



# RBT 2026 40-HOUR TRAINING REQUIREMENTS AND CURRICULUM OUTLINE

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This document should be referenced as follows:

Behavior Analyst Certification Board. (2023). *RBT 2026 40-Hour Training Requirements and Curriculum Outline*. Littleton, CO: Author.

# RBT 2026 40-HOUR TRAINING REQUIREMENTS AND CURRICULUM OUTLINE

The RBT® 2026 40-hour training is the core training requirement for new RBT applicants, so it is vital that it meets BACB® requirements and is comprehensive, well-organized, and thoughtfully designed.



*RBT applicants applying on or after January 1, 2026, must have completed a training that meets these training requirements.*

## Content

The training must cover the content in the [curriculum outline](#). The content areas in the curriculum outline should be taught within the context of behavior technician service delivery. The sections and their contents may be covered in any order (e.g., the Preparing for Service Delivery section may be taught after the Behavior-Change Interventions section).

## Duration

The trainee must complete at least 40 hours of training covering this curriculum outline in no fewer than 5 days and no more than 180 days. Each section has a minimum training duration, and section durations total 38 hours. There are 2 unallocated hours that can be added to any section to meet the 40-hour requirement (e.g., a trainer may extend the Introduction to Applied Behavior Analysis section from 2 hours to 4 hours).

## Delivery

The training may be structured as an in-person and/or online format. It must include components of behavioral skills training, including any combination of the following: video-based instruction; didactic instruction; image, video, and/or in vivo modeling with exemplars and nonexemplars; in vivo role-play with feedback; content quizzes; interactive activities; and/or instructor-led discussion. Assigned readings may not count toward the overall training duration.

## Qualified Trainer(s)

**Responsible Trainer:** The training must be designed and overseen by a BCaBA®, BCBA®, or BCBA-D® who has completed the [8-hour supervision training](#). The Responsible Trainer must:

- develop the training materials in accordance with these requirements;
- ensure that the training is conducted in accordance with these requirements;
- identify themselves as the Responsible Trainer at the outset of training and on the training documentation;
- ensure that the training meets quality standards, especially when Assistant Trainer(s) are conducting the training; **AND**
- maintain records of all trainings conducted.

**Assistant Trainer:** The Responsible Trainer may delegate some or all of the training to one or more Assistant Trainers who hold an RBT certification or higher.

The Responsible Trainer and Assistant Trainer(s) may not be related to, subordinate to, or employed by the trainee during the duration of the training. Employment does not include compensation paid to the trainer by the trainee for training services.

**Provider requirements:** Individual providers or organizations providing the 40-hour training must be within BACB jurisdiction. For more information about BACB jurisdiction, please see the [RBT handbook](#).

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## Documentation

The Responsible Trainer must provide each trainee with a completed RBT 2026 40-Hour Training Certificate (see [page 8](#)). Trainees will be required to upload this certificate as part of the RBT certification application process.

**RBT 2026 40-Hour Training Certificate Requirements:** Responsible Trainers may create their own version of the RBT 2026 40-Hour Training Certificate. The certificate must be a single document that includes the following information:

- trainee’s name and BACB ID
- training start and end dates
- amount of time that the trainee spent engaged in the training (e.g., 40 hours and 15 minutes)
- Responsible Trainer’s name and certification number
- Responsible Trainer’s signature or company branding (e.g., logo)
- name(s) and certification numbers of Assistant Trainer(s) if applicable
- the following statement: “This training program is designed to meet the 2026 training eligibility requirement for RBT certification. The training is offered independent of the BACB.”

**Document Retention:** The Responsible Trainer must maintain documentation of each training (e.g., trainees in attendance, trainees who completed only portions of their training) for a minimum of 7 years.

**RBT 2026 40-Hour Training Audits:** The BACB makes eligibility and disciplinary decisions based on information provided by the Responsible Trainer; therefore, the BACB reserves the right to audit RBT 2026 40-hour training materials to verify that all of the training requirements were met. If the audit requires BACB personnel to participate in the training, such participation must be provided at no cost to the BACB. Before or during an audit, if inconsistencies are found between documentation submitted by the applicant and the Responsible Trainer, or if the Responsible Trainer has provided inconsistent responses, the Responsible Trainer may be required to sign an RBT 2026 40-Hour Training Noncompliance Affidavit (see [page 9](#)) verifying attendee records.

**Online and Printed Material Requirement:** Training providers must include the following statement on all online and printed materials for their training programs: “This training program is designed to meet the 2026 training eligibility requirement for RBT certification. This training is offered independent of the BACB.”

# RBT 2026 40-HOUR TRAINING REQUIREMENTS AND CURRICULUM OUTLINE

## Curriculum Outline

### A. Introduction to Applied Behavior Analysis: 2 Hours

Understand the following:

- features and purpose of applied behavior analysis service delivery
- stimuli, responses, and the 3-term contingency
- positive and negative reinforcement (e.g., schedules, dimensions)\*
- common functions of problem behavior\*
- elementary verbal operants (e.g., mand, tact, echoic, intraverbal)
- common phases of behavior-analytic interventions (i.e., baseline, intervention, generalization, and maintenance)\*

### B. Preparing for Service Delivery: 1 Hour

- Ensure your readiness to effectively deliver services.
- Review procedures and prior session documentation.
- Prepare the environment (e.g., gather materials).
- Prepare the client for service delivery (e.g., build rapport, gain assent).

### C. Data Collection and Graphing: 3 Hours

- Describe behavior and stimuli in observable terms.\*
- Understand operational definitions.
- Understand the importance of data collection and the risks associated with unreliable data collection.\*
- Use common data-collection procedures (e.g., continuous measurement, discontinuous measurement, permanent-product recording).\*
- Calculate and summarize data (e.g., rate, mean duration, percentage correct).\*
- Understand common data displays (e.g., line graphs, bar graphs).
- Enter data and update graphs.\*
- Identify changes in graphed data and report them to a supervisor.\*

### D. Assisting with Behavior Assessments: 3 Hours

- Understand the purpose of various assessments, including skill-based, preference, and functional assessments.\*
- Assist with skill-based assessments (e.g., prepare for the assessment, collect data, assist with role-play scenarios, assist with data summaries).\*
- Conduct preference assessments (e.g., prepare for the assessment, present stimuli according to assessment procedures, collect data, summarize data).\*
- Assist with functional assessments (e.g., prepare for the assessment, collect data, document environmental variables that may influence assessment results, assist with data summaries).\*

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\* This content is included in the RBT Test Content Outline (3rd ed.).

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## E. Behavior-Change Interventions: 20 Hours

Understand the conceptual and procedural aspects of the following:

- procedural integrity\*
- establishing and using conditioned reinforcers (e.g., token economies)\*
- discrete-trial teaching\*
- naturalistic teaching (e.g., incidental teaching, natural environment training)\*
- task analysis and chaining (e.g., forward, backward, total task)\*
- stimulus and response prompts (e.g., errorless teaching, least-to-most prompting, most-to-least prompting, stimulus fading)\*
- discrimination training\*
- differential reinforcement (e.g., DRO, DRA)\*
- extinction (including secondary effects)\*
- punishment (including secondary effects)\*
- shaping\*
- antecedent intervention (e.g., noncontingent reinforcement, high-probability request sequences, choice, activity schedules)\*
- generalization\*
- self-monitoring\*
- crisis intervention\*

## F. Service Delivery Documentation and Reporting: 3 Hours

- Understand the importance of maintaining confidentiality and documentation (e.g., legal, regulatory, workplace requirements).\*
- Understand when and how to document service delivery (e.g., how to accurately and objectively document and summarize information).\*
- Document and report in a timely manner variables that might affect client progress (e.g., illness, medication changes, schedule changes).\*
- Seek and prioritize direction from a supervisor in a timely manner (e.g., when to seek direction, who should be contacted).\*
- Communicate with your supervisor in a timely manner concerns and suggestions from the intervention team (e.g., caregivers, teachers, other service providers).\*

## G. Ethics and Professionalism: 5 Hours

- Understand the core principles underlying the BACB's ethics codes (i.e., benefit others; treat others with compassion, dignity, and respect; behave with integrity; ensure one's competence).\*
- Be familiar with the [RBT Ethics Code \(2.0\)](#) and understand its importance to consumer protection.\*
- Be familiar with the structure of the [Ethics Code for Behavior Analysts](#) and understand its importance to your supervisor.
- Be aware of the potential for multiple relationships, their risks to service delivery, and how to mitigate those risks when multiple relationships are unavoidable.\*

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\*This content is included in the RBT Test Content Outline (3rd ed.).

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- Understand the importance of cultural humility and responsiveness in service delivery, professional relationships, and communication.\*
- Understand the risks associated with making public statements about professional activities (e.g., breaching client confidentiality; misrepresentation of professional credentials, behavior analysis, and service outcomes).\*
- Understand the process for addressing, documenting, and reporting individuals engaging in professional misconduct (e.g., the BACB's [Code-Enforcement Procedures](#)).
- Understand the role of the RBT in behavior-analytic service delivery.\*
- Understand the expectations for behaving professionally with clients, peers, and supervisors (e.g., demonstrating respect, maintaining client dignity, engaging in appropriate and culturally responsive interpersonal interactions, remaining objective, seeking ongoing feedback and training).\*
- Understand and advocate for effective supervision practices (e.g., clear expectations, effective training, supervisory observations, regular feedback).\*

## H. Next Steps in the Certification Process: 1 Hour

Understand the following:

- steps to obtain RBT certification (e.g., complete remaining RBT eligibility requirements, take the RBT examination)
- important features of maintaining RBT certification:
  - certification statuses (e.g., inactive status due to not having a supervisor, voluntary inactive status)
  - ongoing supervision, including requirements and documentation\*
  - ethics requirements
  - requirements and procedures for self-reporting to the BACB
  - recertification requirements

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\*This content is included in the RBT Test Content Outline (3rd ed.).



# RBT 2026 40-Hour Training Responsible Trainer Checklist

**Instructions:** The Responsible Trainer should complete this self-review checklist prior to overseeing the implementation of a 40-hour training.

- I am actively certified as a BCaBA, BCBA, or BCBA-D and have completed the [8-hour supervision training](#).
- I understand that I may not be related to, subordinate to, or employed by the RBT applicants being trained.
- I have read and understand the 40-hour training requirements (see pages 2–3).
- I have developed my training to meet the 40-hour training requirements.
- I have a system to track and maintain records of the trainings that I have provided (e.g., date training started and ended, amount of time each trainee spent in training, names of trainers, names of RBT applicants; see the [Sample RBT Trainer Evaluation and Log](#) for an example of how to track training information).
- I have a mechanism for receiving feedback from attendees.

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## Oversight and Evaluation of Assistant Trainers

- I have confirmed that the Assistant Trainer holds an RBT certification or higher.
- I have criteria to evaluate Assistant Trainer readiness and a process to assess their skills before they provide portions of the training.
- I have materials for the Assistant Trainers who are providing portions of the training (e.g. training materials, guided notes, role-play scenarios, videos) to ensure every training is conducted in a high-quality manner.
- I have procedural integrity metrics and systems in place to ensure there is consistency within and across trainings (see the [Sample RBT Trainer Evaluation and Log](#) as a model).
- I have a process in place to ensure that the Assistant Trainers are not related to, subordinate to, or employed by the trainees.

# RBT<sup>®</sup> 2026 40-Hour Training Certificate

\_\_\_\_\_  
Name of RBT Applicant:

\_\_\_\_\_  
RBT Applicant BACB ID:

## Training Information

\_\_\_\_\_  
Training Start Date:

hh:mm

\_\_\_\_\_  
Time to Complete:

\_\_\_\_\_  
Training End Date:

## Trainer Information

\_\_\_\_\_  
Responsible Trainer Name:

\_\_\_\_\_  
Responsible Trainer Certification #:

\_\_\_\_\_  
Responsible Trainer Signature:

\_\_\_\_\_  
Assistant Trainer(s) Names and Certification Numbers (if applicable):

\_\_\_\_\_  
Organization Name (if applicable):

*This training program is designed to meet the 2026 training eligibility requirement for RBT certification.  
This training is offered independent of the BACB.*

