



# RBT® Initial Competency Assessment Packet: 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 the RBT certification.

## Qualified Assessor(s)

**Responsible assessor:** A BACB certificant (BCaBA, BCBA, or BCBA-D) who has completed the [8-hour supervision training](#) is responsible for overseeing the Competency Assessment. The responsible assessor must:

- 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, through direct observation, proficiency in the material being delivered. This individual does not need to be certified by the BACB, however, the responsible assessor is professionally and ethically accountable for all of the assistant assessor's activities. The responsible assessor may utilize multiple assistant assessors for a single 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.

## 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.
- **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) if applicable, 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.

**Document Retention:** The responsible assessor must maintain documentation of each assessment (e.g., completed Competency Assessments, assessors who conducted portions of the assessment) for a minimum of 7 years.

**Modification to the Initial Competency Assessment:** Responsible assessors may develop their own version of the Initial Competency Assessment. The form must include all of the following elements:

- All of the tasks, listed individually, with a place for initials
- The assessment type(s) specified for each task
- A comment field for specific information about the assessment
- A list of the assistant assessors
- A signed attestation, including:
  - 1) Attestation text:

*By signing below I attest that the tasks initialed above have been successfully demonstrated by the applicant.*
  - 2) The relationship of the responsible assessor to the RBT (i.e., employer, contracted)
  - 3) The responsible assessor's name, certification type, certification number, signature, and date signed



# RBT® Initial Competency Assessment: Responsible Assessor Checklist



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

- I am actively certified as a BCaBA, BCBA, or BCBA-D.
- 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 Competency Assessment requirements (see pages 4-5).
- I have identified suitable clients for the tasks identified in the 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 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).

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## 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 a 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 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.



# RBT® Initial Competency Assessment: Form



Applicant Name: \_\_\_\_\_ Applicant BACB ID #: \_\_\_\_\_

## Measurement

Instructions: Any assessment type is permissible.

Task		Initials	Assessment type
1	<b>Continuous Measurement:</b> Implement continuous measurement (e.g., frequency, duration, latency, IRT).		<input type="checkbox"/> With a Client <input type="checkbox"/> Role-Play <input type="checkbox"/> Interview
2	<b>Discontinuous Measurement:</b> Implement discontinuous measurement procedures (e.g., partial and whole interval, momentary time sampling).		<input type="checkbox"/> With a Client <input type="checkbox"/> Role-Play <input type="checkbox"/> Interview
3	<b>Data and Graphs:</b> Enter data and update graphs.		<input type="checkbox"/> With a Client <input type="checkbox"/> Role-Play <input type="checkbox"/> Interview

## Assessment

Instructions: Either assessment type is permissible.

Task		Initials	Assessment type
4	<b>Preference Assessments:</b> Conduct preference assessments.		<input type="checkbox"/> With a Client <input type="checkbox"/> Role-Play
5	<b>ABC Data:</b> Collect ABC data.		<input type="checkbox"/> With a Client <input type="checkbox"/> Role-Play

## Skill Acquisition and Behavior Reduction

Instructions: **Three** of the **tasks** below **must be** evaluated **with a client**.

Task		Initials	Assessment type
6	<b>Discrete-Trial Teaching:</b> Implement discrete-trial teaching procedures.		<input type="checkbox"/> With a Client <input type="checkbox"/> Role-Play
7	<b>Naturalistic Teaching:</b> Implement naturalistic teaching procedures (e.g., incidental teaching).		<input type="checkbox"/> With a Client <input type="checkbox"/> Role-Play
8	<b>Chaining:</b> Implement task analyzed chaining procedures.		<input type="checkbox"/> With a Client <input type="checkbox"/> Role-Play
9	<b>Shaping:</b> Implement shaping procedures.		<input type="checkbox"/> With a Client <input type="checkbox"/> Role-Play
10	<b>Discrimination Training:</b> Implement discrimination training.		<input type="checkbox"/> With a Client <input type="checkbox"/> Role-Play
11	<b>Stimulus Control Transfer:</b> Implement stimulus control transfer procedures.		<input type="checkbox"/> With a Client <input type="checkbox"/> Role-Play

12	<b>Prompting:</b> Implement prompt and prompt fading procedures.	<input type="checkbox"/> With a Client <input type="checkbox"/> Role-Play
13	<b>Token Systems:</b> Implement token systems.	<input type="checkbox"/> With a Client <input type="checkbox"/> Role-Play
14	<b>Crisis/Emergency:</b> Implement crisis/emergency procedures according to protocol.	<input type="checkbox"/> With a Client <input type="checkbox"/> Role-Play
<b>Observe one of the below tasks:</b>		
15	<b>Antecedent Interventions:</b> Implement interventions based on modification of antecedents such as motivating/establishing operations and discriminative stimuli.	<input type="checkbox"/> With a Client <input type="checkbox"/> Role-Play
16	<b>Differential Reinforcement:</b> Implement differential reinforcement procedures (e.g., DRA, DRO).	<input type="checkbox"/> With a Client <input type="checkbox"/> Role-Play
17	<b>Extinction:</b> Implement extinction procedures.	<input type="checkbox"/> With a Client <input type="checkbox"/> Role-Play

## Professionalism and Requirements

Instructions: Each task must be demonstrated as described in the assessment type.

	Task	Initials	Assessment type
18	<b>Session Notes:</b> Generate objective session notes by describing what occurred during sessions.		<input type="checkbox"/> With a Client <input type="checkbox"/> Role-Play <input type="checkbox"/> Interview
19	<b>Client Dignity:</b> Provide examples of how to maintain client dignity.		<input type="checkbox"/> Interview
20	<b>Professional Boundaries:</b> Provide examples of how to maintain professional boundaries.		<input type="checkbox"/> Interview
21	<b>Supervision Requirements:</b> Describe BACB Supervision Standards for RBTs.		<input type="checkbox"/> Interview
22	<b>Clinical Direction:</b> Describe at least one situation in which you'd seek clinical direction from your supervisor.		<input type="checkbox"/> Interview

Comments:

Assistant Assessor Name(s): \_\_\_\_\_

By signing below, I attest that the tasks initialed above have been successfully demonstrated by the applicant.

Responsible Assessor's Name: \_\_\_\_\_

Certification Type:  BCaBA  BCBA  BCBA-D  FL-CBA

BACB Certification #: \_\_\_\_\_

Relationship of Responsible Assessor to the applicant:  Employer  Faculty  Other

Responsible Assessor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*This document must be signed in accordance with the [Acceptable Signatures Policy](#).*