



My competency assessment prep planner.

*Nineteen tasks, one page each.
Write your plan before your assessor
watches you work.*

WHAT'S INSIDE

A plain-language reminder of every task on the RBT Initial Competency Assessment, what your assessor is looking for, and room to plan your demonstration and draft your interview answers.



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How to use this *planner*.

This is practice. It is not the Initial Competency Assessment and nothing you write here counts toward one. Your assessment is conducted by a qualified assessor at your own organization, on the current BACB form.

YOUR NAME

40-HOUR TRAINING FINISHED

ASSESSMENT DATE, IF BOOKED

01

Watch the demonstration

Every task in the module opens with a short reminder and a role-play video. Watch it once through before you plan anything.



02

Practice out loud

Pause the video and run the task yourself. On the interview tasks, say your answer out loud rather than thinking it through. Speaking it is the part your assessor is scoring.



03

Write your plan

Fill in the page for that task while it is fresh, then bring this sheet to your assessment. The questions column is there so you walk in with something to ask.



BEFORE YOU GO

Download the current assessment form yourself from [bacb.com](https://www.bacb.com), because the BACB updates it and no other version is accepted.

How the assessment *works*.

Your assessment is overseen by a qualified assessor at your own organization. It happens after your 40-hour training is finished, and it can run across more than one session.

THE THREE WAYS A TASK CAN BE ASSESSED

01

With a learner who is receiving services

02

Role-play with someone standing in for the learner

03

Interview where you describe the concept out loud

WHAT THE FORM ASKS FOR

- All nineteen tasks have to be completed.
- Three of tasks 6 through 14 have to be demonstrated with a learner.
- It cannot be completed more than 90 days before you submit your certification application.
- It can happen in person, live online, or through video recorded specifically for the assessment.
- A task you do not pass the first time can be assessed again on another day, after corrective feedback.



Corrective feedback is not given on the final assessment of a task. Treat every attempt as though it is the one that counts.

01

Continuous measurement.

Continuous measurement captures every occurrence of the behavior during the observation period.

Your assessor wants to see you choose a measure that fits the behavior and know exactly when recording starts and stops.

THE FOUR YOU MAY BE ASKED TO RUN

FREQUENCY

Count every occurrence

DURATION

How long the behavior lasts

LATENCY

Time from the cue to the response

IRT

Time between one response and the next

WHAT YOUR ASSESSOR IS WATCHING FOR

- ☐ You read the operational definition before you start.
- ☐ The measure matches the behavior you were asked to track.
- ☐ Your start point and stop point are stated out loud.
- ☐ You record in real time rather than from memory.
- ☐ You report the total at the end.

MY PLAN

- ☐ **With a learner** ☐ **Role-play** Confirm which one your assessor will use.

BEHAVIOR AND ITS OPERATIONAL DEFINITION

THE MEASURE I'LL USE, AND WHY

MY START AND STOP POINTS

WHAT I'LL ASK MY ASSESSOR

04

Preference assessments.

A preference assessment tells you what a learner is likely to work for right now. Run the format your supervisor assigned, in the order the procedure sets out.

FORMATS YOU MAY BE ASKED TO RUN

FREE OPERANT

Watch what they go to on their own

SINGLE STIMULUS

Present one item at a time

PAIRED STIMULUS

Present two, record the choice

MSWO

Remove the chosen item, rearrange the rest

MSW

Replace the chosen item each trial

WHAT YOUR ASSESSOR IS WATCHING FOR

- ☐ You run the format your supervisor assigned.
- ☐ The array is arranged and presented the way the procedure specifies.
- ☐ Brief access follows a selection.
- ☐ Selections are recorded as they happen, not reconstructed afterward.
- ☐ You summarize the result in the order or ranking the format calls for.

MY PLAN

- ☐ **With a learner** ☐ **Role-play** Confirm which one your assessor will use.

THE FORMAT I'LL RUN

ITEMS IN THE ARRAY

HOW I'LL RECORD SELECTIONS

WHAT I'LL ASK MY ASSESSOR

Interview only

16

Learner dignity.

Your assessor asks for examples of how you protect a learner's dignity, and usually for one thing you would not do. Concrete examples from your own sessions land better than principles.

01

Privacy during care and conversation

02

Age respectful materials and tone

03

Choice wherever the procedure allows

04

Speak as if they are listening

WHAT A STRONG ANSWER INCLUDES

- ☐ A specific example from a real session.
- ☐ What privacy looked like in practice.
- ☐ How you followed the person's own preference.
- ☐ One thing you would not do, and why.
- ☐ What you would change if the setting made it hard.

PRACTICE QUESTION

Describe how you would support a learner through a personal care routine in a shared space.

MY ANSWER, IN MY OWN WORDS

Before your *assessment*.

Take five minutes with your assessor before the first task. The three questions below change how you prepare, and they cost nothing to ask.

CONFIRM THREE THINGS

- ☐ Which of tasks 6 through 14 will be done with a learner. Three of them have to be.
- ☐ Which of the three options your assessor will use for task 14.
- ☐ Whether tasks 13 and 15 will be role-play or interview.

IF A TASK IS NOT PASSED THE FIRST TIME

Your assessor may give you corrective feedback and assess that task again on another day. That can repeat until you demonstrate it. Corrective feedback is not given on the final assessment of a task, so treat every attempt as though it is the one that counts.

ANYTHING ELSE I WANT TO ASK BEFORE WE START