



BEHAVIOR ANALYST CERTIFICATION BOARD®

Registered Behavior Technician™ (RBT)™ Competency Assessment

Introduction

The BACB's RBT Competency Assessment is the basis for the initial and annual assessment requirements for the RBT credential. The assessment's administration instructions are below.

Assessor Qualifications

- Must possess a BCBA or BCaBA credential
- Must have completed an 8-hour training based on the [*BACB Supervisor Training Curriculum Outline*](#)
- May be the same person who delivered the 40-hour RBT training program

Assessment Instructions

- The initial (pre-registration) assessment must be completed after the 40-hour RBT training has concluded
- The assessment may be administered by more than one assessor
- The assessment may be administered in person or live via the Internet
- The assessment may be administered over multiple sessions
- The assessor must provide an opportunity for the candidate to perform each skill, initial the box next to each skill after the candidate has demonstrated competency, and sign the attestation at the end of the assessment when the candidate has demonstrated competency in every skill
- Performance feedback may not be delivered during the final determination of a skill competency
- Tasks are classified as either "Interview" or "Observation"



- **Interview competency:** the assessor(s) must conduct a live interview (in vivo or via the Internet) during which the candidate must accurately describe or discuss the relevant concept and provide examples and non-examples where applicable.

- Example: For task C-02 (Describe how you would prepare for a session as required by a specific skill acquisition plan.), the assessor might provide a sample written plan and ask the following questions:

- What materials will you need for the program?
- Why is each material needed for the program?
- Where will each item be placed in the instructional area?

Initial and follow-up interview questions may be tailored to the candidate's current clients and/or workplace parameters. If a task refers to a broad range of procedures (e.g., B-02: Conduct preference assessments), you may select one representative procedure (e.g., a paired-stimulus assessment) to serve as the basis for the competency test. It is acceptable for candidates to demonstrate tasks categorized as interview competencies using only the *Observation competency* framework described below in lieu of an interview.

- **Observation competency:** the assessor(s) must directly observe the candidate performing the task in a competent manner in vivo with an actual client. Observation of video recorded behavioral samples is acceptable if the recordings were made for the purpose of this assessment. Role-play scenarios may be used when circumstances do not permit using clients. However, the entire set of tasks may not be demonstrated only using role-play assessment. Each task demonstrated via role-play must be indicated as such on the assessment form.

- It is recommended that the assessor(s) develop interview questions, practice scenarios, and operational definitions of interview and observation competency that are consistent with the standards of the discipline and the idiosyncrasies of the candidate's workplace.
- If a candidate does not demonstrate competency of a specific task, the assessor(s) can provide performance feedback and permit the individual to test again no earlier than the following day; this process may be repeated until competency is demonstrated.



A. Measurement

Observation Interview

A-01	Describe how to prepare for data collection.		
A-02	Implement continuous measurement procedures (e.g., frequency, duration).	RP <input type="checkbox"/>	
A-03	Implement discontinuous measurement procedures (e.g., partial & whole interval, momentary time sampling).	RP <input type="checkbox"/>	
A-04	Implement permanent product recording procedures.		
A-05	Enter data and update graphs.	RP <input type="checkbox"/>	

B. Assessment

Observation Interview

B-01	Define and provide examples of behavior and the environment in observable and measurable terms.		
B-02	Conduct preference assessments.	RP <input type="checkbox"/>	
B-03	Describe how you would assist with individualized assessment procedures (e.g., curriculum-based, developmental, social skills.)		
B-04 *	Assist with functional assessment procedures.	RP <input type="checkbox"/>	

C. Skill Acquisition

Observation Interview

C-01	Identify the essential components of a written skill acquisition plan.		
C-02	Describe how to prepare for the session as required by the skill acquisition plan		
C-03	Use contingencies of reinforcement (e.g., conditioned/unconditioned reinforcement, continuous/intermittent schedules.)	RP <input type="checkbox"/>	



C-04	Implement discrete trial training procedures.	RP <input type="checkbox"/>	
C-05	Implement naturalistic teaching procedures (e.g., incidental teaching.)		
C-06	Implement task analyzed chaining procedures.		
C-07	Implement discrimination training.	RP <input type="checkbox"/>	
C-08	Implement stimulus control transfer procedures.		
C-09	Implement stimulus fading procedures.		
C-10	Implement prompt and prompt fading procedures.		
C-11	Describe how to implement generalization and maintenance procedures.		
C-12	Explain how to assist with the training of stakeholders (eg., family, caregivers, other professionals).		

D. Behavior Reduction

Observation Interview

D-01	Identify the essential components of a written behavior reduction plan.		
D-02	Describe common functions of behavior.		
D-03	Implement interventions based on modification of antecedents such as motivating/establishing operations and discriminative stimuli.	RP <input type="checkbox"/>	
D-04	Implement differential reinforcement procedures (e.g., DRA, DRO).		
D-05	Implement extinction procedures.		
D-06	Implement crisis/emergency procedures according to protocol.	RP <input type="checkbox"/>	

E. Documentation and Reporting

Observation Interview

E-01	Report other variables that might affect the client (e.g., illness, relocation, medication).		
E-02	Generate objective session notes by describing what occurred during sessions.	RP <input type="checkbox"/>	



E-03	Identify methods to effectively communicate with supervisor.		
E-04	Describe applicable legal, regulatory and workplace reporting requirements (e.g., mandatory abuse and neglect reporting).		
E-05	Describe applicable legal, regulatory, and workplace requirements for data collection, storage, and transportation.		

F. Professional Conduct and Scope of Practice

Observation Interview

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.	RP <input type="checkbox"/>	
F-03	Explain how to communicate with stakeholders (eg., family, caregivers, other professionals) as authorized.		
F-04	Identify methods to maintain professional boundaries (eg., avoid dual relationships, conflicts of interest, social media contracts).		
F-05	Identify methods to maintain client dignity.		

* B-04 can be assessed by having the candidate collect ABC data (including narrative recording). Further evaluation of the skill may be accomplished via interview.

** F-02 may be tested via observation by focusing on the “respond appropriately to feedback” element.

Notes:

For skills that are grouped together (e.g., D-03, D-04, and D-05), the candidate only needs to demonstrate competency in one of the skills.

RP = check box if conducted as a role-play assessment.



Comments:

By signing below I attest that the competencies I have previously initialed have been successfully demonstrated by the candidate.

Assessor's Name: _____

Assessor's Signature & Credential: _____

Date Signed: _____

Relationship of Assessor to Technician Candidate (circle one): Employer Contractual

Technician Candidate Name: _____

Technician Candidate Signature: _____

Date Signed: _____

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