

RBT Practice Questions

Registered Behavior Technician



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DOMAIN A: MEASUREMENT

Multiple Choice

10 Questions

Q1. Which of the following is a continuous measurement procedure?

- a) Whole interval recording
- b) Partial interval recording
- c) Frequency recording
- d) Momentary time sampling

Q2. Rate is defined as:

- a) Number of responses per opportunity
- b) Duration per occurrence
- c) Responses per unit of time
- d) Latency from SD to response

Q3. Latency measures:

- a) How long a behavior lasts
- b) Time between SD and behavior onset
- c) The number of behaviors per minute
- d) Interval with behavior occurrence

Q4. Interobserver Agreement (IOA) is important because it:

- a) Determines if reinforcement is needed
- b) Ensures measurement reliability
- c) Tracks behavior frequency
- d) Identifies new behaviors

Q5. Which type of graph is most commonly used in ABA?

- a) Pie chart
- b) Line graph
- c) Histogram
- d) Bar graph

Q6. If a child engages in tantrums for 5 minutes, what measurement system best captures this?

- a) Frequency
- b) Rate
- c) Duration
- d) Latency

Q7. Momentary time sampling records:

- a) Every instance of a behavior
- b) If the behavior occurs at the end of an interval
- c) Behavior duration
- d) Latency to behavior

Q8. Which is an example of permanent product recording?

- a) Measuring how many toys a child puts away
- b) Counting hand flaps per minute
- c) Timing duration of tantrum
- d) Latency to response

Q9. Whole interval recording tends to:

- a) Overestimate behavior
- b) Underestimate behavior
- c) Provide exact measurement
- d) Replace continuous recording

Q10. Duration per occurrence measures:

- a) The average length of each behavior
- b) The number of behaviors per time period
- c) The latency to first response
- d) Total behavior time

Fill in the blanks

8 Questions

- Q1. _____ recording counts each instance of a behavior.
- Q2. The time from SD presentation to the start of the behavior is called _____.
- Q3. _____ graphs are the most common in ABA data display.
- Q4. A method where observers measure whether behavior occurred at a single point in time is called _____.
- Q5. Total time a behavior occurs is measured with _____.
- Q6. _____ recording captures behavior by its lasting effect or outcome.
- Q7. IOA increases _____ of measurement data.
- Q8. In _____ interval recording, behavior must occur during the entire interval.

Short answer

4 Questions

- Q1. Explain the difference between frequency and rate recording.

- Q2. Why is IOA important in behavior measurement?

- Q3. Give an example of when permanent product recording is useful.

- Q4. Compare whole interval and partial interval recording.

DOMAIN A: ANSWER KEY

Multiple Choice

- Q1. c) Frequency recording
- Q2. c) Responses per unit of time
- Q3. b) Time between SD and behavior onset
- Q4. b) Ensures measurement reliability
- Q5. b) Line graph
- Q6. c) Duration
- Q7. b) If the behavior occurs at the end of an interval
- Q8. a) Measuring how many toys a child puts away
- Q9. b) Underestimate behavior
- Q10. a) The average length of each behavior

Fill in the blanks

- Q1. Frequency
- Q2. Latency
- Q3. Line
- Q4. Momentary time sampling
- Q5. Duration
- Q6. Permanent product
- Q7. Reliability
- Q8. Whole

Short answer

- Q1. Frequency = count; Rate = count per unit of time.
- Q2. IOA ensures reliability and reduces bias in data collection.
- Q3. Example: Counting completed homework assignments.
- Q4. Whole = behavior occurs entire interval; Partial = behavior occurs any time during interval.

DOMAIN B: ASSESSMENT

Multiple Choice

10 Questions

Q1. Which of the following is a type of preference assessment?

- a) Latency recording
- b) Paired-stimulus
- c) Duration recording
- d) Scatterplot

Q2. The purpose of a Functional Behavior Assessment (FBA) is to:

- a) Measure frequency of behavior
- b) Identify environmental variables influencing behavior
- c) Teach new skills
- d) Record permanent products

Q3. Which is an indirect assessment method?

- a) Interviews
- b) Direct observation
- c) Functional analysis
- d) ABC recording

Q4. An ABC recording involves collecting data on:

- a) Antecedent, Behavior, Consequence
- b) Actions, Beliefs, Consequences
- c) Antecedent, Baseline, Condition
- d) Attention, Behavior, Condition

Q5. A functional analysis tests:

- a) Graphing accuracy
- b) Behavior under different conditions
- c) Preference rankings
- d) Skill acquisition goals

Q6. Which condition in a functional analysis tests for escape-maintained behavior?

- a) Alone
- b) Play
- c) Demand
- d) Attention

Q7. Which of the following is an example of a skills assessment?

- a) ABLLS
- b) IOA
- c) Duration recording
- d) Scatterplot

Q8. Which type of preference assessment presents items one at a time?

- a) Paired stimulus
- b) Multiple-stimulus without replacement
- c) Single stimulus
- d) Trial-based

Q9. What is the goal of conducting a preference assessment?

- a) Measure frequency of behavior
- b) Identify potential reinforcers
- c) Reduce challenging behaviors
- d) Create behavior plans

Q10. Which is NOT part of an FBA?

- a) Direct observation
- b) Functional analysis
- c) Scatterplot
- d) Task analysis

Fill in the blanks

8 Questions

- Q1. An FBA identifies the _____ of a behavior.
- Q2. ABC stands for _____, _____, _____.
- Q3. _____ is a formal experimental method of testing behavioral functions.
- Q4. A _____ stimulus preference assessment presents two items at once.
- Q5. Skills assessments measure a client's current level of _____.
- Q6. Interviews and rating scales are examples of _____ assessments.
- Q7. _____ scatterplots are used to identify behavior patterns over time.
- Q8. A _____ condition in functional analysis provides no attention or demands.

Short answer

4 Questions

- Q1. Why is identifying behavioral function important?
- _____
- _____
- _____
- Q2. Give an example of when you would use a paired-stimulus preference assessment.
- _____
- _____
- _____
- Q3. Explain the difference between direct and indirect assessments.
- _____
- _____
- _____
- Q4. Why might a functional analysis be considered more reliable than descriptive assessments?
- _____
- _____
- _____

DOMAIN B: ANSWER KEY

Multiple Choice

- Q1. b) Paired-stimulus
- Q2. b) Identify environmental variables influencing behavior
- Q3. a) Interviews
- Q4. a) Antecedent, Behavior, Consequence
- Q5. b) Behavior under different conditions
- Q6. c) Demand
- Q7. a) ABLLS
- Q8. c) Single stimulus
- Q9. b) Identify potential reinforcers
- Q10. d) Task analysis

Fill in the blanks

- Q1. Function
- Q2. Antecedent, Behavior, Consequence
- Q3. Functional analysis
- Q4. Paired
- Q5. Skills
- Q6. Indirect
- Q7. Scatterplots
- Q8. Alone

Short answer

- Q1. Function-based interventions are more effective than topography-based ones.
- Q2. When testing reinforcers for a child with limited communication.
- Q3. Direct = observe behavior; Indirect = gather information via interviews/scales.
- Q4. It directly manipulates variables to test cause-effect relationships.

DOMAIN C: SKILL ACQUISITION

Multiple Choice

10 Questions

Q1. A skill acquisition plan should always include:

- a) IOA procedures
- b) Clear operational definitions and teaching procedures
- c) Behavior reduction strategies only
- d) Frequency data only

Q2. Which of the following is an example of task analysis?

- a) Reinforcing approximations
- b) Breaking brushing teeth into steps
- c) Prompt fading
- d) Using partial interval recording

Q3. Shaping is defined as:

- a) Teaching each step of a chain individually
- b) Reinforcing successive approximations toward a goal behavior
- c) Using visual schedules
- d) Pairing stimuli to create conditioned reinforcers

Q4. Which of the following is an example of chaining?

- a) Reinforcing after each approximation
- b) Teaching hand washing step by step until full routine is learned
- c) Delivering reinforcer after latency period
- d) Taking baseline data

Q5. What is the most intrusive type of prompt?

- a) Verbal
- b) Gestural
- c) Full physical
- d) Model

Q6. Generalization means:

- a) Client repeats the exact training
- b) Behavior occurs across settings, people, and stimuli
- c) Data is recorded in different formats
- d) Reinforcement schedules are changed

Q7. A discrete trial typically includes:

- a) Antecedent → Behavior → Consequence
- b) Function → Intervention → Reinforcement
- c) Stimulus → Response → Generalization
- d) Interval → Data → Reinforcer

Q8. Which type of reinforcement strengthens skill acquisition most effectively in the beginning?

- a) Intermittent reinforcement
- b) Continuous reinforcement
- c) Variable ratio
- d) Differential reinforcement

Q9. Backward chaining involves:

- a) Teaching first step independently
- b) Teaching last step independently
- c) Prompting all steps every time
- d) Pairing reinforcers with tasks

Q10. Natural environment teaching (NET) focuses on:

- a) Teaching skills in structured table work
- b) Teaching in play or daily routines
- c) Recording frequency only
- d) Using punishment procedures

Fill in the blanks

8 Questions

- Q1. _____ is reinforcing successive approximations toward a behavior.
- Q2. Breaking a skill into smaller steps is called a _____.
- Q3. The process of teaching last step first is called _____ chaining.
- Q4. _____ reinforcement should be used at the start of teaching new skills.
- Q5. Generalization occurs across settings, _____, and stimuli.
- Q6. A discrete trial includes _____, response, and consequence.
- Q7. _____ is when prompts are systematically reduced over time.
- Q8. _____ environment teaching uses play and daily activities for instruction.

Short answer

4 Questions

- Q1. Give an example of shaping in skill acquisition.

- Q2. What is the purpose of prompt fading?

- Q3. How does chaining support independence?

- Q4. Why is generalization an important goal in ABA?

DOMAIN C: ANSWER KEY

Multiple Choice

- Q1. b) Clear operational definitions and teaching procedures
- Q2. b) Breaking brushing teeth into steps
- Q3. b) Reinforcing successive approximations toward a goal behavior
- Q4. b) Teaching hand washing step by step until full routine is learned
- Q5. c) Full physical
- Q6. b) Behavior occurs across settings, people, and stimuli
- Q7. a) Antecedent → Behavior → Consequence
- Q8. b) Continuous reinforcement
- Q9. b) Teaching last step independently
- Q10. b) Teaching in play or daily routines

Fill in the blanks

- Q1. Shaping
- Q2. Task analysis
- Q3. Backward
- Q4. Continuous
- Q5. People
- Q6. Antecedent
- Q7. Prompt fading
- Q8. Natural

Short answer

- Q1. Teaching speech by reinforcing sounds that get closer to the target word.
- Q2. To build independence and reduce prompt dependency.
- Q3. By teaching small steps in sequence, client can master complex tasks.
- Q4. Ensures skills are useful in real life, not just therapy.

DOMAIN D: BEHAVIOR REDUCTION

Multiple Choice

10 Questions

Q1. The first step in behavior reduction is:

- a) Implement extinction
- b) Conduct a functional assessment
- c) Use punishment
- d) Collect duration data

Q2. Differential reinforcement of alternative behavior (DRA) means:

- a) Reinforcing lower rates of behavior
- b) Reinforcing a specific replacement behavior
- c) Reinforcing absence of behavior
- d) Reinforcing incompatible behavior only

Q3. DRO schedules reinforce:

- a) A replacement behavior
- b) Behavior not occurring during a set interval
- c) Reduced intensity of behavior
- d) Punishment procedures

Q4. Which of the following is an example of extinction?

- a) Ignoring attention-seeking tantrums
- b) Teaching a replacement behavior
- c) Using token economy
- d) Reinforcing incompatible behavior

Q5. Extinction bursts are:

- a) A decrease in responding
- b) A temporary increase in responding when extinction begins
- c) A permanent side effect of extinction
- d) A type of reinforcement schedule

Q6. Response cost is a type of:

- a) Reinforcement
- b) Punishment
- c) Extinction
- d) Generalization

Q7. Which of the following is a proactive strategy?

- a) Response blocking
- b) Token economy
- c) Differential reinforcement
- d) Time-out

Q8. An incompatible behavior to hand flapping could be:

- a) Holding a ball
- b) Running
- c) Tantrum
- d) Shouting

Q9. Behavior intervention plans should include:

- a) Only reactive strategies
- b) Antecedent, replacement, and consequence strategies
- c) Punishment procedures only
- d) Generalization instructions only

Q10. A punishment procedure that involves removal of access to reinforcement is called:

- a) Time-out
- b) Response cost
- c) DRO
- d) Extinction

Fill in the blanks

8 Questions

- Q1. Extinction occurs when reinforcement for a behavior is ____.
- Q2. A temporary increase in behavior during extinction is called an ____.
- Q3. ____ reinforces absence of behavior during intervals.
- Q4. Differential reinforcement of ____ behavior means reinforcing a replacement skill.
- Q5. Removing a reinforcer contingent on problem behavior is ____.
- Q6. ____ strategies focus on preventing behavior before it occurs.
- Q7. A behavior plan must be based on the behavior's ____.
- Q8. ____ reinforcement strengthens desired replacement behaviors.

Short answer

4 Questions

- Q1. Why should differential reinforcement be used over punishment when possible?

- Q2. What is an example of extinction in everyday life?

- Q3. Why must behavior intervention plans include proactive and teaching strategies?

- Q4. How does response cost differ from time-out?

DOMAIN D: ANSWER KEY

Multiple Choice

- Q1. b) Conduct a functional assessment
- Q2. b) Reinforcing a specific replacement behavior
- Q3. b) Behavior not occurring during a set interval
- Q4. a) Ignoring attention-seeking tantrums
- Q5. b) A temporary increase in responding when extinction begins
- Q6. b) Punishment
- Q7. c) Differential reinforcement
- Q8. a) Holding a ball
- Q9. b) Antecedent, replacement, and consequence strategies
- Q10. a) Time-out

Fill in the blanks

- Q1. Withheld
- Q2. Extinction burst
- Q3. DRO
- Q4. Alternative
- Q5. Response cost
- Q6. Proactive
- Q7. Function
- Q8. Differential

Short answer

- Q1. Reinforcement-based strategies build long-term positive change.
- Q2. Ignoring repeated “ding” from elevator button pressing.
- Q3. To replace problem behaviors with functional, appropriate ones.
- Q4. Response cost = removal of tokens/items; Time-out = removal from environment.

DOMAIN E: BEHAVIOR REDUCTION

Multiple Choice

10 Questions

Q1. The first step in behavior reduction is:

- a) Implement extinction
- b) Conduct a functional assessment
- c) Use punishment
- d) Collect duration data

Q2. Differential reinforcement of alternative behavior (DRA) means:

- a) Reinforcing lower rates of behavior
- b) Reinforcing a specific replacement behavior
- c) Reinforcing absence of behavior
- d) Reinforcing incompatible behavior only

Q3. DRO schedules reinforce:

- a) A replacement behavior
- b) Behavior not occurring during a set interval
- c) Reduced intensity of behavior
- d) Punishment procedures

Q4. Which of the following is an example of extinction?

- a) Ignoring attention-seeking tantrums
- b) Teaching a replacement behavior
- c) Using token economy
- d) Reinforcing incompatible behavior

Q5. Extinction bursts are:

- a) A decrease in responding
- b) A temporary increase in responding when extinction begins
- c) A permanent side effect of extinction
- d) A type of reinforcement schedule

Q6. Response cost is a type of:

- a) Reinforcement
- b) Punishment
- c) Extinction
- d) Generalization

Q7. Which of the following is a proactive strategy?

- a) Response blocking
- b) Token economy
- c) Differential reinforcement
- d) Time-out

Q8. An incompatible behavior to hand flapping could be:

- a) Holding a ball
- b) Running
- c) Tantrum
- d) Shouting

Q9. Behavior intervention plans should include:

- a) Only reactive strategies
- b) Antecedent, replacement, and consequence strategies
- c) Punishment procedures only
- d) Generalization instructions only

Q10. A punishment procedure that involves removal of access to reinforcement is called:

- a) Time-out
- b) Response cost
- c) DRO
- d) Extinction

Fill in the blanks

8 Questions

- Q1. Data must be _____, accurate, and timely.
- Q2. SOAP notes stand for Subjective, _____, Assessment, Plan.
- Q3. _____ protects client health information.
- Q4. RBTs are _____ reporters of abuse/neglect.
- Q5. Graphs are used to _____ treatment decisions.
- Q6. _____ language should be avoided in documentation.
- Q7. Objective notes describe only what can be _____.
- Q8. _____ notes summarize daily sessions.

Short answer

4 Questions

- Q1. Why must RBTs avoid subjective language in documentation?

- Q2. Give an example of an objective note.

- Q3. Why is data collection critical in ABA treatment?

- Q4. When must an RBT break confidentiality?

DOMAIN E: ANSWER KEY

Multiple Choice

- Q1. b) Immediately after sessions
- Q2. a) Avoiding personal opinions
- Q3. b) Subjective, Objective, Assessment, Plan
- Q4. b) Report suspected abuse or neglect
- Q5. c) HIPAA
- Q6. b) Client was angry and lazy
- Q7. a) Timely, accurate, objective
- Q8. b) To make treatment decisions
- Q9. b) Client shows bruises and reports harm
- Q10. a) Treatment progress and data summary

Fill in the blanks

- Q1. Objective
- Q2. Objective
- Q3. HIPAA
- Q4. Mandated
- Q5. Guide
- Q6. Subjective
- Q7. Observed
- Q8. Session

Short answer

- Q1. To maintain accuracy and professionalism.
- Q2. "Client completed puzzle in 3 minutes with 2 prompts."
- Q3. Data ensures evidence-based treatment decisions.
- Q4. If abuse, neglect, or harm is suspected.

DOMAIN F: PROFESSIONAL CONDUCT & SCOPE OF PRACTICE

Multiple Choice

10 Questions

Q1. RBTs work under supervision of:

- a) Teachers
- b) Parents
- c) BCBAs/BCaBAs
- d) Clients

Q2. Which of the following is outside RBT scope of practice?

- a) Implementing behavior plans
- b) Creating new behavior intervention plans independently
- c) Collecting data
- d) Using prompting strategies

Q3. Dual relationships are:

- a) Encouraged for rapport
- b) Acceptable if family agrees
- c) Avoided to maintain professionalism
- d) A normal part of ABA

Q4. RBTs must report:

- a) Only successes
- b) Only mistakes
- c) Ethical concerns to supervisors
- d) Nothing beyond data

Q5. Which code sets ethical standards for RBTs?

- a) BACB RBT Ethics Code
- b) APA Guidelines
- c) HIPAA Manual
- d) IDEA Law

Q6. Which is an example of maintaining client dignity?

- a) Discussing cases casually in public
- b) Using respectful language about the client
- c) Ignoring client preferences
- d) Sharing client info with friends

Q7. Professional boundaries mean:

- a) No giving/receiving gifts
- b) Becoming friends on social media
- c) Babysitting for client's family
- d) Lending money to families

Q8. Which should RBTs do if asked to perform a task outside their training?

- a) Attempt it
- b) Refuse politely and tell supervisor
- c) Ask a peer for advice
- d) Ignore the request

Q9. Integrity means:

- a) Being honest and following professional standards
- b) Doing tasks quickly
- c) Keeping secrets from supervisor
- d) Prioritizing personal opinion

Q10. Which of the following shows scope compliance?

- a) Modifying plans without approval
- b) Collecting data and implementing strategies as trained
- c) Writing goals independently
- d) Providing diagnosis

Fill in the blanks

8 Questions

- Q1. RBTs work under the supervision of a ____.
- Q2. RBTs must avoid ____ relationships with clients.
- Q3. The BACB ____ Code outlines ethical responsibilities.
- Q4. Maintaining ____ ensures respect for clients.
- Q5. Tasks outside training must be reported to a ____.
- Q6. Professional boundaries mean not giving or receiving ____.
- Q7. ____ requires honesty and responsibility.
- Q8. Scope of practice means working only within one's ____.

Short answer

4 Questions

- Q1. Why is it important to maintain professional boundaries?

- Q2. Give an example of maintaining client dignity.

- Q3. What should you do if you notice an ethical violation?

- Q4. Why must RBTs follow scope of practice rules?

DOMAIN F: ANSWER KEY

Multiple Choice

- Q1. c) BCBAs/BCaBAs
- Q2. b) Creating new behavior intervention plans independently
- Q3. c) Avoided to maintain professionalism
- Q4. c) Ethical concerns to supervisors
- Q5. a) BACB RBT Ethics Code
- Q6. b) Using respectful language about the client
- Q7. a) No giving/receiving gifts
- Q8. b) Refuse politely and tell supervisor
- Q9. a) Being honest and following professional standards
- Q10. b) Collecting data and implementing strategies as trained

Fill in the blanks

- Q1. BCBA/BCaBA
- Q2. Dual
- Q3. Ethics
- Q4. Dignity
- Q5. Supervisor
- Q6. Gifts
- Q7. Integrity
- Q8. Training

Short answer

- Q1. To avoid conflicts of interest and maintain professionalism.
- Q2. Speaking respectfully and involving the client in choices.
- Q3. Report it immediately to a supervisor.
- Q4. To ensure client safety and compliance with BACB guidelines.

RBT PRACTICE TEST 1

Domain A: Measurement

Q1-15

1. Which measurement procedure records whether behavior occurred at least once during a fixed interval?
 - a) Whole interval
 - b) Momentary time sampling
 - c) Partial interval
 - d) Permanent product
2. If a behavior analyst wants to measure the total amount of time a client engages in hand flapping, which measurement is best?
 - a) Rate
 - b) Duration
 - c) Frequency
 - d) Latency
3. Recording how many times a child asks for water during a session is an example of:
 - a) Frequency
 - b) Rate
 - c) Interval recording
 - d) Duration
4. A teacher notes how long it takes a student to respond after a question. This is measuring:
 - a) IRT
 - b) Latency
 - c) Rate
 - d) Duration
5. Which measurement method is best if you want to know if a student is on-task for the entire interval?
 - a) Whole interval
 - b) Partial interval
 - c) Momentary time sampling
 - d) Permanent product
6. What type of graph is most commonly used in ABA?
 - a) Line graph
 - b) Pie chart
 - c) Scatterplot
 - d) Histogram
7. Interobserver Agreement (IOA) ensures:
 - a) Accuracy of data collection
 - b) Consistency between observers
 - c) Validity of treatment goals
 - d) Frequency of data

Domain A: Measurement

Q1-15

8. A behavior that can be measured by permanent product is:

- a) Talking
- b) Homework completed
- c) Crying
- d) Walking

9. Recording data at the exact moment a behavior occurs is:

- a) Continuous measurement
- b) Indirect measurement
- c) Discontinuous measurement
- d) Permanent product

10. A therapist calculates how many times per minute a child claps. This is:

- a) Frequency
- b) Rate
- c) Duration
- d) Latency

11. Why is baseline data important?

- a) It helps design the treatment plan
- b) It shows reinforcer strength
- c) It measures IOA
- d) It guarantees mastery

12. Which of these is discontinuous measurement?

- a) Frequency
- b) Duration
- c) Partial interval
- d) Latency

13. A therapist records the time between one jump and the next. What is this?

- a) Latency
- b) IRT
- c) Frequency
- d) Rate

14. The most objective way to describe behavior is:

- a) He is stubborn
- b) He is lazy
- c) He raised his hand three times
- d) He is not interested

15. Which tool identifies patterns of behavior across time of day?

- a) Scatterplot
- b) Line graph
- c) Bar graph
- d) IOA chart

16. Which is an indirect assessment method?

- a) Interview with parents
- b) Direct observation
- c) Functional analysis
- d) ABC recording

17. A preference assessment is used to:

- a) Eliminate behavior
- b) Identify reinforcers
- c) Teach skills
- d) Collect baseline data

18. A scatterplot records:

- a) Frequency of skill use
- b) Time of day behavior occurs
- c) Preference ranking
- d) Duration of skills

19. Which assessment identifies the function of behavior?

- a) Task analysis
- b) Functional Behavior Assessment (FBA)
- c) Skills assessment
- d) IOA

20. A functional analysis tests:

- a) Skills mastery
- b) Preference ranking
- c) Hypotheses of behavior function
- d) Baseline data

21. The “attention” condition in a functional analysis tests whether behavior is maintained by:

- a) Escape
- b) Tangible
- c) Automatic reinforcement
- d) Social reinforcement

22. What is a task analysis?

- a) A reinforcement plan
- b) A step-by-step breakdown of a skill
- c) A type of graph
- d) A type of extinction

23. Skills assessments like the VB-MAPP and ABLLS measure:

- a) Behavior function
- b) Skill repertoire
- c) Treatment fidelity
- d) IOA

24. Which type of preference assessment involves presenting items one at a time?

- a) Paired stimulus
- b) Multiple stimulus
- c) Single stimulus
- d) MSWO

25. ABC data collection involves recording:

- a) Actions, Beliefs, Consequences
- b) Antecedent, Behavior, Consequence
- c) Antecedent, Baseline, Condition
- d) Actions, Behaviors, Conditions

26. Why is it important to identify function of behavior?

- a) To create function-based interventions
- b) To eliminate all behavior
- c) To stop reinforcement
- d) To test data collection

27. A behavior observed without manipulation of variables is called:

- a) Descriptive assessment
- b) Functional analysis
- c) Task analysis
- d) DRA

28. Which tool is most helpful in identifying when a behavior occurs?

- a) IOA
- b) Scatterplot
- c) Paired stimulus
- d) Task analysis

29. Interviews and questionnaires are examples of:

- a) Direct assessment
- b) Indirect assessment
- c) Preference assessment
- d) Skills assessment

30. A functional analysis condition where no toys or attention are present is called:

- a) Play condition
- b) Alone condition
- c) Escape condition
- d) Demand condition

Domain C: Skill Acquisition

Q31-45

31. Discrete Trial Training (DTT) typically follows which sequence?

- a) Response → Stimulus → Reinforcement
- b) Antecedent → Behavior → Consequence
- c) Prompt → Reinforcer → Response
- d) Instruction → Reinforcer → Task

32. Which teaching method uses natural, everyday opportunities to teach skills?

- a) DTT
- b) Incidental teaching
- c) Forward chaining
- d) NET only

33. Which procedure involves reinforcing closer approximations to the target behavior?

- a) Task analysis
- b) Shaping
- c) Prompt fading
- d) Chaining

34. Forward chaining teaches:

- a) All steps at once
- b) The last step first
- c) The first step first
- d) Random steps

35. Backward chaining is helpful because:

- a) The learner immediately contacts reinforcement at the end
- b) The learner practices only the first step
- c) It reduces reinforcement delivery
- d) It avoids prompts

36. Which prompt is the most intrusive?

- a) Verbal prompt
- b) Gesture prompt
- c) Physical prompt
- d) Model prompt

37. Gradually reducing the level of help given to a learner is called:

- a) Prompt fading
- b) Shaping
- c) Chaining
- d) Differential reinforcement

Domain C: Skill Acquisition

Q31-45

38. Generalization occurs when:

- a) A skill is repeated in training only
- b) A skill transfers across people, settings, or stimuli
- c) A behavior is reduced
- d) Reinforcement is withheld

39. Maintenance means:

- a) A skill is taught once and forgotten
- b) A skill is retained over time without direct teaching
- c) A skill is taught in multiple environments
- d) A skill is reinforced on a fixed schedule

40. Teaching a child to say "car" when shown different types of cars demonstrates:

- a) Response generalization
- b) Stimulus generalization
- c) Task analysis
- d) Chaining

41. Which type of verbal operant is answering "What is your name?" with "Alex"?

- a) Mand
- b) Tact
- c) Intraverbal
- d) Echoic

42. Reinforcing "close enough" responses until the exact behavior emerges is:

- a) Task analysis
- b) Shaping
- c) DTT
- d) Maintenance

43. Functional Communication Training (FCT) teaches:

- a) More problem behavior
- b) Replacement communication skills
- c) New graphing methods
- d) Data analysis

44. Which teaching method focuses on natural motivation and play?

- a) DTT
- b) NET
- c) Task analysis
- d) IOA

45. Differential reinforcement involves:

- a) Reinforcing all behaviors equally
- b) Reinforcing desired behavior while withholding reinforcement for undesired behavior
- c) Ignoring all behaviors
- d) Using extinction only

Domain D: Behavior Reduction

Q46-60

46. Extinction means:

- a) Punishing a behavior
- b) Ignoring all behavior
- c) Withholding reinforcement for a previously reinforced behavior
- d) Reinforcing incompatible behavior

47. Which strategy reinforces a replacement behavior while withholding reinforcement for problem behavior?

- a) DRO
- b) DRA
- c) NCR
- d) Extinction burst

48. A tantrum to avoid cleaning up toys is likely maintained by:

- a) Attention
- b) Escape
- c) Tangible
- d) Automatic reinforcement

49. Giving a student choices before a task is an example of:

- a) Consequence intervention
- b) Antecedent intervention
- c) Extinction
- d) NCR

50. Providing reinforcement on a set schedule regardless of behavior is:

- a) DRO
- b) NCR
- c) DRI
- d) DRA

51. Reinforcing the absence of a problem behavior for a set interval is:

- a) DRA
- b) DRO
- c) NCR
- d) Task analysis

52. A temporary increase in behavior when extinction begins is:

- a) Extinction burst
- b) Shaping
- c) DRI
- d) Fading

53. When a child's problem behavior increases if deprived of attention, this is influenced by:

- a) Task analysis
- b) Motivating operations
- c) NCR
- d) Prompt fading

Domain D: Behavior Reduction

Q46-60

54. Teaching a child to sit quietly instead of yelling for attention is:

- a) DRA
- b) DRO
- c) Extinction
- d) NCR

55. A plan that outlines how to reduce problem behavior and teach replacement skills is:

- a) IOA
- b) BIP
- c) Preference assessment
- d) Scatterplot

56. Reinforcing hand-clapping while ignoring hand-flapping is an example of:

- a) DRO
- b) NCR
- c) DRI
- d) Extinction

57. Using extinction for escape-maintained behavior may initially result in:

- a) Generalization
- b) Extinction burst
- c) DRO
- d) Stimulus control

58. Differential reinforcement of incompatible behavior (DRI) involves:

- a) Reinforcing behavior that cannot occur at the same time as the problem behavior
- b) Reinforcing only problem behavior
- c) Extinguishing reinforcement permanently
- d) Withholding reinforcement randomly

59. Antecedent interventions are effective because they:

- a) Eliminate reinforcement
- b) Prevent the problem behavior from occurring
- c) Guarantee skill mastery
- d) Require punishment

60. If a child screams for candy and receives candy, the function is:

- a) Escape
- b) Tangible
- c) Attention
- d) Automatic

Domain E: Documentation & Reporting

Q61-70

61. Data should be recorded:

- a) At the end of the week**
- b) Immediately after the session**
- c) Only if asked by supervisor**
- d) When convenient**

62. Which of these is most important in RBT documentation?

- a) Objectivity**
- b) Subjectivity**
- c) Personal opinion**
- d) Interpretation**

63. Confidentiality of client information is protected under:

- a) IDEA**
- b) HIPAA**
- c) ADA**
- d) FERPA**

64. A good session note should:

- a) Include subjective interpretation**
- b) Be objective and factual**
- c) Exclude data**
- d) Contain personal judgments**

65. Which is an objective description?

- a) "The client was stubborn"**
- b) "The client refused the task 3 times"**
- c) "The client was being lazy"**
- d) "The client seemed upset"**

66. If a client injury occurs, the RBT should:

- a) Ignore it**
- b) Report it within 24 hours**
- c) Tell another client**
- d) Wait for the next session**

67. Who can access client records?

- a) All staff in the building**
- b) Only those directly involved with treatment**
- c) Friends of the client**
- d) Family without consent**

68. When unsure about what to document, an RBT should:

- a) Guess**
- b) Ask the supervisor**
- c) Skip it**
- d) Write personal opinion**

Domain E: Documentation & Reporting

Q61-70

69. Consistent and accurate data ensures:

- a) Reinforcement is always delivered
- b) Treatment decisions are based on facts
- c) The RBT avoids supervision
- d) Parents receive gifts

70. Ethical communication requires:

- a) Sharing client info casually
- b) Using professional and confidential language
- c) Posting client progress on social media
- d) Avoiding reporting

Domain F: Professional Conduct

Q71-75

71. RBTs must follow:

- a) Supervisor's personal rules only
- b) BACB's RBT Ethics Code
- c) HIPAA exclusively
- d) Classroom teacher rules only

72. Which is an example of a dual relationship?

- a) Teaching the client
- b) Babysitting the client after work
- c) Reporting to a supervisor
- d) Collecting data

73. RBTs are required to receive:

- a) Feedback and supervision
- b) No supervision
- c) Parent-only direction
- d) Peer review

74. If an RBT suspects abuse, they must:

- a) Ignore it
- b) Report to the supervisor immediately
- c) Keep it secret
- d) Wait until the next session

75. The guiding principle of ABA ethics is:

- a) RBT's convenience
- b) Supervisor's preference
- c) Client's rights and dignity
- d) Parent's mood

RBT PRACTICE TEST 1

ANSWER KEY

Domain A: Measurement

Q1-15

1. Answer: b) Duration

Duration measures how long a behavior lasts from start to finish.

2. Answer: a) Latency

Latency = time between the SD (instruction) and the start of the behavior.

3. Answer: a) Frequency

Counting how many times a behavior happens = frequency.

4. Answer: c) Continuous measurement

Frequency, duration, latency, IRT are all continuous measurement methods.

5. Answer: b) Permanent product

Recording how many math problems are completed is a permanent product measure.

6. Answer: b) Partial interval

Partial interval = record if behavior occurred at any point during the interval.

7. Answer: b) Whole interval recording

Whole interval requires the behavior to occur during the entire interval.

8. Answer: c) IRT

Interresponse time = time between two responses.

9. Answer: c) Visual display of data over time

Line graphs show progress across sessions.

10. Answer: b) Summarize data and share with supervisor

RBTs collect and summarize data; supervisors analyze and make changes.

RBT PRACTICE TEST 2

Domain A: Measurement

Q1-15

1. Counting the number of times a client hits a toy is an example of:
 - a) Duration
 - b) Frequency
 - c) Latency
 - d) Interval
2. Measuring how long a client completes a puzzle is:
 - a) Latency
 - b) Duration
 - c) Frequency
 - d) Event recording
3. The time from an instruction to the start of behavior is called:
 - a) Duration
 - b) Latency
 - c) IRT
 - d) Event recording
4. Partial interval recording records:
 - a) If the behavior occurred at any point during the interval
 - b) Only if behavior occurs throughout the interval
 - c) Total frequency
 - d) Total duration
5. Permanent product measurement involves:
 - a) Counting frequency
 - b) Measuring duration
 - c) Recording the outcome of behavior
 - d) Timing latency
6. A graph showing total responses accumulating over time is called:
 - a) Line graph
 - b) Scatterplot
 - c) Cumulative record
 - d) Histogram
7. Measuring time between two responses is:
 - a) Frequency
 - b) IRT
 - c) Duration
 - d) Latency

8. A behavior analyst wants to see the time of day behavior occurs. Which data tool is best?
- a) Scatterplot
 - b) Line graph
 - c) Bar graph
 - d) Cumulative record
9. Which is continuous measurement?
- a) Frequency
 - b) Duration
 - c) Latency
 - d) All of the above
10. Which describes indirect measurement?
- a) RBT observing in real time
 - b) Parent filling out a questionnaire
 - c) Graphing frequency
 - d) Timing duration
11. A cumulative record is useful because:
- a) It resets each session
 - b) It shows total responses over time
 - c) It measures only duration
 - d) It identifies functions of behavior
12. Two observers recording the same behavior at the same time measures:
- a) IOA
 - b) Reliability
 - c) Validity
 - d) Accuracy
13. Which recording method provides exact count of behavior?
- a) Duration
 - b) Event recording
 - c) Whole interval
 - d) Scatterplot
14. When recording "tantrum lasted 5 minutes," the measure is:
- a) Frequency
 - b) Duration
 - c) Latency
 - d) Permanent product
15. Which graph is most commonly used in ABA to show progress?
- a) Scatterplot
 - b) Line graph
 - c) Histogram
 - d) Pie chart

16. The main purpose of a preference assessment is to:

- a) Reduce problem behavior
- b) Identify reinforcers
- c) Create a BIP
- d) Collect IOA

17. Asking a parent about a child's behavior is:

- a) Direct assessment
- b) Indirect assessment
- c) Functional analysis
- d) Preference test

18. Watching a client in class and recording data is:

- a) Indirect
- b) Functional analysis
- c) Direct assessment
- d) DRI

19. A functional analysis tests:

- a) Skills
- b) Preferences
- c) Behavioral functions
- d) Intervals

20. A child cries when told to clean up. The likely function is:

- a) Escape
- b) Attention
- c) Tangible
- d) Automatic

21. Conducting free operant preference assessment means:

- a) Offering choices one at a time
- b) Letting the learner freely interact with items
- c) Asking caregiver opinions
- d) Removing all items at once

22. MSWO stands for:

- a) Multiple-stimulus without replacement
- b) Multi-step with response outcome
- c) Measured stimulus with order
- d) Matching stimulus without reinforcement

23. Which is NOT a behavioral function?

- a) Escape
- b) Tangible
- c) Attention
- d) Chaining

24. Indirect assessment includes:

- a) Observation
- b) Scatterplot
- c) Interviews
- d) Event recording

25. The most accurate way to identify reinforcers is:

- a) Caregiver interview
- b) Observation
- c) Direct preference assessment
- d) Guessing

26. Which describes descriptive assessment?

- a) Asking parents
- b) Conducting FA
- c) Observing and recording naturally occurring behavior
- d) Creating a graph

27. A child's behavior occurs most often when denied toys. This suggests:

- a) Automatic reinforcement
- b) Tangible function
- c) Attention function
- d) Escape function

28. The purpose of skill assessment is:

- a) Identify what skills to teach
- b) Punish behavior
- c) Reinforce behavior
- d) Graph behavior

29. Indirect assessments rely on:

- a) Opinion and report
- b) Direct observation
- c) Reinforcement schedules
- d) IOA

30. Preference assessments should be conducted:

- a) Once
- b) Only before therapy
- c) Regularly throughout treatment
- d) After treatment ends

Domain A: Measurement

Q1-15

8. Continuous measurement includes:

- a) Frequency
- b) Duration
- c) Latency
- d) All of the above

9. Recording behavior via caregiver report is:

- a) Direct measurement
- b) Indirect measurement
- c) Permanent product
- d) Continuous measurement

10. Interobserver agreement measures:

- a) Accuracy between two observers
- b) Duration of behavior
- c) Frequency
- d) Latency

11. Whole interval recording tends to:

- a) Overestimate behavior
- b) Underestimate behavior
- c) Record exact duration
- d) Count events

12. An example of permanent product is:

- a) Number of math problems completed
- b) Number of tantrums
- c) Time spent playing
- d) Latency to respond

13. Latency is measured from:

- a) End of one response to start of next
- b) SD to start of response
- c) Total session duration
- d) Cumulative behavior

14. A scatterplot is useful to identify:

- a) Frequency
- b) Timing patterns across the day
- c) Latency
- d) Duration

15. The main purpose of data collection in ABA is to:

- a) Make decisions based on observation
- b) Track only parent opinions
- c) Replace supervision
- d) Measure reinforcement

Domain C: Skill Acquisition

Q31-45

31. DTT includes:

- a) SD → Response → Consequence
- b) Response → Stimulus → Reinforcer
- c) Task → Reward → Session
- d) Reinforcer → Response → Prompt

32. Teaching in natural play settings is called:

- a) DTT
- b) NET
- c) Shaping
- d) Chaining

33. Reinforcing closer approximations toward a goal behavior is:

- a) Prompting
- b) Shaping
- c) DTT
- d) Maintenance

34. Forward chaining begins with:

- a) The last step
- b) The first step
- c) All steps at once
- d) Random steps

35. Backward chaining is beneficial because:

- a) It starts with the easiest step
- b) The learner completes the last step and contacts reinforcement
- c) It eliminates prompts
- d) It requires no reinforcement

36. Most intrusive prompt is:

- a) Gesture
- b) Verbal
- c) Model
- d) Full physical

37. Gradually removing prompts is:

- a) Fading
- b) Chaining
- c) Shaping
- d) Extinction

Domain C: Skill Acquisition

Q31-45

38. When a skill works across environments and people, this is:

- a) Generalization
- b) Maintenance
- c) Fading
- d) Extinction

39. Maintenance means:

- a) Keeping skill after learning ends
- b) Practicing only in therapy
- c) Teaching in multiple settings
- d) Using full physical prompts

40. Saying “dog” for poodle, lab, and husky is:

- a) Stimulus generalization
- b) Response generalization
- c) Intraverbal
- d) Mand

41. Answering “What color is the sky?” with “blue” is:

- a) Mand
- b) Tact
- c) Echoic
- d) Intraverbal

42. FCT stands for:

- a) Functional Communication Training
- b) Frequency Count Training
- c) Free Choice Teaching
- d) Functional Care Therapy

43. NET focuses on:

- a) Natural motivation
- b) Drill teaching
- c) Task analysis only
- d) Prompting exclusively

44. Differential reinforcement strengthens:

- a) All behaviors
- b) Desired behavior while withholding for undesired
- c) Undesired behaviors
- d) Extinction only

45. Teaching a child to say “help” instead of screaming is:

- a) DRA
- b) DRO
- c) Extinction
- d) NCR

46. Extinction means:

- a) Punishing behavior**
- b) Ignoring everything**
- c) Withholding reinforcement for problem behavior**
- d) Reinforcing replacement behavior**

47. DRA reinforces:

- a) Absence of problem behavior**
- b) Alternative appropriate behavior**
- c) Incompatible behavior**
- d) Random behavior**

48. DRO provides reinforcement:

- a) When behavior occurs**
- b) When behavior does not occur**
- c) Only for replacement skills**
- d) On NCR schedule**

49. Giving breaks before problem behavior occurs is:

- a) Antecedent intervention**
- b) Consequence intervention**
- c) Extinction**
- d) DRI**

50. NCR delivers reinforcement:

- a) For problem behavior**
- b) On fixed time schedule regardless of behavior**
- c) For appropriate replacement**
- d) Based on task analysis**

51. A child tantrums to escape work. This behavior is:

- a) Attention maintained**
- b) Escape maintained**
- c) Tangible maintained**
- d) Automatic maintained**

52. A temporary increase in behavior when extinction begins is:

- a) Extinction burst**
- b) Maintenance**
- c) Shaping**
- d) Generalization**

53. Motivating operations affect:

- a) Value of reinforcement**
- b) Duration of measurement**
- c) IOA scores**
- d) Skill maintenance**

Domain D: Behavior Reduction

Q46-60

54. Reinforcing sitting quietly instead of yelling is:

- a) DRA
- b) DRO
- c) DRI
- d) Extinction

55. BIP stands for:

- a) Behavior Intervention Plan
- b) Behavior Information Program
- c) Basic Instruction Procedure
- d) Behavior Instruction Plan

56. Teaching clapping to replace hand-flapping is:

- a) DRO
- b) NCR
- c) DRI
- d) Extinction

57. Preventing triggers before behavior happens is:

- a) Antecedent intervention
- b) Consequence intervention
- c) Extinction
- d) DRA

58. Teaching deep breathing to replace aggression is:

- a) DRA
- b) DRO
- c) DRI
- d) NCR

59. Extinction may cause:

- a) Skill generalization
- b) Extinction burst
- c) IOA agreement
- d) Reinforcement schedules

60. A child screams until given candy. The function is:

- a) Attention
- b) Tangible
- c) Escape
- d) Automatic

Domain E: Documentation & Reporting

Q61-70

61. Data should be recorded:

- a) Immediately after session**
- b) At week's end**
- c) When parent asks**
- d) Only if supervisor requires**

62. Session notes should be:

- a) Objective**
- b) Subjective**
- c) Interpretive**
- d) Personal**

63. Which law protects health information confidentiality?

- a) HIPAA**
- b) ADA**
- c) FERPA**
- d) IDEA**

64. "Client engaged in aggression 2 times" is:

- a) Objective**
- b) Subjective**
- c) Opinion**
- d) Interpretation**

65. RBTs report:

- a) Factual data only**
- b) Interpretations**
- c) Opinions**
- d) Parent beliefs**

66. If client injury occurs, RBT should:

- a) Report immediately to supervisor**
- b) Ignore it**
- c) Ask parent to record**
- d) Wait until next session**

67. Only people with ___ may access client data:

- a) Direct treatment involvement**
- b) General staff**
- c) Friends**
- d) Siblings**

68. When in doubt about documentation, RBT should:

- a) Ask supervisor**
- b) Guess**
- c) Skip**
- d) Give personal view**

Domain E: Documentation & Reporting

Q61-70

69. Consistent and accurate documentation ensures:

- a) Treatment decisions are evidence-based
- b) Parents feel happy
- c) ABA looks professional
- d) Reinforcers are always given

70. Ethical communication requires:

- a) Confidentiality
- b) Gossip
- c) Social media posting
- d) Opinions only

Domain F: Professional Conduct

Q71-75

71. RBTs must follow:

- a) BACB Ethics Code
- b) Supervisor's personal rules only
- c) Teacher's rules only
- d) HIPAA exclusively

72. Babysitting your ABA client after sessions is:

- a) Acceptable
- b) Dual relationship violation
- c) Encouraged
- d) Required

73. RBTs must receive:

- a) Ongoing supervision
- b) No supervision
- c) Parent-only direction
- d) Peer approval

74. If RBT suspects abuse:

- a) Report to supervisor immediately
- b) Wait until confirmed
- c) Ignore
- d) Ask peer first

75. ABA ethics prioritize:

- a) Client dignity and rights
- b) RBT convenience
- c) Parent mood
- d) Staff preference

RBT PRACTICE TEST 2

ANSWER KEY

Domain A: Measurement

Q1-15

1. Answer: b) Frequency

Frequency counts how many times a behavior occurs.

2. Answer: b) IRT

Interresponse Time measures the time between the end of one response and the start of the next.

3. Answer: b) Duration

Duration measures the total time a behavior occurs.

4. Answer: b) Underestimate behavior

Whole interval only records if behavior occurs the entire interval → can underestimate frequent but brief behavior.

5. Answer: c) Permanent product

Total words written = permanent product measure (outcome remains after behavior).

6. Answer: c) Time from SD to start of response

Latency measures response delay after instruction.

7. Answer: c) Frequency

8. Answer: a) Scatterplot

Scatterplots show when behaviors occur across the day.

9. Answer: d) All of the above

Frequency, duration, latency are all continuous measurement.

10. Answer: b) Parent filling out a questionnaire

Indirect measurement = information gathered without direct observation.

Domain A: Measurement

Q1-15

11. Answer: b) Shows total responses over time

Cumulative records sum all responses over time for progress monitoring.

12. Answer: a) IOA

Interobserver Agreement ensures consistency between observers.

13. Answer: b) Event recording

Event recording = exact count of how often behavior occurs.

14. Answer: b) Duration

Recording "tantrum lasted 5 minutes" = duration measurement.

15. Answer: b) Line graph

Line graphs visually display data trends over time.

Domain B: Assessment

Q16-30

16. Answer: b) Identify reinforcers

Preference assessments help find potential motivators for the client.

17. Answer: b) Indirect assessment

Parent interview is indirect; no direct observation occurs.

18. Answer: c) Direct assessment

Observation and recording = direct assessment.

19. Answer: c) Behavioral functions

Functional analysis identifies why behavior occurs (attention, escape, tangible, automatic).

20. Answer: a) Escape

Crying to avoid cleaning up indicates escape-maintained behavior.

21. Answer: b) Learner freely interacts with items

Free operant = unrestricted access to assess preference.

Domain B: Assessment

Q16-30

22. Answer: a) Multiple-stimulus without replacement
MSWO is a preference assessment format to rank items.

23. Answer: d) Chaining
Not a function of behavior; chaining is a teaching method.

24. Answer: c) Interviews
Indirect = gathering info through caregiver/teacher input.

25. Answer: c) Direct preference assessment
Observing choice and interaction is most accurate to identify reinforcers.

26. Answer: c) Observing and recording naturally occurring behavior
Descriptive assessment = real-time observation without manipulation.

27. Answer: b) Tangible function
Behavior occurs when denied access to toys = tangible function.

28. Answer: a) Identify what skills to teach
Skill assessments evaluate deficits and strengths to guide instruction.

29. Answer: a) Opinion and report
Indirect assessments rely on reports rather than direct observation.

30. Answer: c) Regularly throughout treatment
Preferences can change over time; reassessment ensures relevance.

Domain C: Skill Acquisition

Q31-45

31. Answer: a) SD → Response → Consequence

Discrete trial sequence: instruction → learner response → reinforcement/consequence.

32. Answer: b) NET

Natural Environment Teaching uses everyday opportunities.

33. Answer: b) Shaping

Reinforcing successive approximations builds complex behaviors.

34. Answer: b) The first step

Forward chaining teaches first step → next steps sequentially.

35. Answer: b) Learner completes last step and contacts reinforcement

Backward chaining ensures immediate reinforcement at the end of the chain.

36. Answer: d) Full physical

Physical guidance is most intrusive.

37. Answer: a) Fading

Gradually reducing assistance promotes independence.

38. Answer: a) Generalization

Skill transfers across people, environments, and stimuli.

39. Answer: a) Keeping skill after learning ends

Maintenance = skill retention over time without direct teaching.

40. Answer: a) Stimulus generalization

Saying “dog” for multiple dog types = stimulus generalization.

41. Answer: d) Intraverbal

Answering a question verbally is an intraverbal operant.

42. Answer: a) Functional Communication Training (FCT)

FCT teaches alternative communication to replace problem behavior.

43. Answer: a) Natural motivation

NET focuses on motivation and play-based learning.

44. Answer: b) Desired behavior while withholding reinforcement for undesired

Differential reinforcement targets specific behaviors.

45. Answer: a) DRA

Reinforcing “help” instead of screaming = DRA.

Domain D: Behavior Reduction

Q46-60

46. Answer: c) Withholding reinforcement for problem behavior
Extinction removes reinforcement maintaining the behavior.

47. Answer: b) Alternative appropriate behavior
DRA reinforces replacement skills.

48. Answer: b) When behavior does not occur
DRO provides reinforcement contingent on absence of problem behavior.

49. Answer: a) Antecedent intervention
Modifying environment/task to prevent behavior = antecedent strategy.

50. Answer: b) On fixed time schedule regardless of behavior
NCR delivers reinforcement independent of problem or replacement behavior.

51. Answer: b) Escape maintained
Behavior occurs to avoid task → escape function.

52. Answer: a) Extinction burst
Initial increase in problem behavior when reinforcement is removed.

53. Answer: a) Value of reinforcement
Motivating operations alter reinforcer effectiveness and behavior frequency.

54. Answer: a) DRA
Reinforcing sitting quietly = replacement for problem behavior.

55. Answer: a) Behavior Intervention Plan (BIP)
BIP guides reduction of problem behavior and teaches replacement skills.

56. Answer: c) DRI
Reinforcing incompatible behavior (clapping vs. hand-flapping).

57. Answer: a) Antecedent intervention
Prevent triggers before problem occurs = proactive approach.

58. Answer: c) DRI
Deep breathing incompatible with aggression → DRI.

59. Answer: b) Extinction burst
Temporary escalation expected during extinction.

60. Answer: b) Tangible
Screaming to obtain candy → behavior maintained by tangible reinforcement.

Domain E: Documentation & Reporting

Q61-70

61. Answer: a) Immediately after session

Accurate recording requires immediate documentation.

62. Answer: a) Objective

Data must be observable, measurable, and factual.

63. Answer: a) HIPAA

Protects health information confidentiality.

64. Answer: a) Objective

“Aggression 2 times” is factual, not opinion.

65. Answer: a) Factual data only

RBT notes should exclude interpretations.

66. Answer: a) Report immediately to supervisor

Injuries must be reported promptly.

67. Answer: a) Direct treatment involvement

Confidentiality restricts access to those actively involved.

68. Answer: a) Ask supervisor

Clarify any uncertainty with the supervising BCBA.

69. Answer: a) Treatment decisions are evidence-based

Accurate data ensures interventions are effective.

70. Answer: a) Confidentiality

Professional communication requires protecting client info.

Domain F: Professional Conduct

Q71-75

71. Answer: a) BACB Ethics Code

RBTs follow BACB's RBT Ethics Code for professional behavior.

72. Answer: b) Dual relationship violation

Babysitting client outside work = dual relationship, ethically prohibited.

73. Answer: a) Ongoing supervision

RBTs must receive continuous supervision from a BCBA/BCaBA.

74. Answer: a) Report to supervisor immediately

Suspected abuse requires prompt reporting.

75. Answer: a) Client dignity and rights

Ethical ABA prioritizes client welfare and rights.

RBT PRACTICE TEST 3

Domain A: Measurement

Q1-15

1. Which measurement procedure records the number of times a behavior occurs?
 - a) Duration
 - b) Frequency
 - c) Latency
 - d) Interval
2. Measuring the time between the end of one response and the beginning of another is:
 - a) Duration
 - b) IRT
 - c) Latency
 - d) Event recording
3. A teacher tracks the amount of time a student spends on a math worksheet. This is:
 - a) Frequency
 - b) Duration
 - c) Permanent product
 - d) Latency
4. Whole interval recording tends to:
 - a) Overestimate behavior
 - b) Underestimate behavior
 - c) Provide exact data
 - d) Only measure frequency
5. If you measure the number of words written in an essay, you're using:
 - a) Frequency
 - b) Duration
 - c) Permanent product
 - d) Latency
6. Latency measures:
 - a) How often behavior happens
 - b) How long behavior lasts
 - c) Time from SD to start of response
 - d) Time between two responses
7. A parent counts how many toys are picked up after playtime. This is:
 - a) Permanent product
 - b) Duration
 - c) Frequency
 - d) Interval

8. A behavior analyst wants to see the time of day behavior occurs. Which data tool is best?
- a) Scatterplot
 - b) Line graph
 - c) Bar graph
 - d) Cumulative record
9. Which is continuous measurement?
- a) Frequency
 - b) Duration
 - c) Latency
 - d) All of the above
10. Which describes indirect measurement?
- a) RBT observing in real time
 - b) Parent filling out a questionnaire
 - c) Graphing frequency
 - d) Timing duration
11. A cumulative record is useful because:
- a) It resets each session
 - b) It shows total responses over time
 - c) It measures only duration
 - d) It identifies functions of behavior
12. Two observers recording the same behavior at the same time measures:
- a) IOA
 - b) Reliability
 - c) Validity
 - d) Accuracy
13. Which recording method provides exact count of behavior?
- a) Duration
 - b) Event recording
 - c) Whole interval
 - d) Scatterplot
14. When recording "tantrum lasted 5 minutes," the measure is:
- a) Frequency
 - b) Duration
 - c) Latency
 - d) Permanent product
15. Which graph is most commonly used in ABA to show progress?
- a) Scatterplot
 - b) Line graph
 - c) Histogram
 - d) Pie chart

16. Functional analysis identifies:

- a) Skills
- b) Preferences
- c) Behavior function
- d) Graph trends

17. Asking teachers about behavior is an example of:

- a) Direct assessment
- b) Indirect assessment
- c) FA
- d) DRA

18. Observing a client in therapy sessions is:

- a) Indirect
- b) Direct assessment
- c) Preference assessment
- d) Event recording

19. A preference assessment helps:

- a) Reduce problem behavior
- b) Identify reinforcers
- c) Assess latency
- d) Measure duration

20. Free operant preference assessment allows:

- a) Structured forced choices
- b) Free access to multiple items
- c) Interview only
- d) Task completion

21. MSWO is:

- a) Multiple-stimulus without replacement
- b) Matching stimuli with options
- c) Measuring stimulus weighting
- d) Multi-step workflow

22. Behavioral functions include:

- a) Attention
- b) Escape
- c) Tangible
- d) All of the above

Domain A: Measurement

Q1-15

11. Answer: b) Event recording

Counting instances of a behavior = event recording.

12. Answer: c) Indirect measurement

Asking parents is indirect (not direct observation).

13. Answer: b) Reliability of data

IOA measures consistency between observers.

14. Answer: b) Scatterplot

Scatterplots identify patterns across times of day.

15. Answer: b) Data collection ensures effective treatment

Data is essential for treatment decisions.

Domain B: Assessment

Q16-30

16. Answer: b) To identify the function of behavior

Functional assessment determines why a behavior occurs.

17. Answer: a) Interviews and rating scales

Indirect = caregiver/teacher input, not direct observation.

18. Answer: c) Direct observation

Watching and recording in real time is direct.

19. Answer: b) Preference assessment

Identifies potential reinforcers.

20. Answer: b) Free operant preference assessment

Learner freely chooses items without removal.

21. Answer: a) Multiple-stimulus without replacement

MSWO creates a ranked list of preferences.

22. Answer: b) Escape

Refusal/avoidance of tasks often signals escape-maintained behavior.

23. Answer: c) Tangible function

If crying gets access to items, behavior is maintained by tangible reinforcement.

24. Answer: a) Functional analysis

FA systematically manipulates variables to test function.

25. Answer: b) Direct observation data

Objective, direct data is most reliable.

26. Answer: a) Ask supervisor

RBTs don't design assessments independently.

27. Answer: b) Descriptive assessment

Observation and data collection without manipulation = descriptive assessment.

28. Answer: c) Indirect assessment

Questionnaires and interviews = indirect.

29. Answer: b) Ongoing throughout treatment

Assessment is not one-time; it's continuous.

30. Answer: a) Escape

Aggression when given a difficult task suggests escape function.

Domain C: Skill Acquisition

Q31-45

31. Answer: b) Antecedent → Behavior → Consequence
This sequence is the basis of DTT.

32. Answer: b) Incidental teaching
Uses naturally occurring opportunities to teach.

33. Answer: b) Shaping
Reinforcing closer approximations until target behavior emerges.

34. Answer: c) The first step first
Forward chaining teaches step 1 → step 2 → etc.

35. Answer: a) The learner immediately contacts reinforcement
Backward chaining ensures reinforcement at the end.

36. Answer: c) Physical prompt
Most intrusive = full physical guidance.

37. Answer: a) Prompt fading
Systematic removal of prompts.

38. Answer: b) A skill transfers across people, settings, or stimuli
Generalization = across different conditions.

39. Answer: b) Retained over time without direct teaching
Maintenance ensures long-term retention.

40. Answer: b) Stimulus generalization
Saying “car” across different cars is stimulus generalization.

41. Answer: c) Intraverbal
Answering a question is an intraverbal response.

42. Answer: b) Shaping
Reinforce close approximations until exact behavior develops.

43. Answer: b) Replacement communication skills
FCT = teaching functional alternatives.

44. Answer: b) NET
Natural Environment Teaching focuses on play/motivation.

45. Answer: b) Reinforcing desired behavior while withholding reinforcement for undesired behavior
Core principle of differential reinforcement.

Domain D: Behavior Reduction

Q46-60

46. Answer: c) Withholding reinforcement for a previously reinforced behavior
Extinction = no reinforcement for problem behavior.

47. Answer: b) DRA
Differential Reinforcement of Alternative behavior = reinforce replacement, not problem.

48. Answer: b) Escape
Avoiding a demand = escape function.

49. Answer: b) Antecedent intervention
Giving choices before tasks is antecedent strategy.

50. Answer: b) NCR
NCR = reinforcement delivered regardless of behavior.

51. Answer: b) DRO
Reinforce absence of problem behavior.

52. Answer: a) Extinction burst
Temporary increase when extinction begins.

53. Answer: b) Motivating operations
Deprivation increases value of reinforcement.

54. Answer: a) DRA
Sitting quietly replaces yelling for attention.

55. Answer: b) BIP
Behavior Intervention Plan outlines reduction/replacement strategies.

56. Answer: c) DRI
Reinforce behavior incompatible with problem (clapping vs. flapping).

57. Answer: b) Extinction burst
Expect temporary increase in behavior.

58. Answer: a) Reinforcing behavior that cannot occur at same time
Example: sitting vs. standing.

59. Answer: b) Prevent problem behavior from occurring
Antecedent interventions reduce triggers.

60. Answer: b) Tangible
Child screams for candy → function = tangible access.

Domain E: Documentation & Reporting

Q61-70

61. Answer: b) Immediately after the session
Data should be recorded right away for accuracy.

62. Answer: a) Objectivity
Documentation must be factual, not opinion.

63. Answer: b) HIPAA
Protects health information confidentiality.

64. Answer: b) Be objective and factual
Session notes = objective records.

65. Answer: b) "The client refused the task 3 times"
Objective = countable, observable.

66. Answer: b) Report it within 24 hours
Injuries must be documented and reported promptly.

67. Answer: b) Only those directly involved with treatment
Confidentiality restricts access.

68. Answer: b) Ask the supervisor
Supervisors clarify documentation issues.

69. Answer: b) Treatment decisions are based on facts
Data guides evidence-based ABA decisions.

70. Answer: b) Using professional and confidential language
Communication must protect client dignity.

Domain F: Professional Conduct

Q71-75

71. Answer: b) BACB's RBT Ethics Code
RBTs must follow BACB Code.

72. Answer: b) Babysitting the client after work
Dual relationships = outside personal/professional overlap.

73. Answer: a) Feedback and supervision
Ongoing supervision is required for RBTs.

74. Answer: b) Report to the supervisor immediately
Mandated reporters must act quickly.

75. Answer: c) Client's rights and dignity
Ethics always prioritize client well-being.

23. Descriptive assessment involves:

- a) Interview only
- b) Observing and recording natural behavior
- c) Functional analysis
- d) Graphing results

24. Direct assessment is:

- a) Observing behavior in real time
- b) Caregiver questionnaire
- c) Reviewing session notes
- d) Guessing functions

25. Functional analysis differs from descriptive assessment because:

- a) It manipulates antecedents/consequences
- b) It uses questionnaires
- c) It only graphs behavior
- d) It counts frequency

26. Preference assessments should be:

- a) One-time only
- b) Conducted regularly
- c) Done at the end of treatment
- d) Optional

27. Escape-maintained behavior occurs:

- a) To obtain attention
- b) To avoid or escape tasks
- c) To gain tangible items
- d) Automatically

28. The main purpose of skill assessment is to:

- a) Determine teaching targets
- b) Reduce problem behavior
- c) Assess latency
- d) Measure IRT

29. Indirect assessment relies on:

- a) Direct observation
- b) Reports from caregivers/teachers
- c) Cumulative data
- d) Reinforcement schedules

30. When selecting reinforcers, the most reliable method is:

- a) Asking parents
- b) Guessing
- c) Direct preference assessment
- d) Waiting for behavior to occur

Domain C: Skill Acquisition

Q31-45

31. The sequence in discrete trial teaching is:

- a) SD → Response → Consequence
- b) Response → SD → Reinforcer
- c) SD → Reinforcer → Response
- d) Task → Reinforcer → SD

32. Natural Environment Teaching is:

- a) NET
- b) DTT
- c) Shaping
- d) Chaining

33. Reinforcing successive approximations is:

- a) Prompting
- b) Shaping
- c) Chaining
- d) Maintenance

34. Forward chaining starts with:

- a) First step
- b) Last step
- c) Random steps
- d) Entire chain

35. Backward chaining ensures:

- a) Learner begins with first step
- b) Learner finishes last step and contacts reinforcement
- c) All steps taught simultaneously
- d) No reinforcement needed

36. Full physical prompt is:

- a) Least intrusive
- b) Most intrusive
- c) Moderate
- d) Optional

37. Gradually reducing prompts is called:

- a) Fading
- b) Chaining
- c) Shaping
- d) Generalization

Domain C: Skill Acquisition

Q31-45

38. Generalization occurs when:

- a) Skill is maintained in multiple settings
- b) Prompts are faded
- c) Behavior is extinguished
- d) Reinforcement is removed

39. Maintenance ensures:

- a) Skill retained over time
- b) Skill only occurs in therapy
- c) Skill is prompted
- d) Behavior reduced

40. Saying “dog” for multiple dog types is:

- a) Stimulus generalization
- b) Response generalization
- c) Tact
- d) Mand

41. Answering “What is your name?” verbally is:

- a) Mand
- b) Tact
- c) Intraverbal
- d) Echoic

42. FCT teaches:

- a) Alternative communication to replace problem behavior
- b) Frequency counting
- c) Chaining
- d) Extinction

43. NET focuses on:

- a) Motivation and play-based teaching
- b) Drill teaching
- c) Only task analysis
- d) Prompting exclusively

44. Differential reinforcement:

- a) Reinforces all behaviors
- b) Reinforces desired behavior, withholds undesired
- c) Punishes undesired behavior
- d) Only used in extinction

45. Teaching “help” instead of screaming is:

- a) DRA
- b) DRO
- c) NCR
- d) Extinction

46. Extinction means:

- a) Punishing behavior
- b) Ignoring all behavior
- c) Withholding reinforcement for problem behavior
- d) Reinforcing replacement

47. DRA reinforces:

- a) Alternative behavior
- b) Incompatible behavior
- c) Absence of behavior
- d) NCR schedule

48. DRO provides reinforcement:

- a) When problem occurs
- b) When problem does not occur
- c) On NCR schedule
- d) Only for replacement skills

49. Antecedent intervention involves:

- a) Preventing triggers before behavior occurs
- b) Reinforcing replacement
- c) Ignoring behavior
- d) Punishment

50. NCR provides reinforcement:

- a) Based on problem behavior
- b) On fixed time schedule regardless of behavior
- c) Only for replacement behavior
- d) Contingent on response

51. Escape-maintained behavior:

- a) Occurs to avoid tasks
- b) Occurs to get attention
- c) Occurs for tangible items
- d) Occurs automatically

52. Extinction burst:

- a) Temporary increase when reinforcement removed
- b) Behavior maintenance
- c) Skill acquisition
- d) Prompt fading

53. Motivating operations:

- a) Change value of reinforcer
- b) Change duration of behavior
- c) Count frequency
- d) Assess IOA

Domain D: Behavior Reduction

Q46-60

54. Reinforcing sitting quietly instead of yelling is:

- a) DRA
- b) DRO
- c) DRI
- d) Extinction

55. BIP stands for:

- a) Behavior Intervention Plan
- b) Behavior Information Program
- c) Basic Instruction Plan
- d) Behavioral Instruction Procedure

56. Teaching clapping instead of flapping is:

- a) DRA
- b) DRO
- c) DRI
- d) NCR

57. Preventing triggers =

- a) Antecedent intervention
- b) Consequence intervention
- c) Extinction
- d) DRA

58. Teaching deep breathing instead of aggression =

- a) DRA
- b) DRO
- c) DRI
- d) NCR

59. Extinction may cause:

- a) Extinction burst
- b) Generalization
- c) Maintenance
- d) Prompt fading

60. Screaming to get candy → function:

- a) Tangible
- b) Escape
- c) Attention
- d) Automatic

Domain E: Documentation & Reporting

Q61-70

61. Record data:

- a) Immediately after session
- b) Week's end
- c) Parent request
- d) Supervisor request

62. Notes must be:

- a) Objective
- b) Subjective
- c) Opinion
- d) Interpretive

63. Law protecting health info:

- a) HIPAA
- b) ADA
- c) FERPA
- d) IDEA

64. "Aggression 2 times" =

- a) Objective
- b) Subjective
- c) Opinion
- d) Interpretation

65. RBT reports:

- a) Factual data only
- b) Interpretation
- c) Opinion
- d) Parent statements

66. Injury occurs →

- a) Report immediately
- b) Ignore
- c) Wait
- d) Ask parent

67. Only ___ may access client data:

- a) Direct treatment staff
- b) General staff
- c) Friends
- d) Siblings

68. Uncertain about documentation →

- a) Ask supervisor
- b) Guess
- c) Skip
- d) Peer approval

Domain E: Documentation & Reporting

Q61-70

69. Accurate documentation ensures:

- a) Evidence-based treatment
- b) Parent happiness
- c) Professional appearance
- d) Reinforcer delivery

70. Ethical communication requires:

- a) Confidentiality
- b) Gossip
- c) Social media posting
- d) Opinion sharing

Domain F: Professional Conduct

Q71-75

71. RBTs follow:

- a) BACB Ethics Code
- b) Supervisor personal rules only
- c) Teacher rules
- d) HIPAA only

72. Babysitting client →

- a) Acceptable
- b) Dual relationship violation
- c) Encouraged
- d) Required

73. RBT supervision requirement:

- a) Ongoing
- b) None
- c) Parent only
- d) Peer approval

74. Suspected abuse →

- a) Report immediately
- b) Wait
- c) Ignore
- d) Ask peer

75. ABA ethics prioritize:

- a) Client rights/dignity
- b) RBT convenience
- c) Parent mood
- d) Staff preference

RBT PRACTICE TEST 3

ANSWER KEY

Domain A: Measurement

Q1-15

1. Answer: b) Frequency

Counting how many times behavior occurs = frequency measurement.

2. Answer: b) Duration

Measuring total time to complete a puzzle = duration.

3. Answer: b) Latency

Latency measures time from SD to initiation of response.

4. Answer: a) If the behavior occurred at any point during the interval

Partial interval records behavior presence at any time during interval → may overestimate.

5. Answer: c) Recording the outcome of behavior

Permanent product = measurable outcome remaining after behavior.

6. Answer: c) Cumulative record

Cumulative record shows total responses over time.

7. Answer: b) IRT

Interresponse time = time between two consecutive responses.

8. Answer: d) All of the above

Frequency, duration, latency are all continuous measures.

9. Answer: b) Indirect measurement

Caregiver report is indirect; not observed firsthand.

10. Answer: a) Accuracy between two observers

IOA ensures consistent, reliable data across observers.

Domain A: Measurement

Q1-15

11. Answer: b) Underestimate behavior

Whole interval requires behavior throughout interval → may miss partial occurrences.

12. Answer: a) Number of math problems completed

Permanent product = countable outcome left by behavior.

13. Answer: b) SD to start of response

Latency measures the time between instruction and response.

14. Answer: b) Timing patterns across the day

Scatterplots identify when behaviors occur, showing temporal patterns.

15. Answer: a) Make decisions based on observation

Purpose of data collection is to guide evidence-based decisions.

Domain B: Assessment

Q16-30

16. Answer: c) Behavior function

Functional analysis identifies why a behavior occurs (attention, escape, tangible, automatic).

17. Answer: b) Indirect assessment

Asking teachers is indirect (no direct observation).

18. Answer: b) Direct assessment

Observing in real time = direct assessment.

19. Answer: b) Identify reinforcers

Preference assessments determine motivating items/activities.

20. Answer: b) Free access to multiple items

Free operant assessment allows the learner to interact with items freely.

21. Answer: a) Multiple-stimulus without replacement

MSWO = rank items by preference through sequential choice without replacement.

22. Answer: d) All of the above

Attention, escape, and tangible are recognized behavioral functions.

23. Answer: b) Observing and recording natural behavior

Descriptive assessment = observation in natural setting without manipulation.

24. Answer: a) Observing behavior in real time

Direct assessment = first-hand observation of behavior.

25. Answer: a) It manipulates antecedents/consequences

Functional analysis tests different conditions to determine behavioral function.

26. Answer: b) Conducted regularly

Preferences may change; reassess periodically.

27. Answer: b) To avoid or escape tasks

Escape-maintained behaviors are triggered to avoid demands.

28. Answer: a) Determine teaching targets

Skill assessments identify which skills to teach.

29. Answer: b) Reports from caregivers/teachers

Indirect assessments rely on second-hand information.

30. Answer: c) Direct preference assessment

Observing client choice provides the most accurate reinforcer identification.

Domain C: Skill Acquisition

Q31-45

31. Answer: a) SD → Response → Consequence
Core sequence in discrete trial teaching.

32. Answer: a) NET
Teaching within natural play/learning opportunities.

33. Answer: b) Shaping
Reinforcing successive approximations builds a target behavior.

34. Answer: a) First step
Forward chaining begins teaching from the first step.

35. Answer: b) Learner finishes last step and contacts reinforcement
Backward chaining ensures reinforcement at completion.

36. Answer: b) Most intrusive
Full physical guidance is the most intensive prompt.

37. Answer: a) Fading
Gradual removal of prompts supports independence.

38. Answer: a) Skill is maintained in multiple settings
Generalization = skill transfers across contexts.

39. Answer: a) Skill retained over time
Maintenance = continued performance after teaching ends.

40. Answer: a) Stimulus generalization
Correct response across different stimuli.

41. Answer: c) Intraverbal
Responding verbally to another's question.

42. Answer: a) Alternative communication to replace problem behavior
FCT teaches functional replacement skills.

43. Answer: a) Motivation and play-based teaching
NET emphasizes natural motivation and learning opportunities.

44. Answer: b) Reinforces desired behavior, withholds undesired
Differential reinforcement strengthens targeted behaviors.

45. Answer: a) DRA
Teaching "help" as replacement behavior = DRA.

Domain D: Behavior Reduction

Q46-60

46. Answer: c) Withholding reinforcement for problem behavior
Extinction removes maintaining reinforcement.

47. Answer: a) Alternative behavior
DRA reinforces a more appropriate replacement.

48. Answer: b) When problem does not occur
DRO = deliver reinforcement for absence of problem behavior.

49. Answer: a) Preventing triggers before behavior occurs
Antecedent interventions modify environment to reduce problem behavior.

50. Answer: b) On fixed time schedule regardless of behavior
NCR delivers reinforcement independently of behavior.

51. Answer: a) Occurs to avoid tasks
Escape-maintained behavior = behavior to remove/avoid demands.

52. Answer: a) Temporary increase when reinforcement removed
Extinction burst = initial escalation during extinction.

53. Answer: a) Change value of reinforcer
Motivating operations alter reinforcer effectiveness and frequency of behavior.

54. Answer: a) DRA
Reinforcing an alternative behavior reduces problem behavior.

55. Answer: a) Behavior Intervention Plan
BIP = structured plan for decreasing problem behavior.

56. Answer: c) DRI
Teaching incompatible behavior = DRI.

57. Answer: a) Antecedent intervention
Modifying triggers proactively.

58. Answer: c) DRI
Teaching a behavior incompatible with problem behavior.

59. Answer: a) Extinction burst
Temporary increase in problem behavior during extinction.

60. Answer: a) Tangible
Screaming to obtain candy → behavior maintained by tangible reinforcement.

Domain E: Documentation & Reporting

Q61-70

61. Answer: a) Immediately after session
Accurate and timely recording is required.

62. Answer: a) Objective
Notes must be factual, observable, measurable.

63. Answer: a) HIPAA
Protects client health information confidentiality.

64. Answer: a) Objective
"Aggression 2 times" is measurable and factual.

65. Answer: a) Factual data only
Avoid subjective interpretations.

66. Answer: a) Report immediately
Supervisor must be notified promptly of injuries.

67. Answer: a) Direct treatment staff
Only those involved in care may access data.

68. Answer: a) Ask supervisor
Clarification ensures accurate and ethical documentation.

69. Answer: a) Evidence-based treatment
Proper documentation supports clinical decisions.

70. Answer: a) Confidentiality
Ethics require protecting client information.

Domain F: Professional Conduct

Q71-75

71. Answer: a) BACB Ethics Code
RBTs must adhere to BACB professional standards.

72. Answer: b) Dual relationship violation
Engaging outside of therapy (babysitting) creates dual relationship.

73. Answer: a) Ongoing
RBTs must receive continuous supervision by BCBA/BCaBA.

74. Answer: a) Report immediately
Suspected abuse must be reported promptly.

75. Answer: a) Client rights/dignity
ABA ethics prioritize client welfare and rights.