RBT Initial Competency Assessment Packet

Effective January 1, 2026

Requirements

Overview

All RBT® applicants must demonstrate that they can competently perform the tasks on the Initial Competency Assessment as part of the requirements to qualify for RBT certification. The RBT Initial Competency Assessment provides applicants with an opportunity to demonstrate the skills they acquired during their 40-hour training. Some assessment tasks must be completed with a client receiving behavior-analytic services.

Qualified Assessor(s) and Relationship Expectations

Responsible Assessor: A BACB® certificant (BCaBA® or BCBA®) who has completed the 8-hour supervision training is responsible for overseeing the Initial Competency Assessment. The responsible assessor must:

- be employed at the same organization as, or have a contractual relationship with, the applicant and client(s) involved in the assessment. (*Note:* If the responsible or assistant assessor is a BCaBA, their supervisor must also be employed at, or have a contractual relationship with, the same organization where the client(s) are receiving services.) This requirement helps protect clients who participate in the competency assessment process;
- ensure that the assessment is conducted in accordance with these requirements;
- sign the Initial Competency Assessment;
- maintain records of all assessments conducted; AND
- ensure that the assessment meets quality standards, even when assistant assessor(s) are involved in conducting the assessment.

Assistant Assessor(s): The responsible assessor may delegate some or all of the assessment to an assistant assessor who has demonstrated proficiency in the material through direct observation and holds an active RBT certification or higher. The responsible assessor may utilize multiple assistant assessors for a single Initial Competency Assessment.

The responsible assessor and assistant assessor(s) (hereafter referred to as "assessor") may not be related to, subordinate to, or employed by the applicant during the assessment. Employment does not include compensation paid to the assessor by the applicant for assessment services.

Note: It is permissible for the assessor to be the same person who delivered the RBT 40-hour training.

Relationship Expectations: The responsible assessor, assistant assessor(s), and RBT applicant must be employed at (or all have a contractual relationship with) the same organization. That organization must also be the entity providing services to the client involved in the assessment. Any BCaBAs serving as the responsible or assistant assessor, and any RBTs serving as the assistant assessor, must have a supervisor who is also employed by—or has a contractual relationship with—the same organization where the client is receiving services. This relationship requirement applies to the entire assessment and not just the portions involving clients.

Timing

The Initial Competency Assessment must be completed after the 40-hour training is complete and cannot be completed more than 90 days before submitting an RBT certification application.

Structure

The Initial Competency Assessment:

- may be conducted over one or more sessions
- may be conducted in person, live via the internet, or through observations of recorded videos created specifically for the purpose of the assessment

Administration

The assessor will provide an opportunity for the applicant to perform each task and evaluate whether the task was performed in a competent manner. Based on the instructions in each section of the assessment, one of three assessment types might be used to evaluate each task:

- **With a Client:** The assessor observes the applicant performing the task with a client who is receiving behavior-analytic services.
- **Role-Play:** The assessor observes the applicant performing the task in a situation similar to what might occur with a client (i.e., with another person acting in the role of the client). This method may be used when circumstances do not permit conducting the evaluation with a client.
- **Interview:** The assessor must conduct a live interview (in person or via the internet) during which the applicant must accurately describe or discuss the relevant concept and provide examples and nonexamples where applicable. Initial and follow-up interview questions may be tailored to the applicant's current clients and/or workplace parameters.

If the applicant does not demonstrate competence in a task, the assessor may provide corrective feedback and assess the task with the applicant on another day. This process must be repeated until competence is demonstrated. Corrective feedback *may not* be delivered on the final assessment of a task.

Documentation

After the assessor has observed a task being performed competently, the assessor will (a) initial the box next to the task and (b) mark the assessment type used. After *all* of the tasks have been competently performed, the responsible assessor will sign and date the final attestation.

Applicants will be required to submit a completed Initial Competency Assessment with their certification application. Non-BACB forms will not be accepted.

Document Retention: The responsible assessor must maintain documentation of each assessment (e.g., completed Initial Competency Assessments, assessors who conducted portions of the assessment) for a minimum of seven years.

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Responsible Assessor Checklist

Instructions: The responsible assessor should complete this self-review checklist prior to overseeing an Initial Competency Assessment.

- ☐ I am actively certified as a BCaBA or BCBA.
- ☐ I am employed at the same organization as, or have a contractual relationship with, the applicant and client(s) involved in the assessment.
- ☐ I am not related to, subordinate to, or employed by the RBT being assessed.
- ☐ I have completed the 8-hour supervision training.
- ☐ I have read and understand the Initial Competency Assessment requirements (see pages 1–2).
- ☐ I have identified suitable clients for the tasks identified in the Initial Competency Assessment (e.g., client tolerates new therapists and new tasks, client has scheduling availability).
- ☐ I have a process for checking that the applicants have completed their 40-hour training prior to starting the assessment.
- ☐ I have a system to track and maintain records of completed Initial Competency Assessments (e.g., dates delivered, names of assistant assessors, dates completed; see the Sample RBT Assessor Log for an example of how to track assessment information).

Oversight and Evaluation of Assistant Assessors

- ☐ I have criteria to evaluate the readiness of the assistant assessors and a process to assess their skills before they complete portions of an Initial Competency Assessment.
- ☐ I have materials for the assistant assessors who are conducting portions of the assessment (e.g., guided instructions, evaluation criteria, role-play scenarios, videos) to ensure that every assessment is conducted in a high-quality manner.
- ☐ I have identified procedural integrity and interobserver agreement metrics and implemented systems to ensure there is consistency within and across assessments (see the RBT Assessor Performance Evaluation tracker for an example of tracking assistant assessor performance).
- ☐ I have a process to ensure that the assistant assessors are not related to, subordinate to, or employed by the applicants being assessed.
- ☐ I have confirmed that the assistant assessor(s) have an RBT Certification or higher.

RBT Initial Competency Assessment Form

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Applicant Name: _____ Applicant BACB ID # (?): _____

Name of Organization Where Applicant Is Employed: _____

Instructions: All task items (1–19) must be completed. For tasks where there are multiple assessment type options, one of the assessment types listed must be completed. *Note:* Three of the tasks in the Skill Acquisition and Behavior Reduction section must be demonstrated with a client. Complete this form in its entirety for consideration. Incomplete documents will not be accepted.

Measurement

Tasks 1–3		Initials	Assessment Type
1	**Continuous Measurement:** Implement continuous measurement (e.g., frequency, duration, latency, IRT).		☐ With a Client ☐ Role-Play
2	**Discontinuous Measurement:** Implement discontinuous measurement procedures (e.g., partial and whole interval, momentary time sampling).		☐ With a Client ☐ Role-Play
3	**Data and Graphs:** Enter data and update graphs.		☐ With a Client ☐ Role-Play

Assessment

Tasks 4–5		Initials	Assessment Type
4	**Preference Assessments:** Conduct preference assessments.		☐ With a Client ☐ Role-Play
5	**ABC Data:** Collect ABC data.		☐ With a Client ☐ Role-Play

Skill Acquisition and Behavior Reduction

Three of tasks 6–14 must be demonstrated **with a client**.

Tasks 6–14		Initials	Assessment Type
6	**Discrete-Trial Teaching:** Implement discrete-trial teaching procedures.		☐ With a Client ☐ Role-Play
7	**Naturalistic Teaching:** Implement naturalistic teaching procedures (e.g., incidental teaching).		☐ With a Client ☐ Role-Play
8	**Chaining:** Implement task analyzed chaining procedures.		☐ With a Client ☐ Role-Play
9	**Shaping:** Implement shaping procedures.		☐ With a Client ☐ Role-Play
10	**Discrimination Training:** Implement discrimination training.		☐ With a Client ☐ Role-Play
11	**Prompting:** Implement prompt and prompt fading procedures.		☐ With a Client ☐ Role-Play

12	**Token Systems:** Implement token systems.		☐ With a Client ☐ Role-Play
13	**Crisis/Emergency:** Implement crisis/emergency procedures according to protocol.		☐ With a Client ☐ Role-Play ☐ Interview
14	*Demonstrate one of the tasks below:* ☐ **Antecedent Interventions:** Implement interventions based on modification of antecedents, such as motivating/establishing operations and discriminative stimuli. ☐ **Differential Reinforcement:** Implement differential reinforcement procedures (e.g., DRA, DRO). ☐ **Extinction:** Implement extinction procedures.		☐ With a Client ☐ Role-Play

Professionalism and Requirements

Tasks 15–19		Initials	Assessment Type
15	**Session Notes:** Generate objective session notes by describing what occurred during sessions.		☐ With a Client ☐ Role-Play ☐ Interview
16	**Client Dignity:** Provide examples of how to maintain client dignity.		☐ Interview
17	**Professional Boundaries:** Provide examples of how to maintain professional boundaries.		☐ Interview
18	**Supervision Requirements:** Describe BACB Supervision Standards for RBTs.		☐ Interview
19	**Clinical Direction:** Describe at least one situation in which you would seek clinical direction from your supervisor.		☐ Interview

Name of Organization Where Involved Client(s) Received Services: _____

Name of Organization Where Responsible Assessor and Assistant Assessor(s) (if applicable) Are Employed/Have a Contractual Relationship: _____

Assistant Assessors' Names (if Applicable): _____

Assistant Assessors' Certification Numbers (if Applicable): _____

By signing, I attest to the following:

- The applicant has successfully demonstrated all task items (1–19).
- All parties involved in the assessment are either employed at, or all have a contractual relationship with, the same organization. That organization is also the entity providing services to the client(s) involved in the assessment.

Certification Type: ☐ BCaBA ☐ BCBA ☐ BCBA-D ☐ FL-CBA BACB Certification #: ? _____

Responsible Assessor's Printed Name: _____

Responsible Assessor's Signature: _____ Date: _____ (MM/DD/YYYY)

This document must be signed in accordance with the BACB's Acceptable Signatures Policy.