

ALH 0030 - REGISTERED BEHAVIORAL TECHNICIAN

Catalog Description

Hours: 162 (54 lecture, 108 laboratory)

Description: This course introduces the core principles and practices essential for a Registered Behavior Technician (RBT). Key topics include measurement and documentation/reporting, assessments, skill acquisition, behavior reduction, professional conduct, ethical responsibilities, and decision-making. The course also emphasizes the development of transferable skills crucial for professional success. Students will receive guidance on crafting a resume, cover letter, and reference page to use in their mock interviews and to enhance their career readiness. Upon successful completion of this course, students must meet additional requirements, including certification in First Aid and CPR (in-person only), passing a criminal background check and abuse registry check, providing a vaccination record, and completing high school (high school seniors in their final semester may apply). This course is part of a two-course certification sequence. Following this course, students will enroll in ALH 31. (letter grade only) (not transferable)

Course Student Learning Outcomes

- CSLO #1: Identify and understand the requirements and responsibilities of a Registered Behavioral Technician (RBT) across various work environments, including: academic settings, clinic settings, home settings, community settings.
- CSLO #2: Demonstrate proficiency in RBT methods related to: measurement and assessment, skill acquisition and behavior reduction, documentation and reporting, professional conduct and scope of practice.
- CSLO #3: Understand and apply the ethical standards and Ethics Code for Behavior Analysts in the role of an RBT.
- CSLO #4: Complete and recognize the significance of certifications/trainings in: HIPAA compliance, bloodborne Pathogens safety, anti-Harassment policies.
- CSLO #5: Develop a professional resume, cover letter, and reference page, and demonstrate the ability to respond to behavioral interview questions during a professional mock interview.
- CSLO #6: Understand and apply critical transferable workplace skills, including: communication competence, workplace ethics and professionalism, team building and collaboration effective problem-solving, embracing diversity and demonstrating compassion.

Effective Term

Fall 2025

Course Type

Credit - Nondegree-applicable

Contact Hours

162

Outside of Class Hours

108

Total Student Learning Hours

270

Course Objectives

Lecture

1. Summarize the roles and responsibilities of a Registered Behavior Technician (RBT) in various professional settings.
2. Select and apply appropriate behavior analytic interventions based on systematic observations and thorough documentation.
3. Enhance client care delivery by understanding and applying the Hi-Touch Healthcare: Critical Transferable Skills, including communication and empathy.
4. Develop a professional resume, cover letter, and reference page, and successfully navigate behavioral interview questions in preparation for a mock interview.

Lab

1. Complete required professional training in HIPAA compliance, Bloodborne Pathogens safety, and Anti-Harassment policies.
2. Accurately measure and analyze operationally defined behaviors through data collection, including graphical representation of the results.
3. Assess a learner's current motivations and identify effective reinforcers for behavior modification.
4. Demonstrate ethical decision-making that protects the rights, dignity, and well-being of learners.

General Education Information

- Approved College Associate Degree GE Applicability
- CSU GE Applicability (Recommended-requires CSU approval)
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)

Articulation Information

- Not Transferable

Methods of Evaluation

- Classroom Discussions
 - Example: Based on the course objectives, student performance will be evaluated through practical applications, written assignments, and active participation in discussions. For instance, after completing a specific lesson on behavior analysis, students will engage in a class discussion and provide thoughtful responses to the assigned topic. They must also respond critically to at least two peers' posts, incorporating course content, personal experiences, or relevant research. Standard rubric grading criteria will apply, focusing on the depth of response, use of critical thinking, and engagement with peers. Example Discussion Question: Upon the arrival of a new client, the first priority is to build rapport with the client before starting the initial assessment. Building trust is essential for gathering accurate data and facilitating progress. In this discussion, consider different age groups and their developmental needs.

Prompt: 1. What are three effective ways you can build rapport with a 5-year-old client? 2. What are three effective ways you can build rapport with a 12-year-old client? 3. What are three effective ways you can build rapport with an 18-year-old client? In your responses, think about the unique challenges and opportunities with each age group. How do communication styles, interests, and the context of their environments shape your approach? After posting your own ideas, respond to two peers by comparing and contrasting their methods with your own. Discuss the rationale behind your approach and how it aligns with ethical and professional standards.

- Objective Examinations
 - Example: Upon completion of each lesson, students will take weekly quizzes in Canvas, consisting of multiple-choice, true/false, and short-answer questions. These quizzes are designed to reinforce course content and prepare students for the RBT certification exam. Example Question: When a client begins screaming after being told they cannot go outside to swing, what is the likely function of this behavior? A) Escape/Avoidance B) Attention-Seeking C) Access to a preferred activity D) Automatic Reinforcement/Intrinsic Motivation
- Skill Demonstrations
 - Example: 1. Students will demonstrate the appropriate selection of de-escalation techniques for specific behavioral situations through video upload assignments. Standard grading criteria will apply. 2. Students will demonstrate accurate data collection and analysis by submitting charted assignments via upload. Standard grading criteria will apply.

Repeatable

No

Methods of Instruction

- Laboratory
- Lecture/Discussion
- Distance Learning

Lab:

1. Instructor's Responsibilities:
2. The instructor will provide a recorded video demonstrating the assignment and showcasing the application of a specific teaching technique for skill instruction. Afterward, the instructor will review the students' videos and offer detailed, constructive feedback. All assignments will be evaluated using a grading rubric. Student's Responsibilities:
3. Students are required to select a teaching technique from the assignment page and submit a 3-5 minute video demonstrating their proficiency in applying that technique to a client. Students will need to review and respond to 2 peers after they have reviewed their videos and provide constructive feedback and critiques on the demonstrated techniques.

Lecture:

1. Instructor's Responsibilities:
2. The instructor will provide recorded lectures on the topic of motivations and reinforcers, which will be embedded on the assignment page. Each lecture will include five embedded questions designed to foster ongoing engagement and assess student

comprehension as they progress through the material. Student's Responsibilities:

3. Students are expected to watch the recorded lecture within the designated week and answer the embedded questions to demonstrate their understanding and mastery of the lecture content.

Distance Learning

1. Instructor's responsibility:
2. Instructor will assign 3-7 lesson summary questions via the LMS discussion board and students will complete the answers and respond to two peers weekly due each Sunday at 11:59 PM: EX: Provide examples of observing a client in the following behavioral situations A- Escape/Avoidance B- Attention-Seeking C- Access to situation D- Automatic Reinforcement/ Intrinsic motivation Student's Responsibilities:
3. Students are required to complete the lesson summary questions through the LMS by the designated due date to demonstrate their understanding and mastery of the lecture content. Students will have unlimited attempts to take the assessment until they achieve their desired score.

Typical Out of Class Assignments Reading Assignments

Students will read and take notes on a recent publication from a reputable research journal or organization. They will demonstrate their analysis of the journal, including key points, examples, and personal opinions, in a collaborative document with their peers and the instructor for review and discussion.

Writing, Problem Solving or Performance

Students will actively engage in peer-to-peer discussions centered on weekly focus topics by answering three scenario-based questions and responding to at least two peers. This interaction is intended to illustrate critical thinking and reasoning, with a focus on exploring various teaching methods and reinforcing strategies for effective instruction. Assignments – Peer Review: 1. Clearly articulate your reasoning process in selecting 1-2 teaching methods for a particular skill. 2. Effectively communicate the rationale behind your teaching method selection, taking into account the student's needs, the location, and the skill being taught. This can be done through video, written discussion, or audio. 3. Justify your position using logical arguments, supported by research or evidence-based practices.

Other (Term projects, research papers, portfolios, etc.)

1. Students will view recorded training videos on developing a professional cover letter, resume, and reference page. Each assignment will include a detailed rubric for evaluation, and the instructor will provide feedback. If necessary, a Zoom meeting will be scheduled for further review and guidance. 2. Students will watch a recorded video on creating a professional LinkedIn account for networking purposes. After completing the assignment instructions, students will submit their LinkedIn profile link for evaluation based on a provided rubric.

Required Materials

- Autism Partnership Foundation- 40-hour RBT Training
 - Author:
 - Publisher:

- Publication Date:
- Text Edition:
- Classic Textbook?:
- OER Link:
- OER: <https://autismpartnershipfoundation.org/product/rbt/>
- Health Workforce Initiative - Hi-Touch Health Care: The Critical Six Soft Skills
 - Author:
 - Publisher:
 - Publication Date:
 - Text Edition:
 - Classic Textbook?:
 - OER Link:
 - OER: <https://ca-hwi.org/curriculum/soft-skills-training/>
- Behavior Analyst Certification Board
 - Author:
 - Publisher:
 - Publication Date:
 - Text Edition:
 - Classic Textbook?:
 - OER Link:
 - OER: <https://ca-hwi.org/curriculum/soft-skills-training/>
- HIPAA Certification Training Course
 - Author:
 - Publisher:
 - Publication Date:
 - Text Edition:
 - Classic Textbook?:
 - OER Link:
 - OER: <https://www.cms.gov/Outreach-and-Education/Medicare-Learning-Network-MLN/MLNProducts/Downloads/HIPAAPrivacyandSecurity.pdf>
- YMCA Superior CAL- Blood borne Pathogens Certification
 - Author:
 - Publisher:
 - Publication Date:
 - Text Edition:
 - Classic Textbook?:
 - OER Link:
 - OER: <https://www.ymcasuperiorcal.org/bloodbornepathogen>

Other materials and-or supplies required of students that contribute to the cost of the course.