

RBT Training Glossary

ABC: antecedent – behavior - consequence. Also known as the 3-term contingency.

- **Antecedent:** a stimulus that occurs before the target behavior.
- **Behavior:** the activity of living organisms. Does not include mental states, emotions, or feelings. (*see more below*)
- **Consequence:** a stimulus that occurs after the behavior that impacts whether the behavior will occur again or not in the future.

ABC Data: observing and documenting what occurs before the behavior and what occurs after the behavior to assist in determining the function. Collected for new or different behaviors.

Acquisition: a target that is in the teaching phase.

Antecedent: a stimulus that occurs before the target behavior.

Antecedent Intervention: an intervention that occurs before a behavior that prevents or decreases the likelihood of the behavior from happening.

Applied Behavior Analysis: the application of the scientific principles of behavior analysis to treat socially significant behavior.

Acquisition: targets or skills the learner is currently working on learning. These are skills that have not yet been mastered by the learner,

Array or Field: how many cards should be put out during a card program.

Autism Spectrum Disorder (ASD): a developmental disability, often characterized by impairments in social interactions, communication, and adaptive functioning.

Baseline: targets that are being tested to see what a learner does and does not know to get an original measure of the skill.

Behavior Intervention Plan (BIP) or Behavior Support Plan (BSP): an individualized plan written by the BCBA that details how RBTs need to respond to occurrences of maladaptive behaviors for each specific learner. Key components include operational definitions of target behaviors, hypothesized functions of target behaviors, common occurring antecedents and antecedent interventions, functionally equivalent replacement behaviors, how to respond to target behaviors, a crisis plan (if needed), and how to collect data.

Behavior Skills Training: procedure consisting of instruction, modeling, behavioral rehearsal, and feedback that is used to teach new behaviors or skills.

Behavior Specific Praise: telling someone exactly what they did well, instead of just saying “good job.” It names the behavior so the person knows what to keep doing.

Behavior: the activity of living organisms. Does not include mental states, emotions, or feelings. Behavior must be:

- **Measurable:** the ability for an individual to collect data on the target behavior.
- **Observable:** the concept that a behavior must be observed, most commonly through sight and/or sound.
- **Objective:** being able to describe a behavior so that multiple observers can agree on whether the behavior occurred or did not occur.

Behavior Analyst Certification Board (BACB): operates certification programs, which involves responsibilities similar to a regulatory entity. The BACB establishes practice standards, administers examinations, and provides ethics requirements and a disciplinary system for each of its certification programs that are designed to protect consumers, applicants, and certificants.

Board Certified Assistant Behavior Analyst (BCaBA): an undergraduate-level clinician who is certified to practice in behavior analysis and is supervised by either a BCBA or BCBA-D.

Board Certified Behavior Analyst (BCBA): a Master’s degree level clinician who is certified to practice in behavior analysis.

Capturing: recognizing situations throughout the day where the learner is highly motivated for something and utilizing it to teach in the moment.

Chaining: a method of teaching a complex skill with a lot of steps or behaviors by chaining smaller, less complex behaviors together. Can be taught with backward, forward, or total task chaining.

- **Backward Chaining:** teaching a behavior chain beginning with the last step. Therapist completes all steps in the chain, except for the last step, which is taught to independence before teaching the previous step. Continue this process until all steps are mastered. Reinforcement occurs after the teaching step and at the end of the task.
- **Forward Chaining:** teaching the behavior chain beginning with the first step. Therapist completes all steps in the chain, except for the first step, which is taught to independence before teaching the second step. Continue this process until all steps are mastered. Reinforcement occurs after teaching step and at the end of the task.
- **Total Task Chaining:** teaching the steps of the behavioral chain at the same time, during each session. Independence is allowed on all steps and therapist assists with any steps requiring prompting. Reinforcement is delivered for independence and at the end of the task.

Choice Board: an array of pictures that represent preferred activities that the learner can choose from for reinforcement.

Consequence: a stimulus that occurs after the behavior that impacts whether the behavior will occur again or not in the future.

Consequent Intervention: interventions that occur after a behavior or in reaction to a behavior that are designed to either increase or decrease a behavior.

Contriving: creating situations by altering the environment in a way that will produce motivation or an opportunity for a teaching moment to occur.

Continuous Measurement: a method of data collection for all instances of a behavior. Examples include count/frequency, duration, rate, latency, and percent of occurrence, inter-response time (IRT).

- **Count/Frequency:** the number of times a target behavior occurs.
- **Duration:** measuring how long a behavior lasts from start to finish. You record the time the behavior begins and the time it ends.
- **Rate:** how often a behavior happens over a certain amount of time.
- **Latency:** how long it takes someone to start a behavior after being told to do it
- **Percent of occurrence:** how often a behavior happens out of the total number of chances
- **Inter-response time (IRT):** the time between one behavior response and the next one.

Continuous Reinforcement: occurs when the target behavior is reinforced after every occurrence.

Differential Reinforcement (DR): a procedure in which one behavior is reinforced while other behaviors are extinguished. Differential Reinforcement increases rates of desirable behaviors and decreases the rate of undesirable behaviors. There are 5 DR procedures:

- **Differential Reinforcement of Incompatible Behavior (DRI):** reinforcing a behavior that is physically incompatible with the target behavior, while placing the maladaptive behavior or incorrect response on extinction.
- **Differential Reinforcement of Alternative Behavior (DRA):** reinforcing a behavior that is an alternative to an undesirable behavior, while the undesired behavior is placed on extinction.
- **Differential Reinforcement of Other Behaviors (DRO):** reinforcing any other desired behavior, while placing the undesired behavior on extinction. This procedure is time-based, meaning, before a child can access reinforcement, a specified amount of time must elapse where any appropriate behavior can occur, while the undesired behavior is absent.
- **Differential Reinforcement of Higher Rates of Behavior (DRH):** differential reinforcement of high rates of behavior while extinguishing low rates of behavior. This procedure will help increase behaviors already in the learner's repertoire that have been targeted for increase. Reinforcement is not given for the lower rates of the targeted behavior.
- **Differential Reinforcement of Low Rates of Behavior (DRL):** differential reinforcement of low rates of behavior while extinguishing high rates of behavior. Reinforcement is provided after an interval of time has elapsed and the target behavior has met criterion. This is commonly used to decrease both challenging behaviors and desired behaviors that occur in excess.

Discontinuous Measurement: records only some instances of a behavior during a sample of time. Examples include partial interval recording, whole interval recording, and momentary time sampling.

- **Partial Interval Recording:** a way to measure behavior by breaking time into small chunks. If the behavior happens at any point during the chunk of time, you mark "yes." If it doesn't happen at all in that time you mark "no."
- **Whole Interval Recording:** a way to measure behavior by breaking time into chunks. You only mark "yes" if the behavior happens for the entire time of the interval without stopping. If the behavior stops, even for a moment, you mark "no."
- **Momentary Time Sampling:** record an occurrence if the response is occurring at the moment the interval ends.

Discrete Trial Teaching (DTT): learning opportunity initiated and controlled by the teacher in which the correct response will be reinforced. DTT is an intensive teaching technique, meaning, the teacher will provide several learning opportunities at a rapid pace.

Discrimination Training: a process that focuses on the learner's ability to respond correctly to a stimulus when presented with two or more stimuli, teaching the learner the difference between multiple stimuli.

Discriminative Stimulus (SD): a stimulus that signals reinforcement is available and the learner must elicit the correct response to access the reinforcer (demand or instruction).

Dual or Multiple Relationship: situation where multiple roles exist between a therapist and a parent or learner.

Duration: the total amount of time a target behavior occurs.

Echoic: repetition of what someone says.

Error Correction: the procedure to implement if incorrect responding occurs using least-to-most prompting. There are three types of error correction procedures:

- **Prompt and Move On:** 1. SD is presented. 2. Error occurs. 3. Re-present the trial along with an immediate prompt. 4. Learner responds with prompt. 5. Deliver neutral praise. 6. Move on to something else and plan on coming back to this later.
- **Short Error Correction (ECT):** 1. SD is presented. 2. Error occurs (E-error). 3. Re-present the trial along with an immediate prompt (C-correction). 4. Learner responds with prompt. 5. Re-present the trial without the prompt (T-transfer). 6. Learner correctly responds without prompt. 7. Deliver reinforcement for correct response.

Long Error Correction (ECTER): 1. SD is presented. 2. Error occurs (E-error). 3. Re-present the trial along with an immediate prompt (C-correction). 4. Learner responds with prompt. 5. Re-present the trial without the prompt (T-transfer). 6. Learner

- correctly responds without prompt. 7. Deliver reinforcement for correct response. 8. Place demands you know they will respond to aka distractors (E-expansion). 9. Return to the original demand without prompting (R-return). 10. Learner correctly responds without prompt. 11. Deliver reinforcement.

Errorless Teaching: when teaching new skills, prompt immediately after the SD using most-to-least prompting. This does not give the learner an opportunity to make a mistake in responding and developing error patterns.

Ethics: a law philosophy that addresses questions about morality- concepts such as good and evil, right and wrong, justice, virtue, etc. There are nine core ethical principles that help guide our practice ethically.

- **Do No Harm:** make sure the services we are providing to learners will maintain their safety and that we are not knowingly engaging in practices that will cause them harm.
- **Respecting Autonomy:** the promotion of independence and self-sufficiency.
- **Benefiting Others:** the work is not about us; it is about the child.
- **Being Just:** do unto others as you would have done unto you.
- **Being Truthful:** well respected professionals attain their reputation based on the trust placed in them by others.
- **According Dignity:** every person deserves to be treated with ethical consideration, respect, and valued as a person.
- **Treating Others with Care and Compassion:** learners, parents/caregivers, siblings, and other family members should always be treated kindly and with empathy.
- **Pursuit of Excellence:** stay current with new developments, as well as updated rules and regulations.
- **Accepting Responsibility:** when a treatment fails, you must take responsibility to accept blame and make corrections to satisfy the learner and other related parties.

Expressive Language: the ability to communicate. This is the ability to express one's thoughts, ideas, wants, and needs. Identifying and labeling the objects in the environment, putting words together to form sentences, describing events and actions, answering questions, and making requests are all examples of expressive language skills.

Extinction: when the reinforcement for a previously reinforced behavior is withheld, terminated, or removed.

Extinction Burst: the temporary increase in the rate or intensity of a behavior following implementation of an extinction procedure.

Functional Analysis (FA): a scientific approach of determining the function of a behavior by exposing the learner to different conditions and recording whether the behavior occurs. Conducted by a BCBA.

Functional Behavioral Assessment (FBA): assessment conducted by a BCBA that determines the function for a behavior. The BCBA then creates an intervention based on that function. May include two types of assessments:

- **Direct Assessments:** observing and recording the antecedent, behavior, and consequence as it occurs in the natural environment. Examples include descriptive data and ABC Data.
- **Indirect Assessments:** information on behaviors collected from an informant, often the caregiver. Commonly used tools include the Functional Assessment Screening Tool (FAST), Motivational Assessment Scale (MAS), and additional parent interviews and questionnaires.

Functional Communication: teaching a learner how to communicate their wants and needs effectively and in a socially appropriate manner.

Functional Relationship: how a person's behaviors change the world around them and how those changes affect the future likelihood on the same behaviors.

Functions of Behavior: the reason why the behavior is occurring or what is motivating the individual to engage in the challenging behaviors. There are 4 functions of behavior:

- **Escape:** a person engages in a behavior to end or avoid something they do not like.
- **Attention:** a person engages in a behavior to receive attention or awareness from someone.
- **Tangible (access):** a person engages in a behavior to get access to an item or activity.
- **Sensory (automatic reinforcement):** a person engages in a behavior because it physically feels good or relieves something that feels bad.

Generalization: a learner must be able to perform a new skill in a variety of settings, with a variety of stimuli, with a variety of people, for different SDs, and consistently over time.

Graphs: visual representations of data collected that help BCBAs determine whether an intervention is producing the desired outcome and if the treatment should be continued, modified, or faded. There are several components of graphs:

- **X-Axis:** the horizontal axis that usually represents time, such as days, weeks, months, dates, or sessions.
- **Y-Axis:** the vertical axis that usually represents the values of the type of measurement being used, such as frequency, duration, percentage, etc.
- **Condition Change Lines:** vertical lines added to graphs indicating when an intervention is added or removed.
- **Condition Labels:** short descriptions of what is being tracked in a section on the graph.
- **Data Points:** representations of the data collected.
- **Baseline:** the section of the graph representing the behavior before intervention, under natural conditions.

Health Information Portability and Accountability Act (HIPAA): provides federal protection for the confidentiality, integrity, and availability of individual health information.

Imitation: copying what someone else does. It's when a person watches another person's action and then does the same thing.

- **Motor Imitation:** copying someone else's motor movement.

Incidental Teaching: a teaching technique used in naturally occurring environments that can create natural incidents of learning, such as social, communication, play, and other forms of interaction.

Instructional Control: the likelihood that instructions elicit a correct response from the learner.

Intermittent Reinforcement: when the target behavior is reinforced on some occurrences.

Inter-Response Time (IRT): the time between the end of one response/behavior to the onset of the next response/behavior.

Intraverbal: saying something in response to what someone else says or asks. Can include filling in the blank, answering a question, or engaging in conversation skills through back-and-forth dialogue.

Latency: the time from the SD or antecedent to the beginning of the response.

Listener Responding (LR): following a direction given by others.

Listener Responding by Feature, Function, and Class (LRFFC): receptive discrimination based on the feature, function, or class of an object.

- **Feature:** describe a physical aspect of the item.
- **Function:** describe the purpose of the item.
- **Class:** describe the category of the item.

Magnitude: the force or intensity with which a response is emitted.

Maintenance: targets that have been previously mastered and are presented on a less frequent, often inconsistent schedule.

Mand: a request for a tangible item/activity/person, attention, action, escape/delay, information, missing item, help, or some other stimuli. Learners mand in different ways, such as through eye contact (looking at another person), physical (pulling an adult toward an item or putting an item in the hand of the adult), gestural (pointing to an item, nodding head “yes”, shaking head “no”, and additional body language), Sign Language (Standard American Sign Language or modified sign language to meet the physical needs of the child), vocal (use of spoken language/words), Picture Exchange Communication System (PECS)/picture icons (exchanging a picture for a desired item), or Speech Generating Devices (SPGs)/Mobile Device Applications (mobile app downloaded to a phone or tablet where the child can find a picture that represents a desired item/activity, presses the button, and a voice says the name of the selection). There are two levels of mands:

- **Spontaneous Mand:** a mand that occurs without being asked “what do you want/need?” The item may or may not be in line of sight.
- **Prompted Mand:** a mand that occurs after a prompt.

Mandated Reporter: a person legally required to report any witnessed or suspected child abuse or neglect to the appropriate authorities.

Measurement: collecting data for targeted skills or behaviors.

Motivating Operations: environmental variables that temporarily alter the value of other stimuli, objects, or events as reinforcers and increase or decrease the behaviors that result from those stimuli. There are two categories of motivating operations:

- **Establishing Operations (EO):** increase the current value or effectiveness of a stimulus, object, or event. Usually associated with states of deprivation.
- **Abolishing Operations (AO):** decrease the current value or effectiveness of a stimulus, object, or event. Usually associated with states of satiation.

Natural Environment Teaching (NET): when the learner initiates a learning opportunity and the reinforcement follows the natural contingencies contacted through the environment, activity, etc.

National Provider Identifier (NPI) Number: a 10 digit numerical identifier for providers of health care services which is used to protect confidentiality on billing documents by submitting with the NPI number as opposed to name or other protected health information.

Non-contingent Reinforcement (NCR): giving a person access to things they like (like attention, breaks, or toys) for free, on a set schedule, not because of because of their behavior.

Operational Definition: definitions of behavior written by a BCBA that are measurable, objective, and observable.

Pairing: a process that helps build rapport with the learner and assists with maintaining a healthy, therapeutic relationship.

Partial Interval Recording: recording the target behavior if it occurs during any part of the interval.

Percent of Occurrence: a percentage of overall correct trials.

Permanent Product: a tangible product or environmental outcome as the result of a behavior.

Planned Ignoring: a consequence strategy where the individual will ignore the behavior, NOT THE CHILD.

Preference Assessment: assessments that can be used to determine what a learner is motivated to earn and place reinforcers on a hierarchy, from what is the most motivating to what is least motivating. There are five types of preference assessments:

- **Free Operant:** procedure where the learner is allowed access to items within a room. The RBT records how long the learner engages with each item. Then, the items are placed in a hierarchy based on time spent engaged with each item.
- **Single Stimulus/Successive Choice:** procedure where one stimulus is presented at a time and how the learner responds to the stimulus is recorded. The previous stimulus is removed before the next is presented. The RBT observes and documents how the learner interacts with each item (if they ignore it, look at it, pick it up, play with it, etc.). This process is repeated and recorded until all items have been presented.
- **Forced Choice/Paired Choice:** procedure where two items are presented at a time and the learner selects the preferred item. Each item is paired against each other and preferences are ranked. The RBT presents pairs until each item is presented with each other and documents which item was selected. The item with the highest number of selections is the most preferred.
- **Multiple Stimulus Without Replacement:** procedure where several stimuli (3 or more) are presented simultaneously and the learner is instructed to choose. The first item picked is the most preferred. This item is now removed and the rest of the items that were not chosen are presented. This process is repeated and the order of the selections are recorded until no items are left.