions at school.
Analog Assessment	**Simulated situations to assess behavior.** Example: Role-playing task demands to observe escape behavior.

| Descriptive Assessment | Recording behavior as it naturally occurs.

Example: Noting every tantrum during free play. |

| Structured Assessment | Conducting tests under controlled conditions.

Example: Therapist sets up demand situation to observe escape. |

Skills Tracking System

Monitoring client's skill acquisition across time.

Example: Mastery chart for communication skills.

Dynamic Assessment

Testing potential for learning under guidance.

Example: Teaching briefly during test to see learning speed.

RBT Domain C: Skill Acquisition

Skill Acquisition Plan (SAP)	**Written plan for teaching new skills.** Example: Plan includes targets, prompts, reinforcement.
Discrete Trial Training (DTT)	**Structured teaching with clear start/end.** Example: Therapist presents "touch nose," gives reinforcement.

Natural Environment Teaching (NET)

Teaching in everyday contexts.

Example: Teaching colors during play with blocks.

Task Analysis

Breaking skills into small steps.

Example: Handwashing broken into 10 steps.

| **Forward Chaining** | **Teaching steps in order, first to last.**

Example: Learner masters step 1, then adds step 2, etc. |
| **Backward Chaining** | **Teaching last step first.**

Example: Learner completes last step of tying shoes. |

Total Task Chaining	**Teaching all steps in sequence each trial.** Example: Practicing full toothbrushing each time.
Shaping	**Reinforcing successive approximations of behavior.** Example: Reinforce saying "wa" → "water."

Prompting

Adding cues to evoke correct response.

Example: Gestural, verbal, or physical assistance.

Prompt Fading

Gradual removal of prompts.

Example: Moving from full physical to partial prompt.

Reinforcement	**Increases likelihood of behavior.** Example: Giving candy after compliance.
Positive Reinforcement	**Adding stimulus to increase behavior.** Example: Stickers given after cleaning up toys.

Negative Reinforcement

Removing stimulus to increase behavior.

Example: Stopping loud noise when task completed.

Continuous Reinforcement (CRF)

Reinforcement every correct response.

Example: Candy after each correct answer.

Intermittent Reinforcement (INT)	Reinforcement sometimes. Example: Praise after every 3–4 responses.
Fixed Ratio (FR) Schedule	Reinforcement after set number of responses. Example: FR-5 = reinforcement after 5 correct answers.

Variable Ratio (VR) Schedule	**Reinforcement after varying number of responses.** Example: Slot machines (VR schedule).
Fixed Interval (FI) Schedule	**Reinforcement after set time if response occurs.** Example: FI-2 min = reinforce first response after 2 min.

Variable Interval (VI) Schedule	**Reinforcement after varying time intervals.** Example: VI-5 min = reinforce first response after ~5 min.
Generalization	**Skills transfer across settings/people/materials.** Example: Saying "dog" at home and at park.

Maintenance	**Continued use of learned skill over time.** Example: Client still washes hands independently after months.
Errorless Learning	**Preventing errors by prompting immediately.** Example: Therapist gives full prompt before client can err.

Most-to-Least Prompting	Start with strong prompt, fade to weaker. Example: Full physical → partial → gestural.
Least-to-Most Prompting	Allow independence, add prompts as needed. Example: Wait, then gesture, then physical.

Stimulus Control	**Behavior occurs in presence of specific SD.** Example: Saying "red" only when shown red card.
Discriminative Stimulus (SD)	**Cue signaling reinforcement availability.** Example: Instruction "clap hands" is SD.

Motivating Operations (MO)

Alters effectiveness of reinforcers.

Example: Hunger increases value of food.

Mastery Criteria

Defined level for skill mastery.

Example: 80% accuracy across 3 sessions.

Probe Trials

Assessing skill without teaching.

Example: Asking math problem before formal teaching.

Incidental Teaching

Teaching in naturally occurring opportunities.

Example: Prompting request for toy during play.

RBT Domain D:
Behavior Reduction

Behavior Reduction Plan (BRP)	**Written plan to decrease challenging behaviors.** Example: Plan includes function, replacement skills, procedures.
Challenging Behavior	**Behavior that interferes with learning/safety.** Example: Aggression, self-injury, property destruction.

Antecedent Intervention	**Strategies to modify environment before behavior occurs.** Example: Removing triggers, offering choices.
Consequence Intervention	**Responses after behavior to reduce recurrence.** Example: Planned ignoring, extinction.

Extinction

Withholding reinforcement for a behavior.

Example: Ignore tantrums maintained by attention.

Escape Extinction

Preventing escape following problem behavior.

Example: Requiring task completion despite tantrum.

Attention Extinction

Withholding attention after problem behavior.

Example: Not reacting to whining for attention.

Tangible Extinction

Denying access to items after problem behavior.

Example: No toy after grabbing.

Automatic Extinction

Blocking self-stim behavior reinforcement.

Example: Helmet prevents head-hitting reinforcement.

Differential Reinforcement (DR)

Reinforcing alternative behaviors while reducing target one.

Example: Reinforce asking nicely, not screaming.

DRA (Alt. Behavior)	**Reinforce appropriate alternative.** Example: Reinforce asking for toy instead of grabbing.
DRI (Incompatible Behavior)	**Reinforce behavior incompatible with problem.** Example: Reinforce sitting to reduce running.

DRO (Other Behavior)	**Reinforce absence of behavior in interval.**
	Example: Reinforce no hitting in 5 minutes.
DRL (Low Rates)	**Reinforce lower frequency of behavior.**
	Example: Reinforce fewer than 3 outbursts per day.

DRH (High Rates)	**Reinforce higher frequency of desirable behavior.** Example: Reinforce raising hand 5+ times.
Function of Behavior	**Reason behavior occurs (escape, attention, tangible, automatic).** Example: Child screams to escape task.

Functional Behavior Assessment (FBA)	**Process to identify function of behavior.** Example: Interviews, observation, data collection.
Functional Analysis (FA)	**Experimental manipulation of antecedents/ consequences.** Example: Testing if escape maintains tantrum.

Replacement Behavior	**Appropriate behavior taught to serve same function.** Example: Asking for break instead of leaving seat.
Behavior Intervention Plan (BIP)	**Written plan outlining strategies to reduce behavior.** Example: Includes antecedent, teaching, consequence strategies.

Crisis Management Procedures	**Emergency procedures for dangerous behavior.** Example: Blocking self-harm, calling for help.
Punishment	**Procedure that decreases behavior likelihood.** Example: Timeout after aggression.

Positive Punishment

Adding aversive stimulus to reduce behavior.

Example: Adding extra chores after lying.

Negative Punishment

Removing stimulus to reduce behavior.

Example: Taking away toy after hitting.

Response Blocking

Physically preventing behavior from occurring.

Example: Blocking hand from hitting.

Response Cost

Removal of reinforcement contingent on behavior.

Example: Loss of tokens after aggression.

Overcorrection

Restitutional or positive practice response.

Example: Cleaning entire table after spilling.

Restitutional Overcorrection

Repairing environment beyond original state.

Example: Cleaning whole floor after making mess.

Positive Practice Overcorrection	**Repeated practice of correct behavior.** Example: Practicing walking in hallway correctly 5 times.
High-Probability Request Sequence	**Rapid compliance with easy tasks increases compliance.** Example: "Clap hands, touch nose, sit down" → then demand.

RBT Domain E: Documentation and Reporting

Documentation

Recording data, progress, and events during sessions.

Example: Completing session notes after therapy.

Objective Reporting

Writing observable, measurable facts without opinion.

Example: "Client cried for 2 minutes" vs. "Client was upset."

Subjective Reporting	**Personal opinion or interpretation (to be avoided).** Example: "Client was angry at me."
Session Notes	**Daily documentation of client progress and activities.** Example: ABA tech notes behavior data and goals addressed.

Data Collection

Recording frequency, duration, intensity, etc.

Example: Counting how many times client hits.

Graphing Data

Visual representation of collected data.

Example: Line graph of tantrums over sessions.

Progress Monitoring

Ongoing tracking of skill acquisition and behavior reduction.

Example: Comparing baseline to current data.

Incident Report

Formal documentation of unusual or harmful event.

Example: Recording injury or aggression episode.

Mandated Reporting

Legal obligation to report abuse, neglect, or harm.

Example: Reporting suspected abuse to authorities.

Confidentiality

Protecting client's private information.

Example: Using client initials instead of full name.

HIPAA	**Law protecting health information privacy.** Example: Storing files in locked cabinet.
FERPA	**Law protecting educational records.** Example: Parents access student's ABA progress.

Treatment Integrity	**Ensuring interventions are implemented as written.** Example: Following BIP exactly as designed.
Treatment Fidelity	**Accuracy in carrying out protocols.** Example: Running DTT steps as trained.

Data Integrity

Accuracy and completeness of recorded data.

Example: Entering all trials without omission.

Daily Log

Chronological record of events or activities.

Example: Start/end time, activities completed.

Session Summary	**Brief recap of session outcomes.** Example: "3/5 goals mastered, tantrums decreased."
Communication Notes	**Documentation of communication with families/staff.** Example: Email summary to parent logged in file.

Objective Measurement	**Data based on observable behavior, not opinion.** Example: Duration of crying recorded in minutes.
Interobserver Agreement (IOA)	**Measure of reliability between observers' data.** Example: Both observers agree tantrum lasted 5 min.

| Treatment Plan | Plan written by BCBA with long-term and short-term goals.

Example: Includes skill acquisition targets. |
|---|---|
| Mastery Criteria | Standard for determining skill mastery.

Example: 80% correct over 3 sessions. |

Discontinuation Criteria

When to stop teaching a goal.

Example: Stop teaching if client mastered or not progressing.

Service Notes

Official documentation required by funding sources.

Example: Medicaid billing note.

Session Debrief	**End-of-session communication with caregivers/teachers.** Example: Explaining data trends to parent.
Report Writing	**Formal summary of progress or outcomes.** Example: Quarterly progress report.

Baseline Reporting	Documenting performance before intervention. Example: Client engaged in aggression 10x/day before BIP.
Summative Report	End-period summary of client progress. Example: Annual progress report.

Documentation Timeliness

Completing reports within required timeframe.

Example: Session note submitted same day.

Accuracy in Documentation

Ensuring data and reports are truthful and correct.

Example: Avoiding fabricated or estimated data.

RBT Domain F:
Professional Conduct and Scope of Practice

Professional Conduct	**Behaving in accordance with ethical and professional standards.** Example: Arriving on time, prepared, and respectful.
Code of Ethics (BACB)	**Ethical rules guiding behavior analysts and RBTs.** Example: Following confidentiality rules.

Scope of Practice	**Tasks RBTs are trained and competent to perform.** Example: Collecting data, implementing plans (not designing).
Competence	**Providing services only within one's training.** Example: RBT implements DTT but doesn't design interventions.

| Supervision Requirement | RBTs must receive ongoing supervision from a BCBA/BCaBA.

Example: At least 5% of hours supervised monthly. |
|---|---|
| Feedback | Information given by supervisor to improve performance.

Example: Supervisor explains how to improve prompting. |

Dual Relationships	**Having multiple roles with a client (to be avoided).** Example: Being both therapist and babysitter.
Boundaries	**Limits that protect the professional relationship.** Example: Not socializing with client's family.

Confidentiality	**Protecting private client information.** Example: Not sharing data with unauthorized individuals.
HIPAA	**Federal law protecting health information privacy.** Example: Securing session notes.

FERPA	**Law protecting educational records.** Example: School staff only access student records as allowed.
Informed Consent	**Permission given by client/guardian after being informed.** Example: Parent signs for ABA services.

Least Restrictive Environment (LRE)	Providing services in the most natural, inclusive setting. Example: Therapy in classroom instead of isolated room.
Mandatory Reporting	Legal duty to report suspected abuse/neglect. Example: RBT reports suspected neglect to supervisor.

Cultural Competence

Respecting and incorporating cultural differences.

Example: Modifying teaching materials for family culture.

Professional Boundaries

Maintaining appropriate professional distance.

Example: Declining gifts from client's family.

Conflict of Interest

Personal interest interferes with professional duty.
Example: Accepting money from family outside work.

Professionalism

Conducting oneself responsibly and respectfully.

Example: Wearing appropriate attire.

Collaboration

Working with families, teachers, and other professionals.

Example: Sharing data with teacher during IEP meeting.

Integrity

Being honest and transparent in work.

Example: Accurately reporting data without alteration.

Malpractice	**Professional negligence or misconduct.** Example: Ignoring safety procedures during sessions.
Competency Maintenance	**Updating skills through training and continuing education.** Example: Attending ABA workshops.

Termination of Services

Ending services appropriately when goals are met or necessary.

Example: Discontinuing therapy when client graduates.

Professional Development

Activities to improve skills and knowledge.

Example: Completing RBT renewal training.

Ethics Hotline (BACB)	**Reporting channel for ethical concerns.** Example: Contacting BACB to report violation.
Self-Reporting	**Informing BACB of violations or issues.** Example: RBT reports legal issue that affects certification.

Respecting Dignity

Treating clients with respect and humanity.

Example: Using age-appropriate materials.

Avoiding Exploitation

Not taking advantage of clients or families.

Example: Not using client's work for personal gain.

Social Media Guidelines	**Maintaining confidentiality and professionalism online.** Example: Not posting about client sessions.
Reporting Misconduct	**Duty to report unethical behavior of colleagues.** Example: Informing supervisor if another RBT falsifies data.