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RBT 3rd Edition Study Guide: Task List Practice (PDF)

This study guide is organized around the six sections of the RBT task list, third edition, labeled A through F. Use it as a structured review plan: start with measurement, move through assessment, skill acquisition, behavior reduction, documentation, and professional conduct, and finish with a mixed set. Each section of your review should end with a short self-check. The questions are drawn from our own bank and are meant to reinforce the task list, not replace it. Keep the official task list open beside you and check that every topic you study maps to one of its sections.

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Practice questions

Answer every question before you look at the key, then check yourself on the next pages.

1. Mateo reaches toward materials needed for cleaning the lunch space. The plan targets requesting. What should the RBT do first?

- **A** Give the materials now and practice the request after the routine
- **B** Name the materials aloud and hand them over so the learner hears the word
- **C** Tell the learner to stop reaching and wait until the routine begins
- **D** Hold the materials briefly and wait for, or prompt, the target request

2. The RBT reinforces Mateo for holding a tray with both hands, a response that cannot occur at the same time as pushing the trays away. Which procedure is this?

- **A** NCR, because reinforcement is available throughout the whole session
- **B** Response blocking, because the task physically prevents the behavior
- **C** Shaping, because the new response is being built up in small steps
- **D** DRI, because the reinforced response cannot co-occur with the behavior

3. After one ABC observation, the RBT tells the family the behavior is definitely attention maintained. What should the RBT have done instead?

- **A** Report objective observations and take any decision beyond trained duties to the supervisor
- **B** State the likely function when events co-occur, since early answers help the team act sooner
- **C** Adjust the conditions using personal judgment so that the assessment becomes more useful
- **D** Decide on site how to proceed and send the supervisor a summary once the assessment ends

4. Aisha is injured during a crisis and may need urgent medical care. What is the priority?

- **A** Start the medical-emergency steps in the plan and workplace policy
- **B** Call the family first and wait for them to decide on care
- **C** Finish the session, then tell the supervisor at the next meeting
- **D** Judge the injury using the plan's first-aid notes and treat it alone

5. An RBT delivers prompts in a different order than the written procedure but marks every trial independent. What is the main risk?

- **A** Faster graph entry
- **B** Stronger maintenance
- **C** Unreliable results
- **D** Larger reinforcer

6. The client's performance changed in a session where the client had just returned after a two-week absence. How should this be handled?

- **A** Write that the client seemed 'off' today, since detailed context makes session notes too long.
- **B** Tell the supervisor but leave the variable out of the note, since notes describe responses to teaching.
- **C** Describe the variable in plain, neutral terms and bring it to the supervisor's attention soon.
- **D** Promptly share the variable with the client's school team so they can decide how it should be handled.

7. The plan identifies Mateo's pushing the trays away as attention maintained. During the behavior, what implements attention extinction?

- **A** Withhold attention from the learner for the rest of the session
- **B** Give no social response to the behavior while monitoring safety
- **C** Move the learner to a quiet area for safety until the behavior ends
- **D** Give attention right away so that the behavior does not escalate

8. A coworker asks the RBT to record and sign data for a session the RBT did not attend. What should the RBT do?

- **A** Agree this once and mention it to the supervisor later, since refusing could damage trust within the team.
- **B** Enter the data from the coworker's description, since a colleague's firsthand report is an accurate source.
- **C** Enter the data as the RBT's own observation, since the coworker is willing to vouch for its accuracy.
- **D** Decline and tell the supervisor, since signing data the RBT did not collect makes the record inaccurate.

9. The RBT is assigned a feeding protocol the RBT has watched only once. What must be in place before the RBT starts?

- **A** Ask a more experienced RBT to run it first, watch a few sessions, and then take over the procedure.
- **B** Tell the supervisor and note it, train with rehearsal and feedback, and start once competence is confirmed.
- **C** Tell the supervisor, try it once with the client while the supervisor is on call, and get feedback after.
- **D** Study the written protocol, watch a training video, and begin at the next session with extra care.

10. During an observation, the supervisor points out that the RBT delivered reinforcers too late. How should the RBT communicate?

- **A** Explain why the original approach made sense, ask the supervisor to reconsider, and keep using it meanwhile.
- **B** Agree quickly to end the conversation, change nothing yet, and see whether the supervisor raises it again.
- **C** Apologize at length, ask to be moved off the case, and avoid the procedure until confidence returns.
- **D** Listen without defending, ask clarifying questions, and apply the corrected steps with supervisor input.

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11. Between sessions, the RBT is told that a teacher reports that a visual schedule was moved to another wall. Which response best fits the RBT's role?

- **A** Put it in today's session note right away, since the supervisor will see it at the next note review.
- **B** Relay the input to the supervisor promptly and follow the supervisor's direction on next steps.
- **C** Promptly give the person advice on the issue, since the RBT works with the client most often.
- **D** Wait to see whether the issue shows up in session data before deciding to mention it to anyone.

12. Noah's humming to himself continues when alone and directly produces a sensory effect. No social consequence is required. Which function best fits?

- **A** Access to a tangible item
- **B** Automatic reinforcement
- **C** Attention
- **D** Escape

13. To teach requesting water with a communication card errorlessly, the plan calls for a prompt immediately after a cup is placed on the table. Across successful trials, what should occur?

- **A** Remove the prompt entirely after the first few correct trials
- **B** Gradually increase the delay or lessen the prompt across trials
- **C** Add a second prompt type so the learner has extra support to rely on
- **D** Keep prompting immediately so that errors continue to be avoided

14. A supervisor directs an RBT to document relevant setting variables during a skill assessment. What is the RBT's responsibility?

- **A** Leave out details that seem minor so the record stays short and easy for others to read
- **B** Add a personal interpretation of what the results mean for the learner's goals and progress
- **C** Adjust entries that look unusual to match typical performance, then tell the supervisor
- **D** Apply the protocol exactly as trained and check with the supervisor when anything is unclear

15. Soon after extinction begins, Maya's calling out becomes temporarily more frequent and intense. Which secondary effect is this?

- **A** An extinction burst
- **B** Spontaneous recovery
- **C** Resurgence
- **D** Extinction-induced aggression

16. During an emergency involving Zara, loose objects in the clinic kitchen create an immediate hazard. The plan's emergency procedure applies. What should the RBT do?

- **A** Use a physical hold so that the learner cannot reach the objects
- **B** Leave the objects in place and focus on calming the learner verbally
- **C** Wait for the emergency to end before moving any of the objects
- **D** Remove or secure the hazardous items and alert the designated staff

17. After a punishment procedure is introduced, Aisha begins avoiding the RBT and the therapy room. What is the most relevant concern?

- **A** The avoidance means the procedure should be delivered more often
- **B** Avoidance may be an unwanted side effect of the new procedure
- **C** Avoidance shows the procedure is teaching the learner self-control
- **D** The avoidance reflects a personality clash with the RBT

18. During supervision, an RBT receives feedback that a prompt was delivered too late. Which response best reflects Code 2.0 and the TCO?

- **A** Explain that the delay was minor
- **B** Ask for modeling and practice the timing
- **C** Change the prompt step after session
- **D** Wait for feedback from another coworker

19. While Leo practices making a snack, the RBT finds that the written task analysis does not match how materials are arranged in the home kitchen. What should the RBT do?

- **A** Run the steps exactly as listed so the data stay comparable to earlier days
- **B** Pause if needed, note the mismatch, and ask the supervisor for direction
- **C** Skip the steps that do not fit and score the remaining steps as usual
- **D** Rewrite the steps to fit this setting and send the supervisor a copy later

20. When dropping to the floor no longer produces a pause from cleanup, Leo tries several new forms of behavior and briefly returns to an older response. What effects are shown?

- **A** Response variation followed by resurgence
- **B** An extinction burst and spontaneous recovery
- **C** Positive reinforcement of the new responses
- **D** Response generalization and maintenance

Answer key and explanations

1. Correct answer: D · Hold the materials briefly and wait for, or prompt, the target request

The naturally occurring motivation creates a request opportunity. The RBT should arrange and prompt according to the plan, then deliver the relevant item. Capture or contrive brief teaching opportunities without losing the natural context.

Task: C.4

2. Correct answer: D · DRI, because the reinforced response cannot co-occur with the behavior

DRI reinforces a response that is physically incompatible with the target behavior. DRI is the special case in which the reinforced response and target behavior cannot co-occur.

Task: D.3

3. Correct answer: A · Report objective observations and take any decision beyond trained duties to the supervisor

The RBT assists with assigned functional-assessment components but does not independently determine function or alter experimental conditions. Observe and report; do not independently conclude function or redesign assessment conditions.

Task: B.3

4. Correct answer: A · Start the medical-emergency steps in the plan and workplace policy

Potential injury requires prompt activation of trained medical and workplace procedures, followed by required notification and documentation. Medical safety and required emergency reporting take priority.

Task: D.7

5. Correct answer: C · Unreliable results

Poor procedural fidelity can make the data unreliable.

Task: A.8

6. Correct answer: C · Describe the variable in plain, neutral terms and bring it to the supervisor's attention soon.

Illness, medication, schedule, setting, staffing, and material changes can affect progress. The RBT records observable facts and reports them without diagnosing or discarding valid data. Keep the entry to the details needed to interpret the session, which also protects client confidentiality. Record the context, keep valid data, and avoid causal claims outside your role.

Task: E.3

7. Correct answer: B · Give no social response to the behavior while monitoring safety

Function-based extinction withholds the specific reinforcer that previously maintained behavior. Safety and the written protocol remain controlling. Extinction is function specific: withhold the maintaining reinforcer named in the plan.

Task: D.4

8. Correct answer: D · Decline and tell the supervisor, since signing data the RBT did not collect makes the record inaccurate.

The four core principles behind the RBT Ethics Code are benefiting others; treating others with compassion, dignity, and respect; behaving with integrity; and ensuring one's own competence. Use the core principles together; do not trade integrity or dignity for convenience.

Task: F.1

9. Correct answer: B · Tell the supervisor and note it, train with rehearsal and feedback, and start once competence is confirmed.

RBTs provide services only after their supervisor confirms they have demonstrated competence (1.06) and do not use unfamiliar interventions without proper training (2.04). When asked to go beyond their competence, they tell the supervisor right away and document it; restrictive procedures also need a documented plan and supervisor-verified competence (2.05). Competence must be confirmed by the supervisor before service, not assumed after exposure.

Task: F.2

10. Correct answer: D · Listen without defending, ask clarifying questions, and apply the corrected steps with supervisor input.

Professional RBT behavior includes accepting feedback and improving afterward (2.03), active listening, respectful collaboration, directing concerns about services to the supervisor (2.06), and reliable follow-through within the RBT role. Professional communication is curious and accountable, not defensive or boundaryless.

Task: F.9

11. Correct answer: B · Relay the input to the supervisor promptly and follow the supervisor's direction on next steps.

RBTs communicate intervention-team concerns and suggestions to their supervisor in a timely way. They do not independently redesign treatment or filter out information based on their own clinical judgment. Relay team input; do not independently turn it into a treatment change.

Task: E.1

12. Correct answer: B · Automatic reinforcement

The behavior itself directly produces the reinforcing stimulation, which is consistent with automatic reinforcement. Automatic reinforcement is directly produced by the response itself.

Task: D.1

13. Correct answer: B · Gradually increase the delay or lessen the prompt across trials

Errorless teaching still requires planned fading so the natural cue, rather than the prompt, controls responding. Prompt early to prevent errors, then fade deliberately to transfer control.

Task: C.7

14. Correct answer: D · Apply the protocol exactly as trained and check with the supervisor when anything is unclear

An RBT may assist with trained assessment components while following the protocol and reporting data to the supervisor. Assist with assigned components; do not independently design, diagnose, or alter the assessment.

Task: B.2

15. Correct answer: A · An extinction burst

A temporary increase in frequency, duration, or intensity after extinction begins is an extinction burst. An extinction burst is a temporary escalation, not proof that the plan should be changed independently.

Task: D.6

16. Correct answer: D · Remove or secure the hazardous items and alert the designated staff

Immediate safety takes priority. Environmental clearing and calling trained support are appropriate when specified in the emergency procedure. Secure the environment and obtain trained help before nonurgent tasks.

Task: D.7

17. Correct answer: B · Avoidance may be an unwanted side effect of the new procedure

Punishment may produce emotional responding, escape, or avoidance of the people and settings associated with it. The pattern must be documented and reported. Monitor effects beyond the target behavior, including avoidance of people, tasks, and settings.

Task: D.6

18. Correct answer: B · Ask for modeling and practice the timing

Item 2.03 and task F.9 support feedback, rehearsal, and collaboration.

Task: F.9

19. Correct answer: B · Pause if needed, note the mismatch, and ask the supervisor for direction

The RBT should preserve safety and report implementation barriers rather than independently changing a clinical program. Report task-analysis mismatches; do not silently rewrite or mis-score the program.

Task: C.5

20. Correct answer: A · Response variation followed by resurgence

New response forms during extinction reflect variation; recurrence of a previously effective behavior is resurgence. Extinction can produce novel response forms and the return of older behavior.

Task: D.6

Study tips

- Build a one-page map with the six sections and list two key ideas under each before you open any questions.
- Study one section per day, then take a mixed set that pulls from all sections to test retention.
- Keep a running error log with the section letter so patterns show up quickly.
- Re-read the task list wording for any term you could not define during review.

FAQ

Is this study guide published by the BACB?

No. It is an independent guide that follows the structure of the RBT task list, third edition, and uses our own practice questions.

Which topics does the study guide cover?

It covers all six sections of the task list: measurement, assessment, skill acquisition, behavior reduction, documentation and reporting, and professional conduct. Each section can be practiced on its own.

How should I use the guide with supervised training?

Use the guide to test what you learned in training, not as a substitute for it. Bring questions you miss to your supervisor so the gap can be covered in practice.

Turn this sheet into a real exam rehearsal

The free mock exam runs on the clock and shows which task-list areas still cost you points.

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