



Registered Behavior Technician™ (RBT™) Task List

Introduction

The BACB's RBT Task List includes the core tasks that are likely to be performed by behavior technicians. These tasks are organized in 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 *Guidelines for Responsible Conduct for Behavior Analysts* that have been designated as being relevant for behavior technicians
- The cumulative duration of 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 90-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 provide a 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 Registered Behavior Technician 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 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.