

I. CATALOG INFORMATION

- A. Discipline: Registered Behavior Technician
- B. Subject Code and Number: RBT M01
- C. Course Title: Registered Behavior Technician: Knowledge Skills

- D. Credit Course units:
 Units: 2.5
 Lecture Hours per week: 2.5
 Lab Hours per week : 0
 Variable Units : No

- E. Student Learning Hours:
 Lecture Hours:
 Classroom hours: 43.75 - 43.75
 Laboratory/Activity Hours:
 Laboratory/Activity Hours 0 - 0

Total Combined Hours in a 17.5 week term: 43.75 - 43.75

- F. Non-Credit Course hours per week _____

- G. May be taken a total of: 1 2 3 4 time(s) for credit

- H. Is the course co-designated (same as) another course: No Yes
 If YES, designate course Subject Code & Number: _____

- I. Course Description:

Introduces the core tasks that are likely to be performed by behavior technicians: measurement, assessment, skill acquisition, behavior reduction, documentation and reporting, and professional conduct and scope of practice. Presents evidence-based instruction on behavioral concepts, procedures for skill acquisition, strategies for problem behavior reduction, and professional and ethical conduct.

- J. Entrance Skills

*Prerequisite: No Yes Course(s)

*Corequisite: No Yes Course(s)

Limitation on Enrollment: No Yes

Recommended Preparation: No Yes Course(s)

Other: No Yes

K. Other Catalog Information:

Students need to show proof of immunity to Measles. This is done by either providing documentation of 2 MMR vaccinations, or a positive titer for Measles. Documentation for Tdap for Pertussis immunization must be after the age of 11. Flu shot is mandatory and to be given within one year of the last day of the semester, but a person can write a declination and put it on file. Only a physician can decline for Measles and Tdap. Students must also show proof of TB clearance. If you have ever received a positive result, you must submit a clear chest x-ray within 5 years with a yearly reevaluation. Students are responsible for any costs associated with the immunizations and TB tests. The Student Health Center on campus offers immunizations and titers.

II. COURSE OBJECTIVES

Upon successful completion of the course, a student will be able to:

| | | Methods of evaluation will be consistent with, but not limited by, the following types or examples. |
|---|---|--|
| 1 | identify and differentiate the Registered Behavior Technician (RBT) task list items: measurement, assessment, skill acquisition, behavior reduction, documentation and reporting, and professional conduct and scope of practice. | Embedded checkpoint questions Quizzes Final knowledge test |
| 2 | describe the intervention and treatment options available for the various clinical disorders, including limitations in general and when applied to certain populations. | Embedded checkpoint questions Quizzes Final knowledge test |
| 3 | communicate information regarding task list items in written and graphic forms. | Embedded checkpoint questions Quizzes Final knowledge test |

III. COURSE CONTENT

| Estimated % | Topic | Learning Outcomes |
|----------------------------------|--|--------------------------|
| Lecture (must total 100%) | | |
| 10.00% | Measurement: - Prepare for data collection - Implement continuous measurement procedures (e.g., frequency, duration) - Implement discontinuous measurement procedures (e.g., partial and whole interval, momentary time sampling) - Implement permanent product recording procedures - Enter data and update graphs | 1, 2, 3 |
| | Assessment: | |

| | | |
|--------|---|---------|
| 10.00% | <ul style="list-style-type: none"> - Describe the behavior and environment in observable and measurable terms - Conduct preference assessments - Assist with individualized assessment procedures (e.g., curriculum-based, developmental, social skills) - Assist with functional assessment procedures | 1, 2, 3 |
| 20.00% | <p>Skill Acquisition:</p> <ul style="list-style-type: none"> - Identify the essential components of a written skill acquisition plan - Prepare for the session as required by the skill acquisition plan - Use contingencies of reinforcement (e.g., conditioned/unconditioned reinforcement, continuous/intermittent schedules) - Implement discrete-trial teaching procedures - Implement naturalistic teaching procedures (e.g., incidental teaching) - Implement task analyzed chaining procedures - Implement discrimination training - Implement stimulus control transfer procedures - Implement stimulus fading procedures - Implement prompt and prompt fading procedures - Implement generalization and maintenance procedures - Assist with the training of stakeholders (e.g., family, caregivers, other professionals) | 1, 2, 3 |
| 20.00% | <p>Behavior Reduction:</p> <ul style="list-style-type: none"> - Identify the essential components of a written behavior reduction plan - Describe common functions of behavior - Implement interventions based on modification of antecedents such as motivating/establishing operations and discriminative stimuli - Implement differential reinforcement procedures (e.g., Differential Reinforcement of Alternative Behavior (DRA), Differential Reinforcement of Other Behavior (DRO)) - Implement extinction procedures - Implement crisis/emergency procedures according to protocol | 1, 2, 3 |
| 20.00% | <p>Documentation and Reporting:</p> <ul style="list-style-type: none"> - Report other variables that might affect the client (e.g., illness, relocation, medication) - Generate objective session notes by describing what occurred during sessions - Effectively communicate with supervisor - Comply with applicable legal, regulatory and workplace reporting requirements (e.g., mandatory abuse and neglect reporting) - Comply with applicable legal, regulatory and workplace requirements for data collection, storage and transportation | 1, 2, 3 |
| 20.00% | <p>Professional Conduct and Scope of Practice:</p> <ul style="list-style-type: none"> - Describe the role of the RBT in the service delivery system - Respond appropriately to feedback and maintain or improve performance accordingly - Communicate with stakeholders (e.g., family, caregivers, other professionals) as authorized - Maintain professional boundaries (e.g., avoid dual relationships, conflicts of interest, social media contacts) - Maintain client dignity | 1, 2, 3 |

IV. TYPICAL ASSIGNMENTS

A. Writing assignments

| | |
|---|--|
| Writing assignments are required. Possible assignments may include, but are not limited to: | |
| 1 | written observations of video scenarios. |

| | |
|---|---|
| 2 | written observations of data recording. |
| 3 | submission of charts and recorded data. |
| 4 | submission of calculation of interobserver agreement. |
| 5 | written observations of video scenarios in which the student identifies Antecedents, Behavior, and Consequences (A-B-Cs) across ten instances of a targeted behavior. |

B. Appropriate outside assignments

| | |
|---|--|
| Appropriate outside assignments are required. Possible assignments may include, but are not limited to: | |
| 1 | developmental observations of children of various ages. |
| 2 | interviews with parents of children about issues related to behavior and environment. |
| 3 | assigned reading material from textbook, web sites, journals and news articles related to applied behavior analysis. |

C. Critical thinking assignments

| | |
|---|--|
| Critical thinking assignments are required. Possible assignments may include, but are not limited to: | |
| 1 | implement continuous measurement procedures (e.g., frequency, duration). |
| 2 | conduct preference assessments. |
| 3 | implement discrete-trial teaching procedures. |
| 4 | describe common functions of behavior. |
| 5 | generate objective session notes. |
| 6 | analyze the role of the RBT in the service delivery system. |

V. METHODS OF INSTRUCTION

Methods of instruction may include, but are not limited to:

- Distance Education – When any portion of class contact hours is replaced by distance education delivery mode (Complete DE Addendum, Section XV)
- Lecture/Discussion
- Laboratory/Activity
- Other (Specify)
Video clips
Case scenario presentations with audio/visual aids and demonstration
- Optional Field Trips
- Required Field Trips

VI. METHODS OF EVALUATION

Methods of evaluation may include, but are not limited to:

- Essay Exam
- Classroom
- Skill Demonstration

- | | | | | | |
|-------------------------------------|----------------------|--------------------------|------------------------------------|-------------------------------------|-----------------|
| <input type="checkbox"/> | Problem Solving Exam | <input type="checkbox"/> | Discussion Reports/Papers/Journals | <input type="checkbox"/> | Participation |
| <input checked="" type="checkbox"/> | Objective Exams | <input type="checkbox"/> | Projects | <input checked="" type="checkbox"/> | Other (specify) |

Student presentations

VII. REPRESENTATIVE TEXTS AND OTHER COURSE MATERIALS

Kearney, Albert. Understanding Applied Behavior Analysis: An Introduction to ABA for Parents, Teachers, and Other Professionals. 2nd ed. Jessica Kingsley, 2015.

Wallace, Michele, and G. Roy Mayer. Principles of Applied Behavior Analysis for Behavior Technicians and Other Practitioners. Sloan, 2017.

Carr, J. E., Nosik, M. R., and DeLeon, I. G. (2017). "The Registered Behavior Technician™ Credential: A Response to Leaf et al." Behavior Analysis in Practice. Volume 10(2), pp.164-166

VIII. STUDENT MATERIALS FEES

- No Yes

IX. PARALLEL COURSES

| College | Course Number | Course Title | Units |
|--|---------------|--------------|-------|
| no comparable courses found in ASSIST database | | | |

X. MINIMUM QUALIFICATIONS

Courses Requiring a Masters Degree:
 Master's degree in psychology OR bachelor's degree in psychology AND master's degree in counseling, sociology, statistics, neuroscience, or social work OR the equivalent.

Courses in Disciplines in which Masters Degrees are not expected:
 Any bachelor's degree and two years of professional experience, or any associate degree and six years of professional experience.

XI. ARTICULATION INFORMATION

- A. Title V Course Classification:
- This course is designed to be taken either:
 - Pass/No Pass only (no letter grade possible); or
 - Letter grade (P/NP possible at student option)
 - Degree status:
 - Either Associate Degree Applicable; or Non-associate Degree Applicable
- B. Moorpark College General Education:
- Do you recommend this course for inclusion on the Associate Degree General Education list?
 Yes: No: If YES, what section(s)?

- A1 - Natural Sciences - Biological Science
- A2 - Natural Sciences - Physical Science
- B1 - Social and Behavioral Sciences - American History/Institutions
- B2 - Social and Behavioral Sciences - Other Social Behavioral Science
- C1 - Humanities - Fine or Performing Arts
- C2 - Humanities - Other Humanities
- D1 - Language and Rationality - English Composition
- D2 - Language and Rationality - Communication and Analytical Thinking
- E1 - Health/Physical Education
- E2 - PE or Dance
- F - Ethnic/Gender Studies

C. California State University(CSU) Articulation:

1. Do you recommend this course for transfer credit to CSU? Yes: No:

2. If YES do you recommend this course for inclusion on the CSU General Education list?

Yes: No: If YES, which area(s)?

- A1 A2 A3 B1 B2 B3 B4
- C1 C2 D1 D2 D3 D4 D5
- D6 D7 D8 D9 D10 E

D. University of California (UC) Articulation:

1. Do you recommend this course for transfer to the UC? Yes: No:

2. If YES do you recommend this course for the Intersegmental General Education Transfer Curriculum (IGETC)? Yes: No:

IGETC Area 1: English Communication

- English Composition
- Critical Thinking-English Composition
- Oral Communication

IGETC Area 2: Mathematical Concepts and Quantitative Reasoning

- Mathematical Concepts

IGETC Area 3: Arts and Humanities

- Arts
- Humanities

IGETC Area 4: Social and Behavioral Sciences

- Anthropology and Archaeology

- Economics
- Ethnic Studies
- Gender Studies
- Geography
- History
- Interdisciplinary, Social & Behavioral Sciences
- Political Science, Government & Legal Institutions
- Psychology
- Sociology & Criminology

IGETC Area 5: Physical and Biological Sciences (mark all that apply)

- Physical Science Lab or Physical Science Lab only (non-sequence)
- Physical Science Lecture only (non-sequence)
- Biological Science
- Physical Science Courses
- Physical Science Lab or Biological Science Lab Only (non-sequence)
- Biological Science Courses
- Biological Science Lab course
- First Science course in a Special sequence
- Second Science course in a Special Sequence
- Laboratory Activity
- Physical Sciences

IGETC Area 6: Language other than English

- Languages other than English (UC Requirement Only)
- U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)
- U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)

XII. REVIEW OF LIBRARY RESOURCES

- A. What planned assignment(s) will require library resources and use?

The following assignments require library resources:

Research, using the Library's print and online resources, on behavior analysis, clinical applications, and development issues.

- B. Are the currently held library resources sufficient to support the course assignment?

YES: NO:

If NO, please list additional library resources needed to support this course.

XIII. PREREQUISITE AND/OR COREQUISITE JUSTIFICATION

RBT M01: Not Applicable

XIV. WORKPLACE PREPARATION

Required for career technical courses only. A career technical course/program is one with the primary goal to prepare students for employment immediately upon course/program completion, and/or upgrading employment skills.

Detail how the course meets the Secretary of Labors Commission on the Achievement of Necessary Skills (SCANS) areas. (For a description of the competencies and skills with a listing of what students should be able to do, go to:

<http://www.ncrel.org/sdrs/areas/issues/methods/assment/as7scans.htm>)

The course will address the SCANS competency areas:

1. Resources: the students will allocate time and materials to complete the observation of a child's behavior and environment.
2. Interpersonal: the students will work in dyads and small groups to complete a variety of classroom and/or online activities and discussions related to children's behavior and environment and factors that influence children's behavior.
3. Information: the students will use information gained from lectures, readings, and observations to evaluate the influence of factors that impact children's behavior.
4. Systems: the students will understand behavior-analytic services and develop skills to operate effectively within them on behalf of children and families.
5. Technology: the students will utilize information technology to complete assignments and access resources.

The course also addresses the SCANS skills and personal qualities:

1. Basic Skills: the students will utilize reading and writing skills to evaluate the influence of multiple contexts on children's behavior.
2. Thinking Skills: the students will think creatively, analyze problems, synthesize and apply information through classroom and/or online assignments and activities.
3. Personal Qualities: the students will be responsible, sociable, self-managing, and resourceful, and are expected to demonstrate personal work ethics and professionalism.

XV. DISTANCE LEARNING COURSE OUTLINE ADDENDUM

1. Mode of Delivery

Online (course will be delivered 100% online)

Online with onsite examinations (100% of the instruction will occur online, but examinations and an orientation will be scheduled onsite)

Online/Hybrid (a percentage of instruction will be held online and the remaining percentage of instruction will be held onsite)

Lab activities will be conducted onsite

Televideo (Examinations and an orientation will be held onsite)

Teleconference

Other

2. Need/Justification

Improve general student access.

3. Describe how instructors teaching this course will ensure regular, effective contact with and among students.

- Provide students with an opportunity to ask questions of fellow students and the instructor using the "discussion forum" tool provided by the CMS.

- Contact students via email within the CMS, by campus email, and/or MyVCCCD. - Meet with students for study sessions and online office hours using an online communication tool like Wimba or Elluminate, where instructors and students may speak with one another using VoIP or phone. - Use the "announcement" tool to remind students of important assignments and due dates. - Provide students with an online schedule of class events using the "calendar" tool in the online CMS.

4. Describe how instructors teaching this course will involve students in active learning.

- Students may view video lessons and/or text-based lessons corresponding to course content and learning objectives (created by an instructor or by a publishing company).

- Students may complete homework through the CMS and/or using an interactive online homework system provided by a publishing company. - Students may engage in Internet searches and Library online database resources on topics corresponding to course content and learning objectives. - Students may review primary documents and analyze content for application to early childhood education practices. - Students may test their knowledge with interactive online quizzes.

5. Explain how instructors teaching this course will provide multiple methods of content representation.

- Instructional Videos

- Textbook and professional journals - Links to online resources that may include video, quizzes, text explanations and extensions, and primary documents - Written cases of child and classroom experiences will be presented as models for illustration and analysis of behavior analytic practice.

6. Describe how instructors teaching this course will evaluate student performance.

- Complete reflective writing assignments focused on application of course content

- Complete regular online quizzes - Complete written analysis of video footage - Participate in online discussion forums.

XVI. GENERAL EDUCATION COURSE OUTLINE ADDENDUM

RBT M01: Not Applicable

XVII. STUDENT MATERIALS FEE ADDENDUM

RBT M01: Not Applicable

XVIII. REPEATABILITY JUSTIFICATION TITLE 5, SECTION 55041

RBT M01: Not Applicable

XIX. CURRICULUM APPROVAL

Course Information:

Discipline: Registered Behavior Technician

Discipline Code and Number: RBT M01

Course Revision Category: Technical Course Revision

Course Proposed By:

Originating Faculty Cynthia Sheaks-McGowan 11/04/2018

Faculty Peer: Shannon Coulter 11/05/2018

Curriculum Rep: _____

Department Chair: Cynthia Sheaks-McGowan 11/04/2018

Division Dean: Howard Davis 11/06/2018

Approved By:

Curriculum Chair: Jerry Mansfield 12/17/2018

Executive Vice President: _____

Articulation Officer: Letrisha Mai 12/05/2018

Librarian: Mary LaBarge 12/05/2018

Implementation Term and Year: Spring 2019

Approval Dates:

Approved by Moorpark College Curriculum Committee: 12/11/2018

Approved by Board of Trustees (if applicable): _____

Approved by State (if applicable): 01/28/2019