

# RBT M01L: REGISTERED BEHAVIOR TECHNICIAN: CLINICAL APPLICATIONS

**Originator**

csheaksmcgowan

**Co-Contributor(s)****Name(s)**

Coulter, Shannon (scoulter)

**College**

Moorpark College

**Discipline (CB01A)**

RBT - Registered Behavior Technician

**Course Number (CB01B)**

M01L

**Course Title (CB02)**

Registered Behavior Technician: Clinical Applications

**Banner/Short Title**

RBT: Clinical Applications

**Credit Type**

Credit

**Start Term**

Spring 2021

**Catalog Course Description**

Provides opportunity to perform fundamental skills of a Registered Behavior Technician (RBT®) under the direction and supervision of a Board Certified Behavior Analyst® (BCBA®) or Board Certified Assistant Behavior Analyst® (BCaBA®). Provides hands on instruction on behavioral concepts.

**Additional Catalog Notes**

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. Prepares students for the competency assessment required of all RBT credential applicants.

**Taxonomy of Programs (TOP) Code (CB03)**

1305.00 - \*Child Development/Early Care and Education

**Course Credit Status (CB04)**

D (Credit - Degree Applicable)

**Course Transfer Status (CB05) (select one only)**

C (Not transferable)

**Course Basic Skills Status (CB08)**

N - The Course is Not a Basic Skills Course

**SAM Priority Code (CB09)**

D - Possibly Occupational

**Course Cooperative Work Experience Education Status (CB10)**

N - Is Not Part of a Cooperative Work Experience Education Program

**Course Classification Status (CB11)**

Y - Credit Course

**Educational Assistance Class Instruction (Approved Special Class) (CB13)**

N - The Course is Not an Approved Special Class

**Course Prior to Transfer Level (CB21)**

Y - Not Applicable

**Course Noncredit Category (CB22)**

Y - Credit Course

**Funding Agency Category (CB23)**

Y - Not Applicable (Funding Not Used)

**Course Program Status (CB24)**

1 - Program Applicable

**General Education Status (CB25)**

Y - Not Applicable

**Support Course Status (CB26)**

N - Course is not a support course

**Field trips**

Will not be required

**Grading method**

(L) Letter Graded

**Alternate grading methods**

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

**Does this course require an instructional materials fee?**

No

**Repeatable for Credit**

No

**Is this course part of a family?**

No

**Units and Hours**

**Carnegie Unit Override**

No

**In-Class**

**Lecture**

**Activity**

**Laboratory**

**Minimum Contact/In-Class Laboratory Hours**

13

**Maximum Contact/In-Class Laboratory Hours**

13

**Total in-Class****Total in-Class****Total Minimum Contact/In-Class Hours**

13

**Total Maximum Contact/In-Class Hours**

13

**Outside-of-Class****Internship/Cooperative Work Experience****Paid****Unpaid****Total Outside-of-Class****Total Outside-of-Class****Total Student Learning****Total Student Learning****Total Minimum Student Learning Hours**

13

**Total Maximum Student Learning Hours**

13

**Minimum Units (CB07)**

.25

**Maximum Units (CB06)**

.25

**Advisories on Recommended Preparation**

RBT M01

**Requisite Justification****Requisite Type**

Recommended Preparation

**Requisite**

RBT M01

**Requisite Description**

Course in a sequence

**Level of Scrutiny/Justification**

Closely related lecture/laboratory course

**Student Learning Outcomes (CSLOs)**

Upon satisfactory completion of the course, students will be able to:

1 implement treatment plans with individuals of all ages who could be typically or atypically developing.

**Course Objectives**

Upon satisfactory completion of the course, students will be able to:

- |   |  |
|---|--|
| 1 | demonstrate the RBT task list items.   |
| 2 | demonstrate clinical application skills of competencies outlined on the RBT assessment list.   |
| 3 | communicate information regarding task list items in oral, written, and graphic forms.   |
| 4 | demonstrate the intervention and treatment options available for the various clinical disorders, including limitations in general and when applied to certain populations. |

**Course Content****Lecture/Course Content**

n/a

**Laboratory or Activity Content**

- **10% - Measurement:**
  - Implement continuous measurement procedures
  - Implement discontinuous measurement procedures
  - Enter and update graphs
- **20% - Professional Conduct and Scope of Practice:**
  - Respond appropriately to feedback and maintain or improve performance accordingly
- **20% - Documentation and Reporting:**
  - Generate objective session notes by describing what occurred during sessions
- **20% - Behavior reduction:**
  - Implement interventions based on modification of antecedents such as motivating/establishing operations and discriminative stimuli
  - Implement differential reinforcement procedures
  - Implement extinction procedures
  - Implement crisis/emergency procedures according to protocol
- **20% - Skill Acquisition:**
  - Use contingencies of reinforcement
  - Implement discrete-trial teaching procedures
  - Implement naturalistic teaching procedures
  - Implement task analyzed chaining procedures
  - Implement discrimination training
  - Implement stimulus fading procedures
  - Implement prompt and prompt fading procedures
- **10% - Assessment:**
  - Conduct a preference assessment
  - Assist with functional assessment procedures

**Methods of Evaluation**

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Problem solving exercises  
 Skills demonstrations  
 Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Classroom Discussion  
 Essay exams  
 Objective exams  
 Projects  
 Problem-solving exams  
 Participation  
 Reports/Papers/Journals  
 Skills demonstrations

## Instructional Methodology

### Specify the methods of instruction that may be employed in this course

Audio-visual presentations  
 Computer-aided presentations  
 Collaborative group work  
 Clinical demonstrations  
 Class activities  
 Class discussions  
 Case studies  
 Distance Education  
 Demonstrations  
 Group discussions  
 Guest speakers  
 Instructor-guided interpretation and analysis  
 Instructor-guided use of technology  
 Internet research  
 Laboratory activities  
 Lecture  
 Role-playing  
 Small group activities

### Describe specific examples of the methods the instructor will use:

presentations, short videos, group activities, and classroom demonstration to explain intervention and treatment options available for various clinical disorders, including limitations in general and when applied to certain populations.

## Representative Course Assignments

### Writing Assignments

- Completion of objective session notes.
- Written assignments that describe common functions of behavior and analyze appropriate procedures for each.
- Written assignments that document children's behaviors and the effectiveness of intervention strategies.

### Critical Thinking Assignments

- Role play crisis/emergency procedures according to protocol.
- Role play extinction procedures.
- Role play differential reinforcement procedures (e.g., Differential Reinforcement of Alternative Behavior (DRA), Differential Reinforcement of Other Behavior (DRO)).

### Reading Assignments

- Read the Registered Behavior Technician Handbook.
- Read the RBT Task List.

### Skills Demonstrations

- Demonstrate how to implement prompt and prompt fading procedures.
- Demonstrate how to implement shaping procedures.

## Outside Assignments

## Articulation

### Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
no comparable courses available			

## District General Education

### A. Natural Sciences

### B. Social and Behavioral Sciences

### C. Humanities

### D. Language and Rationality

### E. Health and Physical Education/Kinesiology

### F. Ethnic Studies/Gender Studies

## CSU GE-Breadth

### Area A: English Language Communication and Critical Thinking

### Area B: Scientific Inquiry and Quantitative Reasoning

### Area C: Arts and Humanities

### Area D: Social Sciences

### Area E: Lifelong Learning and Self-Development

### Area F: Ethnic Studies

## CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

## IGETC

### Area 1: English Communication

### Area 2A: Mathematical Concepts & Quantitative Reasoning

### Area 3: Arts and Humanities

### Area 4: Social and Behavioral Sciences

### Area 5: Physical and Biological Sciences

### Area 6: Languages Other than English (LOTE)

## Textbooks and Lab Manuals

### Resource Type

Textbook

### Description

Wallace, Michele, and G. Roy Mayer. *Principles of Applied Behavior Analysis for Behavior Technicians and Other Practitioners*. 2<sup>nd</sup> ed., Sloan, 2019.

---

### Resource Type

Periodical

### Description

Carr, James E., Melissa R. Nosik, and Iser G. DeLeon. "The Registered Behavior Technician Credential: A Response to Leaf et al." *Behavior Analysis in Practice*. June 10(2), 2017, pp. 164-166. doi 10.1007/s40617-017-0172-1.

Available online at US National Library of Medicine, National Institutes of Health <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5459768/>

## Library Resources

### Assignments requiring library resources

Utilize library databases such as Exchange Press Articles on Demand and EBSCO ERIC to locate and critique journal articles.

### Sufficient Library Resources exist

Yes

### Example of Assignments Requiring Library Resources

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

## Distance Education Addendum

### Definitions

#### Distance Education Modalities

Hybrid (51%–99% online)

Hybrid (1%–50% online)

100% online

### Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

### Regular Effective/Substantive Contact

#### Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements and various learning management system tools such as "Message Students Who" and "Assignment Comments", will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.

Face to Face (by student request; cannot be required)	The instructor may hold weekly, scheduled office hours for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form “study groups” in person or online. Note: For hybrid classes, face-to-face class time will provide opportunities for students to discuss amongst themselves (in groups or pairs) and ask questions about the material to facilitate SLOs and course outcomes.
Other DE (e.g., recorded lectures)	Faculty may use a variety of ADA compliant tools and media integrated within the learning management system to help students reach SLO competency. Tools may include: Recorded Lectures, Narrated Slides, Screencasts, Instructor created content, MC Online Library Resources, Canvas Peer Review Tool, Canvas Student Groups (Assignments, Discussions), Websites and Blogs, Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)
Synchronous Dialog (e.g., online chat)	Instructor may provide a set time each week where s/he will be available for synchronous chat and be available in the discussion board and can answer questions in live time.
Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.
<b>Hybrid (51%–99% online) Modality:</b>	
<b>Method of Instruction</b>	<b>Document typical activities or assignments for each method of instruction</b>
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements and various learning management system tools such as “Message Students Who” and “Assignment Comments”, will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.
Face to Face (by student request; cannot be required)	The instructor may hold weekly, scheduled office hours for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form “study groups” in person or online. Note: For hybrid classes, face-to-face class time will provide opportunities for students to discuss amongst themselves (in groups or pairs) and ask questions about the material to facilitate SLOs and course outcomes.
Other DE (e.g., recorded lectures)	Faculty may use a variety of ADA compliant tools and media integrated within the learning management system to help students reach SLO competency. Tools may include: Recorded Lectures, Narrated Slides, Screencasts, Instructor created content, MC Online Library Resources, Canvas Peer Review Tool, Canvas Student Groups (Assignments, Discussions), Websites and Blogs, Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)
Synchronous Dialog (e.g., online chat)	Instructor may provide a set time each week where s/he will be available for synchronous chat and be available in the discussion board and can answer questions in live time.



Video Conferencing

Video tools such as ConferZoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.

### 100% online Modality:

#### Method of Instruction

#### Document typical activities or assignments for each method of instruction

Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements and various learning management system tools such as "Message Students Who" and "Assignment Comments", will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.
Face to Face (by student request; cannot be required)	The instructor may hold weekly, scheduled office hours for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form "study groups" in person or online. Note: For hybrid classes, face-to-face class time will provide opportunities for students to discuss amongst themselves (in groups or pairs) and ask questions about the material to facilitate SLOs and course outcomes.
Other DE (e.g., recorded lectures)	Faculty may use a variety of ADA compliant tools and media integrated within the learning management system to help students reach SLO competency. Tools may include: Recorded Lectures, Narrated Slides, Screencasts, Instructor created content, MC Online Library Resources, Canvas Peer Review Tool, Canvas Student Groups (Assignments, Discussions), Websites and Blogs, Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)
Synchronous Dialog (e.g., online chat)	Online chat room where the instructor and students discuss how developmentally appropriate curriculum supports children's learning and development by incorporating their interests and experiences and encouraging their curiosity.
Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.

## Examinations

### Hybrid (1%–50% online) Modality

Online  
On campus

### Hybrid (51%–99% online) Modality

Online  
On campus

## Primary Minimum Qualification

PSYCHOLOGY

## Review and Approval Dates

**Department Chair**

9/24/2020

**Dean**

9/24/2020

**Technical Review**

10/15/2020

**Curriculum Committee**

10/20/2020

**DTRW-I**

MM/DD/YYYY

**Curriculum Committee**

MM/DD/YYYY

**Board**

MM/DD/YYYY

**CCCCO**

11/18/2020

**Control Number**

CCC000589842

**DOE/accreditation approval date**

MM/DD/YYYY