

RBT Practice Set

25 free practice questions mapped to the BACB 3rd edition Test Content Outline (effective January 1, 2026)

How to use this set: work through all 25 questions at exam pace (about 20 minutes), then check the answer key at the end. Read every explanation, even for questions you got right. Aim for 80% or better on fresh practice material across several sets before you book your exam.

Sources: BACB RBT Handbook (bacb.com/rbt/rbt-requirements/) and the RBT page (bacb.com/rbt/), home of the 3rd edition Test Content Outline and the RBT Ethics Code (2.0). This set is an independent study aid and is not affiliated with or endorsed by the BACB.

Questions

1. During an observation, the supervisor tells the RBT she has been giving praise a few seconds too late. How should the RBT respond?

Ethics (F.9) | Medium

- A. Explain that the timing is close enough and keep doing it her way
- B. State that the supervisor is too picky about timing details
- C. Thank her, ask a clarifying question, then adjust on later trials
- D. Say nothing at all, and return to the old timing after she leaves

2. The RBT reinforces pointing to 'dog' when a dog picture is shown and does not reinforce pointing to 'dog' when a cat picture is shown. What is being established for pointing to 'dog'?

Behavior Acquisition (C.6) | Medium

- A. Generalization to every animal picture
- B. Stimulus control by the cat picture instead
- C. A response prompt from the RBT each trial
- D. Stimulus control by only the dog picture

3. Hana's plan places her whining for attention on extinction. In the first few days, her whining gets louder and happens more often. What is the best way to understand this?

Behavior Reduction (D.6) | Easy

- A. The plan is not working, so give attention again until the supervisor can review it
- B. This is spontaneous recovery, which means extinction is already complete
- C. The function must be wrong, so the RBT should switch to using time-out
- D. It may be an extinction burst, so keep following the plan and tell the supervisor

4. Owen's plan uses shaping to teach him to say 'cookie.' He has been reliably saying 'coo,' which has been reinforced. Today he says 'cook' for the first time. What should the RBT do?

Behavior Acquisition (C.10) | Hard

- A. Keep reinforcing 'coo' and 'cook' equally, so that Owen does not get confused
- B. Prompt him to say 'cookie' and reinforce only the prompted word
- C. Reinforce 'cook,' and stop reinforcing the earlier 'coo' responses
- D. Wait to give any reinforcer until he says the whole word 'cookie'

5. Which schedule best describes maintenance for a mastered hand-washing routine?

Behavior Acquisition (C.9) | Easy

- A. Heavier prompts than during acquisition on every maintenance trial run
- B. Stopping all practice the day mastery is first recorded in the file
- C. Occasional probes only, with thinner reinforcement than in acquisition
- D. Daily massed trials with reinforcement after every single chain step

6. Five latency timings remain blank on the clinic tablet when the session ends. What is the RBT's best next action?

Data Collection and Graphing (A.4) | Medium

- A. Enter all five timings promptly, or keep the tablet secured until that entry
- B. Estimate the full five timings from memory on the drive home without the live app
- C. Park the full five timings until one weekend catch-up entry finishes those rows
- D. Leave the unlocked tablet on the desk for anyone to browse the timings later

7. The RBT's supervisor loses BACB eligibility mid-month and no replacement is named. What should the RBT do?

Ethics (F.3) | Medium

- A. Have a coworker RBT sign supervision forms without observing sessions
- B. Ask a parent to supervise sessions until a BCBA can be hired then
- C. Stop providing RBT services until a qualified supervisor is assigned
- D. Keep running sessions alone until a new supervisor is hired next month

8. Which arrangement best matches a multiple-stimulus without replacement preference assessment at the table?

Behavior Assessment (B.1) | Easy

- A. Show the full array, note the pick, remove it, and continue with remaining items
- B. Force one item alone for a timed period, then clear it before the next run today
- C. Offer exactly two items each trial and note which item gets selected that day
- D. Leave each toy available and time engagement with each freely chosen item today

9. The supervisor emails the RBT a new program that uses a prompting procedure the RBT has never been trained on, and asks her to start it tomorrow. What should the RBT do?

Ethics (F.2) | Medium

- A. Tell the supervisor she is not trained on it, ask for training first, and document it
- B. Watch an online video about the procedure tonight, then start it tomorrow as asked
- C. Have a coworker RBT show her the steps, then start without checking with the supervisor
- D. Run it as well as she can, since the supervisor is responsible for all of her work

10. DRA is in place for asking for a break instead of throwing. The learner asks nicely. What should the RBT do?

Behavior Reduction (D.3) | Medium

- A. Provide the break per the plan and withhold break whenever throwing occurs
- B. Give breaks after both asking and throwing so fairness feels equal today
- C. Ignore the nice ask and only give breaks after throwing so demand ends faster
- D. Drop break as an option and create a different alternative without BCBA input

11. DRA is planned: reinforce a card hand-up for help and withhold reinforcement for hitting. What should the RBT do after a correct card hand-up?

Behavior Reduction (D.3) | Medium

- A. Ignore the correct card and only respond when hitting occurs so help feels stronger today
- B. Deliver the planned help consequence for every correct card and withhold it for hitting
- C. Stop using the planned correct card because hitting still happens sometimes this week
- D. Withhold help for the card and reinforce hitting so both stay available this week later

12. The supervisor is doing a curriculum-based skills assessment with a new client and asks the RBT to help. Which action is appropriate for the RBT?

Behavior Assessment (B.2) | Medium

- A. Give extra prompts so the client can show everything he is capable of
- B. Skip items the client could not do last time, so the assessment goes faster
- C. Pick which goals to add to the treatment plan based on the client's scores
- D. Present the items as trained and record exactly how the client responded

13. Independent toileting data drop sharply for three sessions and the RBT is unsure why. What should the RBT do?

Documentation and Reporting (E.2) | Medium

- A. Lower the mastery criteria alone to match the new lower scores
- B. Say the drop is unfortunate and needs no supervisor review at all
- C. Contact the supervisor soon and describe the drop clearly today
- D. Email the funder that the client suddenly lost the skill overnight

14. The client's uncle, who is also the RBT's landlord, asks for free weekend ABA advice. What should the RBT do?

Ethics (F.7) | Hard

- A. Tell the supervisor unpaid weekend advising is fine as a family favor
- B. Give free weekend advice because the rent relationship is fully separate
- C. Refuse the dual role and review that boundary with the supervisor today
- D. Agree only if the uncle promises never to mention clinic sessions at home

15. Which note uses only observable and measurable wording after a playground session?

Data Collection and Graphing (A.5) | Easy

- A. Client was reckless on the playground and had a wild attitude then
- B. Client will refuse all playground equipment for many weeks ahead now
- C. Client climbed the ladder four times during outdoor play today only
- D. Client felt adventurous and shut down after one hard climb today then

16. Escape extinction is planned for throwing during math. The learner throws and looks toward the door. What should the RBT do?

Behavior Reduction (D.4) | Hard

- A. Rewrite the escape extinction rule to allow brief hallway walks after each throw
- B. End math immediately so escape follows throwing and the visit stays peaceful today
- C. Add a preferred escape break right after throwing so recovery feels faster today
- D. Keep the math demand in place and follow all written escape extinction steps fully

17. An RBT wants to post a client progress reel with first names on a public social feed. What is the right action?

Ethics (F.6) | Hard

- A. Request that the supervisor approve a public post that names the client and outcomes today
- B. Post the reel if first names alone appear and faces are not fully shown today
- C. Do not post identifying client content on public social media about those services
- D. Post the reel after asking a peer RBT to like it, not worrying about consent today

18. The RBT recorded trial data on paper and is now entering it into the clinic's data app. She notices she forgot to mark two of the ten trials for one of Kai's targets. What should she do?

Data Collection and Graphing (A.4) | Medium

- A. Mark the two trials that were not recorded as correct, since Kai usually gets it right
- B. Enter the eight trials she recorded and note that two were not recorded
- C. Leave out the whole target for that day so the missing trials do not skew the graph
- D. Mark the two missing trials as incorrect, since that is the safer choice for the data

19. Which note best meets objective documentation standards after a counting session?

Documentation and Reporting (E.4) | Easy

- A. Client must have been mad at the bus driver from earlier that morning
- B. Client completed 9 of 12 counting trials independently in session today
- C. Client will probably refuse counting across upcoming weeks ahead
- D. Client was lazy on counting and clearly did not try hard enough in session

20. An RBT uses 30-second momentary time sampling for Omar sitting in his seat. At the end of one interval, Omar is standing. During that interval he sat for 28 seconds. How should the RBT score it?

Data Collection and Graphing (A.2) | Hard

- A. Off seat, since only the end moment of the interval counts
- B. On seat only if Omar sat for the entire 30-second interval
- C. On seat, since Omar sat at some point during the interval
- D. On seat, since Omar sat for nearly all of that interval

21. A neighbor asks whether the child next door is "the autism kid" the RBT works with. What should the RBT do?

Ethics (F.5) | Easy

- A. Confirm the client and share progress because the neighbor is kind
- B. Refuse to confirm and protect the client's confidential information
- C. Share only the diagnosis while hiding progress numbers from the notes
- D. Post a vague reply online without using the client's real name

22. In an MSWO preference assessment, the client picks a spinner first. What happens next under MSWO rules?

Behavior Assessment (B.1) | Medium

- A. That spinner is returned, and she picks again from all items each time
- B. Leftover array items are boxed up, and the assessment stops after one pick
- C. That spinner is removed, and she picks again from only the remaining
- D. Two items only are offered side by side for every remaining trial

23. Which example is most clearly a conditioned reinforcer after a learning history of exchange?

Behavior Acquisition (C.2) | Medium

- A. Food after the child has not eaten for several hours that morning
- B. Warmth after the child has been sitting a long time in a cold room
- C. Cool water after the child has been running hard in the heat
- D. A token later traded only for a preferred backup activity here

24. Session data show a sudden unexplained drop from 90% to 20% correct with no mastery changes. What should the RBT do?

Documentation and Reporting (E.2) | Medium

- A. Lower mastery criteria alone to match the new lower scores after the drop
- B. Tell the supervisor it is bad news and needs no clinical review
- C. Email the funder that the client suddenly mastered the whole skill
- D. Contact the supervisor soon and describe the change clearly today

25. The plan calls for practicing handwashing across home, clinic, and school sink. What should the RBT do?

Behavior Acquisition (C.8) | Medium

- A. Run handwashing steps in every listed setting with each trained person present
- B. Practice handwashing only in the clinic sink where mastery first occurred today
- C. Invent new handwashing wording alone for each sink with no BCBA input today
- D. Drop all school sink practice because home and clinic already look strong enough today

Answer Key

Every answer with its explanation. The wrong answers are explained too, because that is where the exam traps live.

1. Answer: C

C is correct. Accepting feedback, seeking clarity, and applying it are core professional skills for RBTs. A is wrong. Dismissing feedback blocks improvement. B is wrong. Calling the feedback too picky dismisses it and blocks improvement. D is wrong. Ignoring feedback after the observation is not accepting it.

2. Answer: D

D is correct. The dog picture becomes the SD for pointing to dog when that response is reinforced only in its presence. A is wrong. Reinforcing only with the dog picture narrows, rather than broadens, control. B is wrong. The cat picture is the condition in which 'dog' is not reinforced (S-delta). C is wrong. No prompt is described; the pictures are stimuli, not prompts.

3. Answer: D

D is correct. A short-term increase in behavior is common when extinction starts. Staying consistent and keeping the supervisor informed is the right step. A is wrong. Giving attention during a burst teaches Hana that louder whining works, which can make the behavior worse. The RBT should not change the plan while waiting for the supervisor to review it. B is wrong. Spontaneous recovery is when a behavior returns after it had decreased. Hana's behavior is increasing at the start of extinction. C is wrong. The RBT cannot add procedures. Also, a burst is expected and does not mean the function was wrong.

4. Answer: C

C is correct. Shaping reinforces each closer approximation and stops reinforcing earlier ones. 'Cook' is closer to 'cookie' than 'coo.' A is wrong. Continuing to reinforce the earlier approximation keeps it going and slows progress toward 'cookie.' B is wrong. That is a prompting procedure, not shaping. Shaping reinforces the learner's own closer approximations. D is wrong. Holding out for the final word skips the steps of shaping, and the new approximation may fade.

5. Answer: C

C is correct. Maintenance uses less frequent practice and thinner reinforcement to keep skills strong. A is wrong. Heavier prompts reverse progress; maintenance thins support, not increases it. B is wrong. Stopping entirely risks loss of the skill rather than maintaining it. D is wrong. Massed, rich reinforcement describes acquisition more than maintenance.

6. Answer: A

A is correct. Data should be entered promptly or kept secure until entry. B is wrong. Estimating from memory produces unreliable data. C is wrong. Delayed bulk entry increases error and loses timely decision data. D is wrong. Unlocked devices risk loss and confidentiality breaches.

7. Answer: C

C is correct. RBTs may practice only under ongoing supervision that meets BACB requirements. A is wrong. Falsifying supervision does not create compliant supervision. B is wrong. Parents do not meet BACB supervisor requirements for RBT practice. D is wrong. Practicing without a qualified supervisor violates supervision requirements.

8. Answer: A

A is correct. MSWO presents an array, records the choice, removes it, and continues with remaining items. B is wrong. Forced single-item timing with removal is not MSWO choice from an array. C is wrong. That describes paired-stimulus assessment, not MSWO. D is wrong. That describes free-operant engagement timing, not MSWO array trials.

9. Answer: A

A is correct. RBTs provide services only after the supervisor confirms competence. If asked to do something beyond their training, they tell the supervisor right away and document it. B is wrong. A video is not training, and it does not give the supervisor a chance to confirm competence. C is wrong. Competence must be confirmed by the supervisor, not by another RBT. D is wrong. Supervisors are responsible for RBT work, but RBTs still must not use procedures they have not been trained on.

10. Answer: A

A is correct. DRA reinforces the alternative and withholds the reinforcer for the problem behavior. B is wrong. Reinforcing both responses weakens the DRA contingency. C is wrong. Reinforcing throwing strengthens the problem behavior. D is wrong. Changing the alternative is a plan change outside RBT scope.

11. Answer: B

B is correct. DRA reinforces an alternative response while problem behavior contacts extinction. A is wrong. Reinforcing hitting and ignoring the alternative reverses DRA. C is wrong. Dropping the alternative without direction abandons DRA. D is wrong. Equal reinforcement for both responses is not differential reinforcement.

12. Answer: D

D is correct. RBTs help with skill assessments under supervision by following the procedure and recording responses accurately. A is wrong. Extra prompts make results look better than the client's real skills. The assessment must follow the rules the supervisor set. B is wrong. Skipping items changes the assessment and can miss skills that have changed. The RBT follows the procedure as trained. C is wrong. Choosing goals and writing the plan are the supervisor's job, not the RBT's.

13. Answer: C

C is correct. Data irregularities are reported promptly to the supervisor. A is wrong. Changing criteria alone is outside RBT scope. B is wrong. Minimizing the issue blocks needed clinical review. D is wrong. Going to the funder skips the clinical chain of command.

14. Answer: C

C is correct. Multiple relationships create risks; decline and seek supervision guidance. A is wrong. Asking for approval of a risky dual relationship is the wrong ask. B is wrong. Mixing landlord and unpaid clinical advice creates a multiple relationship. D is wrong. A promise does not remove the multiple-relationship risk.

15. Answer: C

C is correct. Observable counts of climbing are measurable; traits are not. A is wrong. Reckless and wild attitude are labels, not operational descriptions. B is wrong. Future guesses are not objective records of what occurred today. D is wrong. Felt and shut down are inferences, not observable events.

16. Answer: D

D is correct. Escape extinction withholds the previously available escape consequence. A is wrong. Changing extinction rules is outside RBT scope. B is wrong. Ending the demand after throwing reinforces escape. C is wrong. Adding a break after throwing also provides escape.

17. Answer: C

C is correct. RBTs must not share identifying client information on social media. A is wrong. Even with a request, public identifying posts about clients are not appropriate. B is wrong. First names and service content still identify clients on public feeds. D is wrong. Peer approval does not authorize public identifying client posts.

18. Answer: B

B is correct. Data must match what was actually recorded. Entering only the recorded trials, with a note, keeps the record accurate and honest. A is wrong. Filling in data that were not recorded is fabrication, even if it seems likely to be accurate. C is wrong. Dropping real data hides information. The eight recorded trials are valid and should be entered. D is wrong. This is still making up data. Guessing low is no more accurate than guessing high.

19. Answer: B

B is correct. Objective notes state measurable performance without labels or guesses. A is wrong. Inferred motives are not objective session documentation. C is wrong. Predictions are not records of what occurred in session. D is wrong. Lazy and did not try are subjective labels.

20. Answer: A

A is correct. Momentary time sampling scores only whether the behavior is occurring at the end of the interval. B is wrong. Requiring the whole interval is whole-interval recording. C is wrong. Scoring any occurrence in the interval is partial-interval recording. D is wrong. Sitting for most of the interval is not enough. Only the end moment matters.

21. Answer: B

B is correct. Confidential client information is not shared with unauthorized neighbors. A is wrong. Kindness does not authorize disclosure of confidential information. C is wrong. Any unauthorized clinical detail is still a confidentiality breach. D is wrong. Online replies can still identify clients and breach confidentiality.

22. Answer: C

C is correct. MSWO removes the selected item so later picks come from the reduced array. A is wrong. Returning every item each trial is not MSWO. B is wrong. MSWO continues across trials with the reduced set. D is wrong. Forced-choice pairs describe paired-stimulus methods, not MSWO.

23. Answer: D

D is correct. Tokens acquire value through pairing and exchange, so they are conditioned reinforcers. A is wrong. Food under deprivation is typically an unconditioned reinforcer. B is wrong. Warmth under those conditions is an unconditioned reinforcer. C is wrong. Water addressing thirst is an unconditioned reinforcer, not learned through exchange.

24. Answer: D

D is correct. Data irregularities need timely clinical direction. A is wrong. Changing criteria is outside RBT scope. B is wrong. Framing a drop as needing no review hides a data irregularity. C is wrong. Contacting the funder with clinical claims bypasses the supervisor.

25. Answer: A

A is correct. Generalization procedures practice skills across settings, people, and stimuli. B is wrong. Limiting practice to one setting undercuts planned generalization. C is wrong. Inventing new wording is a plan change outside RBT scope. D is wrong. Dropping a listed setting without direction changes the plan.