

RBT Practice Exam 75 Questions

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Measurement (Q1–Q12)

Q1. Which data collection method is BEST for recording how long a tantrum lasts?

- A) Frequency
- B) Duration
- C) Latency
- D) Interval

Answer: B

Explanation: Duration records how long a behavior occurs. It's most useful for behaviors that vary in length, such as tantrums or on-task behavior.

Q2. An RBT records every time a client claps their hands during a 30-minute session. Which measurement procedure is this?

- A) Frequency
- B) Duration
- C) Latency
- D) Rate

Answer: A

Explanation: Frequency counts the number of times a behavior occurs, without factoring in time.

Q3. Which method gives the clearest picture of the number of times a behavior occurs **per unit of time**?

- A) Frequency
- B) Duration
- C) Rate
- D) Interval recording

Answer: C

Explanation: Rate is frequency divided by time (e.g., responses per minute), making it more accurate for sessions of different lengths.

Q4. If you measure how long it takes a client to begin brushing their teeth after the instruction “brush your teeth,” which measurement is that?

- A) Latency
- B) Duration
- C) Inter-response time
- D) Frequency

Answer: A

Explanation: Latency measures the time between the instruction (SD) and the start of the behavior.

Q5. Which is a discontinuous measurement system?

- A) Frequency
- B) Duration
- C) Partial interval
- D) Rate

Answer: C

Explanation: Interval recording (partial, whole, or momentary) only captures a sample of behavior, making it discontinuous.

Q6. During a 10-minute observation, a client is “on task” at the exact second every 30 seconds when the RBT looks up. What recording system is being used?

- A) Partial interval
- B) Whole interval
- C) Momentary time sampling
- D) Duration

Answer: C

Explanation: Momentary time sampling checks for the behavior only at the end of each interval.

Q7. Whole-interval recording often leads to:

- A) Overestimation of behavior
- B) Underestimation of behavior
- C) Exact measurement
- D) Same as partial interval

Answer: B

Explanation: Whole interval requires the behavior to occur for the **entire interval**, so brief occurrences may be missed.

Q8. An RBT is told to track the time between two aggressive outbursts. What type of measurement is this?

- A) Latency
- B) Duration
- C) Inter-response time (IRT)
- D) Rate

Answer: C

Explanation: IRT measures the time between two responses of the same behavior.

Q9. Why would a BCBA ask for permanent product recording?

- A) It allows the RBT to measure a behavior after it occurred.
- B) It prevents the need for direct observation.
- C) It measures intensity.
- D) It only works for interval behaviors.

Answer: A

Explanation: Permanent products (like completed worksheets or cleaned rooms) let behavior be measured after the fact.

Q10. Which recording method is most efficient when tracking stereotypy that occurs frequently and quickly?

- A) Frequency
- B) Duration
- C) Partial interval

- D) Permanent product

Answer: C

Explanation: Partial interval captures whether the behavior occurs at all during each interval, making it efficient for high-frequency behaviors.

Q11. You record that a child engages in screaming 7 times during a 35-minute session. To calculate **rate**, what should you do?

- A) $7 \text{ responses} \div 35 \text{ minutes}$
- B) $35 \text{ minutes} \div 7 \text{ responses}$
- C) Record as frequency only
- D) Multiply 7×35

Answer: A

Explanation: Rate = frequency $\div$ time ($7 \div 35 = 0.2$ responses per minute).

Q12. Which type of data collection is most objective?

- A) Teacher rating scale
- B) Parent interview
- C) Direct measurement
- D) Hypothetical observation

Answer: C

Explanation: Direct measurement relies on observable, measurable behavior rather than opinions or second-hand reports.

Assessment (Q13–Q15 for now)

Q13. A preference assessment is primarily used to:

- A) Identify reinforcers
- B) Teach new skills
- C) Reduce problem behavior
- D) Collect baseline data

Answer: A

Explanation: Preference assessments determine which items or activities are motivating and can be used as reinforcers.

Q14. Which type of preference assessment involves presenting two items at a time?

- A) Free operant
- B) Paired choice
- C) Multiple stimulus without replacement (MSWO)
- D) Single stimulus

Answer: B

Explanation: Paired choice presents two items at once to compare preferences systematically.

Q15. What is the purpose of baseline data?

- A) To reinforce client behavior
- B) To measure progress after intervention
- C) To compare before and after treatment
- D) Both B and C

Answer: D

Explanation: Baseline data gives a starting point, which allows comparison to treatment data to evaluate progress.

Would you like me to keep going in **chunks of 15 questions** (so the full 75 will be in 5 parts), or do you want me to drop **all 75 at once** in one giant reply?

You said:

yes

ChatGPT said:

Great — I'll keep going in **chunks of 15** so it's easier to read and review, then once we have all 75, I'll compile them into the final PDF for you.

Here's **Part 2 (Questions 16–30):**

Assessment (Q16–Q24)

Q16. Which type of assessment requires presenting items or activities and observing how long the client engages with them?

- A) Paired choice
- B) Free operant
- C) MSWO
- D) Functional analysis

Answer: B

Explanation: Free operant measures how long the client interacts with each item when given free access, without removal or forced choice.

Q17. An RBT is helping conduct a functional behavior assessment (FBA). Their primary role is to:

- A) Create the treatment plan
- B) Analyze the function of the behavior
- C) Collect accurate and reliable data
- D) Approve the final report

Answer: C

Explanation: RBTs collect objective data to support the BCBA in identifying behavioral functions.

Q18. Which of the following is NOT a typical function of behavior?

- A) Escape
- B) Sensory stimulation
- C) Academic success
- D) Access to tangibles

Answer: C

Explanation: Behavior typically serves escape, attention, tangible access, or sensory (automatic) purposes. Academic success may occur as an outcome, but not as a function.

Q19. Why is indirect assessment (like interviews or questionnaires) less reliable than direct observation?

- A) It takes longer
- B) It depends on opinions and memory
- C) It's always inaccurate
- D) It doesn't use graphs

Answer: B

Explanation: Indirect assessments rely on caregiver recall or interpretation, which can be biased or inaccurate.

Q20. A BCBA asks you to run a skills assessment. As the RBT, your job is to:

- A) Administer tasks exactly as described
- B) Write the interpretation of results
- C) Decide which skills to test
- D) Modify tasks as needed

Answer: A

Explanation: RBTs follow the BCBA's protocol precisely without altering test procedures or interpreting results.

Q21. A child has a history of aggression during math tasks. What should you do during assessment?

- A) Avoid all math tasks
- B) Collect objective data on the behavior
- C) Change the assessment plan on your own
- D) Skip reporting it

Answer: B

Explanation: RBTs must record what occurs during assessments but cannot independently change the plan.

Q22. Which is an example of a skills-based assessment?

- A) ABC recording

- B) VB-MAPP
- C) Scatterplot
- D) Functional analysis

Answer: B

Explanation: VB-MAPP measures language, social, and learning skills — a skills-based developmental assessment.

Q23. During a functional analysis, the RBT notices the client only engages in problem behavior when tasks are presented. What's the likely function?

- A) Attention
- B) Escape
- C) Tangible
- D) Automatic

Answer: B

Explanation: If behavior occurs during demands, escape/avoidance is the likely function.

Q24. Which type of recording would BEST identify times of day when problem behavior occurs most often?

- A) Duration recording
- B) Scatterplot
- C) Paired choice
- D) Whole interval

Answer: B

Explanation: Scatterplots reveal patterns of when behaviors occur across time or conditions.

Skill Acquisition (Q25–Q30)

Q25. What is the FIRST step when teaching a new skill using discrete trial training (DTT)?

- A) Reinforcement

- B) Delivering the SD (instruction)
- C) Data collection
- D) Prompting

Answer: B

Explanation: The trial starts with the discriminative stimulus (SD), which signals what response is expected.

Q26. When teaching a child to brush teeth, the RBT completes most of the steps, then gradually reduces assistance. This is called:

- A) Forward chaining
- B) Total task training
- C) Backward chaining
- D) Prompt fading

Answer: D

Explanation: Prompt fading reduces the level of support until the learner performs independently.

Q27. Which chaining method teaches the LAST step first and moves backward?

- A) Forward chaining
- B) Backward chaining
- C) Total task chaining
- D) Task analysis chaining

Answer: B

Explanation: Backward chaining ensures the learner completes the final step and contacts reinforcement immediately.

Q28. A child is taught to say “thank you” when given something. Later, the child also says “thanks” without being taught directly. This is:

- A) Generalization
- B) Prompt dependency
- C) Maintenance

- D) Shaping

Answer: A

Explanation: Generalization occurs when a learned behavior transfers to new forms, people, or settings.

Q29. Which is an example of shaping?

- A) Teaching “mama” by reinforcing babbling, then “ma,” then “mama.”
- B) Teaching a child to tie shoes by following each step in sequence.
- C) Reinforcing a child every time they complete their homework.
- D) Giving candy for sitting still in class.

Answer: A

Explanation: Shaping reinforces successive approximations toward the target behavior.

Q30. An RBT teaches a child to tact (label) animals. The child learns “dog,” “cat,” and “bird.” Later, the child says “lion” when seeing one at the zoo. This demonstrates:

- A) Overgeneralization
- B) Stimulus generalization
- C) Response maintenance
- D) Prompting

Answer: B

Explanation: Stimulus generalization occurs when a response learned in one situation occurs in similar but new situations.

Do you want me to continue with **Q31–45 (more Skill Acquisition)** next?

You said:

yes

ChatGPT said:

Perfect — let’s keep building this exam. Here’s **Part 3 (Questions 31–45):**

Skill Acquisition (Q31–Q45)

Q31. Which of the following is an example of incidental teaching?

- A) Practicing flashcards at a table for 10 minutes.
- B) Waiting until a child shows interest in a toy, then prompting them to request it.
- C) Running 20 trials of a matching program.
- D) Asking a child to echo words after you.

Answer: B

Explanation: Incidental teaching uses natural opportunities that arise during daily activities, often initiated by the learner's interest.

Q32. What is the BEST way to ensure a client maintains a skill over time?

- A) Provide reinforcement every time the skill is used.
- B) Occasionally check the skill in future sessions.
- C) Teach the skill once and move on.
- D) Use errorless teaching only.

Answer: B

Explanation: Maintenance is confirmed by probing the skill at later times without continuous teaching.

Q33. A child can follow the instruction "touch head" in the therapy room, but not at home. What needs improvement?

- A) Discrimination training
- B) Generalization
- C) Shaping
- D) Prompt hierarchy

Answer: B

Explanation: Generalization means applying skills across settings, people, and materials — not just in one environment.

Q34. What's the purpose of using multiple exemplars when teaching a skill?

- A) To make data collection easier
- B) To encourage generalization

- C) To increase reinforcement value
- D) To avoid shaping

Answer: B

Explanation: Exposing the learner to various examples (different dogs, cups, voices, etc.) promotes generalization.

Q35. Which type of reinforcement schedule produces the most resistant behavior to extinction?

- A) Continuous
- B) Fixed ratio
- C) Variable ratio
- D) Fixed interval

Answer: C

Explanation: Variable ratio schedules (like gambling) are highly resistant to extinction because reinforcement is unpredictable.

Q36. Which is an example of a natural reinforcer?

- A) Tokens given for raising a hand
- B) Candy after completing math problems
- C) Praise after saying “hi” to a peer
- D) Stickers given after chores

Answer: C

Explanation: Natural reinforcers are directly related to the behavior, like social praise for greetings.

Q37. A client is learning to put on a coat. You teach step 1, then step 1 + 2, then 1 + 2 + 3. Which chaining method is this?

- A) Forward chaining
- B) Backward chaining
- C) Total task
- D) Shaping

Answer: A

Explanation: Forward chaining teaches steps in sequential order from first to last.

Q38. When using errorless learning, prompts are delivered:

- A) Only after errors occur
- B) Immediately before the learner can make a mistake
- C) Randomly during teaching
- D) Only when the BCBA is present

Answer: B

Explanation: Errorless learning prevents mistakes by providing immediate prompts and fading them gradually.

Q39. An RBT is teaching a child colors. After several trials, the child begins guessing without looking at the cards. This is an example of:

- A) Prompt dependence
- B) Overselective responding
- C) Faulty stimulus control
- D) Shaping

Answer: C

Explanation: Faulty stimulus control occurs when the response is controlled by irrelevant or missing cues (e.g., guessing instead of attending).

Q40. Which is an example of response generalization?

- A) Saying “ball,” “sphere,” or “round thing” when seeing a ball.
- B) Recognizing all types of chairs as “chair.”
- C) Using “thank you” only with the RBT.
- D) Sitting quietly only in one classroom.

Answer: A

Explanation: Response generalization means using different responses that serve the same function.

Q41. Why is reinforcement fading important?

- A) To stop the RBT from delivering reinforcement
- B) To transfer control to natural reinforcers
- C) To make sessions shorter
- D) To reduce baseline data collection

Answer: B

Explanation: Fading ensures the learner maintains behavior with naturally occurring reinforcement, not just contrived rewards.

Q42. A child is taught to point to a picture of an apple when asked, "Which one is an apple?" What type of operant is this?

- A) Mand
- B) Tact
- C) Intraverbal
- D) Receptive language

Answer: D

Explanation: This is receptive language responding, where the learner follows an instruction by identifying the correct item.

Q43. An RBT uses physical guidance to help a child clap hands, then gradually reduces assistance until the child claps independently. This is an example of:

- A) Prompt fading
- B) Task analysis
- C) Shaping
- D) Chaining

Answer: A

Explanation: Prompt fading reduces the level of assistance over time to transfer independence.

Q44. A BCBA wants to use token economy. The RBT's responsibility is to:

- A) Decide how many tokens equal a reinforcer
- B) Set up the exchange rate based on preference

- C) Deliver tokens consistently when criteria are met
- D) Modify the token board design

Answer: C

Explanation: The RBT ensures tokens are delivered immediately and consistently when behavior occurs.

Q45. Which teaching strategy embeds learning opportunities within natural play?

- A) DTT
- B) Natural environment teaching (NET)
- C) Shaping
- D) Forward chaining

Answer: B

Explanation: NET uses natural activities and play to teach skills, making learning more functional and motivating.

Do you want me to move on to **Part 4 (Q46–60: Behavior Reduction focus)** now?

You said:

yes

ChatGPT said:

Alright — now we're moving into **Behavior Reduction**. This section is heavy on problem behavior, interventions, extinction, and reinforcement. Here's **Part 4 (Questions 46–60)**:

Behavior Reduction (Q46–Q60)

Q46. A child throws toys when told to clean up. The BCBA designs a plan to teach the child to say “help” instead. This is an example of:

- A) Extinction
- B) Differential reinforcement of alternative behavior (DRA)
- C) Shaping
- D) Chaining

Answer: B

Explanation: DRA reinforces an appropriate alternative behavior (asking for help) instead of the problem behavior (throwing toys).

Q47. Which procedure involves reinforcing a behavior only if it occurs after a certain amount of time without the problem behavior?

- A) DRA
- B) DRO (Differential Reinforcement of Other behavior)
- C) DRI (Differential Reinforcement of Incompatible behavior)
- D) Shaping

Answer: B

Explanation: DRO delivers reinforcement when the problem behavior is absent for a set time interval.

Q48. A BCBA creates a plan where reinforcement is given when a child sits in a chair instead of standing on it. This is:

- A) DRA
- B) DRI
- C) DRO
- D) Shaping

Answer: B

Explanation: DRI reinforces a behavior that is physically incompatible with the problem behavior.

Q49. Extinction is most effective when:

- A) Used inconsistently
- B) Combined with teaching replacement behaviors
- C) Applied only during assessment

- D) Delivered with punishment

Answer: B

Explanation: Extinction works best when paired with reinforcement of alternative, appropriate behaviors.

Q50. When extinction is first implemented, what often happens?

- A) Behavior stops immediately
- B) Behavior decreases steadily
- C) Behavior temporarily increases
- D) Behavior becomes incompatible

Answer: C

Explanation: This is called an **extinction burst**, a temporary increase in frequency, duration, or intensity before decline.

Q51. A child engages in self-injury to escape difficult tasks. Which intervention directly targets the function of this behavior?

- A) Noncontingent reinforcement
- B) Teaching the child to request a break
- C) Ignoring the behavior
- D) Giving tangibles after tasks

Answer: B

Explanation: Teaching functional communication to request a break provides the same escape function in a safer way.

Q52. Which is an example of antecedent intervention?

- A) Ignoring tantrums
- B) Reinforcing hand raising
- C) Providing a visual schedule before transitions

- D) Time-out after aggression

Answer: C

Explanation: Antecedent strategies modify the environment before behavior occurs to reduce problem behavior.

Q53. What's a common side effect of extinction?

- A) Generalization
- B) Spontaneous recovery
- C) Skill acquisition
- D) Stimulus control

Answer: B

Explanation: Spontaneous recovery is when a previously extinguished behavior reappears after a break.

Q54. If a client engages in screaming to get attention, extinction would involve:

- A) Removing the task
- B) Not providing attention after screaming
- C) Giving candy after quiet time
- D) Reinforcing screaming on a schedule

Answer: B

Explanation: Extinction for attention-seeking behavior means withholding attention following the behavior.

Q55. Why must extinction always be paired with reinforcement of replacement behaviors?

- A) To make sessions shorter
- B) To reduce data collection
- C) To teach the learner what to do instead

- D) To avoid BCBA involvement

Answer: C

Explanation: Extinction alone removes reinforcement but doesn't teach what behavior to use instead. Replacement behaviors fill that gap.

Q56. Which is an example of noncontingent reinforcement (NCR)?

- A) Providing praise only after task completion
- B) Giving breaks every 5 minutes regardless of behavior
- C) Reinforcing only correct responses
- D) Ignoring all problem behavior

Answer: B

Explanation: NCR delivers reinforcement on a fixed schedule, not dependent on behavior.

Q57. A BCBA instructs the RBT to block attempts of elopement and redirect the client to request a walk. This is:

- A) Punishment procedure
- B) Extinction with functional communication training
- C) Antecedent manipulation
- D) Task analysis

Answer: B

Explanation: Blocking prevents reinforcement (escaping), and teaching a request provides an alternative behavior that meets the same function.

Q58. A time-out procedure should always:

- A) Be the first strategy used
- B) Involve physical restraint
- C) Be implemented according to BCBA's written plan

- D) Last at least 20 minutes

Answer: C

Explanation: Time-out must follow ethical guidelines, be short, and only be used under BCBA direction.

Q59. A client engages in hand-flapping for automatic reinforcement. What's the most appropriate intervention?

- A) DRO
- B) DRI
- C) Sensory replacement (alternative stimulation)
- D) Extinction only

Answer: C

Explanation: Providing an alternative sensory activity competes with the automatically reinforced behavior.

Q60. Which statement about punishment is true?

- A) It should always be the first choice intervention
- B) It requires no data collection
- C) It decreases behavior when applied consistently
- D) It should be used without reinforcement procedures

Answer: C

Explanation: Punishment decreases behavior when contingent on it, but it must be paired with reinforcement of positive alternatives and guided by a BCBA.

Part 5 – Documentation & Reporting + Professional Conduct (Q61–75)

Documentation & Reporting (Q61–67)

Q61.

Which of the following is the MOST important reason to write objective session notes?

- A) So parents can see you're working hard
- B) To protect yourself legally
- C) To provide accurate data for treatment decisions
- D) To keep sessions consistent

Answer: C) To provide accurate data for treatment decisions

Explanation: The primary purpose of session notes is to document what happened so treatment can be monitored and adjusted. Legal and parental considerations matter, but data-driven decision-making is the core reason.

Q62.

Which of the following is **subjective** and should NOT be included in session notes?

- A) "Client engaged in tantrum behavior lasting 5 minutes."
- B) "Client completed 3 out of 5 trials independently."
- C) "Client was upset because he didn't want to work."
- D) "Parent provided praise following task completion."

Answer: C) "Client was upset because he didn't want to work."

Explanation: This assumes motivation without evidence. Notes should be **objective**—describe what you see, not interpret feelings or intent.

Q63.

If you realize you made an error in your data sheet after submitting it, what should you do?

- A) Erase the error so no one notices
- B) Leave it and ignore it
- C) Notify your supervisor and correct the error properly
- D) Create a new data sheet from scratch

Answer: C) Notify your supervisor and correct the error properly

Explanation: Data must be accurate and transparent. Never erase or falsify. Correct the error according to your agency's procedures, always with supervisor awareness.

Q64.

Why should RBTs avoid using jargon in communication with parents?

- A) It makes them sound less professional
- B) Parents might misunderstand and not follow through
- C) Only BCBAAs should use jargon
- D) Jargon is never acceptable

Answer: B) Parents might misunderstand and not follow through

Explanation: Parents need to clearly understand strategies. Using plain, accessible language increases consistency and follow-through at home.

Q65.

Which of the following is an example of a permanent product?

- A) The number of completed math worksheets
- B) Duration of tantrum
- C) Latency before responding to an instruction
- D) Rate of manding per minute

Answer: A) The number of completed math worksheets

Explanation: Permanent product refers to the outcome of behavior (e.g., worksheets, cleaned rooms). Duration, latency, and rate require direct observation.

Q66.

When should an RBT complete session notes?

- A) At the end of the day
- B) Immediately after each session
- C) Once a week
- D) Only if the BCBA requests it

Answer: B) Immediately after each session

Explanation: Notes should be completed right after sessions to ensure accuracy and prevent memory errors.

Q67.

You are asked to provide data to a teacher about a client's school behavior. What should you do FIRST?

- A) Share the data directly with the teacher
- B) Ask your supervisor before releasing any information
- C) Summarize the data in simple terms
- D) Refuse to share any data at all

Answer: B) Ask your supervisor before releasing any information

Explanation: RBTs follow confidentiality rules. Data can only be shared with proper authorization, which must go through your supervisor.

Professional Conduct & Scope of Practice (Q68–75)

Q68.

If a parent asks you to use a new teaching strategy they found online, what should you do?

- A) Try it immediately
- B) Tell them it's not allowed
- C) Explain you must ask your supervisor first
- D) Ignore the request

Answer: C) Explain you must ask your supervisor first

Explanation: RBTs cannot independently change programming. Only supervisors (BCBAs) determine treatment procedures.

Q69.

Which of the following is outside the scope of an RBT's role?

- A) Collecting data
- B) Implementing skill acquisition plans
- C) Modifying behavior plans independently
- D) Providing reinforcement

Answer: C) Modifying behavior plans independently

Explanation: RBTs implement but do not design or change treatment plans. That is the BCBA's responsibility.

Q70.

If you suspect abuse or neglect during a session, what should you do?

- A) Confront the caregiver directly
- B) Report it to your supervisor immediately
- C) Keep it to yourself to protect the family
- D) Wait until you're sure before saying anything

Answer: B) Report it to your supervisor immediately

Explanation: RBTs are mandated reporters. Concerns must be reported to supervisors (and possibly authorities depending on laws). Never ignore signs of abuse.

Q71.

Which of these is a violation of professional boundaries?

- A) Accepting a small holiday gift from a parent
- B) Declining a parent's invitation to a family dinner
- C) Referring a parent's question to your supervisor
- D) Using the agency's secure communication system

Answer: A) Accepting a small holiday gift from a parent

Explanation: Accepting gifts can create dual relationships and conflicts of interest. Boundaries must be clear to maintain professionalism.

Q72.

Why should RBTs avoid dual relationships?

- A) They are against the law
- B) They may blur professional boundaries and affect objectivity
- C) They make parents uncomfortable
- D) They reduce pay

Answer: B) They may blur professional boundaries and affect objectivity

Explanation: Dual relationships (friendships, financial exchanges, etc.) compromise the therapeutic relationship and create ethical risks.

Q73.

If you're unsure about how to implement part of a program, what should you do?

- A) Do what you think is best
- B) Ask another RBT
- C) Ask your BCBA supervisor for clarification
- D) Skip that part of the program

Answer: C) Ask your BCBA supervisor for clarification

Explanation: RBTs must always seek clarification from their supervisor when unsure. Guessing or skipping would compromise treatment integrity.

Q74.

An RBT is asked by a parent to provide ABA services privately, outside of the agency. What should the RBT do?

- A) Agree to help for extra pay
- B) Decline and inform their supervisor
- C) Only do it if the parent insists
- D) Provide services but don't tell anyone

Answer: B) Decline and inform their supervisor

Explanation: This creates a conflict of interest and violates professional boundaries. All services must go through the employing agency.

Q75.

Which of the following BEST demonstrates professional conduct for an RBT?

- A) Always arriving on time, following treatment plans, and seeking supervision when needed
- B) Using personal judgment to adjust treatment when parents ask
- C) Accepting gifts as long as they're inexpensive
- D) Avoiding all communication with parents

Answer: A) Always arriving on time, following treatment plans, and seeking supervision when needed

Explanation: Professional conduct includes reliability, integrity, and adherence to treatment protocols under supervision.