



Behavior Analyst Certification Board®

Registered Behavior Technician™ (RBT®) Task List

Introduction

The BACB's Registered Behavior Technician (RBT) Task List includes the core tasks that are likely to be performed by behavior technicians. These tasks are organized into the following areas: *Measurement, Assessment, Skill Acquisition, Behavior Reduction, Documentation and Reporting, and Professional Conduct and Scope of Practice*. The Task List covers tasks that a practicing behavior technician will perform with some, but probably not all, clients. It is acknowledged that there might be other tasks not listed here that a behavior technician would be expected to perform by a supervisor. It is the responsibility of the supervisor to determine which additional tasks behavior technicians may perform as a function of their competence.

The RBT Task List also serves as the curriculum for the training required by all candidates for the RBT credential. The training requirements are as follows:

- The training must cover all of the tasks and subtasks in the RBT Task List and the [*Professional and Ethical Compliance Code for Behavior Analysts*](#) that have been designated as being relevant for RBTs.
- The cumulative duration of the training must be at least 40 hours (but may be offered in briefer units).
- At least three hours of the training must be devoted to ethics and professional conduct.
- The training may be conducted in person or online.
- The training may be didactic (e.g., *lecture-based*) or experiential (e.g., *role-playing*) in nature.
- The training must be completed within a 180-day period.
- The training must be conducted by a BCBA or BCaBA*.

Note: any additional agency-specific training should be conducted separately from the experience described above.

Training providers must link to the RBT Task List and include the following text in all online and print materials for their training program:

"This training program is based on the RBT Task List and is designed to meet the 40-hour training requirement for the RBT credential. The program is offered independent of the BACB."

Trainers must maintain documentation of training for each learner for a minimum of 7 years.

*This experience does not meet Type 1 continuing education requirements for BACB certificants.

A. Measurement

- A-01 Prepare for data collection.
- A-02 Implement continuous measurement procedures (e.g., frequency, duration).
- A-03 Implement discontinuous measurement procedures (e.g., partial & whole interval, momentary time sampling).
- A-04 Implement permanent product recording procedures.
- A-05 Enter data and update graphs.

B. Assessment

- B-01 Describe the behavior and environment in observable and measurable terms.
- B-02 Conduct preference assessments.
- B-03 Assist with individualized assessment procedures (e.g., curriculum-based, developmental, social skills).
- B-04 Assist with functional assessment procedures.

C. Skill Acquisition

- C-01 Identify the essential components of a written skill acquisition plan.
- C-02 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).
- C-04 Implement discrete-trial teaching procedures.
- C-05 Implement naturalistic teaching procedures (e.g., incidental teaching).
- C-06 Implement task analyzed chaining procedures.
- C-07 Implement discrimination training.
- C-08 Implement stimulus control transfer procedures.
- C-09 Implement stimulus fading procedures.
- C-10 Implement prompt and prompt fading procedures.
- C-11 Implement generalization and maintenance procedures.
- C-12 Assist with the training of stakeholders (e.g., family, caregivers, other professionals).

D. Behavior Reduction

- 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.
- D-04 Implement differential reinforcement procedures (e.g., DRA, DRO).
- D-05 Implement extinction procedures.
- D-06 Implement crisis/emergency procedures according to protocol.

E. Documentation and Reporting

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

F. Professional Conduct and Scope of Practice

- 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.
- F-03 Communicate with stakeholders (e.g., family, caregivers, other professionals) as authorized.
- F-04 Maintain professional boundaries (e.g., avoid dual relationships, conflicts of interest, social media contacts).
- F-05 Maintain client dignity.

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