

Assessments and the Role of the RBT

Goal

- Learn about skills assessments, functional behavior assessments, preference assessments and the role of RBT in the assessment process

Assessments

_____ assessments assess a student's _____ repertoire within a specific area or domain.

An assessment may focus on _____ specific skill area, such as reading or math.

Other assessments may focus on multiple skill areas, such as academic, social, _____, _____ and motor skills.

The purpose of a skills assessment is to gain _____ about a student's _____ skill set.

The information gathered can help determine specific teaching _____ for the student.

Skills assessments are often conducted at _____ intervals. Change in a _____ across intervals would give a measure of the student's _____ over time.

Types of Skills Assessed

Some skills assessed are daily living, _____, academic, _____, social and _____.

Using a microwave is an example of what type of skill? _____

Using pronouns is an example of what type of skill? _____

Writing is an example of what type of skill? _____

Brushing teeth is an example of what type of skill? _____

Greeting people is an example of what type of skill? _____

Kicking a ball is an example of what type of skill? _____

Many skill assessments also include a section to test levels of _____ behavior a student may demonstrate.

The three ways to conduct an assessment are:

1. Interview
2. Direct observation
3. Direct assessment

An interview assessment involves asking the student's _____ questions about the student's skills. For example, the parent may need to answer a questionnaire on skills the student may or may not _____

A direct observation assessment involves _____ the student during their normal routine. Examples include: _____

A direct assessment involves setting up _____ for the student to demonstrate a specific skill, such as _____. The assessor does not assist the student during the assessment.

Assessments and the Role of the RBT (continued)

Commonly Used Skills Assessments

The Vineland Adaptive Behavior Scales is a _____ assessment that is completed by the student's teacher or _____.

The Assessment of Basic Language and Learning Skills Revised (ABLLS-R) is a _____ and _____ type of assessment. It covers 5 different skills domains.

The Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP) primarily assesses _____ skills. It is based of B.F. Skinner's analysis of verbal behavior.

The Assessment of Functional Living Skills (AFLS) assesses daily _____ skills across different _____, such as in the home, school, community, and vocational setting.

Functional Assessment

Functional Behavior Assessment (FBA): provides information about the circumstances under which the student demonstrates _____ behavior.

The assessors can then hypothesize the _____ of the challenging behavior. The function of the behavior refers to the reinforcer that maintains the _____.

Identifying the function of a challenging behavior is critical when developing an effective _____ plan. The

three types of FBA methods are _____ assessment methods, _____ assessment methods, and _____ analysis.

A combination of assessment types is used to hypothesize the _____ of a challenging behavior.

Indirect Assessments Methods

Indirect assessments do not involve direct _____ of the student or the target challenging behavior. An _____ assessment obtains information from people who are familiar with the client or student and who have observed the _____ challenging behavior. This may include _____, _____ or _____.

Indirect assessments generally take the form of interviews, _____ and _____.

Descriptive Assessment Methods

A _____ assessment obtains information from direct observation of the student and the _____ during a normal routine.

Descriptive assessments typically take place over a number of _____ so that the assessor can obtain enough information. The observer writes down _____ information about the challenging behavior and circumstances under which behavior _____.

Assessments and the Role of the RBT (continued)

Based on the gathered information, _____ are identified and _____ is hypothesized.

Direct observations give _____ accurate information than indirect but are more _____ intensive to conduct.

Two Types of Descriptive Assessments

ABC recording: the observer writes down what happened _____ the target behavior occurs, ANTECEDENT, and what happened _____ the target challenging behavior occurs, CONSEQUENCE.

Scatter plot analysis: the _____ in which the student is observed is broken into smaller _____ and each segment is given a symbol to signify the extent to which the behavior occurred.

- This gives a visual representation of times and days when the behaviors is more likely to occur.

Based the results of an assessment, the _____ will look for patterns to determine if schedule, tasks, or other _____ variables changes are necessary.

It is important to look at the times the behavior of _____ does not occur as well.

Functional Analysis

A functional analysis is an experimental assessment that systematically manipulates the antecedents and _____ for the challenging behavior in a _____ environment to help determine under what conditions the _____ occurs more often.

Based on the _____, an intervention is developed that matches the identified _____ of the behavior.

4 functions of behavior: _____, _____, _____, or _____

Based on these results, an intervention is developed that matches the identified function of the behavior. This process yields the most precise results, however it is the most _____ intensive FBA.

Preference Assessments

A preference assessment helps to determine what types of _____ best function as a _____ during teaching for a student.

Preference assessments may be _____ or formal. As an RBT, you may be asked to _____ items and activities that can be _____ in a formal preference assessment.

An RBT may also be asked to collect _____ as the supervisor conducts the assessment.

Assessments and the Role of the RBT (continued)

Who Conducts Assessments?

All assessments are conducted under specific _____. Only individuals who have _____ training should conduct assessments.

RBTs will not conduct _____. RBTs may be asked to assist with an assessment.

Role of the RBT during Assessments

- to participate in _____ and _____ behavior
- to record _____ for the assessment and assist with interobserver agreement data
- to assist with certain parts of _____
- to fill out _____ or participate in interviews based on your _____ with the student
- to _____ challenging behavior you observe from the student during your _____
- to _____ on specific skills the student demonstrated during your sessions (make sure that you are honest and _____ when reporting)
- report only what you have actually _____
- do not report personal _____ or what others have said