

Free RBT Exam Prep Sample Questions

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1. Jordan's behavior plan targets eating too quickly. The supervisor asks the RBT to record the number of seconds from when Jordan finishes swallowing one bite until he puts the next bite in his mouth. What type of measurement is the RBT using?

- A.** Rate of responding
- B.** Latency recording
- C.** Duration recording
- D.** Interresponse time

Answer: D. D is correct. Interresponse time (IRT) is the time between the end of one response and the start of the next response. Here the RBT times from the end of one bite to the start of the next bite. A is wrong. Rate is a count of responses divided by time, such as bites per minute. It does not measure the seconds between two responses. B is wrong. Latency is the time from a cue or instruction to the start of a response. No instruction is being timed here, only the gap between two bites. C is wrong. Duration is how long one response lasts from start to finish, such as how long one bite takes to chew. The RBT is timing the gap between bites instead.

2. An RBT is using 10-second partial-interval recording for hand flapping. During the third interval, Leo flaps his hands for about 2 seconds and then stops for the rest of the interval. How should the RBT score the third interval?

- A.** Score it as a nonoccurrence, since the behavior did not last for the entire interval
- B.** Write down 2 seconds for that interval so the supervisor can see how long it lasted
- C.** Score it as an occurrence, since the behavior happened at some point in the interval
- D.** Score it only if Leo is still flapping at the exact moment the interval ends

Answer: C. C is correct. In partial-interval recording, an interval is scored if the behavior occurs at any time during it, even briefly. A is wrong. That is the rule for whole-interval recording, where the behavior must continue for the entire interval. B is wrong. Recording seconds is duration recording. Partial-interval data are scored only as occurred or did not occur for each interval. D is wrong. Checking only at the end of the interval is momentary time sampling, not partial-interval recording.

3. An RBT uses 5-minute momentary time sampling to record whether Priya is on task. During one interval, Priya works for about 4 and a half minutes. At the exact moment the interval ends, she is looking out the window and not working. How should the RBT score that interval?

- A.** Off task, since only the moment the interval ends is scored
- B.** On task, because she was working for most of the 5-minute interval
- C.** Wait a few more seconds, and score on task if she goes back to work
- D.** On task, because she was working at some point during the interval

Answer: A. A is correct. Momentary time sampling scores only what is happening at the instant the interval ends. Priya was not working at that moment, so the interval is scored off task, even though she worked for most of it. B is wrong. How long she worked during the interval does not matter in momentary time sampling. Only the moment the interval ends is scored. C is wrong. The observation must happen at the scheduled moment. Waiting and then scoring changes the procedure and makes the data inaccurate. D is wrong. Scoring behavior that happens at any point in the interval is partial-interval recording, not momentary time sampling.

4. The supervisor asks the RBT to use permanent product recording for Ava's goal of folding laundry. Which method fits this request?

- A.** Watch Ava the entire time and make a tally mark every time she folds an item
- B.** Check every 2 minutes whether Ava is folding at that exact moment
- C.** Use a stopwatch to time how long it takes Ava to fold the whole basket
- D.** After Ava finishes, count how many items in the basket are folded correctly

Answer: D. D is correct. Permanent product recording measures the lasting result of a behavior after it is done. The folded laundry stays there to be counted later. A is wrong. Tallying each item as it happens is frequency (event) recording, which requires watching the behavior as it occurs. B is wrong. Checking at set moments is momentary time sampling, a discontinuous method. C is wrong. Timing the task is duration recording, not permanent product recording.

5. Sam's line graph shows the percentage of correct responses. Sessions 1 to 10 were baseline, and a phase change line was drawn after session 10 because teaching started in session 11. Today is session 11, and Sam got 7 of 10 trials correct. How should the RBT graph today's data?

- A.** Plot 70% at session 11 and draw a line connecting it to the session 10 data point
- B.** Plot 7 at session 11, because Sam had 7 correct responses in today's session
- C.** Leave session 11 blank until there are three teaching sessions to average together
- D.** Plot 70% at session 11 as the first point of a new data path after the phase line

Answer: D. D is correct. Seven out of 10 is 70%. Data points are not connected across a phase change line, so the teaching phase starts a new data path. A is wrong. Connecting points across a phase change line blends baseline and teaching data, which makes it harder to see the effect of the change. B is wrong. The y-axis on this graph is percentage correct, so 7 of 10 must be entered as 70%, not as a count of 7. C is wrong. Each session's data should be entered after that session. Holding data back delays information the supervisor needs.

6. Before data collection starts, the RBT reads four descriptions of Liam's aggression. Which description is written in observable and measurable terms?

- A.** Any time Liam hits, kicks, or pushes another person with his hand or foot
- B.** Any time Liam acts aggressively toward peers or staff during the session
- C.** Any time Liam becomes angry and tries to hurt others when he feels frustrated
- D.** Any time Liam has a meltdown that includes aggressive behavior toward others

Answer: A. A is correct. This names actions that anyone watching can see and count, so two observers would likely agree on what to record. B is wrong. Acts aggressively is a label, not a description of specific actions. Two observers might count very different things. C is wrong. Anger and frustration are feelings that cannot be directly observed. A good description says what Liam does. D is wrong. Meltdown is a vague, general term. It does not say which actions should be counted.

7. Ethan raised his hand 12 times during a 30-minute session on Monday and 18 times during a 45-minute session on Tuesday. Which statement about his rate of hand raising is accurate?

- A. The rates cannot be compared, since the sessions had different lengths
- B. The rate was the same on both days, 0.4 times per minute
- C. The rate was higher on Monday, because that session was shorter
- D. The rate was higher on Tuesday, since he raised his hand more times

Answer: B. B is correct. Rate is count divided by time. 12 divided by 30 is 0.4 per minute, and 18 divided by 45 is also 0.4 per minute. A is wrong. Rate is useful exactly because it lets you compare sessions of different lengths. C is wrong. A shorter session does not automatically mean a higher rate. Dividing count by time gives 0.4 per minute on both days. D is wrong. A higher count does not mean a higher rate when sessions are different lengths. Tuesday's session was also longer.

8. Mason's graph shows the number of times he threw objects each session. The last six data points are 14, 12, 11, 9, 7, and 6. How should the RBT describe the trend?

- A. A flat trend, because the change from one session to the next is small
- B. No trend yet, because at least 10 data points are needed to see one
- C. A decreasing trend, which is the desired direction for this behavior
- D. An increasing trend, because the behavior plan is clearly working

Answer: C. C is correct. The values go down over time, so the trend is decreasing. Throwing is a behavior to reduce, so down is the desired direction. A is wrong. A flat (zero) trend means the data stay at about the same level. Here the values drop steadily from 14 to 6. B is wrong. There is no rule that 10 points are needed. A clear direction across six points is a trend. D is wrong. Trend describes the direction the data move, not whether things are going well. These data are going down, not up.

9. An RBT has been writing trial data from memory at the end of each session instead of during trials. The graph shows steady progress, and the supervisor plans to mark the target as mastered. What is the biggest risk?

- A. A progress decision may rest on numbers that do not reflect real performance
- B. The main risk is that the graph will look less organized during supervision
- C. The only risk is a billing problem, since note times may not match the data
- D. There is little risk, since end-of-session recording is fine if the RBT remembers well

Answer: A. A is correct. Data written from memory are often inaccurate. The supervisor may make decisions, like calling a target mastered, that the client is not ready for. B is wrong. The problem is not how the graph looks. The problem is that the numbers may be wrong. C is wrong. Billing and documentation accuracy matter, but the biggest risk here is a wrong clinical decision for the client. D is

wrong. Memory is not reliable across many trials. Data should be recorded as trials happen so they are accurate.

10. During a preference assessment, the RBT places 5 items in a row in front of Kaylee. Kaylee picks the bubbles and plays with them briefly. The RBT then takes the bubbles out of the array, rearranges the other 4 items, and presents them again. What type of preference assessment is this?

- A.** Multiple stimulus with replacement
- B.** Multiple stimulus without replacement
- C.** Free operant preference assessment
- D.** Paired stimulus, also called forced choice

Answer: B. B is correct. Several items are presented at once, and the chosen item is not put back into the array for the next trial. A is wrong. In this version, the chosen item is put back into the array. Here the bubbles were removed. C is wrong. A free-operant assessment gives free access to all items and records how long the client engages with each. Items are not removed after a choice. D is wrong. A paired-stimulus assessment presents only two items at a time, not five.

11. A multiple-stimulus preference assessment last week showed that toy cars were Ben's top choice. Today, Ben keeps pushing the cars away and reaching for the blocks instead. What should the RBT do?

- A.** Stop giving reinforcers until the supervisor can run a new formal assessment
- B.** Do a brief preference check as the program allows, and tell the supervisor
- C.** Switch to candy for the rest of the session, since edibles always work best
- D.** Keep using the cars, since the formal assessment found them to be his top item

Answer: B. B is correct. Preferences can change from day to day. Brief, ongoing preference checks are a normal part of sessions, and the supervisor should know about the shift. A is wrong. Stopping reinforcement would hurt learning and could increase problem behavior. A brief preference check can be done in session. C is wrong. Edibles are not always the strongest reinforcer, and the RBT should not add a new type of reinforcer that is not in the plan. D is wrong. A past assessment does not guarantee an item works as a reinforcer today. An item the client is refusing is unlikely to reinforce behavior.

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?

- 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

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. The supervisor asks the RBT to take ABC data on Mia's screaming at home. Which entry is written correctly?

- A.** A: Mia screamed for about 10 seconds. B: Mom gave her the tablet. C: Mia calmed down.
- B.** A: Mia was having a bad day. B: Tantrum. C: Mia got what she wanted, as usual.
- C.** A: Mia felt jealous of her brother again. B: Mia screamed. C: Mom gave in to her.
- D.** A: Brother took her tablet. B: Mia screamed for 10 seconds. C: Mom gave it back.

Answer: D. D is correct. Each part is observable. The antecedent is what happened right before, the behavior is what Mia did, and the consequence is what happened right after. A is wrong. The parts are in the wrong places. Mia's screaming is the behavior, not the antecedent, and Mom's action is part of the consequence. B is wrong. Bad day and tantrum are vague labels, and the consequence includes an opinion. None of this tells the supervisor what actually happened. C is wrong. Jealous is a guess about feelings, and gave in is an opinion. ABC data describe only what was seen and heard.

14. During a functional analysis designed by the supervisor, the RBT runs the attention condition. The written procedure says to give a brief statement of concern, like 'Don't do that,' each time Owen hits the table, and otherwise to ignore him. The procedure also lists safety rules for when to stop the session. Owen starts hitting the table often. What should the RBT do?

- A.** Run the condition exactly as designed, including the steps for stopping
- B.** Give Owen extra comfort and hugs to calm him so he stops hitting the table
- C.** Ignore the hitting and tell the supervisor later that attention may reinforce it
- D.** Switch to the play condition, since attention clearly seems to cause the hitting

Answer: A. A is correct. In a functional analysis, each condition must be run exactly as designed so the results are valid. The RBT carries out the procedure and safety rules but does not change them. B is wrong. This gives far more attention than the procedure calls for, which changes the condition and its results. C is wrong. The attention condition tests whether attention maintains the behavior. Ignoring the behavior changes the test and makes the results useless, and telling the supervisor afterward does not undo that. D is wrong. The RBT does not change conditions or interpret results. Those decisions belong to the supervisor.

15. During math work, each time Noah says 'Break, please,' the RBT removes the worksheet for 1 minute, as written in his plan. Over the next two weeks, Noah asks for breaks more often. What principle explains this?

- A.** Extinction
- B.** Negative reinforcement
- C.** Negative punishment
- D.** Positive reinforcement

Answer: B. B is correct. Something Noah did not want (the worksheet) was removed after he asked, and asking increased. Removing something so that a behavior increases is negative reinforcement. A is wrong. Extinction means the reinforcer is no longer given for the behavior. Here, asking was reinforced every time. C is wrong. Negative punishment removes something and makes the behavior decrease. Noah's asking increased. D is wrong. Positive reinforcement adds something after the

behavior. Here, the worksheet was taken away.

16. During teaching, Ava answers a question correctly. The RBT first writes the data, and about 8 seconds later says 'Great job!' and gives a token. In those 8 seconds, Ava started rocking in her chair. What is the main concern?

- A.** The data may be inaccurate, since the answer was recorded before it was reinforced
- B.** No concern, because the reinforcer was still given within about 10 seconds
- C.** The praise and token may strengthen the rocking instead of the correct answer
- D.** Pairing praise with a token weakens the token, so praise should come alone

Answer: C. C is correct. Reinforcement works best right after the target behavior. With a delay, the reinforcer can strengthen whatever happened just before it, which here was rocking. A is wrong. Recording first does not make the data wrong. The real problem is the delay between the answer and the reinforcer, which let rocking be reinforced. B is wrong. Even a delay of a few seconds lets other behavior happen between the answer and the reinforcer, which is why reinforcement should be delivered immediately. D is wrong. Pairing praise with tokens is common and helpful. It can help praise become a stronger reinforcer.

17. Praise does not seem to work as a reinforcer for Lily yet. The supervisor asks the RBT to help make praise a conditioned reinforcer. What should the RBT do?

- A.** Give lots of praise throughout the day, separate from any items she likes
- B.** Give the praise after the preferred item is gone, so Lily starts to want it
- C.** Say the praise right before or while giving an item Lily already likes
- D.** Replace her preferred items with praise right away so she gets used to it

Answer: C. C is correct. A neutral stimulus becomes a conditioned reinforcer by being paired with an existing reinforcer. Praise should come just before or at the same time as the preferred item. A is wrong. Praise on its own, without pairing, does not gain reinforcing value. B is wrong. Praise that comes after the item is gone is not paired with it, so it is unlikely to gain value. D is wrong. Praise has no value for her yet, so removing preferred items would leave her without effective reinforcement.

18. During discrete-trial teaching, the RBT says, 'Touch red. Touch red. Come on, touch red,' while Diego looks around the room. Which change best fits discrete-trial teaching procedures?

- A.** Skip the instruction and guide his hand right away, so he does not make an error
- B.** Give the instruction once, wait for a response, then follow the prompting steps
- C.** Add more words to the instruction each time, so it becomes easier to follow
- D.** Keep repeating the instruction until he responds, so he gets more chances to practice

Answer: B. B is correct. In discrete-trial teaching, each trial starts with one clear instruction. If the client does not respond, the RBT follows the planned prompting or error correction steps. A is wrong. Each trial needs an instruction. Even errorless teaching gives the instruction first, then the prompt. C is wrong. Changing the wording makes the instruction less consistent and harder to learn from. D is wrong. Repeating the instruction teaches the client that the first instruction does not matter and blurs where one trial ends.

19. Which example best shows incidental teaching?

- A.** Zoe reaches for a car on a high shelf, and the RBT prompts her to say 'car' first
- B.** Zoe reaches for a toy car on a high shelf, and the RBT hands it to her right away
- C.** The RBT sits at a table with Zoe and shows her pictures of vehicles 10 times in a row
- D.** While Zoe is busy coloring, the RBT holds up a toy car and asks her, 'What is this?'

Answer: A. A is correct. Incidental teaching uses a moment the child starts, based on what the child wants right then. The RBT uses that interest to teach a skill. B is wrong. Giving the item with no teaching step misses the learning opportunity. C is wrong. Rapid, adult-led trials at a table describe discrete-trial teaching, not incidental teaching. D is wrong. The RBT started this trial while Zoe was interested in something else. Incidental teaching follows the child's lead.

20. The RBT is teaching Lucas to wash his hands using 6 steps. The first step is turning on the water, and the last step is drying his hands. The plan calls for backward chaining. What happens during the first phase of teaching?

- A.** Lucas does all 6 steps every time, with prompts given on any of the steps as needed
- B.** The RBT prompts steps 1 to 5, and Lucas is taught to dry his hands on his own
- C.** Lucas is taught to turn on the water, and the RBT completes the other steps
- D.** Lucas is reinforced for each step he tries, in whatever order he chooses

Answer: B. B is correct. Backward chaining teaches the last step first. The RBT helps with the earlier steps, and the client completes the final step and contacts reinforcement right away. A is wrong. Doing every step on every trial is total task chaining. C is wrong. Teaching the first step first is forward chaining. D is wrong. Chaining teaches steps in a set order. Reinforcing steps in any order is not a chaining procedure.

21. The RBT is running discrimination training to teach Eli to say 'dog' only when shown a picture of a dog. When the RBT shows a picture of a cat, Eli says 'dog.' What should the RBT do?

- A.** Give a token but no praise, so that he stays motivated to keep working
- B.** Remove the cat pictures and only show dogs until he is fluent
- C.** Praise Eli for talking, since any vocal response should be reinforced
- D.** Withhold reinforcement and follow the program's error correction steps

Answer: D. D is correct. In discrimination training, a response is reinforced only when the correct stimulus is present. Saying 'dog' to a cat picture should not be reinforced. A is wrong. A token is still a reinforcer. Giving it after an error reinforces the error. B is wrong. That would be a program change. Also, without other pictures, Eli cannot learn to tell them apart. C is wrong. Reinforcing 'dog' when a cat is shown teaches Eli to say 'dog' to the wrong picture.

22. Kira's program uses least-to-most prompting in this order: independent, gestural, model, full physical. The RBT gives the instruction, and Kira does not respond within the wait time. What should the RBT do next?

- A.** Give a model prompt

- B.** Repeat the instruction louder
- C.** Give a full physical prompt
- D.** Give a gestural prompt

Answer: D. D is correct. Least-to-most prompting starts with the least help and moves to the next level only if needed. After no independent response, the next level is a gesture. A is wrong. A model comes after a gesture in this hierarchy. Skipping the gesture gives more help than needed. B is wrong. Repeating the instruction is not a step in the hierarchy and can teach Kira to wait for repeated instructions. C is wrong. Starting with full physical help is most-to-least prompting. In least-to-most, physical help comes last.

23. The RBT is teaching Sofia to pick the picture of an apple from a group of three pictures. Which of these is a stimulus prompt rather than a response prompt?

- A.** Making the apple picture larger than the other two pictures
- B.** Lightly touching Sofia's elbow to start her arm moving toward the pictures
- C.** Saying 'It's the apple' right after giving the instruction
- D.** Gently guiding Sofia's hand to touch the apple picture

Answer: A. A is correct. A stimulus prompt is a change to, or cue on, the materials that makes the correct choice stand out, such as making it larger, brighter, or closer. B is wrong. A light touch to Sofia's elbow is a partial physical prompt. It acts on her response, not on the materials, so it is a response prompt. C is wrong. A verbal prompt is the RBT's behavior, not a change to the materials, so it is a response prompt. D is wrong. Physical guidance is a response prompt delivered by the RBT.

24. Aiden has mastered saying 'hi' to his RBT in the clinic. His plan now calls for generalization. Which activity best supports generalization?

- A.** Stopping all practice of greetings so that sessions can focus on new targets
- B.** Practicing greetings with other staff, family, and people in the community
- C.** Reinforcing 'hi' only when Aiden says it to his RBT in the clinic room
- D.** Running more trials with the same RBT in the same clinic room every day

Answer: B. B is correct. Generalization means the skill happens with new people, places, and materials. Practicing with different people and settings supports this. A is wrong. Stopping practice is not a generalization procedure and can lead to the skill being lost. C is wrong. This keeps the skill tied to one person and one place, which is the opposite of generalization. D is wrong. More practice in the same setting with the same person builds fluency there but does not promote generalization.

25. Ruby's supervisor has marked labeling colors as a mastered skill. Which of these best describes a maintenance procedure for that skill?

- A.** Mixing color trials into sessions now and then, with reinforcement given less often
- B.** Running color trials every session with prompts and reinforcing every response
- C.** Teaching new colors with many daily trials, prompts, and reinforcement for each answer
- D.** Stopping all color trials, since mastered skills no longer need any practice

Answer: A. A is correct. Maintenance procedures keep learned skills strong over time, usually by practicing them occasionally and reinforcing them less often than during teaching. B is wrong. Prompting and reinforcing every response is how skills are taught during acquisition. A mastered skill should not need that level of support. C is wrong. Frequent trials, prompts, and reinforcing every answer describe acquisition, which is learning new skills. D is wrong. Skills that are never practiced again can be lost. Maintenance means occasional practice, not none.