



## Applied Behavior Analysis (ABA) *Basic*

### Topics

#### Introduction to Autism

Basics of Autism Spectrum Disorders including how to identify challenges in social interactions, communication, and stereotyped behaviors or interests.

*Duration: 39 Minutes*

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#### Discrete Trial Teaching

Basics of doing DTT including how to get the students attention, give instructions, provide and fade necessary prompts, present trials, and provide feedback/reinforcement for each trial.

*Duration: 47 Minutes*

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#### Prompting

Identify when to use prompting, types of prompts to use, how to know if a prompt is working or not, and how to fade prompts.

*Duration: 46 minutes*

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#### Reinforcers

How to identify reinforcers, how to know if reinforcers are effective, types of reinforcers, how to fade reinforcement, and how to identify student preferences.

*Duration: 38 minutes*

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#### Incidental Teaching

How to set up the teaching environment, how to identify preferred activities, what skills to teach, how to present learning opportunities, how to evaluate outcomes, and how to target multiple skills within a preferred activity.

*Duration: 47 minutes*



## Generalization

How to promote generalization within existing activities, types of generalization, how to plan for it, and how to evaluate outcomes of generalization.

*Duration: 46 minutes*

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## Maintenance

How to evaluate if a student has maintained a learned skill, incorporating maintenance skills into new learning activities or play activities or everyday natural activities and using naturalistic reinforcement.

*Duration: 34 minutes*

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## Record Results

How to evaluate student progress and introduce new skills, how to test the student's skills, how to print data sheets and record the student results, and how to interpret the results and determine next teaching steps including how to modify prompting, reinforcement, and skills being taught.

*Duration: 40 minutes*

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## Problem Behavior

How to identify a problem behavior, ensure safety for the child and others, prevent or reduce problem behaviors, how to objectively observe behavior and identify possible reasons (i.e functions) for the behavior, how to reduce the problem behavior, and how to evaluate if a behavior intervention is effective.

*Duration: 38 minutes*

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## Incidental Teaching for Expanded Language

How to set up the environment and activities, how to get the child's attention and interest, prompting, natural instructions, contingent reinforcement, prompt fading, and targeting more complex vocal responses.

*Duration: 37 minutes*

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## Teaching Complex Skills

How to set up a task analysis, break a complex skill down into smaller teaching components, individualize a task analysis, forward and backward chaining procedures, total task teaching, prompting more complex tasks, reinforcement, error correction, dealing with problem behaviors, varying teaching strategies, and promoting independence.

*Duration: 46 minutes*

**Total Training Time: 8 hours**



## Applied Behavior Analysis (ABA) *Advanced*

### Overview

Rethink Ed's Advanced Training Series is designed for care providers who have had basic ABA training or exposure. This set of lessons is appropriate for training new behavioral technicians (including those wishing to become Registered Behavior Technicians), classroom aides, teachers, parents, or other care providers. The lessons cover all the basic principles to begin providing ABA in the home, classroom, clinic, hospital, or community. Lessons include how to deliver reinforcement, prompting, shaping behavior, managing behavior, delivering discrete trial or incidental teaching interventions, data collection and management, relationship building and communication with clients/students, professional behavior and supervision, and ethical considerations.

Each module is delivered through simple written and vocal instruction accompanied by straightforward videos that demonstrate and model how to deliver each piece of ABA instruction. Video modeling has been shown to be a quick and effective method for professional training\*. This combination of instruction and video modeling offers an evidence-based and motivating method of professional training.

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### Topics

#### The Registered Behavior Technician Training and Credential

An overview of the RBT training and credential includes requirements, responsibilities, servicedelivery, task list - 2nd edition, and supervision requirements for an RBT.

*Duration: 22 minutes*

RBT Task: F-01, F-02, F-03, F-04, F-05



## Introduction to Applied Behavior Analysis

To describe the components of ABA, the 7 dimensions of ABA, the core features of ABA, and to dispel myths about ABA.

*Duration: 23 minutes*

RBT Task: A-06

## Let's Review: Applied Behavior Analysis

A review of key information covered in the module Introduction to Applied Behavior Analysis to reinforce learning.

*Duration: 19 minutes*

RBT Task A-06

## Introduction to Autism Spectrum Disorder

To describe the common characteristics of ASD, facts about ASD, how ASD is diagnosed, and some well-known ABA interventions for ASD.

*Duration: 22 minutes*

RBT Task List: C-04, C-05

## Understanding Families of Children with Autism

Families of children with autism will face unique challenges. It is important to understand these challenges so that you can interact with families with empathy and compassion. This presentation will review the unique challenges faced by families and how you can build rapport and form professional, compassionate relationships with families.

*Duration: 70 minutes*

RBT Task List: F-03, F-04

## Early Intervention and Beyond: Top 5 Tips for Teaching a Child with Autism

To describe 5 key ABA strategies for teaching a child with autism spectrum disorder.

*Duration: 61 minutes*

RBT Task: C-01, C-03, C-05, C-06, C-09, C-11



## Relationship Building

To understand the importance of client relationships, how to establish yourself as a reinforcer, how to effectively communicate with clients, and how to evaluate your ability to have positive relationships.

*Duration: 12 minutes*

RBT Task: F-03, F-05

## The Basics of Reinforcement

Basics of how to identify reinforcers, how to know if reinforcers are effective, types of reinforcers, how to fade reinforcement, and how to identify student preferences.

*Duration: 7.5 minutes*

RBT Task: C-03

## Reinforcement

To understand and properly implement various types of contingent reinforcement.

*Duration: 32 minutes*

RBT Task: C-03

## Choosing Reinforcers and Preference Assessments

To understand how to know if something is reinforcing and how to implement a reinforcer preference assessment.

*Duration: 23 minutes*

RBT Task: B-01

## Let's Review: Choosing Reinforcers and Preference Assessments

To understand how to know if something is reinforcing and how to implement a reinforcer preference assessment.

Duration: 18 minutes

RBT Task: B-01

## Shaping

To describe shaping and key features and to implement shaping procedures.

*Duration: 11 minutes*

RBT Task: C-07



## The Basics of Prompting

Basics of identifying when to use prompting, types of prompts to use, how to know if a prompt is working or not, and how to fade prompts.

*Duration: 6.5 minutes*

RBT Task: C-09

## Prompting

To understand and implement different types of prompting and prompt fading.

*Duration: 14 minutes*

RBT Task: C-09

## Let's Review: Shaping and Prompting

A review of key information covered in the modules on Shaping and Prompting to reinforce learning.

*Duration: 15 minutes*

RBT Task: C-07, C-09

## The Basics of Discrete Trial Teaching

Basics of doing DTT including how to get the student's attention, give instructions, provide and fade necessary prompts, present trials, and provide feedback/reinforcement for each trial.

*Duration: 6.5 minutes*

RBT Task: C-04

## Discrete Trial Teaching

To understand and implement the components and steps of DTT and to properly implement DTT procedures.

*Duration: 21 minutes*

RBT Task: C-04

## Examples of Teaching Using DTT Part 1

Step-by-step video models of how to teach a variety of skills using DTT to show practical application of ABA strategies.

*Duration: 42 minutes*

RBT Task: C-04



## Examples of Teaching Using DTT Part 2

Step-by-step video models of how to teach a variety of skills using DTT to show practical application of ABA strategies.

*Duration: 102 minutes*

RBT Task: C-04

## Examples of Teaching Using DDT Part 3

Step-by-step video models of how to teach a variety of skills using DTT to show practical application of ABA strategies.

*Duration: 37 minutes*

RBT Task: C-04

## Increasing Peer Interactions

Applied behavior analysis interventions can be used to address a wide range of skills deficits. In this presentation you will learn how ABA is applied to address social skills and peer interactions.

*Duration: 65 minutes*

RBT Task: C-03, C-04, C-05

## Examples of Teaching Peer Interaction Skills

Step-by-step video models of how to teach a variety of skills using Incidental Teaching to show practical application of ABA strategies.

*Duration: 44.5 minutes*

RBT Task: C-03, C-04, C-05

## Individualized Instruction for Learners With Autism

Things will not always go as planned when teaching children and adults with autism. This presentation will review variables you can consider when teaching that may improve your teaching interactions.

*Duration: 60 minutes*

RBT Task: C-01, C-02, C-04, C-11



## The Basics of Incidental Teaching

Basics of how to set up the teaching environment, how to identify preferred activities, what skills to teach, how to present learning opportunities, how to evaluate outcomes, and how to target multiple skills within a preferred activity.

*Duration: 6.5 minutes*

RBT Task: C-05

## The Basics of Incidental Teaching for Expanding Language

Basics of how to set up the environment and activities, how to get the child's attention and interest, prompting, natural instructions, contingent reinforcement, prompt fading, and targeting more complex vocal responses.

*Duration: 9 minutes*

RBT Task: C-05

## Incidental Teaching

To understand the components and implement naturalistic teaching procedures.

*Duration: 14 minutes*

RBT Task: C-05

## Making Teaching Interactions More Engaging Across the Lifespan

Although active engagement has been identified as a key component in effective programming for students with autism spectrum disorder, many individuals with autism display limited active engagement in classroom activities. This presentation will focus on the importance of increasing the engagement of individuals with autism in learning tasks and discuss practical teaching methods to incorporate throughout the lifespan.

*Duration: 93 minutes*

RBT Task: C-05

## Examples of Teaching Using Incidental Teaching Part 1

Step-by-step video models of how to teach a variety of skills using Incidental Teaching to show practical application of ABA strategies.

*Duration: 32.5 minutes*

RBT Task: C-05





## Examples of Teaching Using Incidental Teaching Part 2

Step-by-step video models of how to teach a variety of skills using Incidental Teaching to show practical application of ABA strategies.

*Duration: 53.5 minutes*

RBT Task: C-05

## Incidental Teaching and Learner Independence

In this module, you will learn new strategies that can be used with incidental teaching and prompt fading. This module will cover different strategies to promote learner independence, types of skills that can be taught through incidental teaching and using prompting to promote independence.

*Duration: 8 minutes*

RBT Task: C-05, C-09

## Motivating Operations

To identify motivating operations and the 4-term contingency and to implement motivating operations for skill acquisition and reducing problem behaviors.

*Duration: 36 minutes*

RBT Task: D-03

## Using Reinforcement Strategies to Motivate Student Learning

To understand different types of preference assessments to identify what motivates learners, group and individual reinforcement systems, and setting up simple reinforcement systems.

*Duration: 40.5 minutes*

RBT Task: D-03

## The Basics of Teaching Complex Skills

The basics of how to set up a task analysis, break a complex skill down into smaller teaching components, individualize a task analysis, forward and backward chaining procedures, total task teaching, prompting more complex tasks, reinforcement, error correction, dealing with problem behaviors, varying teaching strategies, and promoting independence.

*Duration: 16.5 minutes*

RBT Task: C-06



## Behavior Chains and Chaining Procedures

To identify and implement behavior chaining procedures including how to use a task analysis, forward and backward chaining, and graduated guidance.

*Duration: 26 minutes*

RBT Task: C-06

## Schedules

To understand how to use schedules and behavior chaining procedures including task analysis, forward and backward chaining, and graduated guidance to teach a variety of skills.

*Duration: 49 minutes*

RBT Task: C-06, C-08

## Examples of teaching using Behavior Chains and Chaining Procedures Part 1

Step-by-step video models of how to teach a variety of skills using behavior chaining procedures to show practical application of ABA strategies.

*Duration: 35 minutes*

RBT Task: C-06

## Examples of teaching using Behavior Chains and Chaining Procedures Part 2

Step-by-step video models of how to teach a variety of skills using behavior chaining procedures to show practical application of ABA strategies.

*Duration: 111 minutes*

RBT Task: C-06

## Let's Review: Behavior Chains and Chaining Procedures

A review of key information covered in the module on Behavior Chains and Chaining Procedures to reinforce learning.

*Duration: 17 minutes*

RBT Task: C-06



## Stimulus Control and Prompt Fading

To understand stimulus control and how to implement fading procedures for stimulus prompts.

*Duration: 13 minutes*

RBT Task: C-08, C-09

## Let's Review: Stimulus Control and Prompt Fading

A review of key information covered in the module on Stimulus Control and Prompt Fading to reinforce learning.

*Duration: 16 minutes*

RBT Task: C-08, C-09

## Data Collection

To understand and demonstrate how to collect the various types of data.

*Duration: 18 minutes*

RBT Task: A-01, A-02, A-03, A-04

## Data Collection In Groups and Vocational Settings

To understand the definition and recommendations with normative data collection, different types of data collection to use in group and vocational settings, and potential goals for group and vocational settings.

*Duration: 11.5 minutes*

RBT Task: A-01, A-02, A-03, A-04

## Graphs and What They Tell Us

To understand and demonstrate how to enter data and create common ABA graphs.

*Duration: 23.5 minutes*

RBT Task: A-05

## Skill Acquisition Programs

To understand and implement skill acquisition programs including following a written plan, preparing for sessions, conducting sessions, and evaluating successful implementation.

*Duration: 20 minutes*

RBT Task: C-01, C-02



## Attending

To understand the definition and importance of teaching attending skills to individuals, different types of programs used to teach attending skills and instructional strategies.

*Duration: 64 minutes*

RBT Task: C-04, C-09, C-11

## Fluency

To understand the definition and importance of teaching fluency of skills to individuals, the features of fluency, teaching fluency with specific skills, and graphing fluency.

*Duration: 83 minutes*

RBT Task: A-02, C-10

## Learning In Groups

Applied behavior analysis interventions can be used to address a wide range of skills deficits. In this presentation you will learn how ABA is applied to teach children with autism to learn in groups.

*Duration: 64 minutes*

RBT Task: C-04, C-09, C-11

## Behavior Skills Training

To understand the definition of Behavior Skills Training (BST), its key components including instructions, modeling, rehearsal and feedback, and how to use BST to teach skills.

*Duration: 58 minutes*

RBT Task: C-01, C-09, C-10, C-11

## Verbal Behavior

To understand the basic principles of Verbal Behavior (VB) including the history of B.F. Skinner's theory of language learning, how ABC's apply to VB, the 7 categories of VB (mands, tacts, echoics, intraverbals, textual, and transcription), and specific teaching strategies for implementing VB.

*Duration: 27 minutes*

RBT Task: B-01, C-03, C-07, C-08



## Using the VB-MAPP to Establish Intervention Priorities

To understand how to use the VB-MAPP assessment with individuals and how to establish intervention priorities after the completion of the VBMAPP assessment.

*Duration: 58 minutes*

RBT Task: B-01, C-03, C-07, C-08

## Generative Language Learning for Children with Autism: Analysis, Assessment, and Intervention

To understand the definition of generative learning and how generative verbal learning occurs when existing verbal skills enable the acquisition of other verbal skills, without direct teaching or reinforcement.

*Duration: 58 minutes*

RBT Task: B-01, C-03, C-07, C-08

## Describing Behavior

To understand and demonstrate how to objectively observe and describe behavior.

*Duration: 11 minutes*

RBT Task: B-01

## The Basics of Problem Behavior

The basics of how to identify a problem behavior, ensure safety for the child and others, prevent or reduce problem behaviors, how to objectively observe behavior and identify possible reasons (i.e. functions) for the behavior, how to reduce the problem behavior, and how to evaluate if a behavior intervention is effective.

*Duration: 8 minutes*

RBT Task: B-04, D-02

## Function & Assessment of Problem Behavior

To understand the components and assist with the implementation of a Functional Assessment and Behavior Reduction Plan.

*Duration: 17.5 minutes*

RBT Task: B-04, D-01, D-02



## Functional Behavior Assessment (FBA)

To understand the functions of behavior, components of functional behavior assessment, FBA data collection methods, Functional (Experimental) Analysis, and function-based interventions.

*Duration: 62.5 minutes*

RBT Task: B-04, D-01, D-02

## An In-Depth Look at Antecedent and Consequence Strategies

To understand the functions of behavior and using antecedent and consequence strategies to address challenging behavior.

*Duration: 45 minutes*

RBT Task: B-04, D-01, D-02

## Common Interventions for Problem Behavior

To understand and implement various interventions for reducing behavior problems.

*Duration: 28 minutes*

RBT Task: D-03, D-04, D-05, D-06

## Examples of Teaching Cooperation/Toleration Skills

Step-by-step video models of how to teach cooperation/toleration skills to decrease maladaptive behaviors and increase adaptive skills.

*Duration: 64 minutes*

RBT Task: D-03, D-04

## Creative Solutions to Managing Problem Behaviors in Classrooms

Review common reasons that behavior problems may occur within school settings and what can be done to prevent and assess behavior in schools. An RBT will sometimes be responsible for working with children in school environments so it's good to know the variables that may increase behavior in classroom settings and how you can help to prevent behavior from emerging (The supervising BCBA will be implementing assessment and developing interventions based on the assessment).

*Duration: 71.5 minutes*

RBT Task: D-02, D-03, D-04, D-05



## The Basics of Generalization

The basics of how to promote generalization within existing activities, types of generalization, how to plan for it, and how to evaluate outcomes of generalization.

*Duration: 7.5 minutes*

RBT Task: C-11

## The Basics of Maintenance

The basics of how to evaluate if a student has maintained a learned skill, incorporating maintenance skills into new learning activities or play activities or everyday natural activities, and using naturalistic reinforcement.

*Duration: 3.5 minutes*

RBT Task: C-11

## Generalization & Maintenance Part 1

To understand generalization and the various types of generalization; to understand and demonstrate how to incorporate generalization into treatment plans.

*Duration: 27.5 minutes*

RBT Task: C-11

## Generalization & Maintenance Part 2

To identify potential issues that may arise with generalization; to understand and demonstrate how to assess generalization; to understand and implement maintenance procedures; and to understand and demonstrate how to plan for generalization.

*Duration: 14 minutes*

RBT Task: C-11

## Let's Review: Generalization & Maintenance

A review of key information covered in the modules on Generalization & Maintenance to reinforce learning.

*Duration: 19 minutes*

RBT Task: C-11



## Assessments and the Role of the RBT

To understand the role of the RBT in the assessment process and to demonstrate how to assist with assessments.

*Duration: 19 minutes*

RBT Task: B-03, E-03, E-04, E-05

## Discrimination Training

To understand and demonstrate how to make discriminations, discrimination training steps, and evaluating effectiveness of discrimination training.

*Duration: 9 minutes*

RBT Task: C-07

## Providing Support as an RBT in Schools

An overview of the roles and responsibilities of an RBT working with students in a school and classroom setting.

*Duration: 8 minutes*

RBT Task: F-03

## Introduction to Disabilities

An overview of different categories of disabilities, communication, social and behavior challenges that an individual with a disability might have and strategies for addressing those challenges.

*Duration: 9 minutes*

RBT Task: F-05

## Respecting Differences

This training is designed to promote greater awareness, understanding, and acceptance of individuals with disabilities.

*Duration: 8.5 minutes*

RBT Task: F-05





## Communicating Effectively With Students With Developmental Disabilities Part 1

This training provides a definition of developmental disabilities, communication challenges that students with developmental disability may have, and strategies for improving communicating with those students more effectively.

*Duration: 6.5 minutes*

RBT Task: F-05

## Communicating Effectively With Students With Developmental Disabilities Part 2

An understanding of common communication challenges that students with developmental disabilities may have and strategies for facilitating language and building language skills.

*Duration: 9 minutes*

RBT Task: F-05

## Including Students With Developmental Disabilities

An introduction to common social challenges that students with developmental disabilities may have, strategies for improving interactions with those students, and strategies for facilitating peer interactions.

*Duration: 5 minutes*

RBT Task: F-05

## Understanding Behavior Challenges of Students with Developmental Disabilities

An introduction to common behavior challenges that students with developmental disabilities may have, possible reasons for why they occur, and strategies for preventing and responding to challenging behavior.

*Duration: 6 minutes*

RBT Task: D-02, D-03, D-05



## Improving Social Interactions for Students with Developmental Disabilities

An understanding of different social challenges that students with developmental disabilities may have, strategies for teaching social skills, and ways to help students with developmental disabilities interact more effectively with their peers.

*Duration: 7.5 minutes*

RBT Task: C-05, C-09, C-10, C-11

## Managing Behavior Challenges of Students with Developmental Disabilities

An understanding of behavior challenges that students with developmental disabilities may have, possible functions for those behaviors, and strategies for preventing and responding to the challenging behavior.

*Duration: 9 minutes*

RBT Task: D-02, D-03, D-08

## Setting Up Your Physical Environment

This training provides strategies for setting up the physical structure and organization of the classroom environment to support learning and pro-social student behavior.

*Duration: 9.5 minutes*

RBT Task: A-01, C-02

## Displaying and Using Visuals Part 1

An overview of the benefits of using visual supports and strategies for using visuals for classroom management, behavior and instruction including visuals to provide boundaries, increase motivation and promote independence.

*Duration: 6.5 minutes*

RBT Task: C-06, C-08

## Displaying and Using Visuals Part 2

This training provides strategies for using schedules including individual, group, picture, and text schedules and using visuals for independent and group workstations and group instruction.

*Duration: 11 minutes*

RBT Task: C-06, C-08



## Planning For Adulthood Now: What Can We Do?

The goal of this presentation is to get RBTs who work with learners of all ages to think about how their programming today will affect their learners' success throughout their lives. Key programs to target across a variety of curriculum areas are discussed. The training emphasizes the importance of programming for generalization to ensure skills are truly functional.

*Duration: 89 minutes*

RBT Task: C-06, C-09, C-10,

## Ethical and Professional Behaviors Part 1

To understand guidelines for supervision, how to accept and maximize supervisor feedback, the BACB code of ethics, and professional conduct.

*Duration: 23 minutes*

RBT Task: F-02, F-04, F-05

## Ethical and Professional Behaviors Part 2

To understand ethical issues with documentation and reporting, and to understand the role of the RBT in the profession of behavior analysis.

*Duration: 18 minutes*

RBT Task: E-04, E-05

## Professionalism for RBTs

This presentation outlines various professional behaviors that contribute to job success. It includes suggestions on behaviors to display so that your colleagues and bosses will view you as a professional. A discussion on the giving and receiving of feedback is included, as well as considerations for remaining professional while building relationships with learners and their families.

*Duration: 87 minutes*

RBT Task: F-02, F-03, F-05

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**Total Training Time: 41 hours and 53 minutes**