Praxis Learn

RBT NEW-HIRE STARTER PACK

Welcome to the team. Here is your path to RBT.

What the RBT credential takes, a four-week study plan that fits around work, the words you will hear on day one, and how a session day runs.

FILL IN WITH YOUR SUPERVISOR

Clinic _____

Your name _____

Your supervisor _____

How to reach them _____

Start date _____

Target exam date _____

The path
Training, competency assessment, the exam

4 weeks
A study plan for people who work full days

35 words
The vocabulary of your first week

Session days
Before, during and after, plus supervision

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START HERE

The path to RBT

A Registered Behavior Technician delivers ABA services under the close, ongoing supervision of a qualified supervisor. Here is how you get there.

1. **Meet the basics**
   Be at least 18, with a high-school education, and pass the criminal background and abuse-registry checks no more than 180 days before you apply.
2. **Complete the 40-hour training**
   Training that follows the BACB's 2026 curriculum. It takes at least 5 and at most 180 days. Your clinic may provide it.
3. **Pass the Initial Competency Assessment**
   A qualified assessor observes you performing RBT tasks and checks each one. It comes after the training and no more than 90 days before you apply.
4. **Apply to the BACB, then take the exam**
   85 questions (75 scored, 10 unscored), 90 minutes, 4 options each. Computer-based, in person at Pearson VUE test centers. Pass or fail against a set cut score.
5. **Work under ongoing supervision**
   Every month, for as long as you practice. Never on your own. Your certification stays inactive until your supervisor adds you in the BACB portal.
6. **Renew every 2 years**
   Under the 2026 requirements, renewal is a 2-year cycle with 12 hours of professional development (PDUs). Supervision does not count toward them.

What the exam covers: RBT Test Content Outline (3rd ed.)

Domain	Scored questions	Tasks
A. Data Collection and Graphing	13	8
B. Behavior Assessment	8	3
C. Behavior Acquisition	19	11
D. Behavior Reduction	14	7
E. Documentation and Reporting	10	4
F. Ethics	11	10

How to use this pack

1. **Fill in the cover with your supervisor**
   Agree on a target exam date that fits your training and competency assessment.
2. **Start the study plan in your first week**
   Take the free starter mock on day one, then follow pages 3 and 4.
3. **Keep the vocabulary and session pages close**
   Pages 5 to 8 cover the words, routines and rules you need from your first session.
4. **Check in every week**
   Bring your supervision log and practice scores. Your supervisor tracks your progress on page 9.

Requirements change. Check the RBT Handbook on bacb.com for current eligibility, fees and deadlines. If anything here differs from it, the handbook is right.

STUDY PLAN

A four-week study plan

About 30 minutes on workdays: two or three short lessons and a few practice questions. The order follows what you do on the job: data and notes first, then teaching, then behavior plans, then ethics.

Week 1 Data Collection and Graphing and Documentation and Reporting

12 lessons · about 87 min of reading

- ☐ **Mon:** lessons A.1, A.2, A.3 (21 min), then 10 practice questions
- ☐ **Tue:** lessons A.4, A.5, A.6 (24 min), then 10 practice questions
- ☐ **Wed:** lessons A.7, A.8 (14 min), then 10 practice questions
- ☐ **Thu:** lessons E.1, E.2 (14 min), then 10 practice questions
- ☐ **Fri:** lessons E.3, E.4 (14 min), then 10 practice questions
- ☐ **Weekend:** Flashcards for Domains A and E, then 20 practice questions. Do the rate, duration and percentage math by hand.

My practice score this week: _____ % Weakest domain: _____ Supervisor initials: _____

Week 2 Behavior Acquisition

11 lessons · about 84 min of reading

- ☐ **Mon:** lessons C.1, C.2, C.3 (23 min), then 10 practice questions
- ☐ **Tue:** lessons C.4, C.5 (15 min), then 10 practice questions
- ☐ **Wed:** lessons C.6, C.7 (16 min), then 10 practice questions
- ☐ **Thu:** lessons C.8, C.9 (14 min), then 10 practice questions
- ☐ **Fri:** lessons C.10, C.11 (16 min), then 10 practice questions
- ☐ **Weekend:** Flashcards for Domain C, then 20 practice questions. For each procedure, write one example from your own sessions.

My practice score this week: _____ % Weakest domain: _____ Supervisor initials: _____

Before you start

- Every lesson is free to read at **praxisnotes.com/learn/rbt**. Each one ends with a quick check.
- Take the free starter mock at **praxisnotes.com/learn/practice-exams/rbt** on day one, without notes. It shows where you start.
- Habits that help: test yourself before you reread, keep one line of notes per task code, and ask your supervisor to quiz you on real programs.

STUDY PLAN

Weeks 3 and 4

Week 3 Behavior Reduction and Behavior Assessment

10 lessons · about 78 min of reading

- [ ] **Mon:** lessons D.1, D.2 (16 min), then 10 practice questions
- [ ] **Tue:** lessons D.3, D.4 (16 min), then 10 practice questions
- [ ] **Wed:** lessons D.5, D.6 (16 min), then 10 practice questions
- [ ] **Thu:** lessons D.7, B.1 (15 min), then 10 practice questions
- [ ] **Fri:** lessons B.2, B.3 (15 min), then 10 practice questions
- [ ] **Weekend:** Flashcards for Domains D and B, then 20 practice questions. Ask your supervisor to walk you through one real behavior plan.

My practice score this week: _____ % Weakest domain: _____ Supervisor initials: _____

Week 4 Ethics

10 lessons · about 73 min of reading

- [ ] **Mon:** lessons F.1, F.2 (15 min), then 10 practice questions
- [ ] **Tue:** lessons F.3, F.4 (15 min), then 10 practice questions
- [ ] **Wed:** lessons F.5, F.6 (14 min), then 10 practice questions
- [ ] **Thu:** lessons F.7, F.8 (13 min), then 10 practice questions
- [ ] **Fri:** lessons F.9, F.10 (16 min), then 10 practice questions
- [ ] **Weekend:** Take the full mock exam in one sitting. Review every miss, then reread the lessons for your two lowest domains.

My practice score this week: _____ % Weakest domain: _____ Supervisor initials: _____

After week 4

- Keep doing 20 practice questions a day, mixed across all six domains, until your exam.
- Spend extra time on Behavior Acquisition and Behavior Reduction: together they are 33 of the 75 scored questions.
- Practice scores are estimates. They cannot promise an exam result, but a steady weak domain tells you where to study.

On exam day

- 85 questions in 90 minutes is about 1.1 minutes each, so keep moving.
- Every question has 4 options and one correct answer. 10 of the 85 are unscored pilot questions.
- In ethics and role questions, the best answer is usually honest, keeps you inside the RBT role and involves your supervisor.
- If you do not pass, you get feedback by task. Use it to choose which lessons to reread.

VOCABULARY

Words you will hear in week one

Plain definitions from the Praxis Learn glossary. Every term has a full page with examples at **praxisnotes.com/learn/glossary**.

BEHAVIOR AND WHAT SURROUNDS IT

Behavior
The activity of a living organism; the part of its interaction with the environment that involves movement. If a dead person could do it, it is not behavior.

Antecedent
An antecedent is an environmental condition or stimulus change that exists or occurs before a behavior, usually right before it. It can be an instruction, a person arriving, a material, a sound or a change in the setting.

Consequence
A consequence is a stimulus change that follows a behavior. When it changes how often the behavior happens later, it functions as a reinforcer or punisher; otherwise it is simply what happened next.

Topography
Topography is the physical form of a behavior: what it looks or sounds like, such as “strikes the table with an open palm.” It describes how the response is made, not why or how often.

Operational definition
A description of a target behavior in observable, measurable terms, including what counts, what does not, and when an episode starts and ends, so that different observers identify and record each instance the same way.

Function of behavior
The reinforcing consequence that maintains a behavior, that is, why it keeps occurring. Common functions are attention, access to tangibles, escape or avoidance, and automatic reinforcement.

TAKING DATA

Frequency
The number of times a behavior occurs during an observation, also called a count. Some textbooks use “frequency” to mean rate (count per unit of time), so check how a question uses the word.

Rate
A count divided by the observation time, such as responses per minute or per hour. Rate makes sessions of different lengths comparable.

Duration
How long a behavior lasts, from onset to offset. It can be reported as total duration per session or as mean duration per occurrence.

Latency
The time from the onset of a stimulus, such as an instruction, to the start of the response.

ABC recording
A descriptive assessment method in which the observer records the antecedent, the behavior, and the consequence for occurrences of a target behavior, either with a checklist of preset codes (ABC continuous recording) or as open-ended notes (ABC narrative recording).

TEACHING SKILLS

Reinforcement
A process in which a consequence that follows a behavior makes that behavior more likely in similar situations later. It is defined by its effect on future behavior, not by how pleasant the consequence seems.

Positive reinforcement
A stimulus is added (or made stronger) right after a behavior, and as a result the behavior occurs more often in the future. The added stimulus is a positive reinforcer (SR+).

Negative reinforcement
A stimulus is removed, reduced, or postponed right after a behavior, and the behavior occurs more often in the future. Escape and avoidance are both forms of negative reinforcement.

Prompt
Added help, given with or after the instruction, before or during the response, that makes a correct response more likely while a skill is being learned. Prompts are planned to be faded.

Prompt fading
Prompt fading is the planned, gradual reduction of prompts, such as their intensity, type, timing or size, until the learner responds to the natural cue without it.

Discrete-trial teaching
An adult-led teaching method that presents a skill in brief, repeated trials, each with a clear start and finish: an instruction (SD), sometimes a prompt, the learner’s response, a consequence, and a short intertrial interval.

Natural environment teaching
Natural environment teaching (NET) is teaching skills inside a learner’s usual activities, routines and settings, using what the learner currently wants and the consequences that naturally follow.

VOCABULARY

Words for behavior plans and your role

PROGRAMS AND TOOLS

Task analysis
Breaking a complex skill into a written list of individual, teachable steps in the order they are performed. The list is used to teach the skill as a chain and to measure which steps the learner can do.

Mastery criterion
A mastery criterion is a performance standard, set in advance, that a learner or trainee must meet before a skill counts as learned, such as a percentage correct held across a set number of consecutive sessions.

Token economy
A reinforcement system in which a person earns tokens (points, stickers, chips) for specified behaviors and later exchanges them for backup reinforcers. Through that exchange, the tokens become conditioned reinforcers.

Preference assessment
A structured way to identify the items or activities a person prefers and rank them, so the most preferred ones can be tested and used as reinforcers.

BEHAVIOR PLANS

Extinction
No longer delivering the reinforcer that has maintained a behavior, so the behavior decreases over time. To work, the procedure must withhold the specific reinforcer identified by the behavior's function.

Extinction burst
A temporary increase in the frequency, duration, or intensity of a behavior soon after extinction begins. New or more varied forms of the behavior may also appear.

Replacement behavior
An appropriate behavior taught to serve the same function as a problem behavior, so the person can get the same reinforcer in an acceptable way.

Functional communication training
A form of DRA that teaches a communication response, such as a word, sign, picture card, or device button, that produces the same reinforcer the problem behavior did, while the problem behavior no longer produces it.

Punishment
A process in which a consequence following a response makes similar responses less likely in the future. It is defined by its effect, not by how unpleasant it seems.

YOUR ROLE

Procedural integrity
The extent to which an intervention is carried out as planned and described, with no unplanned procedures added. Also called treatment integrity, treatment fidelity, or procedural fidelity.

Ongoing supervision
Regular, continuing oversight of an RBT's work by a qualified supervisor, required for as long as the RBT practices.

Qualified supervisor
A BCBA or BCaBA who meets the BACB's requirements to supervise RBTs, including the required supervisor training.

Scope of practice
The range of activities a role, credential, or license allows a person to perform, set by certification requirements, laws, regulations, and employer policy.

Confidentiality
The professional duty to protect information learned through work with a client and to share it only as allowed by consent, law, and policy.

Session note
A session note is a written record of one service session that describes what was done and how the client responded, in observable terms. It is part of the clinical record.

Crisis plan
Written, step-by-step directions for keeping people safe when a crisis happens; part of the client's plan or agency policy, not designed by the RBT.

Incident report
An objective written account of what happened, what staff did, any injuries, and who was notified.

Words your clinic uses

Program, form or abbreviation	What it means here (ask your supervisor)

SESSION DAYS

How a session day runs

Your supervisor writes the plan. Your job is to run it as written, record what happens, and tell your supervisor what you see.

Before

- ☐ Read the plan for each target: the procedure, the prompt level, the reinforcer and the measure.
- ☐ Know the client's crisis plan, medical information, emergency contacts and exits.
- ☐ Have materials ready, check what the learner wants right now, and get their attention before the first instruction.
- ☐ Not trained on something in the plan? Tell your supervisor **before** the session.

During

- ☐ Run the plan as written. Never change something "just for today"; ask first.
- ☐ Reinforce right away, only after the target behavior, in the planned amount.
- ☐ Record as it happens: tally, start and stop timers in the moment, using the behavior's definition.
- ☐ Record the prompt level on each trial.
- ☐ Safety comes first. Use the least intrusive step in the crisis plan that keeps people safe. Never leave a client unsupervised.

After

- ☐ Enter data promptly and exactly as recorded. Check the date, target and units.
- ☐ Correct mistakes so the original stays visible. Never erase, delete or backdate.
- ☐ Write an objective session note on time, for your own session only.
- ☐ Pass on caregiver concerns, and changes in health, medication, sleep or routine, to your supervisor promptly, often the same day.

Write it so a stranger could check it

Not this	This
Noah had a meltdown during cleanup.	At 10:15, after the instruction "clean up," Noah dropped to the floor and screamed for about 2 minutes. RBT followed the plan; Noah put away 5 blocks after a gestural prompt.
Jaylen was lazy with chores.	Jaylen folded 4 of 10 towels independently; he folded the remaining 6 with verbal prompts.
Rosa was happy today.	Rosa smiled and said "I like this song" twice during music group.
Sam didn't sleep last night.	Caregiver reported that Sam "didn't sleep" last night.

Who decides what

You, the RBT	Your supervisor
Run the plan as written	Writes and changes the plan
Record and enter data accurately	Decides what the data mean
Pass on concerns and suggestions from caregivers and the team	Decides whether anything changes
Report illness, medication and other changes	Decides how the program responds; medical questions go to medical providers
In an emergency, follow the crisis plan, then report right away	Reviews the incident report and the plan

SUPERVISION AND ETHICS

Supervision and ethics basics

You never practice on your own. Supervision protects your clients, and it protects you.

Every calendar month, at least

- Supervision equal to **5% of the hours** you provide services. 140 hours of services means at least 7 hours of supervision.
- **Two face-to-face, real-time contacts** with your supervisor, in person or by live video. At least one must be individual; the other may be a small group of up to 10 RBTs.
- **One observation** of you working with a client.
- Each month stands alone: extra hours do not carry over. You share responsibility for making it happen.
- If you lose your supervisor and nobody qualified replaces them, pause services and contact your organization.

What good supervision looks like

- Your supervisor watches you work with clients, not only your paperwork.
- New skills are taught with instructions, a model, practice and feedback, until you perform them correctly.
- Feedback is specific and comes soon after the observation. Listen to all of it, ask questions, and use it at the next chance.
- Bring your data and a specific question. Repeat the direction back, and write it down.

Quick ethics rules

- **Gifts:** worth $10 US or less, in either direction, with a client, stakeholder or supervisor, and only as a thank-you. Your clinic's rule may be stricter.
- **Privacy:** talk about clients only with the team, in private, through approved channels. Confirming someone is a client is a disclosure.
- **Social media:** no client names, photos, videos or stories on social media or websites, even with a caregiver's permission. Send any marketing or media request to your supervisor.
- **Second roles:** turn down babysitting, private sessions and friend requests from families. If one exists, tell your supervisor right away and document it.
- **Your title:** you are an RBT working under supervision, not a behavior analyst.

> When you are not sure, the best answer is usually honest, keeps you inside the RBT role, and tells your supervisor.

My supervision log

Month	Service hours	Supervision hours (5% min.)	Individual contact date	Second contact date	Observed with a client on

FOR THE SUPERVISOR

How to track your new hire's readiness

Ten minutes a week is enough. Use the table below, and pair it with what you see in session observations.

Week	Lessons done	Ready Score and weakest domain	Seen in session this week	Next step	Initials
Week 1					
Week 2					
Week 3					
Week 4					

In each weekly check-in

- ☐ Ask your hire to show you their Ready Score and mastery map in Praxis Learn, and name their weakest domain.
- ☐ Ask them to explain one procedure from a client's plan in their own words, with an example from a session.
- ☐ Watch for the skills that only show in session: data taken in the moment, prompts delivered as written, objective notes.
- ☐ Pick one lesson for next week based on what you saw, not only on the score.

Give every hire a free Praxis Learn account

- Every lesson, for both exams
- Unlimited flashcards and fluency sprints
- 20 practice questions a day
- 1 full mock exam a month
- Unlimited 25-question quick mocks
- Your Ready Score, mastery map, streaks and XP

praxisnotes.com/learn/sign-up

Free plan, no card needed.

Scan to sign up

Scan to get the app
Same account. Your progress is already there.

Training a group? Clinic seats are coming. Email support@praxisnotes.com and tell us about your team.

Readiness scores and practice results are estimates. They can't guarantee an exam outcome. Praxis Learn is exam preparation. It does not replace the 40-hour training, the competency assessment or your supervision.

KEEP GOING

Free resources

praxisnotes.com/learn/rbt/task-list	Every task on the RBT exam outline, each linked to its free lesson
praxisnotes.com/learn/practice-exams/rbt	A free 20-question starter mock, weighted like the real exam. Start without an account.
praxisnotes.com/learn/glossary	Plain-language definitions of ABA terms, with examples
praxisnotes.com/learn/sign-up	Your free account: practice questions, flashcards and progress by domain

Official sources

The BACB publishes the RBT Handbook, the RBT Test Content Outline (3rd ed.) and the RBT Ethics Code at bacb.com. If anything in this pack differs from them, they are right.

Found a mistake?

Tell us at support@praxisnotes.com and we will fix it in the next update.

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