Praxis Notes

FREE STUDY GUIDE · 2026 EXAM

RBT® Exam Study Guide

Every task on the current exam, explained in plain words, with practice questions, written worksheets and flashcards you can print.

WHERE THE 75 SCORED QUESTIONS COME FROM



43 tasks reviewed, each with its exam trap

40 exam-style questions, explained

8 written worksheets, with answers

54 fold-and-quiz flashcards

Written for the RBT Test Content Outline (3rd ed.), used for exams since January 1, 2026. Updated November 2026. Praxis Learn is not affiliated with or endorsed by the BACB®.

START HERE

How to use this guide

1. **Test yourself first.** Take the **40-question practice exam** before you read anything. Finding your gaps tells you where to spend your time.
2. **Review what you missed.** Each explanation names a task code, such as C.5. Read that task in the domain review, then the full lesson online if you need more.
3. **Learn what separates similar terms.** Most hard questions set two close terms against each other. The **confused terms pages** give the one question that decides each pair.
4. **Write it out.** Producing an answer from memory is harder than recognizing one, which makes it good practice. Do the **worksheets** without notes.
5. **Keep it going.** Fold the **flashcard pages** down the middle and quiz yourself a little every day.

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> This guide is a study aid. Exam rules can change, so check bacb.com for current requirements. Task titles are our own paraphrases of the outline, and every practice question is original, not taken from any BACB exam. Names in examples are fictional.

THE EXAM AT A GLANCE

What you are studying for

85
questions: 75 scored and 10 unscored pilot questions

90
minutes, including the tutorial and any review time

4
options on every question, with one correct answer

Pass/fail
on your overall score, not domain by domain

You take it on a computer at a Pearson VUE test center. Calculators and scratch paper are not allowed, but the center gives you a dry-erase board, so practice the math by hand. All questions count equally. With about a minute per question, keep moving.

Domain	Scored Qs	Share	Tasks	Of 30 study hours*
A. Data Collection and Graphing	13	17%	8	5.2 h
B. Behavior Assessment	8	11%	3	3.2 h
C. Behavior Acquisition	19	25%	11	7.6 h
D. Behavior Reduction	14	19%	7	5.6 h
E. Documentation and Reporting	10	13%	4	4.0 h
F. Ethics	11	15%	10	4.4 h
Total	**75**	**100%**	**43**	**30 h**

*Our suggestion, not a BACB figure: hours in proportion to each domain's questions. If your notes say “Measurement,” “Skill Acquisition” or “Professional Conduct,” they were written for the old 2nd edition, used through 2025.

A four-week plan (about an hour a day)

Week 1 Take the practice exam in this guide without notes. List every task you miss.

Week 2 Domains C and D: 33 of the 75 scored questions. For each procedure, say what it is, when it fits and what it looks like in a session.

Week 3 Domains A and B. Do rate, mean duration and percentage by hand.

Week 4 Domains E and F, then timed sets of practice questions at about one minute each.

Habits that help

- ☐ Self-test before you reread.
- ☐ Keep one line of notes per task code.
- ☐ Write your own example of each procedure.
- ☐ Ask your supervisor to quiz you on real programs.
- ☐ Read the last sentence of a question first.
- ☐ When unsure, prefer the choice that follows the plan and tells the supervisor.

DOMAIN A · 8 TASKS

Data Collection and Graphing

Measure behavior accurately, summarize the numbers, keep graphs current, and know why bad data is risky.

13
of 75 scored questions (17%)
praxisnotes.com/learn/rbt/A

A.1 Collect continuous data: frequency, rate, duration, latency, and IRT

- Continuous means every instance, from the start of the observation to the end.
- **Frequency** is a count. **Rate** is count ÷ time; use it when sessions differ in length.
- **Duration** is how long the behavior lasts, from onset to offset.
- **Latency** runs from a cue to the start of the response. **IRT** runs from the end of one response to the start of the next.

> **Exam trap:** If nothing cued the response, it is not latency. A question about how *quickly* a learner responds to an instruction is latency, not duration.

Full lesson: A.1 online

A.2 Collect discontinuous data: partial-interval, whole-interval, and momentary time sampling

- The session is split into equal intervals. Each interval gets one mark.
- **Partial-interval:** the behavior happened at any point. **Whole-interval:** it lasted the entire interval. **Momentary time sampling (MTS):** it was happening the moment the interval ended.
- Partial-interval tends to overestimate and whole-interval to underestimate. MTS has no fixed direction.
- Shorter intervals usually give closer estimates.

> **Exam trap:** Twelve of 30 intervals is 40% of intervals. It is not 12 occurrences, and it is not 40% of the session.

Full lesson: A.2 online

A.3 Measure behavior through permanent products

- Measure the lasting result of a behavior after it ends: a worksheet, folded towels, packed kits.
- Only the target behavior should be able to make the product, and each response should make one.
- Record before the product is moved or erased. If it is lost, report the data as missing.
- A product shows what exists, not how it got there: no prompts, no time taken.

> **Exam trap:** Counting something the learner made, after the session, is permanent product recording. Checking at set moments whether the learner *is* writing is MTS.

Full lesson: A.3 online

A.4 Record session data and keep graphs up to date

- Enter data promptly and exactly as recorded. Check the date, target and units.
- Correct errors so the original stays visible: one line through it, the new value, initials and date. In software, use the edit feature.
- Keep unusual sessions and add a short note. Never skip or smooth a “bad” session.
- The data path stops at a phase change line and starts again after it.

> **Exam trap:** Plot a 0 only if the session happened and the behavior did not occur. An absence gets no data point. Percentage divides by trials run, not trials planned.

Full lesson: A.4 online

A.5 Write observable, measurable descriptions of behavior and its setting

- **Observable:** you can see or hear it. **Measurable:** you can count or time it.
- Describe actions. Leave out labels (aggressive, lazy), feelings (angry) and reasons (to get attention).
- Dead man’s test: if a dead person could “do” it, such as sit still, it is not a behavior.
- A good definition is objective, clear and complete. Also note the setting and what came right before and after.

> **Exam trap:** Pick the description a stranger could check by watching a video. “Hit to get attention” states a function as fact.

Full lesson: A.5 online

A.6 Summarize data with rate, mean duration, and percentage

- **Rate** = count ÷ time. **Mean duration** = total duration ÷ episodes. **Percentage** = (part ÷ total) × 100.
- Use one unit first: 1 minute 30 seconds is 90 seconds or 1.5 minutes, never 1.30.
- Across sessions, add all correct and all opportunities, then divide. Do not average the percentages.
- If only independent responses count, prompted trials stay in the bottom number but not the top.

> **Exam trap:** Watch for flipped division. Eighteen responses in 45 minutes is 0.4 per minute, not 2.5.

Full lesson: A.6 online

A.7 Spot trends in graphed data

- Trend is direction over time: increasing, decreasing or zero. Note how steep it is too.
- Use several points. One odd session is not a trend; three or more moving together is a common rule of thumb.
- Describe the trend within each phase, then compare phases.
- Notice and report. Program changes belong to your supervisor.

> **Exam trap:** Increasing is not the same as improving. **Trend** is direction, **level** is how high, **variability** is how much the points bounce.

Full lesson: A.7 online

A.8 Why unreliable data and weak procedural fidelity are risky

- **Accurate** data match what happened. **Reliable** data come out the same when measured again the same way.
- **IOA:** two independent observers compare records. Agreement raises trust but proves nothing alone.
- **Procedural fidelity:** the plan run as written. With low fidelity, nobody can tell what caused a change.
- **Observer drift:** the way an observer applies a definition slowly changes.

> **Exam trap:** Two observers can agree 100% and both be wrong. Whatever went wrong, record what really happened and tell your supervisor; never quietly fix it.

Full lesson: A.8 online

DOMAIN B · 3 TASKS

Behavior Assessment

Find out what a learner prefers, what skills they have, and help your supervisor figure out why behavior happens.

8
of 75 scored questions (11%)
praxisnotes.com/learn/rbt/B

B.1 Run preference assessments: paired-stimulus, multiple-stimulus, and free-operant

- **Paired-stimulus (forced choice):** two items at a time, each paired with every other. Gives a clear ranking but takes longer.
- **MSWO:** the chosen item leaves the array. **MSW:** it goes back in. **Free-operant:** free access, time with each item recorded.
- **Single-stimulus:** one item at a time. Useful when choosing between items is hard.
- Let the learner sample items first, give brief access after each choice, and rearrange items between trials.

> **Exam trap:** If removing items sets off problem behavior, look for free-operant. And preferred is not proven reinforcing until behavior increases.

Full lesson: B.1 online

B.2 Help with skill assessments: curriculum-based, developmental, and social

- The supervisor picks the tool, assigns the parts you run, and interprets the results.
- Follow the protocol's wording, materials, trials and scoring exactly.
- Most test trials allow no prompts and no right-or-wrong feedback. Praise for effort and scheduled breaks are fine.
- **Curriculum-based:** a skill list and mastery criteria. **Developmental:** age milestones. **Norm-referenced:** same-age peers.

> **Exam trap:** When a parent asks "Is she behind?", pass it to your supervisor. Choices where the RBT explains scores or picks goals are almost always wrong.

Full lesson: B.2 online

B.3 Support functional assessment: descriptive assessment and functional analysis

- An **FBA** is the whole process: indirect methods (interviews, rating scales), descriptive assessment and functional analysis.
- **Descriptive assessment:** observe and record ABC data in normal routines, changing nothing. It shows correlation, not cause.
- **Functional analysis:** arrange test conditions and compare them with a control. A qualified supervisor designs it; follow its safety and stopping rules exactly.

> **Exam trap:** To name an FA condition, ask what the behavior produces: attention, a break, an item or nothing social. Play is the control, not a test.

Full lesson: B.3 online

DOMAIN C · 11 TASKS

Behavior Acquisition

Teach new skills with reinforcement, DTT, natural-environment teaching, chaining, prompting, shaping, and token systems.

19
of 75 scored questions (25%)
praxisnotes.com/learn/rbt/C

C.1 Deliver positive and negative reinforcement well: timing, contingency, schedules, and magnitude

- **Positive** adds something and **negative** removes something. Both make behavior more likely.
- Deliver immediately, only after the target behavior, on the planned schedule, in the right amount.
- New skills usually start on continuous reinforcement. Your supervisor thins it to an intermittent schedule.
- Deprivation makes a reinforcer stronger. Satiation makes it weaker.

> **Exam trap:** Removed plus behavior going up is negative reinforcement, not punishment. On interval schedules, responses before the time is up earn nothing.

Full lesson: C.1 online

C.2 Build and use conditioned reinforcers

- **Unconditioned** reinforcers (food, water) need no learning. **Conditioned** ones gain value through pairing.
- Present the new stimulus just before or with the established reinforcer.
- The test is whether behavior it follows increases. A smile is not proof.
- Keep pairing, or it can lose value. Pair yourself with reinforcement before placing demands.

> **Exam trap:** Reinforcer first and new stimulus second is the wrong order. One backup reinforcer makes it conditioned; many backups make it *generalized* conditioned.

Full lesson: C.2 online

C.3 Run discrete-trial teaching (DTT)

- Each trial has a clear start and end: SD, a prompt if planned, response, consequence, intertrial interval.
- Have materials ready, check motivation and get attention before the first SD.
- Give the SD once. Reinforce right away, then record during the intertrial interval.
- **Massed:** one target repeated. **Interspersed:** new targets mixed with mastered ones.

> **Exam trap:** A prompt comes before the response; a consequence comes after. DTT is defined by its structure, not by a table.

Full lesson: C.3 online

C.4 Teach in the natural environment: incidental teaching and NET

- Teaching follows the learner's interest and current motivation, inside the written plan.
- Set up opportunities: an item in view but out of reach, a small portion, a toy with a missing piece.
- Use a natural reinforcer: saying "open" gets the jar opened.
- **Incidental teaching:** the learner initiates, you prompt a slightly fuller response, then deliver. Targets and data still apply.

> **Exam trap:** Who leads and what reinforces decides it, not the room. Fast, adult-led flash cards on a park bench are still DTT.

Full lesson: C.4 online

C.5 Teach chains from a task analysis: forward, backward, and total-task

- A task analysis lists small, observable steps in order. Score each step independent or prompted.
- **Forward:** teach the first step first, then add steps.
- **Backward:** teach the last step first; earlier steps are done for or with the learner, who reaches the terminal reinforcer every trial.
- **Total-task:** every step on every trial, with prompts where needed.

> **Exam trap:** "The RBT helps" happens in both total-task and backward chaining. Ask which steps are taught each trial: all of them means total-task.

Full lesson: C.5 online

C.6 Teach discriminations

- Reinforce the response when the SD is present, not when the S-delta is present. This builds stimulus control.
- **Simple:** one stimulus signals the response. **Conditional:** the right choice depends on another stimulus, such as which item you named.
- Rotate positions, vary instructions and keep your gaze neutral.
- Follow the plan's error correction. Do not reinforce errors to keep things positive.

> **Exam trap:** Accurate only in one spot or with one instructor suggests faulty stimulus control. A child calling every animal "dog" needs discrimination training, not more generalization.

Full lesson: C.6 online

C.7 Prompt and fade prompts: errorless, least-to-most, stimulus fading, and time delay

- **Response prompts** act on the response: verbal, gesture, model, physical. **Stimulus prompts** change the materials: size, color, position.
- **Least-to-most:** little help first, more only if needed. **Most-to-least:** the most help first, reduced as criteria are met.
- **Errorless teaching:** prompt enough from the start that errors are unlikely, then fade.
- **Time delay:** 0-second trials, then a fixed pause (constant) or a growing pause (progressive).
- **Stimulus fading** removes an added feature until only the natural stimulus remains. Prompts never faded can cause prompt dependence.

> **Exam trap:** Least-to-most is not errorless, because the learner can err before help comes. Stimulus fading changes the materials; shaping changes the response.

Full lesson: C.7 online

C.8 Promote generalization across settings, people, and materials

- Plan for it from the start. List the settings, people and materials the skill must reach.
- **Multiple exemplars** vary the examples of the target. **Training loosely** varies the conditions around it.
- Also program common stimuli, use natural reinforcers, and make reinforcement less predictable once the skill is solid.
- A probe checks an untrained condition. Do not teach during it.

> **Exam trap:** **Stimulus** generalization is the same response in a new situation. **Response** generalization is a new form that does the same job. Weeks later under the same conditions is maintenance.

Full lesson: C.8 online

C.9 Tell maintenance procedures apart from acquisition procedures

- **Acquisition** builds a skill: planned prompts, dense reinforcement, data every session.
- **Maintenance** keeps a mastered skill: no prompts before the response, thinner reinforcement, scheduled probes.
- Your supervisor sets the mastery criterion and decides when a target moves.
- Score the first unprompted response on a probe. Do not drop mastered targets.

> **Exam trap:** Old or easy does not make a target maintenance. Meeting the mastery criterion does.

Full lesson: C.9 online

C.10 Shape new behavior through successive approximations

- Reinforce closer and closer versions of the goal. Earlier versions stop earning reinforcement.
- Start from something the learner already does, and raise the criterion when they meet it reliably.
- You can shape form (sounds into a word) or a dimension (duration, loudness).
- A brief, louder return to the old version is expected. If responding falls apart, go back a step and tell your supervisor.

> **Exam trap:** One behavior getting closer to a goal is shaping. Separate steps done in order is chaining. Less and less help is prompt fading.

Full lesson: C.10 online

C.11 Run a token economy

- Four parts: target behaviors, tokens, backup reinforcers and exchange rules.
- Give the token right after the target response, with specific praise. Keep tokens under your control.
- New learners often start with a quick exchange. A varied menu protects against satiation.
- Take tokens away only if the plan includes response cost. Prices and rules are your supervisor's.

> **Exam trap:** If tokens "stopped working," check the exchange first. "A sticker for every 2 puzzles" is the earning rule; "10 stickers buy recess" is the exchange schedule.

Full lesson: C.11 online

DOMAIN D · 7 TASKS

Behavior Reduction

Understand why behavior happens and reduce it with antecedent strategies, differential reinforcement, and extinction, safely.

14
of 75 scored questions (19%)
praxisnotes.com/learn/rbt/D

D.1 Recognize the common functions of behavior

- Common functions: **attention**, **escape**, **access to tangibles** and **automatic reinforcement**.
- Social functions need another person to deliver the consequence. Automatic behavior produces its own.
- Look at consequences, not appearance. The same form can serve different functions, and one behavior can have several.
- You collect data and report. Your supervisor determines function.

> **Exam trap:** Repetitive does not mean sensory. If it continues when the person is alone, automatic reinforcement is suggested. If it rises when someone reacts, suspect a social function.

Full lesson: D.1 online

D.2 Use antecedent strategies: NCR, high-probability request sequences, and demand fading

- These strategies change conditions before behavior, often by changing a motivating operation.
- **NCR:** the reinforcer comes on a time schedule, whatever the learner is doing. It should match the function.
- **High-probability sequence:** about three easy requests, each reinforced, then the hard request right away.
- **Demand fading:** start with few or no demands, then add them back in small steps.

> **Exam trap:** Does the learner have to do, or not do, something? If not, it is NCR. If the reinforcer depends on no problem behavior during the interval, it is DRO.

Full lesson: D.2 online

D.3 Apply differential reinforcement: DRA, DRO, DRI, DRL, and FCT

- Two parts: reinforce the target in the plan and withhold reinforcement for the problem behavior.
- **DRA:** a specific alternative. **DRI:** a behavior that cannot happen at the same time. **DRO:** an interval without the behavior. **DRL:** a lower rate of it.
- **FCT:** teach a communication response that earns the same reinforcer the problem behavior did.
- Start rich. Your supervisor thins the schedule. DRL does not fit dangerous behavior.

> **Exam trap:** Ask what earns the reinforcer. If the two behaviors could happen together it is DRA. If they cannot, it is DRI.

Full lesson: D.3 online

D.4 Carry out extinction procedures

- Withhold the specific reinforcer that maintains the behavior. **Attention:** no reaction. **Escape:** the demand stays. **Tangible:** no item. **Automatic:** block or mask the sensory result.
- Expect a possible burst. Decreases are gradual.
- Consistency matters: every person, every time. Giving in now and then makes it harder to reduce.
- Your BCBA decides whether extinction is safe. Plans usually also reinforce a replacement behavior.

> **Exam trap:** Planned ignoring is extinction only when attention maintains the behavior. Ignoring a learner while the work goes away still reinforces escape.

Full lesson: D.4 online

D.5 Carry out positive and negative punishment procedures, such as time-out

- Punishment is defined by its effect: the behavior decreases.
- **Positive** adds something (reprimand, overcorrection). **Negative** removes something (time-out, response cost).
- Time-out needs a “time-in” worth coming back to. For escape-maintained behavior, it can reinforce.
- Pair it with reinforcement for a replacement behavior, and run it exactly as written.

> **Exam trap:** Negative punishment and negative reinforcement both remove something. Behavior down is punishment; behavior up is reinforcement.

Full lesson: D.5 online

D.6 Side effects of extinction and punishment: bursts, resurgence, emotional responding, escape and avoidance

- **Extinction:** burst, response variation, emotional responding, spontaneous recovery and resurgence.
- **Punishment:** emotional responses, escape and avoidance, behavior rising elsewhere, imitation and overuse by adults.
- Punishment does not teach what to do instead.
- Your job: stay consistent, keep everyone safe, record and report.

> **Exam trap:** **Burst:** at the start of extinction. **Spontaneous recovery:** returns after a break. **Resurgence:** returns when the replacement behavior stops being reinforced.

Full lesson: D.6 online

D.7 Follow crisis and emergency procedures

- Safety outranks the teaching program. Know each client's crisis plan, medical information, contacts and exits in advance.
- Follow the written steps and use the least intrusive one that keeps people safe.
- For a life-threatening medical emergency, call 911 first. Never leave a client unsupervised.
- Tell your supervisor right away and complete an objective incident report on time.

> **Exam trap:** Imminent risk of serious harm is what separates a crisis from a reduction procedure. A hold in the plan is not enough: you must also be trained in it.

Full lesson: D.7 online

DOMAIN E · 4 TASKS

Documentation and Reporting

Keep your supervisor in the loop, report what could affect progress, and write objective session notes.

10
of 75 scored questions (13%)
praxisnotes.com/learn/rbt/E

E.1 Pass concerns and suggestions from caregivers and the team to your supervisor promptly

- Listen, acknowledge, and promise only to pass it on.
- Report promptly, often the same day, and immediately for safety. Give who, what and when, in objective terms.
- Pass it on even if you disagree. Your supervisor decides what matters.
- Use approved, secure channels and document as your workplace requires.

> **Exam trap:** A choice where the RBT acts on the suggestion, or promises a change, is almost never correct. Neither is deciding it is not worth mentioning.

Full lesson: E.1 online

E.2 Seek clinical direction from your supervisor promptly and through the chain of command

- Do not improvise. Keep running the plan as written until you have direction, unless that is unsafe.
- **Emergency:** follow the crisis plan, then notify right away. **Affects your next session:** get direction before it. **Routine:** the next scheduled contact is fine.
- Go to your assigned supervisor first, then the backup your policy names.
- Bring data and a specific question. Repeat the direction back and document it.

> **Exam trap:** Changing something "just for today" or "to see if it helps" is the distractor. Others can suggest; only your supervisor or the designated backup directs.

Full lesson: E.2 online

E.3 Report factors that may affect progress, such as illness, medication, or schedule changes

- Report health, medication, sleep, diet, schedule changes, life events, and new people or places.
- These can change motivation, so they can change behavior and data.
- Observe and report. Do not diagnose or treat. Medical questions go to the learner's medical provider.
- Report promptly and privately. Keep "bad day" data and note the variable.

> **Exam trap:** Lowering criteria or skipping programs because a learner is sick is a clinical decision. Telling a caregiver to skip a dose is medical advice.

Full lesson: E.3 online

E.4 Describe sessions objectively in notes that meet legal and workplace rules

- Write what you saw and heard: actions, words, counts and times.
- Core facts: date, times, location, who was present, programs, procedures, data summary, incidents, your signature and credential.
- Attribute what you did not see: "Caregiver reported that…"
- Write after the session, on time, for your own work only. Call other clients "a peer."

> **Exam trap:** A correction leaves the original visible, with a date. Deleting, backdating or copying last week's note is falsification, even if the new information is accurate.

Full lesson: E.4 online

DOMAIN F · 10 TASKS

Ethics

Apply the RBT ethics code: competence, supervision, confidentiality, boundaries, gifts, and cultural humility.

11
of 75 scored questions (15%)
praxisnotes.com/learn/rbt/F

F.1 Apply the core principles of the RBT ethics code

- Core principles: **benefit others**; **treat others with compassion, dignity and respect**; **behave with integrity**; **ensure your competence**.
- Put client welfare first and speak up quickly about possible harm.
- You can be kind and still decline a request that conflicts with the plan or the code.
- An instruction does not remove your responsibility. Raise concerns before you act.

> **Exam trap:** A false statement is an integrity problem; a missing skill is a competence problem. The "nice" choice, such as leaving a behavior off the data sheet, is often the wrong one.

Full lesson: F.1 online

F.2 Practice only within the skills you have shown competence in

- Competence means trained, then observed doing it correctly. It is specific to each task.
- **Scope** is what the RBT role allows. **Competence** is what you personally have been trained and checked on. A task must pass both.
- Never yours: designing or changing plans, clinical decisions, and medical, diet, speech or counseling advice.
- If you are not trained on something, say so before the session. Skills also drift over time.

> **Exam trap:** Trying a new procedure "carefully" from the written steps is a distractor. So is giving advice because of a past job.

Full lesson: F.2 online

F.3 Work only under ongoing supervision from a qualified supervisor

- No independent practice, however experienced you are.
- Minimum each calendar month: supervision for **5% of your service hours** and at least **two face-to-face, real-time contacts**. **At least one must be individual**; the other may be a small group of up to 10 RBTs. Your supervisor must **observe you with a client** at least once.
- Each month stands alone. Extra hours do not carry over.
- You share responsibility for making it happen. With no qualified supervisor, pause services and contact your organization.

> **Exam trap:** Time with a lead RBT or a teacher does not count. "Make it up next month" and "keep going for now" are wrong.

Full lesson: F.3 online

F.4 Recognize what effective supervision looks like

- Your supervisor directly observes you with clients, in person or by live video.
- **Behavioral skills training:** instructions, modeling, rehearsal, feedback.
- Good feedback is specific and comes soon after the observation.
- Supervisors also check fidelity and client progress. If supervision falls short, raise it with your supervisor first.

> **Exam trap:** Proof of a skill is performing it while observed, not a quiz or "I understand." Fidelity scores *you*; IOA compares two records of the *client's* behavior.

Full lesson: F.4 online

F.5 Protect confidential information: collecting, storing, sharing, and disclosing

- **Collect** only what you need. **Store** it where only authorized people can reach it.
- **Share** with those who need to know, through approved channels. **Disclose** outside the team only with written consent, apart from legal exceptions such as suspected abuse.
- Confirming someone is a client is itself a disclosure.
- Confidentiality continues after services end. Records stay with the agency.

> **Exam trap:** Caring relatives and eager teachers still need consent. But a minor's legal guardian generally has a right to information.

Full lesson: F.5 online

F.6 Follow the rules for public statements and social media

- Anything public counts, even on a private or "close friends" account.
- Keep client information off your personal accounts, with or without permission.
- Describe yourself accurately: an RBT working under supervision. Do not promise results.
- Send testimonial and media requests to your supervisor or organization.

> **Exam trap:** "They can't be identified" and "the caregiver said it was fine" do not make a personal post acceptable.

Full lesson: F.6 online

F.7 Recognize and manage multiple relationships

- It exists when you also hold a personal, financial or professional role with a client or someone close to them.
- Turn down second roles such as babysitting, private cash sessions or social media friendships.
- If one cannot be avoided, tell your supervisor promptly, keep a written record and plan together.
- Romantic or sexual relationships are prohibited with current clients, stakeholders and supervisors, and with former clients or stakeholders for at least two years.

> **Exam trap:** The best first step is to inform your supervisor. Running into a family at the park is not a violation; an ongoing second role is.

Full lesson: F.7 online

F.8 Follow the ethics code's guidance on giving and receiving gifts

- A gift between you and a client, stakeholder or supervisor must be worth **$10 US or less**, in either direction.
- It must be an expression of thanks, not a financial benefit to you.
- Repeated small gifts can become a violation even when each one is under $10.
- If your organization is stricter, follow its rule. Tell your supervisor when you are unsure.

> **Exam trap:** Check the pattern as well as the price. "Accept it so nobody is offended" and "accept it but tell no one" are distractors.

Full lesson: F.8 online

F.9 Use professional and interpersonal skills: taking feedback, listening, and collaborating

- **Feedback:** listen to all of it, ask clarifying questions, say thanks, and use it at the next chance. Raise disagreement in private.
- **Listening:** give full attention, paraphrase, ask open questions, and hold back advice.
- **Collaborating:** use everyday words, be reliable and welcome ideas. Plan changes go through your supervisor.
- With a coworker conflict, start with a respectful private conversation.

> **Exam trap:** Accepting feedback shows up as changed behavior. "Okay, got it" followed by no change is only agreeing.

Full lesson: F.9 online

F.10 Practice cultural humility and responsiveness, including checking your own biases

- Culture is broad: language, religion, family structure, income, disability, gender identity, age, region and more.
- Humility is ongoing. Ask this family; general facts about a group only suggest what to ask.
- Everyone has biases. Notice them, keep them out of decisions and notes, and ask for feedback.
- If a caregiver prefers another language, tell your supervisor. Avoid using a child as the interpreter.

> **Exam trap:** Honor customs that leave the plan unchanged, such as removing shoes. A request that changes the plan goes to your supervisor.

Full lesson: F.10 online

COMMONLY CONFUSED

The question that decides it

When two answers both look right, the difference is usually one detail. Find it here.

Reinforcement or punishment?

	Behavior goes up	Behavior goes down
Added	**Positive reinforcement** Praise follows "help"; "help" increases	**Positive punishment** A reprimand follows running; running decreases
Removed	**Negative reinforcement** Work ends after a break request; requests increase	**Negative punishment** A token is lost after cursing; cursing decreases

Schedules of reinforcement

Code	Name	What earns it
FR 3	Fixed ratio	Every 3rd response
VR 3	Variable ratio	Every 3rd response on average
FI 2 min	Fixed interval	First response after 2 minutes
VI 2 min	Variable interval	First response after about 2 minutes on average
FT 2 min	Fixed time (used in NCR)	Every 2 minutes, no response needed

Measurement and data

Latency / IRT / duration	What starts the clock? A cue is latency. The end of the last response is IRT. The start of the behavior itself is duration.
Partial / whole / MTS	Any point in the interval is partial. The entire interval is whole. The moment it ends is MTS.
Rate / mean duration / percentage	Look at the bottom number: time, episodes, or total opportunities.
Total / mean duration	Total is how much of the session. Mean divides that by the number of episodes.
Zero / no data point	Did anyone observe? Observed with no behavior is 0. No session means no point.
Trend / level / variability	Which way it goes, how high it sits, how much it bounces.
Accuracy / reliability	Accurate matches what happened. Reliable gives the same result again. Data can be reliable and wrong.
Fidelity / IOA	Fidelity scores staff on the procedure. IOA compares two records of the behavior.

Assessment

MSWO / MSW	Does the chosen item go back in? Without replacement, it stays out and every item gets ranked.
Preferred / reinforcer	Chosen often is preferred. Behavior increasing is what shows a reinforcer.
Descriptive assessment / functional analysis	Was anything arranged on purpose? No is descriptive. Yes is an FA.
Direct / indirect assessment	Watching the behavior is direct. Interviews and rating scales are indirect.

Teaching

DTT / NET / incidental teaching	Who starts it? The adult in DTT. The learner's interest in NET. The learner's own initiation in incidental teaching.
Forward / backward / total-task	Which steps are taught? The first first, the last first, or all of them every trial.
Shaping / chaining / prompt fading	What changes? The response itself, the number of linked steps, or the amount of help.

Stimulus / response prompt	If the materials change, it is a stimulus prompt. If you tell, show or guide, it is a response prompt.
Least-to-most / most-to-least	What comes first on a trial: a chance to respond, or the most help?
Constant / progressive delay	After the 0-second trials, does the pause stay fixed or keep growing?
Discrimination / generalization	Different responses to different stimuli, or the same response to similar ones.
Generalization / maintenance	New people, places or materials, or the same conditions weeks later?
Multiple exemplars / training loosely	Do you vary the examples of the target, or the conditions around it?
Conditioned / generalized conditioned	Count the backups: one, or many different ones.
Acquisition / maintenance	Has the target met the mastery criterion yet?

Behavior reduction

DRA / DRI	Could the two behaviors happen at the same time? Yes is DRA. No is DRI.
DRO / DRL	DRO aims for none of the behavior. DRL aims for less of it.
DRO / NCR	Does the reinforcer depend on the behavior not happening? Yes is DRO. A clock alone is NCR.
High-p sequence / demand fading	Easy requests seconds before one hard request, or less work added back across sessions?
Extinction / punishment	Extinction withholds the maintaining reinforcer. Punishment adds something, or removes a different one.
Burst / spontaneous recovery / resurgence	At the start of extinction, after a break, or when the replacement stops being reinforced?
Escape / avoidance	Escape ends something already happening. Avoidance prevents it from starting.
Reduction / crisis procedure	Is there imminent risk of serious harm? If so, the crisis steps apply.

Documentation and ethics

Objective / subjective note	Could a stranger confirm it from a video of the session?
Correcting / falsifying	A correction leaves the original visible and dated.
Urgent / routine question	Does it affect safety, the data or how you run your next session?
Scope / competence	What the role allows, and what you were trained and checked on. Both must be yes.
Sharing / disclosing	Team with a need to know, or someone outside it who needs written consent first?
Friendly / friends	Warm rapport in your role is expected. A personal tie outside it is a multiple relationship.

Whose job is it?

You, the RBT	Your supervisor
Run the plan as written	Write and change the plan
Record and graph data accurately	Decide what the data mean
Run assigned assessment parts	Choose tools and interpret results
Relay concerns and suggestions	Decide whether anything changes
Report illness and other variables	Decide how the program responds

PRACTICE EXAM · 40 QUESTIONS

Test yourself

Same format as the real exam, and the same domain mix in a shorter set. Give yourself 42 minutes, close your notes and mark your answers on the sheet after question 40.

1. Kofi, an RBT, has sent his supervisor three messages over 10 days saying that Aisha, age 14, has mastered every target in her reading program. He has had no reply, and he has not heard that the supervisor is away. What should Kofi do next?

A Write new reading targets himself so Aisha keeps making progress
B Ask Aisha's parents to choose the next reading targets
C Contact the next person named in his agency's chain of command
D Keep running the mastered targets and keep waiting for a reply

2. Hana, a 12-year-old, taps her pencil on her desk over and over during independent work at school. Her BCBA found that the tapping is maintained by the sound it makes, not by attention. Which procedure in her plan would be extinction for this behavior?

A Saying "pencil down" each time she taps it
B Removing tablet time after each time she taps
C Placing a soft pad on the desk so the tapping makes no sound
D Ignoring Hana every time she taps the pencil

3. During a home session, Keisha, an RBT, notices bruises on 6-year-old Eli's arms, and Eli says an adult in the home hurt him. Eli's parents have not consented to sharing information outside the agency. What should Keisha do?

A Keep it private, because the parents have not signed a release
B Follow her agency's abuse-reporting procedure and any legal duty to report
C Ask Eli's parents about the bruises before telling anyone else
D Write down what she saw and wait to see if more bruises appear

4. A 15-year-old client's definition of verbal protest covers only yelling and saying "no" to an instruction. Over three weeks, Priya, an RBT, gradually begins counting loud sighs as protest too. What is this called?

A Observer reactivity
B Low procedural fidelity
C Observer drift
D An extinction burst

5. Wei, 15, leaves his seat to escape classwork. His plan reads: "NCR: 30-second break from work on a fixed-time 3-minute schedule." Which action follows this plan correctly?

A Give a 30-second break after any 3-minute period with no out-of-seat behavior
B Give a 30-second break after Wei completes his first task after 3 minutes
C Give a 30-second break as soon as Wei asks for one, up to every 3 minutes
D Give a 30-second break every 3 minutes, whether or not Wei is working

6. After a home session, Mr. Alvarez asks Kayla, an RBT, to babysit his 7-year-old daughter, Kayla's client, on Saturday nights for pay. What is Kayla's best response?

A Accept, as long as she does not run any ABA programs while babysitting
B Ask her supervisor whether she may accept, and begin babysitting while she waits
C Accept, but ask Mr. Alvarez to pay the agency instead of paying her directly
D Politely decline, explain she keeps her role professional, and tell her supervisor

7. Lin, an RBT, is teaching Nadia, 15, to read community signs. For the first session, she holds up a sign and immediately reads it aloud for Nadia to repeat. After that, on every trial she waits 3 seconds before reading the sign. Which procedure is Lin using?

A Graduated guidance
B Least-to-most prompting
C Constant time delay
D Progressive time delay

8. After a clinic session, a father posts a public photo of his son with the caption, "Huge thanks to @SamRBT, the best therapist ever!" Sam, the RBT, sees the tag. What is the best response?

A Share the post to her own page so other families can see her work
B Ask other families on her caseload to post similar reviews
C Avoid engaging from her own account and let her supervisor know about the post
D Reply publicly with a few details about the boy's progress to thank the family

9. Devon, an RBT, implements a response-cost procedure with Ana, 15, in which she loses a token each time she curses. Over the past week, Ana has started walking out of the room when Devon arrives and asks to work with a different staff member. Which side effect does this best show?

A Escape and avoidance
B Extinction burst
C Behavioral contrast
D Resurgence

10. Aisha, a 12-year-old learner, often engages in aggression when a preferred item is taken away. Her supervisor wants a preference assessment that is least likely to set off this behavior. Which method fits best?

A Multiple-stimulus with replacement
B Paired-stimulus assessment
C Free-operant preference assessment
D Multiple-stimulus without replacement

11. At the start of a home session, Sam's mother tells Kim, the RBT, "He barely slept last night, maybe three hours." Which entry should Kim write in the session note?

A Sam has a sleep problem that his mother needs to address.
B Sam was exhausted all session because he did not sleep.
C Sam slept about 3 hours last night and was very irritable.
D Mother reported that Sam slept about 3 hours last night.

12. Kwame, an RBT, is reviewing ABC data for Eli, age 4. Eli usually screams right after the tablet is turned off. In most entries, his grandmother then hands the tablet back without saying much, and the screaming stops. Which function is most consistent with these data?

A Escape
B Access to tangibles
C Attention
D Automatic reinforcement

13. After a difficult home session, a parent asks Tomás, an RBT, not to record his daughter's three episodes of aggression because "the insurance might cut our hours." What should Tomás do?

A Leave the aggression off the data sheet this one time to support the family
B Record the aggression as an estimate so the total looks lower than it was
C Promise to decide after he checks whether the insurer reviews session data
D Record the data accurately and let his supervisor know about the parent's concern

14. Following his supervisor's plan, Tomás, an RBT, deliberately varies where he sits, his tone of voice, the time of day, and the background noise while teaching a learner to follow the same one-step directions. Which strategy is he using?

A Training loosely
B Programming common stimuli
C Teaching multiple exemplars
D Indiscriminable contingencies

15. Ana, an RBT, writes: "Eli screamed to escape his math worksheet." Her supervisor says the note goes beyond what Ana actually observed. Which revision fixes the problem?

A When handed a math worksheet, Eli screamed for 20 seconds; the teacher then removed it.
B Eli screamed for attention for 20 seconds when the math worksheet was handed out.
C Eli felt overwhelmed by math and screamed for 20 seconds to get out of it.
D Eli screamed for 20 seconds because he wanted to avoid his math worksheet.

16. Rosa, an RBT, uses partial-interval recording for hitting by Mia, age 7, during a 10-minute home session divided into 20-second intervals (30 intervals). She scores 12 intervals. How should the result be reported?

A Mia hit 12 times during the session
B Mia hit during 40% of intervals
C Mia hit during 60% of intervals
D Mia spent 4 minutes of the session hitting

17. Lily, 3, is at a table with her RBT, Andre, for a DTT block on matching shapes. Her plan also targets requests. During a short break, she points at a toy drum on a shelf and looks at Andre. He models "drum," Lily says "drum," and he hands her the drum. Which procedure did Andre use in this exchange?

A Forward chaining
B Discrete-trial teaching
C Incidental teaching
D Shaping

18. Ana, an RBT, is working with Sofia, 6, at home when Sofia suddenly collapses and does not respond. Sofia's mother is in the next room. What should Ana do first?

A Call her supervisor and wait for directions on how to proceed
B Try to sit Sofia up and give her water to see whether she recovers
C Write down on the data sheet the time and what happened before she fell
D Call 911 and alert Sofia's mother, giving only first aid she is trained in

19. Ava, 12, bites her nails during independent reading at school. Her RBT, Marcus, praises Ava and gives her points whenever she is squeezing a stress ball with both hands during reading. Which procedure best describes Marcus's plan?

A Differential reinforcement of other behavior (DRO)
B Differential reinforcement of low rates (DRL)
C Noncontingent reinforcement (NCR)
D Differential reinforcement of incompatible behavior (DRI)

20. Sam, the BCBA, shows Joon, an RBT, the functional analysis results for 6-year-old Aiyana's hitting. Hits per 10-minute session: attention 9, 11, 10; escape 1, 0, 2; tangible 1, 2, 1; alone 0, 0, 1; play 0, 1, 0. Which function do these results point to?

A Automatic reinforcement
B Attention from others
C Access to preferred items
D Escape from demands

21. Andre, an RBT, graphs Jada's daily count of biting at home over seven days: 10, 8, 5, 3, 3, 3, 3. Biting is targeted for reduction. How should Andre describe this data path to his supervisor, Sam?

A A decreasing trend that has flattened out at about 3 bites a day
B A decreasing trend that continues across all seven days
C A zero trend, since the most recent days are all the same
D High variability, since the counts changed a lot early on

22. Ama, an RBT, records latency for Theo, a 7-year-old, at his home. Her data app stamps the clock time (hour:minute:second) of each event. At 4:10:20 she says, "Put on your shoes." Theo starts reaching for his shoes at 4:11:05 and has both shoes on at 4:13:05. What latency should Ama record?

A 85 seconds
B 45 seconds
C 120 seconds
D 165 seconds

23. During a home session in December, Mr. Alvarez hands Keiko, an RBT, a $50 gift card to a local grocery store as a holiday thank-you. What should Keiko do?

A Thank him, politely decline, and let her supervisor know
B Accept it, since holiday gifts are a cultural tradition
C Accept it and use it to buy reinforcers for his child
D Accept it and tell her supervisor about it at the next meeting

24. Andre, an RBT, is teaching Ravi, age 6, to imitate actions at home. The plan gives a token after every 2nd correct response, a fixed-ratio 2 (FR 2) schedule. In the first five trials, Ravi is correct, incorrect, correct, correct, correct. After which trials should Andre give a token?

A After trials 1, 3, 4 and 5
B After trials 3 and 5
C After trial 4 only
D After trials 2 and 4

25. During a functional analysis at a clinic, Marcus, an RBT, presents a series of puzzle and labeling tasks to a 6-year-old client. Each time the client hits, Marcus removes the task for 30 seconds as the protocol directs. Which condition is Marcus running?

A Tangible condition
B Attention condition
C Play (control) condition
D Escape condition

26. Priya, a 9-year-old learner, misses Wednesday's school session because she is home sick. Her RBT is updating Priya's line graph of daily on-task duration. What should the RBT do for Wednesday?

A Plot the average of Tuesday's and Thursday's values
B Leave Wednesday without a data point
C Copy Tuesday's value so the data path stays continuous
D Plot a zero, because no on-task behavior was recorded that day

27. Priya, an RBT, is teaching Sam, a 15-year-old, to do a load of laundry using a 9-step task analysis. On every trial, Sam goes through all 9 steps in order, and Priya prompts only the steps he cannot yet do on his own. Which procedure is Priya using?

A Total-task chaining
B Backward chaining
C Forward chaining
D Discrete-trial teaching of the first step

28. Jamal, age 16, learned to make a sandwich at the clinic. Six weeks after teaching ended, his team checks whether he still makes it correctly at the clinic, with the same RBT and materials, without prompts. What is the team assessing?

A Maintenance
B Skill acquisition
C Response generalization
D Stimulus generalization

29. After Dana, an RBT, helps with a social skills assessment, the client's father asks her, "Do these scores mean my son is behind other kids his age?" What is Dana's best response?

A Tell him she is not allowed to talk about his son with him at all
B Tell him the supervisor will go over the results with him, and pass the question on
C Explain what she thinks the scores mean, since she was there for the whole assessment
D Reassure him that most children catch up and that he should not worry

30. At the clinic, an RBT is shaping the word "cookie" with Jun, 6. Jun reliably says "koo." The RBT raises the criterion and now reinforces only "cookie." Over the next few trials Jun stops vocalizing, pushes the materials away, and no longer says "koo." What is the best next step?

A Switch to a new target word for the rest of the program
B Go back to reinforcing "koo" and tell the supervisor
C Wait for the full word, however long that takes
D Give a cookie for any sound so Jun stays engaged

31. Maria, an RBT, works at school with Ethan, age 8, who loves pretzels. Her supervisor wants the phrase "Way to go!" to become a reinforcer for Ethan. Which procedure should Maria use?

A Say "Way to go!" often throughout the session, whether or not a pretzel follows
B Hand Ethan a pretzel, then say "Way to go!" a few seconds after he finishes eating it
C Say "Way to go!" once at the end of the day while reviewing his progress with his teacher
D Say "Way to go!" just before or as she hands Ethan a pretzel, across many trials

32. In April, Omar, an RBT, provided 60 hours of services and received 5 hours of supervision. In May he provides 100 hours of services. His supervisor says April's extra hours will cover part of May. What is the minimum supervision Omar needs in May?

A 8 hours, the 5% total for both months combined
B 3 hours, because April's 2 extra hours carry over
C 5 hours, because each month must meet 5% on its own
D 10 hours, because May has more service hours

33. Ms. Chen tells Devon, an RBT, "Can you just drop the hand-washing goal? My son hates it." Which response from Devon is best?

A "I'll skip it in session but keep marking it on the data sheet."
B "Goals can't be changed once the plan has been written."
C "Sure, I'll stop running that goal starting today."
D "I'll tell our supervisor today so you two can talk it over."

34. Mateo, 6, must earn 5 tokens before a break, according to his plan. During today's session he whines often, and his RBT, Grace, thinks 3 tokens would work better. What should Grace do?

A Run the 5-token plan as written and tell her supervisor
B Remove the token board for the session until Mateo calms down
C Lower the price to 3 tokens for the rest of today's session
D Add two free tokens to Mateo's board so he reaches a break sooner

35. Ana, an RBT, times three episodes of pacing for a 15-year-old during a community outing. They last 1 minute 30 seconds, 2 minutes, and 45 seconds. What is the mean duration per episode?

A 2 minutes
B 4 minutes 15 seconds
C 1.25 minutes
D 1 minute 25 seconds

36. Ruby, 16, is learning to cook a simple meal at home. She asks her RBT, "Did I do it right?" after almost every step, about 25 times in a 30-minute session. The team wants Ruby to keep checking in when she is unsure, just much less often. Which procedure fits this goal best?

A Differential reinforcement of low rates (DRL)
B Differential reinforcement of other behavior (DRO)
C Differential reinforcement of incompatible behavior (DRI)
D Extinction for every question Ruby asks

37. During a DTT program, 8-year-old Ruby correctly points to the word "stop" on a sight-word card. Her RBT writes the data, finds the token board, and gives Ruby a token about 15 seconds later. What should the RBT change?

A Give the token and praise right away, then record data during the ITI
B Skip praise so the token stays powerful
C Give the token only every third correct response to build persistence
D Record data at the end of the session instead of after each trial

38. Marcus, an RBT, realizes that an electronic session note he submitted yesterday lists the end time as 3:30 p.m. The session actually ended at 3:00 p.m. What should he do?

A Leave the note as written because it has already been submitted
B Delete the note and submit a new one with no record of the change
C Correct it through the organization's process, such as a dated addendum
D Ask a coworker with editing access to change the time for him

39. Noah, age 5, whines during play at a clinic, and his whining is maintained by adult attention. Each time he whines, his RBT removes the toy he is playing with for one minute, while still talking with him. Whining decreases. Which procedure is the RBT using?

A Positive punishment
B Negative reinforcement
C Negative punishment
D Extinction

40. Mr. Patel-Cohen tells Mei, an RBT, that his son Eitan, age 8, seems drowsy since starting a new medication. He asks, "Should I skip it on session days so he can focus?" What is Mei's best response?

A Say that her supervisor, the BCBA, will decide whether to skip doses
B Refer him to Eitan's prescriber and report the drowsiness to her supervisor
C Agree that skipping it on session days would probably help Eitan focus better
D Suggest giving the dose after sessions instead of in the morning

Answer sheet

1	Ⓐ	Ⓑ	Ⓒ	Ⓓ	**2**	Ⓐ	Ⓑ	Ⓒ	Ⓓ	**3**	Ⓐ	Ⓑ	Ⓒ	Ⓓ	**4**	Ⓐ	Ⓑ	Ⓒ	Ⓓ
5	Ⓐ	Ⓑ	Ⓒ	Ⓓ	**6**	Ⓐ	Ⓑ	Ⓒ	Ⓓ	**7**	Ⓐ	Ⓑ	Ⓒ	Ⓓ	**8**	Ⓐ	Ⓑ	Ⓒ	Ⓓ
9	Ⓐ	Ⓑ	Ⓒ	Ⓓ	**10**	Ⓐ	Ⓑ	Ⓒ	Ⓓ	**11**	Ⓐ	Ⓑ	Ⓒ	Ⓓ	**12**	Ⓐ	Ⓑ	Ⓒ	Ⓓ
13	Ⓐ	Ⓑ	Ⓒ	Ⓓ	**14**	Ⓐ	Ⓑ	Ⓒ	Ⓓ	**15**	Ⓐ	Ⓑ	Ⓒ	Ⓓ	**16**	Ⓐ	Ⓑ	Ⓒ	Ⓓ
17	Ⓐ	Ⓑ	Ⓒ	Ⓓ	**18**	Ⓐ	Ⓑ	Ⓒ	Ⓓ	**19**	Ⓐ	Ⓑ	Ⓒ	Ⓓ	**20**	Ⓐ	Ⓑ	Ⓒ	Ⓓ
21	Ⓐ	Ⓑ	Ⓒ	Ⓓ	**22**	Ⓐ	Ⓑ	Ⓒ	Ⓓ	**23**	Ⓐ	Ⓑ	Ⓒ	Ⓓ	**24**	Ⓐ	Ⓑ	Ⓒ	Ⓓ
25	Ⓐ	Ⓑ	Ⓒ	Ⓓ	**26**	Ⓐ	Ⓑ	Ⓒ	Ⓓ	**27**	Ⓐ	Ⓑ	Ⓒ	Ⓓ	**28**	Ⓐ	Ⓑ	Ⓒ	Ⓓ
29	Ⓐ	Ⓑ	Ⓒ	Ⓓ	**30**	Ⓐ	Ⓑ	Ⓒ	Ⓓ	**31**	Ⓐ	Ⓑ	Ⓒ	Ⓓ	**32**	Ⓐ	Ⓑ	Ⓒ	Ⓓ
33	Ⓐ	Ⓑ	Ⓒ	Ⓓ	**34**	Ⓐ	Ⓑ	Ⓒ	Ⓓ	**35**	Ⓐ	Ⓑ	Ⓒ	Ⓓ	**36**	Ⓐ	Ⓑ	Ⓒ	Ⓓ
37	Ⓐ	Ⓑ	Ⓒ	Ⓓ	**38**	Ⓐ	Ⓑ	Ⓒ	Ⓓ	**39**	Ⓐ	Ⓑ	Ⓒ	Ⓓ	**40**	Ⓐ	Ⓑ	Ⓒ	Ⓓ

Your score by domain

After you check your answers on the next page, count your correct answers in each row. Your lowest domains are where to study first. A short practice set cannot predict your exam result.

Domain	Questions	Correct
A. Data Collection and Graphing	4, 15, 16, 21, 22, 26, 35	____ / 7
B. Behavior Assessment	10, 20, 25, 29	____ / 4
C. Behavior Acquisition	7, 14, 17, 24, 27, 28, 30, 31, 34, 37	____ / 10
D. Behavior Reduction	2, 5, 9, 12, 18, 19, 36, 39	____ / 8
E. Documentation and Reporting	1, 11, 33, 38, 40	____ / 5
F. Ethics	3, 6, 8, 13, 23, 32	____ / 6

Your missed tasks

List the task code of every question you miss, then read those tasks in the domain review.

ANSWERS AND EXPLANATIONS

Check your work

1 **C**	2 **C**	3 **B**	4 **C**	5 **D**	6 **D**	7 **C**	8 **C**	9 **A**	10 **C**
11 **D**	12 **B**	13 **D**	14 **A**	15 **A**	16 **B**	17 **C**	18 **D**	19 **D**	20 **B**
21 **A**	22 **B**	23 **A**	24 **B**	25 **D**	26 **B**	27 **A**	28 **A**	29 **B**	30 **B**
31 **D**	32 **C**	33 **D**	34 **A**	35 **D**	36 **A**	37 **A**	38 **C**	39 **C**	40 **B**

1. C Task E.2. When repeated, reasonable attempts to reach the assigned supervisor fail and the client's progress has stalled, the RBT moves up the chain of command to the next level the agency names, such as a clinical director. Ten days with no new targets is the deciding detail. Waiting longer seems polite, but it leaves Aisha practicing skills she has already mastered while the gap goes unaddressed.

2. C Task D.4. Hana's tapping is maintained by automatic reinforcement: the sound it produces. Sensory extinction removes or masks that consequence, so a soft pad means tapping no longer makes the sound. Ignoring her withholds attention, but attention is not the reinforcer here, so the sound still reinforces the tapping.

3. B Task F.5. Confidentiality does not override legal duties such as reporting suspected abuse or neglect. Keisha should follow her agency's procedure, which includes telling her supervisor right away and making any report the law requires of her. Keeping the information private because there is no release confuses ordinary consent rules with a legal reporting duty, and it leaves Eli at risk.

4. C Task A.8. Observer drift is an unplanned change, over time, in how an observer applies an operational definition. Priya's counts now include behavior the definition does not cover, so protest may appear to rise when it has not. Observer reactivity is a change caused by knowing someone is checking your data, which is not described here.

5. D Task D.2. A fixed-time schedule delivers the reinforcer when the set time passes, with no response required, so Wei gets a break every 3 minutes regardless of what he is doing. Requiring a completed task after 3 minutes would make it a fixed-interval schedule, which is contingent on a response.

6. D Task F.7. Paid babysitting would add a personal and financial role with the same family, so Kayla should decline kindly and let her supervisor know about the request. Checking with the supervisor is a good instinct, but starting the babysitting before getting an answer means she has already entered the multiple relationship.

7. C Task C.7. Constant time delay begins with 0-second delay trials, then uses the same fixed delay (here 3 seconds) on every trial, which gives Nadia a chance to read the sign before the prompt. Progressive time delay is the closest distractor, but there the pause would grow gradually across trials or sessions instead of staying fixed.

8. C Task F.6. Liking, commenting on, or resharing the post would confirm the client relationship and, in the case of resharing, use the father's praise as a testimonial. Sam can stay off the thread and tell her supervisor, who can handle it under the organization's policy. Replying with progress details would make things worse by adding confidential information to a public post.

9. A Task D.6. Ana is moving away from, and trying not to contact, the person who delivers the punisher, which is escape and avoidance. This is a common side effect of punishment procedures such as response cost and should be reported to the supervisor. Behavioral contrast would instead show cursing increasing in a setting where it is not punished.

10. C Task B.1. In a free-operant assessment, the learner has access to all items at once for a set time and nothing is removed, so it is less likely to evoke problem behavior linked to losing items. The trial-based methods all end each trial by taking the chosen item back after brief access.

11. D Task E.4. Kim did not see Sam sleep, so the note should say who reported the information. Attributing the report keeps the note accurate. Writing "Sam slept about 3 hours" as a plain fact presents secondhand information as if Kim observed it, and "irritable" adds an interpretation. Kim should also let her supervisor know about the report.

12. B Task D.1. The antecedent is losing a preferred item, and the consequence is getting the item back. That pattern points to access to tangibles, a form of social positive reinforcement. Attention is less likely because the grandmother returns the tablet without much interaction.

13. D Task F.1. Integrity requires accurate, honest records, and accurate data also benefits the client because treatment decisions depend on it. Tomás can respond kindly and bring the parent's worry to his supervisor, who can address it. Leaving the episodes off may feel supportive, but it falsifies the record.

14. A Task C.8. Training loosely means varying noncritical aspects of instruction so that no single irrelevant detail, like one seat or one room, gains control over the response. Teaching multiple exemplars, the closest distractor, varies the examples of the target itself; here the directions stay the same and only the conditions around them change.

15. A Task A.5. The original note states a function (escape) as fact. This revision keeps only what was observed: the antecedent (worksheet handed out), the behavior and its duration, and the consequence (worksheet removed). The "avoid his worksheet" option still states a reason for the behavior, just in different words, and identifying function is the supervisor's job through assessment.

16. B Task A.2. Interval data are summarized as a percentage of intervals: 12 ÷ 30 × 100 = 40%. Reporting 12 hits is the most common error, because a scored interval could contain one hit or several, so interval data do not give a count.

17. C Task C.4. Incidental teaching is defined by how the exchange starts and ends: Lily pointed at the drum, Andre prompted a word, and the drum itself was the reinforcer. That makes it incidental teaching even though it happened at the table in the middle of a DTT session. In DTT, the adult chooses the materials and presents an instruction to begin each trial.

18. D Task D.7. A client who collapses and does not respond may be having a life-threatening medical emergency, so Ana calls emergency services and alerts the caregiver right away, giving only the first aid she is trained to give. She notifies her supervisor once help is on the way. Calling the supervisor first can seem like the proper chain of command, but in a medical emergency that delay could cost critical time.

19. D Task D.3. Ava cannot squeeze a stress ball with both hands and bite her nails at the same time, so Marcus is reinforcing a physically incompatible behavior: DRI. It is not DRO, because Marcus reinforces a specific named behavior rather than simply the passage of time without nail biting.

20. B Task B.3. Hitting was clearly higher in the attention condition than in the play (control) condition and the other test conditions, which points to attention as the maintaining consequence. Automatic reinforcement would keep hitting high even in the alone condition, where no one delivers anything, but hitting there was near zero. Sam interprets the results; recognizing the pattern helps Joon understand why the plan will target attention.

21. A Task A.7. Describe the whole path, including any change in direction. Biting fell from 10 to 3 over the first four days, a decreasing trend, then held at 3 for the last four days, so the decrease has flattened out. Saying it keeps decreasing misses the flat recent days, which Sam needs to know about; calling it a zero trend ignores the earlier drop.

22. B Task A.1. Latency runs from the instruction to the start of the response: 4:10:20 to 4:11:05. That is 40 seconds to 4:11:00, plus 5 seconds, so 45 seconds. Stopping at 4:13:05, when both shoes were on, gives 165 seconds, which adds the time spent putting on shoes. Subtracting the times as plain numbers (1105 − 1020 = 85) treats a minute as 100 seconds.

23. A Task F.8. The gift card is worth far more than $10 and gives Keiko a financial benefit, so she should decline kindly and keep her supervisor informed. Telling the supervisor after accepting is transparent, but transparency does not make an over-limit gift acceptable; the gift still exceeds the limit.

24. B Task C.1. An FR 2 schedule counts correct responses, so a token follows every second correct one. Correct responses happen on trials 1, 3, 4 and 5: the 2nd is trial 3 and the 4th is trial 5. The incorrect trial 2 is not counted and does not reset the count. Counting every trial instead of correct ones gives trials 2 and 4.

25. D Task B.3. In the escape condition, demands are presented and problem behavior produces a brief break from the task. This tests whether the behavior is maintained by negative reinforcement in the form of escape from demands. It is not the tangible condition, because no preferred item is removed or returned; the behavior produces removal of the task.

26. B Task A.4. No session means no data, so Wednesday gets no data point. Plotting a zero is the classic trap: a zero means the RBT observed and the behavior did not occur, which would falsely show a drop in on-task behavior.

27. A Task C.5. Sam receives training on every step of the chain on every trial, which defines total-task chaining. Prompts on some steps do not make it forward or backward chaining. In forward chaining, Sam would be taught one new step at a time starting from the first.

28. A Task C.9. The team is checking whether the skill persists over time after teaching ended, under the same conditions, which is maintenance. Stimulus generalization would require new conditions, such as a different setting, person, or set of materials.

29. B Task B.2. Interpreting assessment results is the supervisor's role, so Dana kindly refers the question to the supervisor and lets the supervisor know it came up. Refusing to talk with him at all is the best distractor because it sounds like protecting confidentiality, but he is the client's parent, and a warm referral serves the family better than a flat refusal.

30. B Task C.10. When responding falls apart after a criterion change, the step was probably too large. Returning to the last approximation the learner met rebuilds responding, and telling the supervisor lets the BCBA set a smaller next step in the plan. Waiting for the full word risks extinguishing vocalizing altogether, because Jun is not yet able to meet that criterion. Stepping back to the last approximation is part of how shaping runs, not a plan change.

31. D Task C.2. Pairing works best when the neutral stimulus comes immediately before or at the same time as an established reinforcer, repeated many times, so the phrase reliably predicts the pretzel. Saying it after the pretzel is backward pairing, which is much less effective because the phrase no longer signals that something good is coming.

32. C Task F.3. The 5% minimum is calculated separately for each calendar month, so May requires 5% of 100 hours, or 5 hours. April did exceed its 3-hour minimum by 2 hours, which makes carrying over sound logical, but extra supervision in one month does not reduce what is required in the next.

33. D **Task E.1.** Devon acknowledges the concern and promises only what he can do: relay it promptly so the supervisor and caregiver can decide together. Agreeing to drop the goal is tempting because it pleases the parent, but it changes the plan without the supervisor. The other options misinform the caregiver or falsify data.

34. A **Task C.11.** The number of tokens required is part of the plan the supervisor designed, so the RBT implements it as written and reports concerns with data. Changing the price on her own could reinforce whining and makes the data hard to interpret. Giving free tokens has the same problem and also breaks the contingency between working and earning.

35. D **Task A.6.** Convert to one unit first: 90 + 120 + 45 = 255 seconds, and 255 ÷ 3 = 85 seconds, or 1 minute 25 seconds. Writing 1 minute 30 seconds as "1.30" and 45 seconds as "0.45" mixes seconds into decimal minutes and gives the wrong answer of 1.25 minutes.

36. A **Task D.3.** DRL reinforces a behavior when it occurs at or below a set rate, so it lowers how often Ruby checks in without eliminating a useful skill. DRO is the tempting choice, but it reinforces the complete absence of the behavior and would push checking in toward zero, which is not the team's goal.

37. A **Task C.3.** Reinforcement is most effective when it follows the response immediately. A 15-second delay lets other behavior occur in between, which weakens the link between the correct response and the reinforcer. Recording during the intertrial interval, after reinforcement, keeps both the reinforcer timely and the data accurate. Changing the schedule is a supervisor decision and does not fix the delay.

38. C **Task E.4.** Errors should be corrected openly using the organization's procedure, such as an amendment or addendum, so both the original and the change are visible. Leaving the wrong time in place means the record shows 30 minutes of service that never happened, which could lead to an inaccurate bill. Deleting and replacing the note hides the change instead of documenting it.

39. C **Task D.5.** A reinforcer (the toy) is removed after whining, and whining decreases, so this is negative punishment. Extinction is the closest distractor, but extinction would withhold the reinforcer that maintains whining, which is attention, and the RBT keeps talking with Noah. Removing a different reinforcer is punishment, not extinction.

40. B **Task E.3.** Whether, when, or how much medication Eitan takes is a decision for his family and prescriber, so Mei refers the question there and reports the father's observation of drowsiness to her supervisor. Saying the BCBA will decide is the strongest distractor: reporting to the supervisor is right, but a BCBA does not make medication decisions either.

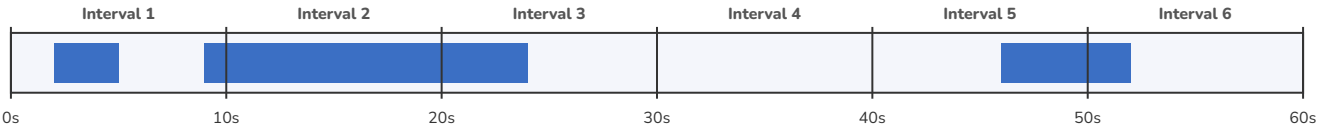
WRITTEN PRACTICE · 8 WORKSHEETS

Produce the answer

Close your notes and write. Answers start after worksheet 8.

1. One minute, many measures A.1, A.2, A.6

The dark bars show when a behavior occurred during a 1-minute observation. Mark + or – for each interval, then give the percentage of intervals.



Scoring rule	1	2	3	4	5	6	% of intervals
Partial-interval							
Whole-interval							
Momentary time sampling							

From the same bars: count of episodes ____ rate per minute ____ total duration ____ mean duration ____ percent of time ____ first IRT ____ second IRT ____

2. Do the math by hand A.6, F.3

1. A learner makes 24 requests in a 40-minute session. What is the rate per minute?

2. Monday: 15 hits in 60 minutes. Tuesday: 10 hits in 20 minutes. Which day had the higher rate?

3. Three episodes last 1 minute 30 seconds, 2 minutes and 1 minute 30 seconds. What is the mean duration?

4. You plan 25 trials, but the session ends after 20. The learner is correct on 16. What percentage do you record?

5. Session 1: 2 of 2 correct. Session 2: 18 of 20 correct. What is the overall percentage correct?

6. You provide 140 hours of services in a month. What is your minimum supervision that month?

3. Record ABC data A.5, B.3, D.1

Write the antecedent, behavior and consequence in observable terms, then the function the pattern suggests. Your supervisor determines function; you report what you see.

Antecedent	Behavior	Consequence	Suggested function
At the clinic, the RBT says, “Time to clean up.” Kai, 5, drops to the floor and screams for about 30 seconds. The RBT puts the blocks away for him.			
Lena, 6, plays while her mother is on the phone. Lena yells “Mom!” four times. Her mother ends the call and talks with her.			
Marcus, 9, asks for the tablet and his teacher says, “Not right now.” Marcus throws his shoe. The teacher hands him the tablet.			

4. Name the procedure C.1, D.5

Added or removed? Up or down?

1. A learner says “help” and the RBT helps right away. He says “help” more often.

2. A learner screams and gets a break from work. Screaming increases.

3. A learner loses a token each time she curses. Cursing decreases.

4. A student runs in the hall and is reprimanded. Running decreases.

5. A student calls out and the teacher scolds him. Calling out increases.

5. Name the schedule C.1, D.2

1. Every 5th correct answer earns a token.

2. A token comes after 2 correct answers, then 6, then 4.

3. The first request after 5 minutes is answered.

4. A break comes every 5 minutes, whatever the learner is doing.

On FI 2 minutes, the learner responds at 0:30, 1:50, 2:10, 2:40, 4:05 and 4:30. The clock restarts when a reinforcer is delivered. Circle the responses that earn reinforcement.

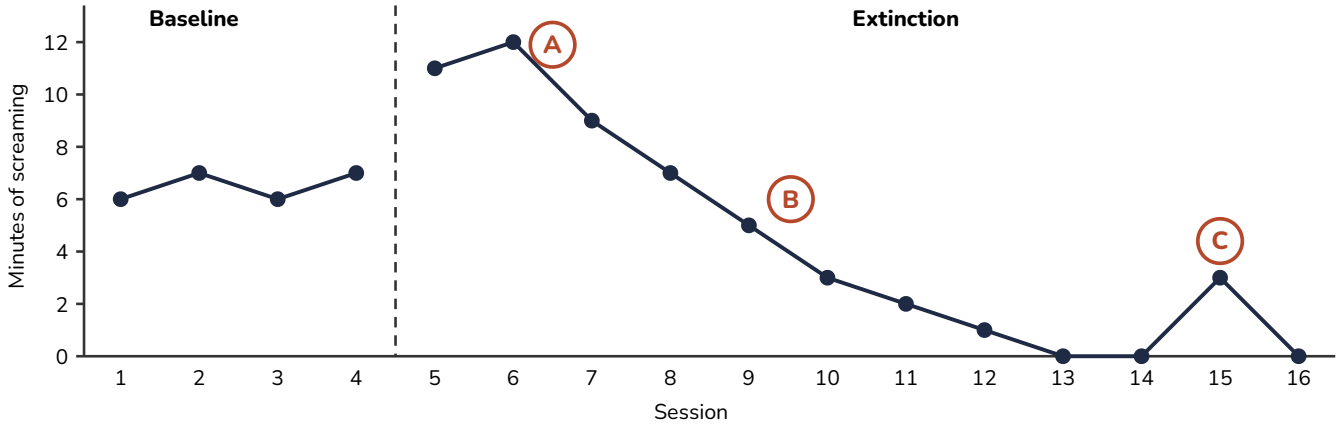
6. What earns the reinforcer? D.2, D.3

From memory.

DRA	
DRI	
DRO	
DRL	
FCT	
NCR	

7. Read the graphs A.7, D.4, D.6

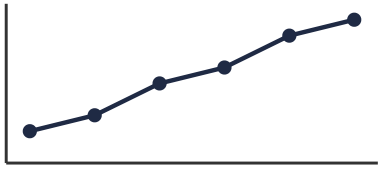
Extinction started at session 5. Name what is happening at A, B and C. There was a long weekend before session 15.



A: _____ B: _____ C: _____

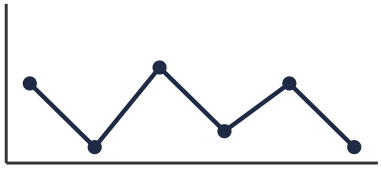
Now describe the trend in each graph, and say whether it is good news.

Independent requests
Goal: increase



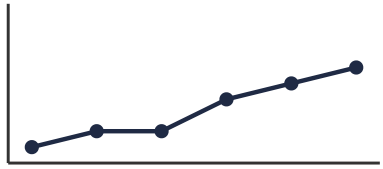
_____

Out-of-seat behavior
Goal: decrease



_____

Elopement
Goal: decrease



_____

8. Rewrite it, then decide E.1–E.4, F.2–F.8

Rewrite each note so a stranger could confirm it from a video. Add reasonable details.

1. "Jae was lazy and frustrated during math."

2. "Mom is overreacting about bedtime."

3. "Sam hit to get attention."

4. "Great session! Lily did really well."

5. "Kai had a meltdown when his tablet was taken."

What do you do? Write the next step in a sentence.

1. A parent hands you a $40 gift card as a thank-you.

2. A parent asks you to babysit your client on weekends for pay.

3. A teacher you have never worked with asks how your client is doing.

4. It is the 20th of the month and your supervisor has not observed you with a client.

5. A fellow RBT suggests a new reinforcer that "always works."

6. You are asked to run a feeding protocol you have never been trained on.

7. Your client's mother says, "Post that video of him! I don't mind."

8. A caregiver asks whether to skip a medication on session days.

WORKSHEET ANSWERS

Check your work

1. One minute, many measures

	1	2	3	4	5	6	%
Partial	+	+	+	–	+	+	**83%**
Whole	–	+	–	–	–	–	**17%**
MTS	+	+	–	–	+	–	**50%**

3 episodes; rate 3 per minute; total duration 24 seconds; mean duration 8 seconds; 40% of the time; IRTs 4 and 22 seconds. Note how partial overestimates and whole underestimates the true 40%.

2. Do the math by hand

1. 24 ÷ 40 = **0.6 per minute**
2. Monday 0.25 per minute, Tuesday 0.5 per minute. **Tuesday**, despite the lower count.
3. 90 + 120 + 90 = 300 seconds. 300 ÷ 3 = **100 seconds (1 minute 40 seconds)**
4. 16 ÷ 20 = **80%**. Divide by trials run, not trials planned.
5. 20 ÷ 22 = **about 91%**. Averaging 100% and 90% to get 95% is the trap.
6. 140 × 0.05 = **7 hours**, plus the required contacts and observation.

3. Record ABC data

1. **A:** RBT says "Time to clean up." **B:** Kai drops to the floor and screams for about 30 seconds. **C:** RBT puts the blocks away. **Suggests:** Escape
2. **A:** Mother is on the phone and not attending to Lena. **B:** Lena yells "Mom!" four times. **C:** Mother ends the call and talks with her. **Suggests:** Attention
3. **A:** Teacher says "Not right now" to the tablet. **B:** Marcus throws his shoe. **C:** Teacher hands him the tablet. **Suggests:** Access to tangibles

4. Name the procedure

1. Positive reinforcement
2. Negative reinforcement
3. Negative punishment
4. Positive punishment
5. Positive reinforcement. The scolding added something and behavior went up.

5. Name the schedule

1. FR 5
2. VR 4 (the average of 2, 6 and 4)
3. FI 5 minutes
4. Fixed time (FT 5 minutes), as in NCR. No response is required, so it is not FI.

2:10 and 4:30. The first response after 2:00 is 2:10, so the next interval runs to 4:10. The next response after that is 4:30.

6. What earns the reinforcer?

DRA: A specific alternative behavior
DRI: A behavior that cannot happen at the same time as the problem behavior
DRO: An interval with no problem behavior
DRL: A lower rate of the behavior
FCT: A communication response that earns the same reinforcer
NCR: Nothing. The reinforcer comes on a time schedule.

7. Read the graphs

A: extinction burst. **B:** decreasing trend as extinction takes hold. **C:** spontaneous recovery, a brief return after the break.

1. Increasing trend. Progress, because the goal is to increase.
2. No clear trend, with high variability. Not clearly good news, so report it to your supervisor.
3. Increasing trend. Getting worse, so report it to your supervisor.

8. Rewrite it (sample answers)

1. Jae pushed the worksheet away 3 times and completed 2 of 10 problems.
2. Mother reported that her child cried at bedtime on 3 nights this week.
3. Sam hit the RBT's arm 2 times. Each time the RBT had just turned away to write data.
4. Lily completed 8 of 10 trials independently.
5. Kai cried and lay on the floor for about 6 minutes after the tablet was removed.

8. What do you do?

1. Thank them, decline (it is over the $10 limit), and tell your supervisor.
2. Politely decline, because it adds a second role, and tell your supervisor.
3. Share nothing, not even that the child is your client. Refer the request to your supervisor.
4. Contact your supervisor now to schedule it. You share responsibility for supervision.
5. Keep running the plan as written and pass the idea to your supervisor.
6. Tell your supervisor before the session and ask for training. Do not try it from the written steps.
7. Keep it off your personal accounts, even with permission, and let your supervisor know.
8. Refer them to the prescriber and report what they told you to your supervisor.

FLASHCARDS · FOLD DOWN THE DASHED LINE

Quiz yourself anywhere

Print these pages, fold along the center line so the answers are hidden, and say each answer out loud before you check it.

Question	Answer
A.1 **Latency vs. IRT: what starts the clock for each?**	Latency starts at a stimulus, such as an instruction. IRT starts at the end of the previous response.
A.1 **Latency vs. duration: what does each one time?**	Latency times the wait from an instruction or other cue to the start of the response. Duration times the response itself, from onset to offset.
A.2 **Partial-interval vs. whole-interval: what phrase in a question signals each?**	"At any time" during the interval signals partial-interval. "Throughout the entire interval" signals whole-interval.
A.4 **A learner was absent. Plot a zero or leave no data point?**	Leave no data point. A zero means the session happened and the behavior did not occur.
A.6 **Rate vs. mean duration: what goes in the denominator?**	Rate divides the count by observation time. Mean duration divides total duration by the number of episodes.
A.7 **Trend vs. level: what does each describe?**	Trend: which way the data are going over time. Level: where the data sit on the y-axis, often summarized by the phase's average.
A.8 **Unreliable data vs. poor procedural fidelity: what goes wrong?**	Unreliable data: a measurement problem; the record cannot be trusted to show what happened. Poor fidelity: an implementation problem; the plan was not run as written.
B.1 **MSWO vs. MSW: what happens to the chosen item?**	MSWO (without replacement): the chosen item is removed from the array. MSW (with replacement): the chosen item goes back in, and unchosen items are swapped for new ones.
B.1 **Preferred item vs. reinforcer: what is the difference?**	A preferred item is one the learner chooses often. It is a reinforcer only if behavior increases when the item follows that behavior.
B.2 **Curriculum-based vs. developmental assessment: what is each compared to?**	Curriculum-based: a specific curriculum's skill list and mastery criteria. Developmental: milestones, in the order and at the ages children typically reach them.
B.3 **FA test condition vs. control (play) condition: what is the difference?**	Test: checks one suspected reinforcer, such as attention after problem behavior. Control (play): attention and items are free, no demands, so behavior should stay low.
C.1 **Continuous vs. intermittent reinforcement: when is each typically used?**	Continuous (every correct response) to teach a new skill. Intermittent (only some responses) to maintain a learned skill and make it more resistant to extinction.
C.1 **Fixed ratio vs. variable ratio: what is the difference?**	Fixed ratio: reinforce after a set number of responses (FR 3 = every 3rd). Variable ratio: after a number that changes around an average (VR 3 = every 3rd on average).
C.2 **Conditioned vs. unconditioned reinforcer: what is the key difference?**	Learning history. Conditioned reinforcers gain their value through pairing; unconditioned reinforcers work because of biology, with no pairing needed.

Question	Answer
C.3 **Prompt vs. consequence in a discrete trial: what is the difference?**	A prompt is help given before the learner responds; a consequence follows the response.
C.4 **Incidental teaching vs. DTT: what starts each learning opportunity?**	Incidental teaching: the learner initiates toward something they want. DTT: the instructor presents an instruction on an adult-chosen target.
C.5 **Forward vs. backward chaining: which step is taught first?**	Forward chaining teaches the first step first. Backward chaining teaches the last step first, while earlier steps are completed for or with the learner.
C.5 **Total-task vs. backward chaining: which steps are taught each trial?**	Total-task: all steps every trial, prompting any not yet independent. Backward: one step at a time from the end; earlier steps are done for or with the learner.
C.6 **SD vs. S-delta (SΔ): how do they differ?**	SD: the response has been reinforced in its presence, so it becomes more likely. S-delta: the response has not been reinforced there, so it becomes less likely.
C.7 **Response prompt vs. stimulus prompt: what is the difference?**	A response prompt acts on the response itself (verbal, model, or physical help). A stimulus prompt changes or adds to the materials (size, color, position).
C.7 **Constant vs. progressive time delay?**	Both start with 0-second trials. Constant then uses one fixed delay (e.g., 4 s) on every trial; progressive lengthens the delay gradually (1 s, 2 s, 3 s...).
C.7 **Least-to-most vs. most-to-least prompting?**	Ask what comes first on a trial. Least-to-most: little or no help, with more added only if needed. Most-to-least: the most help first, reduced across sessions.
C.8 **Stimulus vs. response generalization: what is the difference?**	Stimulus: the trained response occurs with new people, places, or materials. Response: a new, untaught response form does the same job.
C.9 **Maintenance vs. generalization: what is the key difference?**	Maintenance: the skill lasts over time after teaching ends. Generalization: the skill occurs under new conditions, such as new people, places, or materials.
C.10 **Shaping vs. chaining**	Shaping gradually changes one behavior toward a goal. Chaining links separate steps of a task analysis into one routine.
C.10 **Shaping vs. prompt fading**	Shaping changes the response itself. Prompt fading keeps the full response and gradually reduces the help given before it.
C.11 **Token vs. backup reinforcer: what is the difference?**	A token is delivered right after the target behavior and has learned value. A backup reinforcer is what the token is later traded for, and gives the token its value.
D.1 **Function vs. topography: what is the difference?**	Topography is what a behavior looks like. Function is the consequence that keeps it going. The same topography can serve different functions.
D.1 **Escape vs. avoidance: what is the difference?**	Escape ends something unpleasant that is already happening. Avoidance prevents or postpones it before it starts. Both are negative reinforcement.
D.2 **NCR vs. DRO: what is the difference?**	NCR delivers the reinforcer when time passes, no matter what the learner does. DRO delivers it only if problem behavior did not occur during the interval.

Question	Answer
D.2 **Fixed-time (FT) vs. fixed-interval (FI) schedule?**	FT: the reinforcer comes when the set time passes, with no response needed (used in NCR). FI: the first response after the set time is reinforced.
D.3 **DRA vs. DRI: what is the difference?**	Both reinforce a replacement behavior. In DRI, the replacement physically cannot occur at the same time as the problem behavior; in DRA, it could.
D.3 **DRO vs. DRL: what is the goal of each?**	DRO aims for zero occurrences of the behavior. DRL aims for a lower but still acceptable rate of the behavior.
D.3 **DRA vs. DRO: what earns the reinforcer?**	DRA: doing a specific replacement behavior. DRO: a set interval passing without the problem behavior, whatever else the learner does.
D.4 **Planned ignoring vs. extinction: when are they the same?**	Only when attention maintains the behavior. Planned ignoring withholds attention; extinction withholds whatever reinforcer maintains the behavior.
D.4 **Extinction burst vs. spontaneous recovery: how do you tell them apart?**	Burst: behavior temporarily increases soon after extinction starts. Spontaneous recovery: behavior that had already decreased briefly returns after a break.
D.5 **Positive punishment vs. negative punishment?**	Positive punishment adds a stimulus after the behavior; negative punishment removes one. In both, the behavior decreases.
D.5 **Negative punishment vs. negative reinforcement?**	Both remove a stimulus. Negative reinforcement removes something aversive and behavior increases; negative punishment removes a reinforcer and behavior decreases.
D.6 **Spontaneous recovery vs. resurgence: what triggers the old behavior's return?**	Spontaneous recovery: time passing while extinction is still in place. Resurgence: a newer replacement behavior stops being reinforced.
D.7 **Crisis procedure vs. behavior-reduction procedure: what is the difference?**	A crisis procedure keeps people safe right now. A behavior-reduction procedure changes behavior over time. Crisis steps are not a treatment or a consequence.
E.1 **Relaying a suggestion vs. acting on it: which is the RBT's job?**	Relaying is the RBT's job. Acting on it is a plan change, and only the supervisor decides plan changes.
E.2 **Urgent vs. routine: what one question sorts them?**	Ask: does it affect safety, the data, or how you run your next session? Yes: urgent. No, such as general feedback or ideas: routine.
E.3 **Reporting a health observation vs. giving medical advice**	Reporting: describing what you saw or were told to your supervisor. Medical advice: suggesting diagnoses, medications, or doses, which is outside the RBT role.
E.4 **Correcting a note vs. falsifying a note**	Correcting fixes a real error with a visible, dated trail. Falsifying records something that didn't happen, such as extra minutes or a skipped program marked as run.
E.4 **Objective description vs. subjective statement: what's the quick test?**	Could a stranger watching a video of the session confirm the entry? Yes: objective description. No: subjective statement, however professional it sounds.
F.2 **Scope of practice vs. competence**	Scope: the tasks the RBT role allows. Competence: the tasks you personally have been trained and checked on. A task must pass both tests.

Question	Answer
F.3 Experienced colleague vs. qualified supervisor: whose time counts as supervision?	Credentials, not experience: only someone who meets the BACB's supervisor requirements provides supervision that counts. Seniority or a lead title never qualifies.
F.4 Procedural fidelity vs. interobserver agreement (IOA)	Fidelity: how accurately staff carry out a procedure as written. IOA: how closely two observers' records of the same behavior match.
F.5 Sharing within the team vs. disclosing outside it: what does each require?	Sharing with team members: a need to know and a secure channel. Disclosing to outsiders: written consent, unless the law requires or permits it.
F.6 "Registered Behavior Technician" vs. "behavior analyst": which title can an RBT use?	Only Registered Behavior Technician (RBT), while the credential is active. "Behavior analyst" misrepresents the credential.
F.7 Being friendly with a family vs. being friends with a family	Friendly means warm, respectful rapport within your professional role. Friends means a personal relationship outside that role, which is a multiple relationship.
F.8 Ethics code limit vs. stricter agency policy: which do you follow?	The stricter one. The ethics code is a minimum standard, so an agency ban on all gifts still applies to you.
F.9 Accepting corrective feedback vs. just agreeing with it?	Accepting shows up as changed behavior at the next opportunity. Just agreeing ("Okay, got it") is words alone, with nothing done differently.
F.10 Honoring a household custom vs. a request to change the plan?	Honor a custom that leaves goals, procedures, and materials unchanged. A request that would change the plan goes to your supervisor first.

KEEP GOING

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