

## REVISIONS TO DISCIPLINES LIST FORM

### PLEASE TYPE

(Note: Only typed forms will be accepted.)

DATE SUBMITTED: September 27, 2019

DISCIPLINES LIST TITLE: Registered Behavior Technician

This proposal is for a

- New discipline  
 Revision to existing discipline

Reason for the proposal

- Create a new discipline  
 Update language in existing discipline to reflect new terminology  
 Make minimum qualifications in existing discipline more restrictive  
 Make minimum qualifications in existing discipline less restrictive

**PROPOSAL LANGUAGE:** (If this is an existing minimum qualification, please include the original language and change using strikeouts and *italics*).

Master's in behavior analysis, education, or psychology OR the equivalent AND certification as a Board Certified Behavior Analyst (BCBA) as set by the Behavior Analyst Certification Board (BACB).

### PROPOSAL EVIDENCE:

Any Disciplines List proposal must have the following evidence, which is essential because it provides the rationale about why the change is needed as well as inform the field that the research has been completed to ensure that the change is necessary. A lack of documentation about the need of Discipline List Revision may cause the proposal to be delayed or rejected by the Executive Committee. Please use the following check list to ensure all you have conducted all necessary research.

Required investigation of the following and statement of findings:

- Contacted an associated professional organization to determine support of proposal  
 Included evidence of degrees within the proposed revision of the discipline or new discipline.  
 Provided a list of the titles of the degrees and programs to document the need for a new or revised discipline using the below criteria:
- Minimum of three degrees
  - Regionally accredited institutions (all public institutions in California)
  - Disciplines in the Master's List requires evidence of the availability of masters degrees
  - Disciplines in the Non-masters List requires evidence of the availability of degree, certification, and/or professional experience, if necessary

**The following accredited institutions in California offer master's degrees in Behavioral Analysis and include the BACB approved course sequence for BCBA Certification:**

- California State University Northridge: Master of Science in Applied Behavioral Analysis
- California State University Sacramento: Master of Science in ABA
- California State University Los Angeles: Master of Science in Psychology with an option in Applied Behavior Analysis

**The following accredited institutions in California offer master's degrees in Education with varying specializations:**

- California State University Northridge: Master of Arts in Education
- California State University Fullerton: Master of Science in Education
- California State University Long Beach: Master of Arts in Education and Master of Science in Special Education
- University of California Berkeley: Master of Arts in Education

**The following accredited institutions in California offer master's degrees in Psychology with varying specializations:**

- California State University Fresno: Master of Arts in Psychology
- California State University Fullerton: Master of Arts in General Psychology and Master of Science in Clinical Psychology
- California State University Los Angeles: Master of Arts in General Psychology and Master of Science in Applied Behavior Analysis
- California State University Northridge: Master of Arts in Psychology (Clinical Research or Clinical Fieldwork)

**The following institutions in California offer BACB approved course sequences for BCBA Certification:**

- California State University San Diego, College of Education: Advanced Certificate in Behavior Analysis
- California State University San Marcos, Extended Learning: Applied Behavior Analysis Certificate of Advanced Study
- California State University Los Angeles: Applied Behavior Analysis Certificate

- Provided statewide need documented by evidence to show a change is necessary and not merely a response to a unique need of one college, district or region. Demonstrated a balance of need across the state and included a discipline seconder from another district.

Careers in behavioral analysis are growing across the state (Burning Glass Technologies, 2016). The following summary, excerpted from a report compiled by Applied Behavior Analysis EDU ([appliedbehavioranalysisedu.org](http://appliedbehavioranalysisedu.org), 2019), an independent clearinghouse of resources on the Applied Behavior Analysis profession, explains the widespread impact on this field created by recent California legislation:

California Senate Bill 946 (effective July 1, 2012) requires healthcare service plan contracts and health insurance policies to provide coverage for behavioral health treatment for individuals with autism and other developmental disorders.

This insurance mandate requires health insurers to maintain an adequate network of providers, including qualified autism service providers. The bill encompasses the provision of several evidence-based therapies, including applied behavioral analysis (ABA).

As a result of the adoption of SB 946, the demand for ABA services in California has increased dramatically, greatly precipitating the need to adopt standards and procedures for protecting consumers.

Furthermore, California Assembly Bill 1715 was passed in 2016, which was designed to protect children with autism and other individuals receiving behavior analysis services by ensuring that only qualified professionals can provide them with care.

Qualified professionals are identified by their level of education and professional certification. Paraprofessionals serving in the role of behavioral technician may have been hired without certification prior to the passage of SB 946 and AB 1715; however, this is no longer the case. Applied behavior analysis (ABA) certification ensures that providers of behavior analysis services are qualified to provide ABA services to clients with a variety of skill deficits, needs, and problem behaviors.

State licensing departments are responsible for establishing the requirements for issuing behavior analyst licenses on a state-by-state basis. There is no national licensing scheme for the profession.

As with many other state licensed professions – from advanced practice nursing to certified public accounting – many state licensing departments delegate the actual responsibility for determining qualifications to a regulatory board made up of experienced professionals from the same field. A typical state board will include both behavior analysts and other medical professionals to provide a well-rounded evaluation of prospective candidates for licensure.

- Explained the impact of proposal across the state using a list the pro and con arguments and including refutation of the con arguments

### **Pro Arguments**

1. RBT training and certification is required for individuals when the services are covered by insurance, creating a high market demand for certified RBTs.
2. Valid RBT training must be overseen by a Board Certified Behavior Analyst (BCBA).
3. Existing minimum qualifications for Psychology, Education, Child Development, and the CTE disciplines do not address the BACB certification requirements necessary for valid RBT training.

### **Con Arguments**

1. RBT training coursework could be taught by a Board Certified Assistant Behavior Analyst (BCaBA), which requires a lower level of certification (i.e., any bachelor's degree and BCaBA certification).

- a. **Refutation:** A BCaBA is not licensed to operate independently; therefore, an individual with BCBA certification would still be required to oversee the course.
2. RBT training can be provided independently by qualified individuals (BCBAs).
  - a. **Refutation:** The growing demand for RBTs has created a need for training to be available across a broader market. Additionally, training provided through an accredited institution can offer quality assurances that individual providers may not be able to provide. Finally, if RBT trainees do not pass the certification exam due to inadequate preparation, their employment prospects are poor, as their services will not be covered by insurance.
3. An available alternative discipline could be used to determine qualifications of faculty.
  - a. **Refutation:** To hire a RBT faculty member under a different discipline would indicate that the individual qualifies to teach all courses in that discipline, which may not be the case. Similarly, someone hired under existing disciplines, such as Psychology or Education, would not necessarily possess the required BCBA certification.

- Provided other evidence such as significant changes to the field that requires a change to the Disciplines List.
- Provided a ½ page written rationale to be included in public documents.

Recent legislative actions requiring the certification of all professionals involved in Applied Behavioral Analysis have created a demand for individuals in the Registered Behavior Technician (RBT) occupation. The RBT is a paraprofessional who practices under the supervision of a Board Certified Behavior Analyst (BCBA) or Board Certified Assistant Behavior Analyst (BCaBA). The RBT is primarily responsible for the direct implementation of behavior-analytic services working with children and adults with impairments such as autism spectrum disorders, developmental disabilities, or traumatic brain injury. The average salary of an RBT in California is \$20 per hour. The short-term nature of this training combined with its potential for gainful employment in a meaningful career make this discipline a good fit for the California Community Colleges.

To become an RBT, eligible candidates must:

- Be at least 18 years old
- Hold a high school diploma or the equivalent
- Complete at least 40 hours of training
- Pass a criminal background check
- Pass the RBT Competency Assessment
- Pass the RBT exam

The required training component to become an RBT is approximately equivalent to a 3-unit course. Currently, the RBT training available is provided by private companies and individual

professionals or service organizations. These options can result in a higher fee for training or potentially less effective training than what could be offered through an accredited community college. RBT training must be sufficiently rigorous and effective to prepare the individual to both demonstrate required clinical competencies and pass the certification exam. Students may elect to complete the RBT program alone to gain this certification, or they may combine this training with degree coursework in related fields, such as Education, Child Development, or Psychology. Gaining this certification early in a student's college career also creates a potential income source for students while they earn their degrees.

A new Registered Behavior Technician discipline is required, as the Behavior Analyst Certification Board requirements for individuals training RBTs do not match any existing disciplines as described in the Minimum Qualifications for Faculty and Administrators in California Community Colleges.

### **SUBMISSION**

Once a proposal is received by the Senate Office, it is reviewed by staff to ensure that all the information is complete and includes the revision, contact information, appropriate signatures and rationale. The Senate Office will also check to ensure that the proposal has not previously been considered and rejected by the delegates at a plenary session or, if it has, it is supported by a new rationale. The proposal is then sent to the S&P Chair to review the Senate Office information and to ensure that the proposal meets the initial requirements of the Disciplines List review process as well as to verify that the proposal is not being submitted to deal with a district-specific problem that does not apply broadly. If there are any concerns with the proposal, the S&P Chair, working with the S&P Committee, will immediately follow up with the initiator.

**The contact person (or a designee) will be required to attend hearings where the proposal is presented. These hearings are typically held at the ASCCC plenary sessions. It should be noted that the contact person is responsible for investigating and documenting the need for changes to the Discipline List.**

Please reference the Disciplines List Handbook for information about the process including the role of the initiator, the Standards and Practices Committee, the Executive Committee, and the delegates. This handbook can be found on our website at <http://asccc.org/disciplines-list>.

-----  
Contact person (author of proposal) Cynthia Sheaks-McGowan, Ed.D.  
Phone number (please provide at least two numbers) 805-553-4819 or 805-509-0722  
Email [csheaksmcgowan@vccd.edu](mailto:csheaksmcgowan@vccd.edu)

**Second** (must be from another District) Thesa Roepke, Alan Hancock College

Phone number (please provide at least two numbers) (805) 260-8733 (C) and **(805) 922-6966 ex. 3436 (O)**  
Email: [troepke@hancockcollege.edu](mailto:troepke@hancockcollege.edu)

**Additional Supporters/Seconders:**

Donna Greene, College of the Desert  
Phone number: 951-796-6942 (C) and 760-776-7398 (O)  
E-mail: [dgreene@collegeofthedesert.edu](mailto:dgreene@collegeofthedesert.edu)

Adrienne Seegers, Columbia College  
Phone number: 209-768-2307 (C) and 209-588-5278 (O)  
Email: [Adrienne.seegers@gmail.com](mailto:Adrienne.seegers@gmail.com)

Signature of College Academic Senate President<sup>1</sup>

  
\_\_\_\_\_

College MOORPARK COLLEGE

Email nbrown@vcccd.edu. Date approved by College Academic Senate  
17 Sept 2019

OR  
Organization \_\_\_\_\_

\_\_\_\_\_  
President

\_\_\_\_\_  
Date Approved by Organization \_\_\_\_\_

\_\_\_\_\_  
Phone for President

**RETURN FORM TO:** The Academic Senate for California Community Colleges  
One Capitol Mall, Suite 340, Sacramento, CA 95814  
Email: [disciplineslist@asccc.org](mailto:disciplineslist@asccc.org)

\_\_\_\_\_  
<sup>1</sup> By signing this document, the Senate President is certifying that the required investigation and statement of findings have been sufficiently addressed.



*September 25, 2019*

To: Delegates to the Plenary of the Academic Senate for the California Community Colleges  
From: California Association for Behavior Analysis (CalABA)

RE: Establishment of RBT Discipline in California Community Colleges

Dear Delegates,

The California Association for Behavior Analysis represents the interests of the field of Behavior Analysis. Our membership consists of academicians, practitioners, students and behavioral therapists. Specifically, we represent over 3,000 Board Certified Behavior Analysts® and Registered Behavior Technicians®. The mission of the California Association for Behavior Analysis (CalABA) is to advance, promote and protect the science and practice of Behavior Analysis. The purpose of this letter is to encourage the California Community Colleges to align with our mission by establishing an RBT Discipline in California Community Colleges.

There are currently over 65,00 Registered Behavior Technicians® worldwide. Over 12,000 of these RBTs® practice in the state of California. The Behavior Analyst Certification Board, which oversees both the BCBA® and RBT® credentials estimate that there will be more than 125,00 RBTs® by 2028. At least 25% of these 125,000 RBTs® will be practicing in California.

As of 2019, all 50 states have passed some form of an Autism Health Insurance Mandate. In every state across the country, including California, RBTs® are central to the provision of Behavior Analytic services to persons with autism spectrum disorder. There are not enough BCBA® to adequately staff programs that support individuals with autism. Is it also cost-inefficient to use BCBA® in the capacity of direct care staff. The RBT® credential was established in 2014 to create a minimum standard of training and ongoing supervision for the persons who provide the most direct care to an incredibly vulnerable, and ever increasing, population.

While the RBT® credential is not specific to autism, the overwhelming majority of RBTs® currently work with persons with autism and other developmental disabilities. It is CalABA's

hope that RBTs® will continue to expand the types of clients they work with as Behavior Analysis becomes more widely recognized as an effective methodology for behavior change across any population.

Ensuring consumer access to RBTs® who have received quality instruction, training and supervision is essential in order to optimize outcomes for the recipients of Behavior Analytic services.

RBTs®, under the direct supervision of a BCBA®, are responsible for implementing individualized treatment goals for their clients. This means that RBTs® function as the primary person responsible for ensuring their clients acquire skills that are essential to their health and well-being. More specifically, RBTs® use the technical application of Behavior Analytic principles to teach their clients to access their community, participate in family activities, create social connection, engage in appropriate behaviors, develop skills needed to gain employment and, most importantly, to increase their quality of life.

The field of Behavior Analysis as well as the consumers of our service depend on RBTs® across the state of California as the PRIMARY method for accessing medically necessary Behavior Analytic services. Establishing an RBT® Discipline within the California Community College system will help to increase the numbers of RBTs® throughout the state. This will directly impact the ability of BCBAAs® to provide quality, effective services to MORE vulnerable Californians. We wholeheartedly applaud the California Community College system for considering this request. We welcome any additional questions the delegates may have as you consider this critically important issue.

Sincerely,

The California Association for Behavior Analysis  
400 29<sup>th</sup> Street  
Suite 518  
Oakland, CA 94609  
(805) 275-2143  
[info@calaba.org](mailto:info@calaba.org)  
[www.calaba.org](http://www.calaba.org)





# BACB Fact Sheet

## About the BACB

- ▶ Established in 1998 as a nonprofit corporation
- ▶ The first national organization to certify practitioners of applied behavior analysis (ABA)
- ▶ Governed by a Board of Directors primarily comprised of behavior analysts elected by the profession along with representation from the public
- ▶ More than 36,000 behavior analysts and over 55,000 behavior technicians certified in over 89 countries
- ▶ BACB standards are the basis of almost all behavior analyst licensure laws in the United States

## BACB Certification Programs

- ▶ **High School Level**  
Registered Behavior Technician™ (RBT®)
- ▶ **Bachelor's Level**  
Board Certified Assistant Behavior Analyst® (BCaBA®)
- ▶ **Master's Level**  
Board Certified Behavior Analyst® (BCBA®)

## Certification Requirements

- ▶ The BACB's behavior analyst certifications (BCaBA/BCBA) require an academic degree, behavior-analytic coursework, supervised experience, passage of a psychometrically sound examination, compliance with ethics requirements, continuing education, and ongoing supervision (BCaBA).
- ▶ The BACB's behavior technician certification (RBT) requires a high school diploma, formal training in ABA, a skill-based competency assessment, a background check, passage of a psychometrically sound examination, compliance with ethics requirements, and annual competency assessments.

## Applied Behavior Analysis

Applied Behavior Analysis is a science based on the use of learning principles to improve lives. The practice of ABA focuses on assessing the environmental influences on behavior, assessment-based intervention, and data-based decision making. ABA has been used to address the behavioral needs of consumers in multiple areas, including general and special education, organizational management and safety, gerontology, and many more. ABA is best known as being the leading evidence-based treatment approach for autism and other developmental disabilities.



The BCBA, BCaBA, and RBT certification programs are accredited by the National Commission for Certifying Agencies in Washington, DC. NCCA is the accreditation body of the Institute for Credentialing Excellence.





## 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.

Copyright © 2013 by the Behavior Analyst Certification Board, Inc. ("BACB"), all rights reserved. Unauthorized reproduction, copying, or transmission in any medium is strictly prohibited.

The trademarks "Behavior Analyst Certification Board," Inc., "BACB," "Board Certified Behavior Analyst," "BCBA," "Board Certified Assistant Behavior Analyst," "BCaBA," and "RBT" are owned by the Behavior Analyst Certification Board. Unauthorized use or misrepresentation is strictly prohibited.

