

Free RBT Practice Test (2026)

75 questions, weighted like the real RBT exam. Written against the BACB RBT Test Content Outline (3rd Edition).

Content area	Questions
A. Data Collection and Graphing	13 (Q1-13)
B. Behavior Assessment	8 (Q14-21)
C. Behavior Acquisition	19 (Q22-40)
D. Behavior Reduction	14 (Q41-54)
E. Documentation and Reporting	10 (Q55-64)
F. Ethics	11 (Q65-75)

How to use it: Print it, set a timer for 80 minutes, and answer every question without notes. The real exam has 85 questions in 90 minutes, and 10 of those are unscored pilot items, so 75 questions in about 80 minutes is a fair pace check.

Mark your answers on the answer sheet, then check them against the answer key at the back. Each answer has a short explanation.

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Questions

1. A client's tantrum behavior was recorded as lasting from 2:00 PM to 2:08 PM. What type of measurement was used?
 - A Duration
 - B Rate
 - C Intensity
 - D Latency
2. During a classroom observation, the RBT notices that a student often calls out answers without being called upon. To monitor this behavior, the RBT decides to tally each instance the student shouts out during a 45-minute group lesson. The goal is to reduce the number of outbursts over time. What type of measurement is the RBT using?
 - A Duration
 - B Frequency
 - C Intensity
 - D Momentary time sampling
3. An RBT needs to record the number of times a student slaps their desk during a 15-minute work session. What is the most appropriate measurement method?
 - A Intensity
 - B Latency
 - C Frequency
 - D Duration
4. An RBT times how long it takes for a client to start reading after being asked to "begin." Which measurement is this?
 - A Duration
 - B Frequency
 - C Intensity
 - D Latency
5. The client completes a cleaning task without prompts. Later, the RBT checks the number of cleaned areas without observing the task. Which measurement method is being used?
 - A Permanent product recording
 - B Frequency
 - C Duration
 - D Whole interval recording

6. During a 20-minute free play session, the RBT starts a stopwatch when the client begins playing independently and stops it when the independent play ends. What measurement procedure is being used?

- A Latency
- B Duration
- C Frequency
- D Intensity

7. An RBT reviews a client's completed worksheets after a tutoring session to assess accuracy. What measurement method is the RBT using?

- A Momentary time sampling
- B Partial interval recording
- C Permanent product recording
- D Whole interval recording

8. A therapist sets a timer for every 10 minutes to check if a client is working on their assignment exactly when the timer sounds. What recording method is this?

- A Whole interval recording
- B Partial interval recording
- C Frequency recording
- D Momentary time sampling

9. In the afternoon, the RBT is instructed to assess whether a student remains seated during entire 2-minute intervals across a 30-minute work period. If the student gets up even briefly, the interval is scored as unsuccessful. What measurement method is being used?

- A Whole interval recording
- B Momentary time sampling
- C Partial interval recording
- D Frequency recording

10. During therapy, a client is asked to respond to the instruction "touch your nose." The RBT records the number of seconds it takes for the client to comply after the instruction is given. Which type of measurement is this?

- A Duration
- B Latency
- C Frequency
- D Intensity

11. During lunch, the RBT notes if a student stays seated for the entire 5-minute observation interval. What type of recording is this?

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

12. An RBT wants to track how often a client engages in tantrum behaviors across multiple therapy sessions. The supervisor recommends expressing this as “number of tantrums per hour” instead of a simple count. What measurement concept is the supervisor recommending?

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

13. While observing a client for 20 minutes, the RBT divides the time into 30-second intervals and marks an interval if the client makes eye contact at any point during it. What type of discontinuous measurement is this?

- A** Partial interval recording
- B** Momentary time sampling
- C** Whole interval recording
- D** Frequency recording

14. Which functional assessment method involves directly observing behavior without manipulating the environment?

- A** Functional analysis
- B** Descriptive assessment
- C** Indirect assessment
- D** Curriculum-based assessment

15. At what age is it typical for children to begin using short, three-word sentences and to categorize objects by size (big or little)?

- A** 18-24 months
- B** 4-5 years
- C** 2-3 years
- D** 6-7 years

16. A client refuses to transition to a new activity after hearing a timer. What is the antecedent in this situation?

- A** The client’s refusal behavior
- B** The teacher’s prompt
- C** The verbal protest
- D** The timer ringing

17. An RBT is instructed to record when a client begins and ends tantrums during class transitions without prompting any changes. What type of assessment is this?

- A** Descriptive direct observation
- B** Functional analysis
- C** Indirect interview
- D** Criterion-referenced testing

18. Which term describes an item or activity that increases the likelihood that a behavior will occur again in the future?

- A** Punisher
- B** Reinforcer
- C** Antecedent
- D** Consequence

19. A client is presented with a toy, one at a time, and the observer records whether the client approaches, ignores, or interacts with the item. Which method is being used?

- A** Paired stimuli
- B** Free operant
- C** Single stimulus assessment
- D** Trial-based replacement

20. An RBT observes that a child, after learning to follow directions during individual therapy, starts following directions during group activities without additional training. This is an example of:

- A** Lack of maintenance
- B** Poor generalization
- C** Spontaneous extinction
- D** Skill generalization

21. If a client consistently picks an item on the same side during a paired-stimuli assessment, this is an example of:

- A** Side bias
- B** Functional behavior
- C** Valid assessment result
- D** Reinforcer effectiveness

22. An RBT starts teaching a new skill without collecting any baseline data. Later, it's hard to tell how much the learner improved. Which component of the plan was likely overlooked?

- A** Selecting appropriate reinforcement for correct responses
- B** Establishing baseline measurements of the skill before intervention
- C** Defining the skill deficit in observable terms
- D** Creating a maintenance strategy after teaching

23. The RBT is working with a learner at home. Instead of sitting at a table with flashcards, the RBT follows the learner around, and when the learner picks up a toy car, the RBT uses that moment to teach the sign for "car." This best exemplifies:

- A** Errorless learning
- B** Discrete trial training
- C** Naturalistic (incidental) teaching
- D** Shaping

24. Which of the following is not a necessary component to specify when implementing a token economy?
- A The target behaviors that earn tokens (and perhaps any behaviors that might lose tokens, if response cost is used)
 - B How many tokens are earned per behavior and the schedule of token delivery
 - C The backup reinforcers available and the cost (number of tokens) for each
 - D The personal opinion of the learner about the attractiveness of the token design
25. In discrete trial training (DTT), what is the term for the event or cue that signals to the learner that a specific response is expected and may be reinforced?
- A Discriminative stimulus (SD)
 - B Reinforcer
 - C Intertrial interval
 - D Prompt hierarchy
26. During a home session, an RBT realizes she forgot to bring the visual schedule and token board needed for the program. Which preparation step did the RBT most likely fail to do?
- A Practicing the intervention techniques outlined in the plan
 - B Gathering all necessary supplies and materials before arriving at the client's home
 - C Asking the supervisor questions about the plan in advance
 - D Reviewing the skill acquisition plan prior to the session
27. Discrete trial training (DTT) breaks skills into small components and often is carried out:
- A In unpredictable environments with no set order or repetition
 - B Only in group settings with peers present
 - C With the RBT and client seated at a table, using rapid succession of trials in a controlled setting
 - D By waiting for the client to initiate every learning opportunity
28. Before starting a teaching session, the RBT checks that all needed materials (flashcards, data sheets, tokens, visuals, etc.) are prepared and the environment is arranged for minimal distractions. This relates to which step of a skill acquisition plan?
- A Measurement of progress
 - B Implementation of interventions
 - C Maintenance
 - D Preparation for the session
29. When teaching a child to clap hands on command, the RBT initially has to hold the child's hands and bring them together (clap) for them. What level of prompt is this?
- A Full physical prompt
 - B Gestural prompt
 - C Stimulus prompt
 - D Partial physical prompt

30. Which of the following is NOT a recommended step in preparing for a session according to a skill acquisition plan?

- A** Practicing any new or unfamiliar intervention techniques before working with the client
- B** Arriving at the session without needed materials, assuming they can be gathered later
- C** Asking your supervising BCBA to clarify any parts of the plan that are confusing ahead of time
- D** Thoroughly reviewing the written plan and making sure all programs in it are understood

31. Before teaching a complex skill like tying shoes, the BCBA has the RBT break the skill down into all the individual steps from start to finish. This process of identifying each component step is called:

- A** Chaining
- B** Shaping
- C** Task analysis
- D** Discrimination training

32. A token economy system should clearly specify contingencies. Which statement is an example of a well-defined contingency in a token system?

- A** "The rules for earning tokens might change, so be prepared."
- B** "You'll get a surprise if you're good, but I won't tell you what it is."
- C** "Tokens will be given sometimes for good behavior."
- D** "If you complete your morning checklist, then you earn 2 tokens."

33. Early in DTT, an RBT asks a young learner "What is your name?" ten times in a row throughout the session, reinforcing each correct response. This is an example of:

- A** Massed trial practice
- B** Random rotation
- C** Incidental teaching
- D** Task analysis

34. An RBT has read through a new skill acquisition program and finds one procedure unclear. What should the RBT do before the session?

- A** Proceed with the session and improvise if the procedure is confusing
- B** Contact the supervising BCBA to ask for clarification or a demonstration of the procedure
- C** Delay teaching that skill indefinitely until it makes sense without asking anyone
- D** Omit the unclear portion of the plan during the session to avoid mistakes

35. Which of the following is not an essential component of a written skill acquisition plan?

- A** Defined strategies for prompting and reinforcement
- B** A clear goal targeting a specific skill deficit
- C** A description of problem behaviors to decrease
- D** Criteria for measuring progress and mastery

36. An RBT feels unsure about how to carry out a new discrete trial training procedure correctly. What is the best way for the RBT to address this before working with the client?

- A** Wait to see if the client's parents notice any issues, then ask for help
- B** Go ahead and attempt the procedure with the client and adjust based on the client's reactions
- C** Decide not to use the procedure and do something the RBT is more comfortable with instead
- D** Ask the supervising BCBA to model the procedure or observe another experienced staff member demonstrate it, so the RBT can see exactly how it's done

37. A child independently puts away her toys, and immediately her RBT gives her enthusiastic praise and a high-five. Afterwards, the child starts cleaning up more often on her own. What principle does this scenario illustrate?

- A** Positive reinforcement
- B** Negative reinforcement
- C** Extinction
- D** Punishment

38. In a skill acquisition plan, what is the purpose of including a plan for maintenance?

- A** To specify the error-correction procedures to use if the learner makes a mistake
- B** To outline how the learned skill will continue to be supported and reinforced over time so it is not lost after formal teaching ends
- C** To describe the steps for teaching a more advanced skill after the current goal is mastered
- D** To detail how to address any challenging behaviors that occur during skill training

39. The RBT runs 5 trials in a row of identifying the color red, then 5 trials of blue, and then 5 of green. What type of discrete trial variation is this?

- A** Incidental teaching
- B** Random rotation (mixing colors each trial)
- C** Block trials (successive blocks of the same target before switching)
- D** Massed trial (only one target in the entire session)

40. Which part of a skill acquisition plan describes how the RBT should respond to the learner's correct and incorrect responses during teaching?

- A** The identification of the skill deficit and goal statement
- B** The maintenance plan for after the skill is mastered
- C** The task analysis of the target skill
- D** The section on prompting and reinforcement strategies and consequences

41. A young client often throws a tantrum in the grocery store, after which the parent gives the child a candy to quiet them down. From the child's perspective, what function does the tantrum likely serve?

- A** Access to a tangible item (the candy).
- B** Attention, because the parent looks at the child.
- C** Escape, because the child leaves the store.
- D** Sensory, because tantrums feel good to the child.

42. During a time-out for hitting, a child attempts to run out of the time-out area to get away. This behavior represents which common side effect of punishment?
- A Extinction
 - B Escape behavior
 - C Generalization
 - D Positive reinforcement
43. Establishing operations and abolishing operations are types of setting events because they:
- A Happen after the behavior and change its consequence.
 - B Directly trigger behavior without any change in motivation.
 - C Affect the value of reinforcers, thus changing how likely a behavior is to occur in a given context.
 - D Only pertain to setting up the physical environment (like furniture arrangement).
44. Which of the following is an unintended side effect that can result from using punishment to reduce behavior?
- A The individual might show increased aggression or emotional outbursts after being punished.
 - B The unwanted behavior is permanently eliminated with no other behavior changes.
 - C The individual immediately learns a positive replacement behavior.
 - D There are no side effects if punishment is used correctly.
45. Which scenario is an example of an avoidance behavior (rather than escape)?
- A A child leaves the classroom after a fire alarm starts ringing, covering his ears.
 - B A student knows that a loud pep rally will occur later, so he deliberately skips school that day.
 - C A client pushes away a plate of food when forced to eat a disliked vegetable.
 - D An adult turns off a buzzing alarm clock in the morning.
46. A child has a habit of chewing on crayon tips. The behavior plan is to praise the child for drawing or coloring with the crayon and not give attention when she chews on it. This is an example of:
- A Differential Reinforcement of Alternative Behavior (DRA).
 - B Differential Reinforcement of Incompatible Behavior (DRI).
 - C Differential Reinforcement of Other Behavior (DRO).
 - D Positive punishment.
47. Which of the following situations would trigger a crisis/emergency procedure for an RBT?
- A A client having a mild tantrum over not getting a toy, with no danger present.
 - B A client refuses to do homework.
 - C A client suddenly has a seizure during a session.
 - D A client is slightly off task and distracted.
48. A student was taught to raise his hand (which was reinforced by the teacher) instead of calling out. Later, a substitute teacher comes in and ignores him when he raises his hand. The student then starts calling out answers again, even though that behavior had decreased before. This is an example of:
- A Spontaneous recovery
 - B Resurgence of the calling-out behavior
 - C An extinction burst of hand-raising
 - D Stimulus control failure

49. During homework time, a student frequently complains of feeling sick and asks to use the bathroom, successfully delaying the task. This behavior is most likely motivated by:

- A** Escape or avoidance of the homework activity.
- B** The attention given by the teacher for being sick.
- C** Access to a tangible item.
- D** Sensory stimulation from being in the bathroom.

50. A teacher scolds a student for interrupting, and the student's interruption behavior decreases in the future. In this case, the scolding acted as:

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

51. Which of the following behaviors would competing response training be most appropriate for?

- A** Aggressive hitting of others when demands are placed.
- B** Repetitive nail-biting when the person is anxious or idle.
- C** Elopement (running away) from the classroom.
- D** Noncompliance with chores.

52. After a punishment (time-out) is given for hitting, a child becomes very upset, cries loudly, and throws toys. This emotional outburst following punishment is an example of:

- A** An intended outcome: the punishment is working effectively.
- B** Positive reinforcement of crying.
- C** Spontaneous recovery of behavior.
- D** A secondary effect of punishment (emotional response).

53. Which of the following is an example of a behavioral cusp for a child?

- A** Learning to turn on a door knob, which only slightly improves finger strength.
- B** Learning to crawl, which then allows the child to access new areas and experiences.
- C** Developing a slight preference for one toy over another, with no other effects.
- D** Decreasing nail-biting, which primarily affects appearance.

54. Self-injurious behavior (SIB) is observed in a client. What is a crucial step in developing a plan to reduce this behavior?

- A** Immediately applying the most intense punishment available to stop the behavior.
- B** Conducting careful observations to identify triggers (antecedents) and reinforcers maintaining the SIB.
- C** Ignoring the client completely whenever they engage in SIB, regardless of safety.
- D** Assuming the behavior has the same cause as another client's SIB and using the same intervention.

55. When a behavior plan calls for a specific reinforcement procedure, how should an RBT handle any changes to that procedure during a session?

- A** Discard the procedure if it seems too difficult to implement and try a different method.
- B** Implement the changes immediately, without discussing them with the supervisor.
- C** Implement the procedure as written and never make any changes on your own.
- D** Temporarily modify the procedure to suit the situation but inform the supervisor as soon as possible.

56. Which person or entity might end up reading the session notes you write?

- A** Only the BACB exam auditors will read the notes.
- B** Only your client's parents will read the notes, so you should address them directly to the parent.
- C** Only you (the RBT) will ever read the session notes, so it's fine if they're informal.
- D** Many people, including your BCBA supervisor, other team members, the client's caregivers, funders and auditors

57. An RBT notices that a specific reinforcer is no longer effective for a client who previously responded well to it. What should the RBT do?

- A** Discuss the issue with the supervisor and suggest trying a new reinforcer or adjusting the plan.
- B** Ignore the change in behavior and continue using the reinforcer, hoping it will work again.
- C** Begin using a completely different reinforcer without consulting anyone.
- D** Stop using any reinforcer and only focus on behavior reduction strategies.

58. Which note statement contains subjective language that should be avoided in clinical documentation?

- A** "Client engaged in hand-flapping five times during the session."
- B** "Client appeared bored during the puzzle activity."
- C** "Parent reported the client had a headache in the morning."
- D** "Client completed 10 out of 12 trials correctly."

59. What is the name of the U.S. federal law that requires safeguarding clients' protected health information and maintaining confidentiality in healthcare settings (including ABA services)?

- A** ADA (Americans with Disabilities Act)
- B** OSHA (Occupational Safety and Health Administration)
- C** HIPAA (Health Insurance Portability and Accountability Act)
- D** FERPA (Family Educational Rights and Privacy Act)

60. If a client's progress appears to be stagnant or regressing, the RBT should:

- A** Start a completely new treatment plan without consulting the supervisor.
- B** Ignore the regression and continue with the same approach.
- C** Keep implementing the same interventions without making any changes.
- D** Notify the supervisor immediately and request a review of the client's behavior plan.

61. Which of the following is NOT an appropriate way for an RBT to document behavior in a session note?

- A** Use subjective language to describe the client's emotional state and motivations.
- B** Record specific behaviors, antecedents, consequences, and how they relate to the client's goals.
- C** Include clear, measurable data to track progress and setbacks.
- D** Describe any barriers to success that occurred during the session.

62. A caregiver mentions at the start of session that the client only slept five hours last night. In your session note, you write: "Client was very inattentive today. Parent said he only slept 5 hours." Why is this note acceptable or not?

- A** This note is acceptable because it objectively reports the parent's comment about limited sleep and notes the client's behavior (inattentive) without making a direct assumption about cause.
- B** It's unacceptable to describe the client as "inattentive" since that is a subjective judgment.
- C** It's not acceptable because it mentions the parent's report, which should be kept separate from session notes.
- D** It's not acceptable because the RBT shouldn't mention anything about sleep in the note.

63. Partway through the week, you notice you are almost out of the token stickers used in your client's reinforcement system. What should you do?

- A** Quietly switch the client's program to a different reinforcement system without telling anyone, since you're out of tokens.
- B** Cancel the next session because you don't have the proper materials.
- C** Inform your supervisor or the appropriate team member as soon as possible and request additional token supplies before they run out completely.
- D** Wait until you've used the very last token sticker in a session, then mention to your supervisor that you have none left.

64. Which of the following is an example of an ethical concern related to documentation in ABA therapy?

- A** Using a standardized method for documenting data and sharing it with appropriate team members.
- B** Recording the client's progress based on the agreed-upon goals and treatment plan.
- C** Documenting behaviors in a clear, concise, and objective manner without introducing personal bias.
- D** Falsifying data or omitting important information in session notes to make progress appear better than it actually is.

65. An RBT realizes they made an error in implementing a behavior protocol that resulted in no harm but was not according to the plan. What is the ethical action to take?

- A** Immediately inform their supervisor about the mistake and discuss how to correct it
- B** Cover up the error and hope it doesn't get noticed, since no harm was done
- C** Document the session as if the protocol was followed correctly to avoid trouble
- D** Avoid telling anyone but also not use that protocol again

66. According to the RBT Ethics Code, if an RBT ends services with a client, how long must they wait before engaging in any sexual relationship with that former client or the client's guardian?

- A** 3 months after services end, with supervisor permission
- B** At least 2 years after the professional relationship has ended
- C** There is no required waiting period once services are terminated
- D** Exactly 1 year and it must be reported to the BACB

67. During a performance review, the BCBA provides the RBT with constructive criticism about data collection techniques. What is the most appropriate way for the RBT to respond?

- A** Become upset and refuse to implement the suggestions
- B** Defend their current methods and explain why the feedback may not be applicable
- C** Listen carefully, acknowledge the feedback, and adjust data collection methods as recommended
- D** Ignore the feedback since it's just one person's opinion

68. A speech therapist working with the same client suggests a new communication strategy to the RBT during a session. What should the RBT do with this suggestion?

- A** Reject the idea outright, as it's not part of the behavior plan, and note that only behavioral techniques are welcome
- B** Immediately implement the new strategy in the next session without consulting anyone
- C** Tell the speech therapist to only talk to the BCBA and not bring suggestions to the RBT
- D** Thank the therapist and inform them that the RBT will share the idea with the supervising BCBA, who can evaluate and decide how to proceed

69. During a session, a parent asks the RBT to change the way a behavior program is implemented (something not in the behavior plan). What is the most appropriate response by the RBT?

- A** Explain that changes can't be made without consulting the supervising BCBA
- B** Agree to the parent's request and modify the program on the fly
- C** Tell the parent that their suggestions are not welcome
- D** Ignore the request and continue the session as usual without comment

70. Encouraging client dignity involves allowing the client appropriate input or choice. Which scenario reflects an RBT upholding the client's dignity through involvement?

- A** The RBT makes all decisions for the client to maximize therapy time
- B** The RBT offers the client a choice between two activities during the session
- C** The RBT ignores the client's preferences since the plan is already set
- D** The RBT only asks the caregiver about the client's likes, never the client directly

71. A neighbor of the client asks the RBT, "How is your client doing in therapy? I've noticed him around." The RBT has no consent to share information with this person. What should the RBT do?

- A** Change the subject or provide false information to avoid answering
- B** Give a brief, general update to be polite, since the neighbor already knows the client
- C** Politely explain that they cannot discuss the client's information due to confidentiality
- D** Ask the neighbor to sign a form and then share details

72. Why is it important for an RBT to be aware of nonverbal communication when working with clients and caregivers?

- A** Nonverbal communication is standardized across all cultures, so it's easy to interpret
- B** Only verbal instructions matter in behavior analysis; nonverbal signals are irrelevant
- C** Clients do not notice RBT's nonverbal behaviors, only what the RBT says
- D** Nonverbal cues (like eye contact, tone, body language) can convey as much information as spoken words

73. If an RBT realizes that a guardian has not yet provided informed consent for a new behavior reduction procedure that the BCBA added to the plan, what should the RBT do?

- A** Pause implementation of that specific procedure and alert the supervisor to obtain consent before proceeding
- B** Go ahead and use the procedure since the BCBA put it in the plan
- C** Ask the client (a minor) if they agree to the procedure
- D** Attempt to get the guardian's signature themselves immediately, even if the procedure is not fully explained yet

74. In maintaining a professional yet supportive relationship, an RBT should:

- A** Share personal problems with the client to create mutual trust
- B** Adopt a very cold, strictly formal demeanor so the client doesn't get attached
- C** Socialize with the client exactly as they would with a peer or buddy
- D** Be friendly and warm with the client while still focusing on therapy goals

75. A client's mother sends the RBT a friend request on a social media platform. What is the ethical response for the RBT?

- A** Create a second personal profile just to interact with the parent
- B** Accept the request to build a better rapport with the family
- C** Politely decline or ignore the request to maintain professional boundaries
- D** Accept, but then never interact with the parent online

Answer sheet

1. ☐A ☐B ☐C ☐D
2. ☐A ☐B ☐C ☐D
3. ☐A ☐B ☐C ☐D
4. ☐A ☐B ☐C ☐D
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Answer key and explanations

Questions and explanations by the Free RBT Practice Test Editorial Team, updated October 2026. Study each area in depth at freerbtpracticetest.com/rbt-study-guide.

#	Ans	Area	Why
1	A	A	Duration measures how long the behavior lasted, from beginning to end.
2	B	A	Frequency recording counts the number of discrete instances of a behavior, such as shouting out answers.
3	C	A	Frequency is ideal for counting how many times a discrete behavior (like desk slapping) occurs.
4	D	A	Latency is the time from the instruction to the initiation of the target behavior.
5	A	A	Permanent product recording measures the result of a behavior (cleaned areas), not the behavior itself.
6	B	A	Duration recording measures the total time the independent play behavior occurs.
7	C	A	Permanent product recording measures outcomes (e.g., completed worksheets) without observing the behavior directly.
8	D	A	Momentary time sampling checks whether the behavior is occurring at the exact end of each interval.
9	A	A	Whole interval recording requires that the behavior occur without interruption throughout the entire interval to be recorded as a success.
10	B	A	Latency measures the time between the instruction (stimulus) and the client's start of the behavior.
11	C	A	Whole interval recording requires that the behavior occur for the entire observation interval.
12	D	A	Rate refers to the frequency of behavior divided by a unit of time, offering a more standardized way to compare sessions of different lengths.
13	A	A	Partial interval recording checks whether a behavior occurred at any point during each sampled interval.
14	B	B	Descriptive assessments involve simply observing and recording behavior in the client's natural environment, without introducing or changing variables, allowing the team to collect data on typical behavior patterns.
15	C	B	Between the ages of 2 and 3 years, children typically develop early language skills, such as forming short sentences and beginning to categorize objects by simple concepts like size or color, which marks important cognitive growth.
16	D	B	In ABC data collection, the antecedent is the event that immediately precedes the behavior. Here, the ringing of the timer triggered the refusal behavior, making it the antecedent that set the stage for the response.
17	A	B	Descriptive direct observation focuses on recording real-time occurrences of behavior under naturally occurring circumstances, without manipulating any environmental factors.
18	B	B	A reinforcer is anything that, when delivered after a behavior, strengthens the probability of that behavior happening again. Identifying effective reinforcers is foundational for shaping positive behaviors in applied behavior analysis (ABA) therapy.
19	C	B	Single stimulus assessments involve presenting one item at a time and noting the client's reaction. This method reduces the cognitive demand on the client and is appropriate when making choices is difficult or overwhelming for the individual.
20	D	B	Generalization occurs when a learned skill transfers across people, settings, or activities without direct teaching. Here, the client applies the previously learned skill of following directions to new group situations, showing successful generalization.

21	A	B	Side bias occurs when a client consistently chooses an item based on its location (left or right) rather than actual preference. This skews the assessment results and suggests the method may need to be adjusted to ensure an accurate measurement of preference.
22	B	C	Without baseline data, the team lacks a clear starting point to compare against future performance, making it difficult to assess whether the teaching intervention was effective.
23	C	C	This scenario shows the RBT using the learner's natural interest as a teaching moment. It is a hallmark of naturalistic or incidental teaching, which builds skills in real-world contexts based on what engages the learner.
24	D	C	While making tokens attractive to the learner is helpful, the specific design or appearance is not a required element for a token economy to function properly.
25	A	C	The SD, or discriminative stimulus, signals the availability of reinforcement for a specific response. It is the instruction or environmental cue that tells the learner what behavior to perform.
26	B	C	Bringing all required materials is a critical part of session preparation. Forgetting essential tools like a token board or visual schedule likely reflects a failure to gather materials beforehand.
27	C	C	DTT is highly structured and typically conducted in controlled environments to maximize focus and learning efficiency. Sessions are often table-based with the instructor leading the learning trials.
28	D	C	Preparation ensures the RBT is ready to execute the session effectively, minimizing disruptions and supporting fidelity to the plan.
29	A	C	Taking the learner's hands and completing the motion for them is a full physical prompt because it involves direct, complete physical assistance to perform the behavior.
30	B	C	Effective session preparation includes having all materials ready in advance. Failing to do so can disrupt the session and reduce the quality of teaching and data collection.
31	C	C	Task analysis is the process of breaking down a complex task into smaller, teachable steps. This provides a clear instructional roadmap for chaining procedures.
32	D	C	Clear contingencies specify exactly what behavior earns the reward. This statement provides a direct and measurable link between completing the checklist and earning a specified number of tokens.
33	A	C	Repeating the same question several times in succession is massed trial practice. This technique helps strengthen the target behavior by providing consistent opportunities for practice and reinforcement.
34	B	C	Seeking clarification or demonstration from the supervising BCBA ensures the RBT applies the intervention correctly. Improvising, skipping steps, or delaying teaching without guidance could lead to ineffective or inconsistent implementation.
35	C	C	A skill acquisition plan focuses on teaching and increasing desired skills, including setting goals, describing strategies, and defining mastery. Addressing problem behaviors belongs in a separate behavior reduction plan, so including them in a skill acquisition plan is not essential.
36	D	C	Observing a model or receiving direct guidance from a supervisor ensures the RBT can perform the procedure accurately and confidently. This prevents errors and ensures the client receives consistent, effective teaching.
37	A	C	Positive reinforcement occurs when a desirable consequence, such as praise and a high-five, follows a behavior and increases the likelihood of that behavior occurring again.
38	B	C	A maintenance plan ensures the learned skill remains functional over time by incorporating periodic practice and reinforcement in natural environments, preventing skill loss after teaching ends.
39	C	C	Practicing different targets in separate, repeated blocks helps build confidence and accuracy with each before introducing variability. This structured progression supports skill acquisition.
40	D	C	This section outlines how the RBT should reinforce correct responses and address incorrect ones, ensuring consistent and effective implementation of the teaching plan.

41	A	D	In this scenario, the tantrum results in the child getting a candy: a tangible reward. This suggests the behavior's function is to gain access to a preferred item.
42	B	D	The child is trying to escape the punishing situation (time-out) by running away. Escape behavior is a side effect where the individual actively tries to end or get out of the punishment once it's in effect.
43	C	D	Establishing operations (which increase reinforcer value) and abolishing operations (which decrease reinforcer value) are considered setting events in that they change the person's motivation and thereby alter the probability of behaviors related to those reinforcers.
44	A	D	Punishment can lead to several possible side effects, such as emotional reactions (crying, aggression, anger), escape and avoidance behaviors (trying to flee or avoid the punishing situation), or other undesirable responses.
45	B	D	Avoidance behavior occurs before an aversive event to prevent exposure. In option B, the student anticipates the loud rally and avoids it by not coming to school.
46	B	D	Coloring with the crayon and chewing its tip can't happen at the same time, so reinforcing coloring is differential reinforcement of incompatible behavior (DRI).
47	C	D	A medical issue like a seizure is an emergency that requires immediate action (following a crisis plan) to ensure the client's safety.
48	B	D	The previously extinguished calling-out behavior returned when the appropriate hand-raising was no longer reinforced by the substitute teacher. This is resurgence: the old behavior (calling out) resurged because the new behavior (hand-raising) wasn't being reinforced by the substitute.
49	A	D	The student's behavior (complaining of sickness) postpones doing homework, which indicates an escape or avoidance function. The student is likely attempting to get out of or delay an aversive task.
50	B	D	The teacher's scolding is an added stimulus (aversive) following the behavior, and it led to a decrease in the student's interruptions: that fits the definition of positive punishment. "Positive" here means something was given (the reprimand), and it functioned to punish (reduce) the behavior.
51	B	D	Competing response training is commonly used for nervous habits or tics (nail-biting, hair-pulling, thumb-sucking, etc.). Nail-biting (B) fits this category well: one can teach a competing response like clenching hands or chewing gum.
52	D	D	The child's intense emotional reaction (crying, throwing toys) after receiving a punisher (time-out) illustrates a common side effect of punishment: emotional responses.
53	B	D	A behavioral cusp is a gateway behavior that leads to new opportunities. Learning to crawl (B) allows a child to explore and contact many new stimuli, drastically expanding learning opportunities: a classic cusp.
54	B	D	When dealing with self-injurious behavior, it's vital to observe and determine what triggers each incident and what consequences are reinforcing it. Different self-injurious acts may serve different functions even in the same client, so a functional assessment must be done for each.
55	C	E	RBTs implement the plan as written. If a procedure isn't working or doesn't fit the situation, you follow the plan, document what happened and contact your supervisor, who decides on any change (RBT Ethics Code 2.0, section 2.02).
56	D	E	Session notes are part of the client's official record and may be reviewed by various stakeholders such as supervisors, team members, caregivers, and auditors.
57	A	E	The RBT should communicate changes in client motivation to the supervisor, allowing the team to update the plan with reinforcers that are meaningful and effective for the client's current preferences.
58	B	E	Stating that a client "appeared bored" is a subjective interpretation rather than an observable fact. Objective notes should describe specific behaviors that led to this impression, such as "client looked away and yawned," without labeling the emotional state unless it is explicitly stated by the client.

59	C	E	HIPAA sets the standard for protecting clients' health information and requires secure handling of all personal and health-related data.
60	D	E	When progress stalls or reverses, it is critical to inform the supervisor. This allows the team to analyze the situation and adjust the treatment plan based on professional judgment, ensuring the client receives effective support.
61	A	E	Documentation should focus on factual, observable behaviors and measurable outcomes. Personal opinions, assumptions, or emotional labels should be avoided to maintain professional and accurate records.
62	B	E	"Inattentive" is a judgment, not an observable behavior, so the note should be rewritten. Describe what you actually saw, such as "looked away from materials during 6 of 10 trials" or "left the table 3 times." Including the parent's report about sleep is fine and gives useful context, as long as it's clearly labeled as the parent's report.
63	C	E	Proactively requesting materials ensures the client's reinforcement system continues without disruption. Waiting until you run out or making unapproved changes risks undermining the plan.
64	D	E	Falsifying or omitting data compromises treatment integrity and violates ethical standards. Documentation must be honest, complete, and objective to protect the client and ensure appropriate care.
65	A	F	The RBT should demonstrate integrity by promptly reporting the mistake to the supervising BCBA. Transparency allows the supervisor to help remedy the situation and ensure the client's program stays on track.
66	B	F	The RBT Ethics Code stipulates that RBTs should not engage in sexual or romantic relationships with clients (or their guardians) during services and for a significant period (at least two years) after the professional relationship ends.
67	C	F	The RBT should respond professionally to constructive criticism. They should listen and indicate understanding, then incorporate the supervisor's suggestions to improve their data collection.
68	D	F	Collaboration with other professionals is important, but an RBT should always loop in their supervisor when considering changes or additions to interventions.
69	A	F	The RBT should maintain their role by following the established behavior plan and refer any requested changes to the supervising BCBA. They should professionally explain that the BCBA is responsible for treatment decisions and will need to review any proposed modifications.
70	B	F	Allowing clients to have choices in their activities or express preferences (when possible) is a way to respect their autonomy and dignity.
71	C	F	The RBT must maintain confidentiality and only discuss client details with authorized individuals (e.g., caregivers or professionals on the case with consent).
72	D	F	Nonverbal communication (such as facial expressions, tone of voice, gestures, and posture) plays a critical role in interactions. An RBT's nonverbal signals can affect how comfortable and understood a client or caregiver feels.
73	A	F	The RBT should not implement a new or modified procedure if proper consent has not been documented for it. The correct action is to hold off on using that intervention and inform the BCBA that consent is missing.
74	D	F	An RBT can and should be friendly, kind, and approachable with clients; building rapport is important. However, this is done within professional limits, always keeping the focus on the client's therapeutic needs.
75	C	F	The RBT should refrain from forming social media connections with clients or their family members. Accepting a friend request could blur professional boundaries and possibly expose private information about each other.