RBT EXAM
STUDY STARTER KIT

OVERVIEW

To get you started on your journey as a Registered Behavior Technician (RBT), Hopebridge Autism Therapy Centers created a starter kit of study tools. These sample materials include a glossary of key terms, flash cards and mock exam questions intended to support your training and prepare you for the RBT exam.

HERE'S TO THE BEGINNING OF YOUR NEW MEANINGFUL CAREER!

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RBT TRAINING GLOSSARY

ABC: antecedent – behavior – consequence. Also known as the 3-term contingency.

Abolishing Operation: can decrease reinforcer effectiveness. Usually associated with satiation.

Acquisition: A target that is in the process of being taught. This behavior is not yet a known skill.

Antecedent Interventions: recognizing environmental factors that can attribute to problematic behavior and making changes necessary to promote appropriate behavior and reduce possible triggers for maladaptive.

Antecedent: events that occur before a behavior.

Backward Chaining: Teaching skill steps one at a time from the last step to the first and prompting all steps before the step being taught. Reinforcement after teaching step and at the end of the task.

Behavior Intervention Plan: once the function of behavior has been determined, BIPs are used for antecedent strategies, responding to maladaptive behavior, teaching replacement behavior and what interventions to use, both verbal and physical.

Behavior Skills Training: procedure consisting of instruction, modeling, behavioral rehearsal, and feedback that is used to teach new behaviors or skills. Instructions, model, rehearsal, feedback.

Behavior: anything a person does that can be observed and measured. 4 Functions:

1. Automatic/sensory: providing self-stimulation and is automatically reinforced;

2. Escape: avoiding or escaping a demand or undesirable task;

3. Attention: can be socially mediated and seeks attention in any way from others;

4. Access: tangible, wanting a preferred item.

Chaining: Used to teach multi-step skills in which the steps involved are defined through task analysis. Each separate step is taught to link together the total "chain." Can be done either by backward, forward, or total task analyses.

Consequence: something that follows a behavior.

Continuous Measurement: records every single occurrence of a behavior. Examples include frequency, duration, rate, and per opportunity.

Continuous reinforcement: the target behavior occurs and is reinforced after every occurrence.

Deprivation: not having something often enough and in return increases the effectiveness of it when used as a reinforcer.

Differential Reinforcement (3 Types): A procedure in which one behavior is reinforced while other behaviors are extinguished.

- DRI (Differential Reinforcement of INCOMPATIBLE behaviors): Reinforce behavior incompatible with an undesirable behavior. **Example: Reinforce Johnny for writing his name appropriately rather than tapping his pencil;**

- DRA (Differential Reinforcement of ALTERNATIVE behaviors): Reinforce behavior that is an appropriate alternative(replacement) for the undesirable behavior; **Example: Reinforce Annie when she asks for a break instead of yelling to get out of work;**

- DRO (Differential Reinforcement of OTHER behaviors): Reinforce any other behavior other than the undesirable behavior; **Example: Reinforce Luke with a gummy every 5 minutes he does not engage in crying.**

Discontinuous Measurement: used to measure some instances of behavior but not all. Typically associated with partial and whole interval recording and momentary time sampling.

Discrete Trial: learning opportunity initiated and controlled by the teacher in which the correct response will be reinforced. This also is breaking a skill into smaller parts and teaching it while using reinforcement. Allows for presentation of many learning opportunities in a short amount of time. Following the 3-term contingency.

Discrimination Training: the procedure in which a behavior is reinforced in the presence of one stimulus and extinguished in the presence of another stimulus. Assists with learning how to respond in different environments or different conditions. Allows the client to learn the differences between stimuli.

Discriminative Stimulus (Sd): a cue that signals reinforcement is available if the subject makes a particular response (Demand or Instruction).

Dual Relationship: situation where multiple roles exist between a therapist and a parent or client. Dual relationships are also referred to as multiple relationships.

Duration: the amount of time that someone engages in a behavior.

Echoic: verbal imitation; repeating the speaker.

Error Correction: ECTER. When a client makes a mistake on a target that has been previously mastered, do NOT acknowledge the mistake. Re-present the trial and be ready to prompt to get a correct answer. Follow the steps for ECTER:

1. Error - child touches car when prompted to touch bike

2. Correction - represent the Sd with prompt

3. Transfer - represent the Sd without a prompt

4. Expand - place easy/mastered demands

5. Return - return to Sd of incorrect response: "touch bike" reinforcement is provided for correct response.

Errorless Teaching: prompt the correct response as soon as you give the Sd. Essentially, you are not giving the client a chance to make an error.

Establishing Operation: increases the current effectiveness of a stimulus. Usually deprivation is associated with this operation.

Ethics: Must follow the BACB's code of ethics. Failure to follow the mandatory code of ethics can lead to loss of employment and certification. Please review the Code of Ethics outline.

Expressive Language: the ability to communicate. This is the ability to express one's thoughts, ideas, wants, and needs. Identifying and labeling the objects in the environment, putting words together to form sentences, describing events and actions, answering questions and making requests are all examples of expressive language skills.

Extinction: The withholding of reinforcement for a previously reinforced behavior, resulting in reduction of that behavior.

Extinction Burst: The increase in frequency and/or intensity of behavior in the early stages of extinction.

Fixed Interval (FI): this schedule of reinforcement is used for a set amount of time.

Fixed Ratio (FR): this schedule of reinforcement is used for a set amount of responses.

Forward Chaining: Teaching skill steps one at a time from the first step to the last and prompting all steps after the step being taught. Reinforcement after teaching step and at the end of the task.

Frequency: the amount of times, or count, a behavior or response happens.

Functional Behavioral Assessment: This is the process by which behavioral interventions are created. An FBA is intended to determine the function (or the reason for a behavior, and then create an intervention based on that function. A Functional Analysis (FA) involves manipulating the environment to understand the behavior, while a Functional Behavior Assessment involves things like observation, interview, and collecting ABC data.

Functional Relationship: how a person's behaviors change the world around him/her, and how those changes affect the future likelihood on the same behaviors.

Functions of Behavior: Used when determining why an individual engages in certain behavior. ABA identifies 4 functions of a behavior: Escape, Access (tangibles), Attention and Sensory (automatic reinforcement).

Generalization: change occurs when that behavior occurs outside of the learning environment. Generalization can happen across settings, time and across people and exists when the behavior occurs in these various environments.

HIPAA: Health Insurance Portability and Accountability Act: HIPAA provides federal protection for individual health information, including the confidentiality, integrity, and availability of protected information.

Imitation: Copying someone's motor movements.

Incidental Teaching: a teaching technique used in naturally occurring environments and can create natural incidents of learning. Social, communication, play and other forms of interaction.

Instructional Control: developing a history of reinforcing compliance. Placing task demands and other instructions following pairing. (The likelihood that the child will elicit a correct response.)

Intermittent Reinforcement: Schedule of reinforcing some but not all desirable behavior.

Inter-Response Time: The time between two responses given.

Intraverbal: This is a Verbal Behavior term. Basically, intraverbals are building blocks to conversation skills as it's the ability to discuss, describe, or answer a question about something that isn't physically present. Like if someone asks you "What did you do on your vacation?"

Latency: The time between when the Sd is presented, and the response is given.

Listener Responding: Following a direction given. Receptive language goal.

Listener Responding Feature Function Class (LRFFC): used to describe and receptively find an object when given the feature, function or class of that item. Appearance, what it is used for and the category it falls under.

Magnitude: the force or intensity with which a response is emitted.

Maintenance: The ability of a child to demonstrate previously acquired skills over time and durations when reinforcement has been faded.

Mand: asking for something; a request that has motivation.

Measurement: Collecting data on various skills or behaviors.

Momentary Time Sample: looking for a behavior's occurrence during a specific part of the interval and recording if it is occurring at that precise moment. Ex: setting a timer to go off every minute for a 30-minute interval, only checking for behavior and marking it down as the timer goes off.

Motivating Operation: Change in environment that increases or decreases the effectiveness of a given reinforcer. Used with EO or AO.

Natural Environment Teaching: Naturalistic teaching is when the learner initiates a learning opportunity and the reinforcer is a result of the activity or learning opportunity.

Negative Reinforcement: removing a stimulus to increase/strengthen a behavior.

Operational Definition: Definitions of behavior that are measurable, objective and observable.

Pairing: Establishing yourself as a reinforcer or the deliverer of reinforcement while building positive relationship.

Partial Interval Recording: involves checking off an interval if the behavior occurs at ANY point within the interval - even if it only occurred for 1 second. You can use this for self-stimulatory behaviors or behaviors that don't look the same every time. An over exaggeration of the behavior, you use this method to decrease behavior.

Permanent Product: Tangible product or environmental outcome that proves a skill.

Positive Reinforcement: Adding a stimulus to strengthen/increase behavior.

Preference Assessment: Assessment to determine what a child is motivated by.

Primary Reinforcer (unconditioned): Items or activities that are naturally reinforcing.

Principles of Reinforcement: DISC

- Deprivation: The withholding of a stimulus (The more deprived an individual is of a reinforcer, the more effective it will be);
- Immediacy: How quickly a reinforcer is presented after the correct response is emitted (A reinforcer should be delivered immediately following a behavior to make sure you are reinforcing that specific behavior);
- Size: The amount of reinforcement given after a correct response is emitted (must be an appropriate size for the task given, not too much or too little)
- Contingency: If_____ then_____ statement is used to set the expectation for reinforcement to occur (The reinforcement should ONLY be delivered when a desired behavior occurs).

Prompt: form of assistance that you add in order to achieve a desired response or behavior that is not occurring. Used to evoke the correct response so it can be reinforced. Stimulus and Response prompts.

Prompt Hierarchy: level of prompts used from greatest to least or least to greatest.

1. Expressive language hierarchy: full verbal, partial verbal, independent;
2. Receptive language hierarchy: full physical, partial physical, model, gestural, independent.

Prompt Fading: gradually removing prompt levels needed or fading out the intrusiveness.

Punishment: anything that is added or removed after a behavior that decreases it, makes it less likely to happen again.

- Positive Punishment: A stimulus presented after a behavior occurs which decreases the behavior.
- Negative Punishment: A stimulus removed after a behavior occurs which decreases the behavior.

Rate: Ratio of count per observation time (How many times a behavior occurs in a set amount of time).

Reactive Strategies: techniques used in an emergency or crisis situation to gain control of dangerous, out of control behaviors.

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Receptive Language: Receptive is listener behavior and refers to tasks that require a non-vocal action or motor response such as touch, imitation, or pointing.

Reinforcement: anything that is added or removed after a behavior that decreases it, makes it less likely to happen again.

- Positive Reinforcement: A stimulus presented after a behavior occurs which increases the behavior.
- Negative Reinforcement: A stimulus removed after a behavior occurs which increases the behavior.

Replacement Behavior: A behavior you want to replace an unwanted target behavior.

Response Prompt: any prompt that is used in expressive or receptive language such as a gestural, model or verbal prompt.

Role of the RBT: program implementation, data collection, communicating w/ stakeholders, work directly with BCBA and following written program including BIP.

Satiation: When a reinforcer loses its effectiveness due to overuse.

Secondary Reinforcer (conditioned): items or activities that acquire reinforcing properties when paired with primary reinforcers.

Setting Events: The context or circumstance in which an environment-behavior relationship occurs. The event changes the strengths of stimuli and responses involved in an environment-behavior interaction.

Shaping: The process of reinforcing gradual changes in a behavior so the behavior begins to look like the target behavior while no longer reinforcing the previous accepted response.

Skill Acquisition: Developing of new skills, habits, quality.

Spontaneous Recovery: The reappearance of the extinguished behavior after a period without reinforcing the behavior.

Stimulus: anything that elicits a response followed by consequence.

Stimulus Control: precedes the behavior but affects the outcome; has influence over behavior.

Stimulus Control Transfer: A process in which prompts are removed in order to bring the behavior under the control of the Sd and is achieved by prompt fading.

Stimulus Prompt: stimuli that are used to help evoke correct response. Positional cues, environmental, moving items or changing features/color and size/proximity.

Tact: A form of verbal behavior where the speaker sees, hears, smells, tastes something and then comments about it (a Label).

Task Analysis: The process of breaking a skill down into smaller, more manageable components.

Token Economy: a method used to try and reinforce (increase) the frequency of a target behavior.

Topography: the physical form or shape of a behavior.

Total Task Chaining: Teaching behavior chain steps all at once. Reinforcement delivered for independence and at the end of the task.

Variable Interval: this schedule of reinforcement is used for a variable amount of time.

Variable Ratio: this schedule of reinforcement is used for a variable amount of responses.

Whole Interval Recording: Involves checking off an interval if the behavior occurs within the entirety of the interval.

RBT EXAM FLASHCARDS

01 QUESTION

An observation that is broken down into intervals, the interval is only recorded if the behavior occurs throughout the **entire** interval.

01 ANSWER

What is **whole-interval recording?**

02 QUESTION

Kate's mom frequently alters the length of sessions. To adjust for this, when graphing her target behavior, you calculate the occurrences divided by time, converting the data to this **continuous measurement.**

02 ANSWER

What is **rate?**

03 QUESTION

The teacher said point to desk, and 5 seconds later, the client pointed to the desk. This is the term that defines the 5 seconds that passed before the client pointed to the desk.

03 ANSWER

What is **latency?**

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04 QUESTION

Interviews and surveys are considered this type of measurement.

04 ANSWER

What is **indirect measurement?**

05 QUESTION

Every time that Jayden asks for fruit, he receives fruit. Jayden is on this type of **reinforcement schedule?**

05 ANSWER

What is **continuous (FR1)?**

06 QUESTION

Training a skill in multiple environments, with multiple exemplars and incorporating common stimuli, can lead to this.

06 ANSWER

What is **generalization?**

07 QUESTION

Deprivation, immediacy, size, contingency

07 ANSWER

What are **the principles of reinforcement?**

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08 QUESTION

When implementing extinction, it is always wise to plan for this momentary increase in frequency/magnitude of the problem behavior.

08 ANSWER

What is **extinction burst?**

09 QUESTION

A **preference assessment** for an individual who does not have avid decision making skills.

09 ANSWER

What is **force-choice?**

10 QUESTION

In this type of **preference assessment,** the subject is given free access to stimuli and time allocated to each stimulus is measured.

10 ANSWER

What is **free operant?**

11 QUESTION

Clapping, talking, screaming, flapping arms, grabbing items, and smiling.

11 ANSWER

What is **behavior?**

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12 QUESTION

Criterion for a definition.

12 ANSWER

What is **objectivity, clarity, completeness, environment?**

13 QUESTION

About how long should the inter-trial interval in DTT last.

13 ANSWER

What is **3-5 seconds?**

14 QUESTION

"What's this" is a potential Sd for this verbal operant.

14 ANSWER

What is **tact?**

15 QUESTION

Requests for a specific item or activity.

15 ANSWER

What is a **mand?**

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16 QUESTION

When the learner shows an interest in a particular object and attempts to communicate a need based on that object; this is the RBT's response as a communication partner.

16 ANSWER

What is **incidental teaching?**

17 QUESTION

A chaining procedure where the learner is taught all the steps in a chain during each session.

17 ANSWER

What is **backward chaining?**

MOCK EXAM QUESTIONS
FOR RBT EXAM

1. **Define continuous measurement**

2. **What are the main continuous measurements we use? Define them with e.g.**
    a.
    b.
    c.
    d.

3. **Read the following and fill in the blank with what prompt should be recorded:**

    a.   I give the Sd "touch cat" client touches dog. I remove, ignore, replace the array in the same order, give Sd "touch cat" and pull their hand towards the picture of the cat, hold their hand so their index finger is out and assist them in touching the picture of the cat. I recorded _____.

    b.   I recorded _____ because during the LR goal I gave the Sd "clap hands" and I assisted the kiddo by clapping my own hands to show them what I wanted.

    c.   During the "pulling up pants" portion of the task analysis for potty training, I guide the learners forearm so their hand touches their pants then I let go. I record _____.

    d.   I was running echoics today and I had to assist the learner by repeating the whole word slowly and with a lot of very distinct consonant sounds, which is why I recorded _____.

    e.   I recorded _____ because I was running a matching goal, gave the Sd "match" and the client matched the moon picture to the other moon picture.

    f.   During my morning session today I was running an intraverbal goal. The Sd was "twinkle twinkle little _____" and I said "ssss" to assist the learner in giving the correct response "star." Then I recorded _____.

4. **A _____ is something that we do to assess what a learner is motivated for.**

5. **List the 5 types of preference assessments:**
    a.
    b.
    c.
    d.
    e.

    True or false: Collecting ABC data is an example of direct data collection.
    a. True
    b. False

7. **Consider the following scenarios and record ABC data for each:.**

    a. Kiddo has tantruming behavior that lasts 17 minutes after therapist denies access to outside because it is raining. Therapist ignores tantruming behavior and redirects the child to playing with the teeter-totter in gross motor.

A	B	C

    b. Kiddo is reinforced for correctly answering the question "how old are you?"

A	B	C

    c. I did not eat breakfast this morning so by 11:30 I was very hungry. I went to John James and asked him politely for a mini candy bar and he gave me a mini KitKat.

A	B	C

8. **List the four functions of behavior and give an example of each:**

    a.

    b.

    c.

    d.

9. **DTT is discrete because it has a/an _____ and _____.**

    a. Teacher initiated topic, the learner is involved

    b. Readily available stimuli, an end

    c. Beginning, end

    d. Sd, demand.

10. **List three differences between DTT and NET:**

DTT	NET

11. **How might you shape...**

    a.   Sitting in a chair for 5 minutes for a child who does not sit in their chair at all?

    b.   A child saying the word "bunny?"

    c.   Tolerance of new food items?

12. **List three do's and three don'ts of the token system:**

Do's	Don'ts

13. **Give two examples of this system in the real world.**

    a.

    b.

14. **How often would you reinforce a...**

    a.   VI-6?

    b.   FR-2?

    c.   VR-4?

    d.   FI-1?

15. Assume Jake is on a FR3, and you've done a preference assessment which told you he wants to work for gummies. **Mark the table with a check mark at the point where he should receive a gummy.**

|	Trial 1	Trial 2	Trial 3	Trial 4	Trial 5	Trial 6	Trial 7
Prompt	Verbal	Model	Independent	Independent	Partial Physical	Independent	Full physical

16. What is the difference between abolishing and establishing operations?

17. When we no longer provide reinforcement for something that was previously reinforced this is called:
    a. Extinction
    b. Extinguish burst
    c. Extinction burst
    d. Extermination

18. Label and define the portions of the graph as they pertain to extinction.
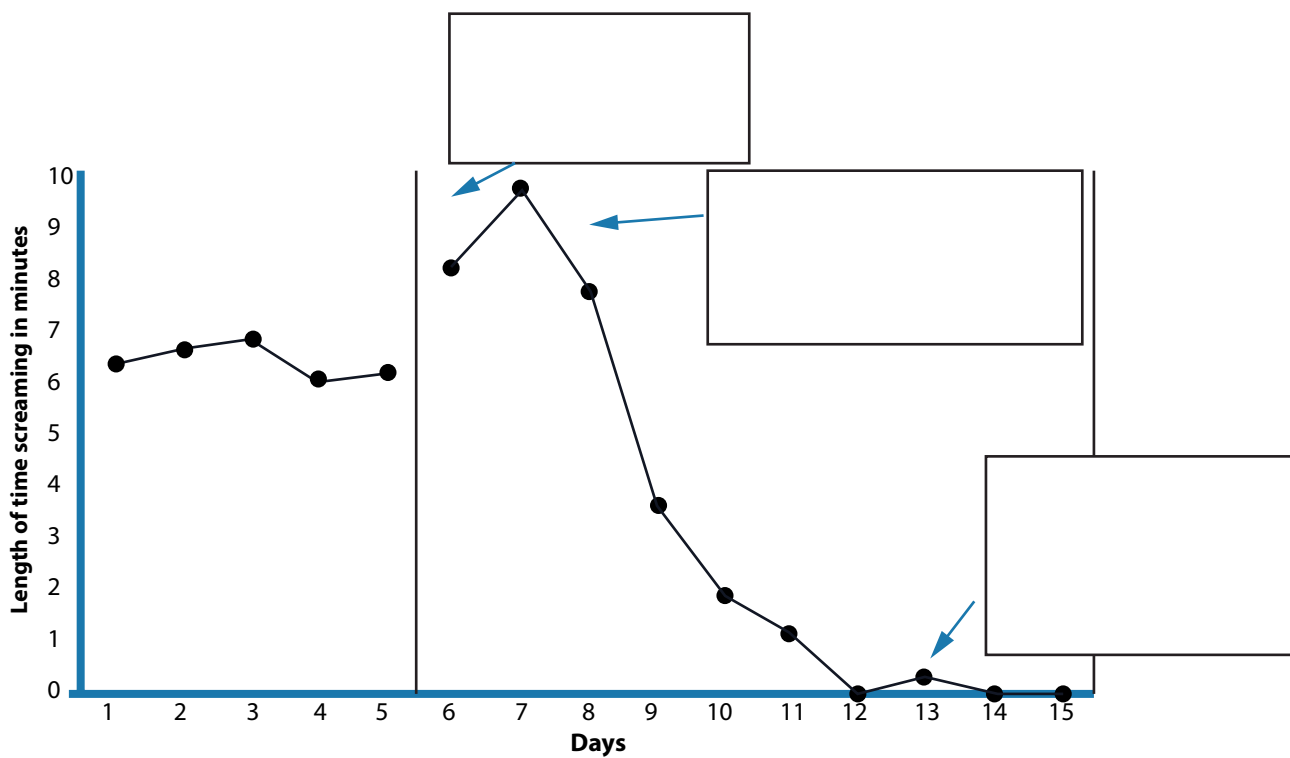
19. List 4 things you could include in a session note:
    a.
    b.
    c.
    d.

20. In a session note, you should use MOO language. MOO stands for:

ANSWER KEY MOCK EXAM QUESTIONS FOR RBT EXAM

1. Define continuous measurement: **When we are taking data all the time, or for every occurence of a bx.**

2. What are the main continuous measurements we use? Define them with e.g.
   a. **Frequency: Number of times a bx occurs: Alex had 27 instance of SIB.**
   b. **Duration: The total length of time a bx occured: Alex tantrumed for 5:03 minutes.**
   c. **Latency: The time between Sd and the response: Alex responded 3 seconds.**
   d. **Inter-Response Time: time elapsed between responses: 4 seconds passed between responses.**

3. Read the following and fill in the blank with what prompt should be recorded in catalyst:
   a. **Full Physical Prompt**
   b. **Model Prompt**
   c. **Partial Physical Prompt**
   d. **Inter-Response Time: time elapsed between responses: 4 seconds passed between responses.**
   e. **Independent**
   f. **Partial Verbal Prompts**

4. A **Preference Assessment** is something that we do to assess what a learner is motivated for.

5. List the 5 types of preference assessments:
   a. **Free Operant**
   b. **Single Stimulus**
   c. **Paired Stimulus**
   d. **Multiple Stimulus with Replacement**
   e. **Multiple Stimulus without Replacement**

6. True or false: Collecting ABC data is an example of direct data collection.
   a. **True**

7. Consider the following scenarios and record ABC data for each:

   a. Kiddo has tantruming behavior that lasts 17 minutes after therapist denies access to outside because it is raining. Therapist ignores tantruming behavior and redirects the child to playing with the teeter-totter in gross motor.

A	B	C
Therapist denied access to outside	**Child tantrums for 17 minutes**	**Therapist ignored behavior and redirected to playing inside**

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b. Kiddo is reinforced for correctly answering the question "how old are you?"

A	B	C
Someone asked Alex "how old are you?"	Alex answered "5" which is the correct answer.	Alex is reinforced.

c. I did not eat breakfast this morning so by 11:30 I was very hungry. I went to John James and asked him politely for a mini candy bar and he gave me a mini KitKat.

A	B	C
did not eat breakfast this morning	asked politely for candy	got a KitKat

8. List the four functions of behavior and give an example of each:
   a. **Escape: Joseph elopes from social group to escape social interaction with peers**
   b. **Attention: Gabriel flops on the floor seeking attention from his therapist**
   c. **Tangible: Haley screams to try to obtain the tablet from the therapist**
   d. **Sensory: Felicia flaps her hands for the sensory input**

9. DTT is discrete because it has a **Beginning** and **end**.

10. List three differences between DTT and NET:

DTT	NET
Teacher initiated	Learner initiated
Predetermined reinforcer	Natural reinforcer
Teacher chooses stimulus	Stimulus is in the natural environment

11. How might you shape…

   a. Sitting in a chair for 5 minutes for a child who does not sit in their chair at all? **Coming near chair> sitting in chair> sitting for 3 seconds> sitting for 5 seconds> etc until child is sitting for 5 minutes**

   b. A child saying the word "bunny?" **Bah> buh> bun> bunny**

   c. Tolerance of new food items? **Looking at new food> touching new food> putting to lips> licking> chewing> swallowing**

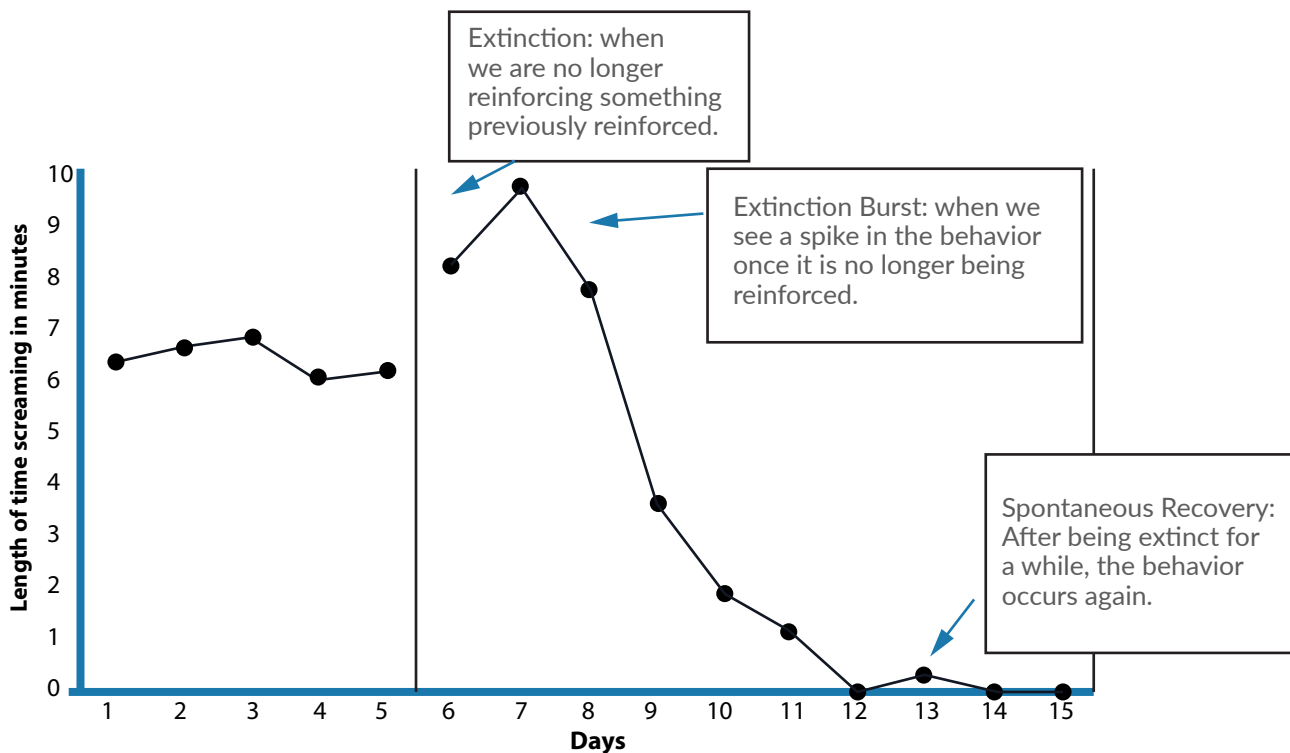12. List three do's and three don'ts of the token system:

Do's	Don'ts
Reinforce immediately	Reinforce later
Reinforce according to the reinforcement schedule	Remove tokens from the board
Pair praise with tokens	Reinforce incorrect responses

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13. What are the main continuous measurements we use? Define them with e.g.
    a. **Paycheck**
    b. **Coffee shop punch rewards cards**

14. How often would you reinforce a...
    a. VI-6? **An average of 6 minutes**
    b. FR-2? **Every 2 correct responses**
    c. VR-4? **An average of 4 correct responses**
    d. FI-1? **Every minute of work**

15. Assume Jake is on a FR3, and you've done a preference assessment which told you he wants to work for gummies. Mark the table with a check mark at the point where he should receive a gummy. **Trial 6: Independent**

16. What is the difference between abolishing and establishing operations? Abolishing operations decrease **motivation for a reinforcer, whereas establishing operations increase motivation for a reinforcer.**

17. When we no longer provide reinforcement for something that was previously reinforced this is called: **Extinction**

18. Label and define the portions of the graph as they pertain to extinction.

Extinction: when we are no longer reinforcing something previously reinforced.

Extinction Burst: when we see a spike in the behavior once it is no longer being reinforced.

Spontaneous Recovery: After being extinct for a while, the behavior occurs again.

19. List 4 things you could include in a session note:
    a. **Transitions**
    b. **Maladaptive behaviors**
    c. **Whether you followed the BSP or POC when behaviors occurred**
    d. **How they did during DTT**

20. In a session note, you should use MOO language. MOO stands for:
    a. **Measureable**
    b. **Observable**
    c. **Objective**

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