

CENTRALREACH (CR) INSTITUTE PRACTICE EXAM (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 – 45 minutes). Review a handful of questions, reflect on the explanations.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

Questions

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- 1. What is the formula to calculate rate?**
 - A. Number of responses / total opportunities
 - B. Number of responses / total observation time
 - C. Duration / responses
 - D. Total observation time / number of responses
- 2. A learner shows a scalloped pattern of responding, which reinforcement schedule is most likely in effect?**
 - A. Fixed-Interval (FI)
 - B. Continuous reinforcement (CRF)
 - C. Variable-Ratio (VR)
 - D. Fixed-Ratio (FR)
- 3. Which is a common confidentiality risk in daily practice?**
 - A. Locking your screen when you step away
 - B. Angling your laptop so passersby can view the session note to educate the public
 - C. Using only approved, secure platforms for client information
 - D. Storing printed notes in a locked container during transport
- 4. Identify the subjective phrase in this documentation: 'whined, dropped to the floor, and refused to follow directions'.**
 - A. Whined
 - B. Dropped to the floor
 - C. Refused
 - D. Followed directions reluctantly
- 5. If a non-English-speaking grandmother provides input during a session, what is the appropriate action?**
 - A. Log the input and inform supervisor
 - B. Ignore input and proceed
 - C. End session immediately and stop services
 - D. Follow grandmother's input without checking

- 6. A client can perform several steps of a multi-step science experiment but struggles with the full sequence; which method is most appropriate?**
- A. Forward chaining
 - B. Total task chaining
 - C. Backward chaining
 - D. Task analysis
- 7. Describe stability in shaping.**
- A. the approximation occurs reliably across opportunities with little hesitation
 - B. the approximation fluctuates widely between opportunities
 - C. the criteria are lowered frequently
 - D. the learner ignores the session
- 8. According to RBT Ethics Code 2.06, an RBT must:**
- A. filter questions from others and report only urgent issues
 - B. direct all questions or concerns-your own and other's - to your supervisor
 - C. handle team concerns independently to reduce supervisor workload
 - D. report only your personal clinical questions
- 9. If a client with sensory sensitivities encounters an odor issue on the way to a session, what should the RBT do?**
- A. Contact his supervisor to explain the situation and ask for guidance
 - B. Proceed with the session as planned, as changing clothes would make him late
 - C. Use air freshener to mask the coffee smell before entering Mia's home
 - D. Tell Mia to try to tolerate the smell as part of her therapy
- 10. What is the purpose of a preference assessment?**
- A. To determine which stimuli are unlikely to function as reinforcers
 - B. To determine which stimuli are likely to function as reinforcers
 - C. To identify the learner's strongest aversions
 - D. To measure academic performance

Answers

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1. B
2. A
3. D
4. C
5. A
6. B
7. A
8. B
9. A
10. B

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Explanations

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1. What is the formula to calculate rate?

- A. Number of responses / total opportunities
- B. Number of responses / total observation time**
- C. Duration / responses
- D. Total observation time / number of responses

Rate is the number of responses occurring in a given amount of time. The formula uses time in the denominator: rate equals the number of responses divided by the total observation time. For example, if there are 8 responses in 2 minutes, the rate is 8 divided by 2, which is 4 responses per minute. The other ideas mix in either opportunities or duration per response, which describe different measures: responses per opportunity reflect a probability of responding per chance, and duration per response describes how long each response takes on average. Time per response (the reciprocal of rate) isn't rate itself.

2. A learner shows a scalloped pattern of responding, which reinforcement schedule is most likely in effect?

- A. Fixed-Interval (FI)**
- B. Continuous reinforcement (CRF)
- C. Variable-Ratio (VR)
- D. Fixed-Ratio (FR)

Fixed-interval schedules create a scalloped pattern because reinforcement is available only after a set amount of time has passed. Right after a reinforcement, responding drops for a short post-reinforcement pause. As the interval progresses, the tendency to obtain reinforcement increases, so the learner responds more rapidly toward the end of the interval. This cycle of a pause followed by a rising rate of responding, then another pause, produces the characteristic scalloped curve. If you compare with other schedules, continuous reinforcement would show a steady, high rate with no pauses; a variable-ratio schedule yields high, consistent responding with few pauses due to reinforcement being delivered after an unpredictable number of responses; a fixed-ratio schedule produces bursts of responding after completing a set number of responses, but the pattern isn't the same scalloped rise-and-pause sequence.

3. Which is a common confidentiality risk in daily practice?

- A. Locking your screen when you step away
- B. Angling your laptop so passersby can view the session note to educate the public
- C. Using only approved, secure platforms for client information
- D. Storing printed notes in a locked container during transport**

In daily practice, confidentiality hinges on preventing unauthorized people from seeing client information. The risk here is when you angle your laptop so passersby can view the session notes, because that makes sensitive information visible to people who shouldn't have access. That kind of exposure is a common and real threat to confidentiality in everyday settings. The other options are examples of protective actions: locking your screen when you step away reduces the chance someone else can view your work; using only approved, secure platforms protects data in transit and storage; storing printed notes in a locked container during transport keeps physical documents secure.

4. Identify the subjective phrase in this documentation: 'whined, dropped to the floor, and refused to follow directions'.

- A. Whined
- B. Dropped to the floor
- C. Refused
- D. Followed directions reluctantly

Subjective language in documentation is when a statement reveals an interpretation or motive rather than a verifiable action. In the given phrase, the word refused communicates an internal decision or intention—someone choosing not to comply—which reflects an opinion about the person's will. That makes it the subjective part of the line. The other phrases describe observable actions: dropping to the floor is a concrete behavior you can witness, and whined describes a vocalization without asserting the person's internal motive. So the term that most clearly signals a subjective judgment about the person's intent is refused.

5. If a non-English-speaking grandmother provides input during a session, what is the appropriate action?

- A. Log the input and inform supervisor
- B. Ignore input and proceed
- C. End session immediately and stop services
- D. Follow grandmother's input without checking

When a grandmother who doesn't speak English provides input during a session, the important step is to log what was said and inform your supervisor. Recording the input creates a clear, traceable record of family perspectives and concerns, which is essential for coordinating care and ensuring nothing important falls through the cracks. Involving your supervisor helps arrange language-access supports—like translation or bilingual staff—so you can accurately interpret the input and determine how, if at all, it should influence the treatment plan. This approach also keeps ethics and consent aligned with the client's needs, and it protects safety by ensuring decisions aren't made based on incomplete or misunderstood information. Ignoring the input, ending the session without a plan, or acting on it without verification could lead to miscommunication, inappropriate interventions, or violations of the client's rights. The best action thoughtfully integrates the family's perspective while maintaining professional oversight and clear communication pathways.

6. A client can perform several steps of a multi-step science experiment but struggles with the full sequence; which method is most appropriate?

- A. Forward chaining
- B. Total task chaining
- C. Backward chaining
- D. Task analysis

When the learner can do several steps but struggles with finishing the entire sequence, teaching the whole task with prompts as needed is most effective. This approach, total task chaining, has the learner attempt the full sequence in each trial, with assistance provided only as necessary to complete all steps. Repeated practice of the complete task helps build fluency and independence as prompts are gradually faded over time. It's different from forward chaining, which starts from the first step and builds up, and from backward chaining, which starts at the end and works backward; those methods focus more on assembling the chain gradually from one end. Task analysis, on the other hand, is the process of breaking the task into steps, not a teaching method by itself.

7. Describe stability in shaping.

- A. the approximation occurs reliably across opportunities with little hesitation**
- B. the approximation fluctuates widely between opportunities
- C. the criteria are lowered frequently
- D. the learner ignores the session

Stability in shaping means the learner's approximations are produced reliably across opportunities, with little hesitation. In shaping, you reinforce closer and closer responses, so when stability is reached the learner repeats the same approximation consistently on successive trials, showing low variability. This reliable performance allows smooth progression toward the final target because progress isn't gated by sporadic or erratic responses. The other ideas describe instability, frequent lowering of criteria, or disengagement, which undermine shaping progress rather than reflect stability.

8. According to RBT Ethics Code 2.06, an RBT must:

- A. filter questions from others and report only urgent issues
- B. direct all questions or concerns-your own and other's - to your supervisor**
- C. handle team concerns independently to reduce supervisor workload
- D. report only your personal clinical questions

RBTs must escalate questions and concerns through the supervision channel. This means you should bring any questions you have—whether about your own practice or about another team member's actions—to your supervisor for review. Directing questions to the supervisor ensures issues are evaluated by someone who has the authority to address them, safeguarding client welfare, treatment integrity, and ethical accountability. It also creates a clear, documented path for issues to be discussed and resolved, rather than risking misinterpretation or unsafe practice if you try to handle things alone. Other approaches fall short because they bypass supervision, potentially delay important safety checks, or limit the scope of what gets reviewed. Filtering questions to only urgent issues, managing concerns independently to reduce workload, or restricting reporting to personal clinical questions can miss critical problems and compromise quality and safety.

9. If a client with sensory sensitivities encounters an odor issue on the way to a session, what should the RBT do?

- A. Contact his supervisor to explain the situation and ask for guidance**
- B. Proceed with the session as planned, as changing clothes would make him late
- C. Use air freshener to mask the coffee smell before entering Mia's home
- D. Tell Mia to try to tolerate the smell as part of her therapy

When a client with sensory sensitivities encounters a sensory trigger like an odor, the first priority is to keep the client safe and comfortable while maintaining treatment integrity. The best course is to pause and contact a supervisor for guidance. A supervisor can help decide whether to reschedule, modify the session plan, or use approved strategies to reduce exposure. This approach ensures decisions are appropriate, ethical, and aligned with the treatment plan and supervision structure. Proceeding with the session without addressing the odor could heighten distress and undermine progress. Masking the smell with air freshener introduces another sensory input and is not an evidence-based or approved adjustment in most cases. Telling the client to tolerate the smell places the burden on the client rather than addressing their needs and is not an acceptable therapeutic approach.

10. What is the purpose of a preference assessment?

- A. To determine which stimuli are unlikely to function as reinforcers
- B. To determine which stimuli are likely to function as reinforcers**
- C. To identify the learner's strongest aversions
- D. To measure academic performance

Identifying stimuli that are likely to function as reinforcers is the purpose of a preference assessment. By comparing items and observing what the learner chooses or spends time with, you reveal which stimuli they value enough to work to obtain. Those highly preferred items become candidate reinforcers you can use to strengthen desirable behaviors, making reinforcement more effective and efficient. Preference assessments focus on finding strong, reliable motivators rather than identifying dislikes; items with low preference are less likely to serve as reinforcers, though they may sometimes be useful in other contexts. Remember that preferences can change with situation and over time, so reassessing helps keep reinforcement plans effective.

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Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

<https://crinstitute.examzify.com>

We wish you the very best on your exam journey. You've got this!

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