RBT Task List Practice Test (Sample)

Study Guide

Everything you need from our exam experts!

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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

1. What term covers any muscular, glandular, or neuro-electrical activity, including covert behavior such as thinking?

A. Behavior

B. Response

C. Action

D. Cognition

2. Which approach is typically used in one-on-one teaching contexts to present a task in a structured sequence?

A. Discrete Trial Teaching Procedures (DTT)

B. Mass Trials

C. NET

D. Incidental Teaching

3. Intentionally setting up teaching procedures to be implemented in the natural context for the skill being targeted.

A. Prompt

B. NET

C. Discriminative Stimulus (SD)

D. Chaining

4. Which term describes the continued performance of a previously trained skill in the absence of programmed contingencies?

A. Generalization

B. Maintenance

C. Transfer of control

D. Stimulus Control

5. Which differential reinforcement procedure provides the functional reinforcer contingent on specific behavior(s) that are incompatible with the target negative behavior and withholding the reinforcer following instances of the negative behavior?

A. Differential Reinforcement Procedures

B. Differential Reinforcement of Alternative Behaviors (DRA)

C. Differential Reinforcement of Other Behaviors (DRO)

D. Differential Reinforcement of Incompatible Behaviors (DRI)

6. Which type of prompt hierarchy begins with the most intrusive prompt required to gain correct responding and fades as success is observed?

A. Most-to-Least Prompting (MtL)

B. Least-to-Most Prompting (LtM)

C. Prompt Hierarchy

D. Antecedents

7. Data collected before any intervention is implemented describing the rate of the target behavior prior to intervention are called?

A. Baseline data

B. Maintenance data

C. Progress data

D. Outcome data

8. Which action best maintains client dignity during program planning?

A. Respect client preferences and rights

B. Publicly criticize mistakes

C. Withhold consent

D. Deny privacy

9. ABC Data records which three components of behavior events?

A. Antecedent, Behavior, Consequence

B. Arousal, Behavior, Consequence

C. Action, Behavior, Situation

D. Antecedent, Behavior, Schedule

10. Which differential reinforcement procedure provides the functional reinforcer contingent on a specific alternative/replacement behavior while withholding it contingent on the target negative behavior?

A. Differential Reinforcement Procedures

B. Differential Reinforcement of Alternative Behaviors (DRA)

C. Differential Reinforcement of Other Behaviors (DRO)

D. Differential Reinforcement of Incompatible Behaviors (DRI)

Answers

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

Explanations

1. What term covers any muscular, glandular, or neuro-electrical activity, including covert behavior such as thinking?

A. Behavior

B. Response

C. Action

D. Cognition

Behavior is the broad term that covers any muscular, glandular, or neuro-electrical activity of a living organism, including covert processes like thinking. This definition fits because it encompasses all the ways a person can act or respond, whether we can observe it directly (like moving a hand or sweating) or infer it from internal processes (like thinking). In practice, we study behavior because it's what we can observe, measure, and change in the environment. A response is a specific reaction to a stimulus, not the overall umbrella term. An action is similar—it's a type of behavior, typically referring to outward movements—again, narrower than the broad category. Cognition refers to mental processes like thinking, remembering, or solving problems and isn't the broad label for all activity; it describes internal processes rather than the full range of actions and physiological activities that behavior encompasses.

2. Which approach is typically used in one-on-one teaching contexts to present a task in a structured sequence?

A. Discrete Trial Teaching Procedures (DTT)

B. Mass Trials

C. NET

D. Incidental Teaching

Discrete Trial Teaching gives instruction in small, discrete trials delivered one-on-one. Each trial follows a clear sequence: present a specific antecedent cue, provide a prompt if the learner needs help, observe the learner's response, and then deliver a precise consequence with immediate feedback, while recording the result. This highly structured, repetitive format supports rapid skill acquisition because it offers consistent prompts, immediate reinforcement or correction, and data-driven decisions about when to fade prompts and progress. The one-on-one setting is key, as the instructor can closely monitor the exact delivery of each trial and keep the sequence intact across many repetitions. Other approaches lean more toward natural learning contexts. Natural Environment Teaching and Incidental Teaching emphasize learning opportunities that occur in the learner's everyday environment and rely more on the learner's initiations, with less focus on a fixed trial-by-trial sequence. Mass trials involve many repetitions of the same target, but without the same overarching structured sequence and prompt-fading framework that defines discrete trial teaching.

3. Intentionally setting up teaching procedures to be implemented in the natural context for the skill being targeted.

A. Prompt

B. NET

C. Discriminative Stimulus (SD)

D. Chaining

Natural environment teaching (NET) is about intentionally arranging teaching opportunities within the learner's everyday environment so the skill is learned in the setting where it will actually be used. The description given matches NET because it focuses on teaching in real-life contexts to promote generalization and functional use, rather than in a highly structured, artificial setting. A prompt is a cue used to elicit the correct response, which may be part of teaching but doesn't define the method or setting itself. The other terms describe different concepts—discriminative stimulus signals that reinforcement is available, and chaining teaches a sequence of steps. The emphasis here is on where and how instruction is set up, which aligns with NET.

4. Which term describes the continued performance of a previously trained skill in the absence of programmed contingencies?

A. Generalization

B. Maintenance

C. Transfer of control

D. Stimulus Control

Maintenance refers to the continued performance of a previously trained skill in the absence of programmed contingencies. This means the behavior keeps happening even when reinforcement or specific consequences aren't being systematically provided, showing the skill endures once teaching conditions are relaxed. Generalization is about performing the skill in new contexts or with different stimuli, not specifically about the absence of contingencies. Stimulus control focuses on whether a cue triggers the behavior, and transfer of control involves the behavior coming under the control of a different stimulus after learning. Since the scenario describes persistence without programmed contingencies, maintenance is the best fit.

5. Which differential reinforcement procedure provides the functional reinforcer contingent on specific behavior(s) that are incompatible with the target negative behavior and withholding the reinforcer following instances of the negative behavior?

A. Differential Reinforcement Procedures

B. Differential Reinforcement of Alternative Behaviors (DRA)

C. Differential Reinforcement of Other Behaviors (DRO)

D. Differential Reinforcement of Incompatible Behaviors (DRI)

This is about replacing a problem behavior by reinforcing a behavior that cannot occur at the same time as it. In a differential reinforcement of incompatible behaviors, the reinforcer is provided only when the learner performs a behavior that is physically incompatible with the target negative behavior. At the same time, reinforcement is withheld after instances of the problematic behavior. For example, if a student yells out, you reinforce staying quiet and raising a hand to speak (an action that can't happen while yelling). If the student yells, no reinforcement is given. This creates a clear contingency: perform the incompatible behavior and earn the reinforcer; perform the negative behavior and do not earn reinforcement. This approach is distinct from other differential reinforcement procedures that either reinforce any appropriate alternative (which need not be incompatible) or reinforce the absence of the problem behavior for a period of time (without specifying a particular incompatible behavior).

6. Which type of prompt hierarchy begins with the most intrusive prompt required to gain correct responding and fades as success is observed?

A. Most-to-Least Prompting (MtL)

B. Least-to-Most Prompting (LtM)

C. Prompt Hierarchy

D. Antecedents

This describes Most-to-Least Prompting. Start with the strongest prompt that guarantees a correct response, then progressively fade to less intrusive prompts as the learner shows more consistent correct responding. This approach helps establish the correct stimulus–response connection with minimal errors, because the learner receives enough support at first and gradually becomes more independent as accuracy improves. It differs from Least-to-Most Prompting, which starts with the least prompting and adds prompts only if the learner doesn't respond correctly. A Prompt Hierarchy is the set of prompting levels, but it doesn't specify the direction of fading. Antecedents refer to cues before a behavior and aren't a prompting strategy.

7. Data collected before any intervention is implemented describing the rate of the target behavior prior to intervention are called?

A. Baseline data

B. Maintenance data

C. Progress data

D. Outcome data

The main idea here is identifying what data you collect before any treatment starts. Baseline data are the measurements taken prior to introducing any intervention, establishing a reference point for the target behavior. This initial data helps you see what the behavior looks like before you apply any change strategies, so you can compare later measurements to determine whether the intervention makes a difference. In contrast, maintenance data are gathered after treatment to see if improvements stick over time without ongoing support, progress data track changes during the intervention, and outcome data summarize results after the intervention has concluded. Because this item asks for data collected before any intervention, baseline data is the correct term.

8. Which action best maintains client dignity during program planning?

A. Respect client preferences and rights

B. Publicly criticize mistakes

C. Withhold consent

D. Deny privacy

Treating the client's preferences and rights as central to the plan preserves their autonomy and dignity. When planning, involving the client, explaining options, and obtaining informed consent shows respect for their values and choices, which helps them feel valued and more engaged in the process. This approach also includes protecting privacy and confidentiality, another essential aspect of treating someone with dignity. Publicly criticizing mistakes shames the person and harms self-esteem, so it undermines dignity. Withholding consent or denying privacy removes the client's sense of control and trust, directly compromising their rights. By honoring preferences and rights, you support autonomy, respect, and collaborative, ethical planning.

9. ABC Data records which three components of behavior events?

A. Antecedent, Behavior, Consequence

B. Arousal, Behavior, Consequence

C. Action, Behavior, Situation

D. Antecedent, Behavior, Schedule

ABC data track what happens before, during, and after a behavior. The first part is the antecedent—the event or situation that sets the occasion for the behavior. The second part is the behavior itself—the observable action. The third part is the consequence—the result that follows the behavior and can influence whether the behavior happens again. This framing helps identify how triggers and outcomes relate to the behavior, which is essential for figuring out the function of the behavior and planning effective interventions. The other options don't fit because they replace one of these standard components with terms not used in ABC data, such as arousal, action with a nonstandard term like situation, or schedule instead of consequence.

10. Which differential reinforcement procedure provides the functional reinforcer contingent on a specific alternative/replacement behavior while withholding it contingent on the target negative behavior?

A. Differential Reinforcement Procedures

B. Differential Reinforcement of Alternative Behaviors (DRA)

C. Differential Reinforcement of Other Behaviors (DRO)

D. Differential Reinforcement of Incompatible Behaviors (DRI)

The key idea here is reinforcing a useful replacement behavior while withholding reinforcement for the problem behavior. In this approach, you identify a specific alternative behavior that serves the same function as the target negative behavior (for example, the same goal the person is seeking with the problem behavior) and you provide the functional reinforcer only when that alternative behavior occurs. If the individual engages in the target behavior, reinforcement is not given, making that behavior less likely over time. This is what makes the alternative-behavior differential reinforcement the best fit. It explicitly ties the reinforcer to a chosen, appropriate action that can replace the problem behavior, guiding the learner toward a more adaptive response. Other differential reinforcement procedures differ in focus: reinforcing a behavior that is physically incompatible with the problem behavior, reinforcing any behavior other than the problem behavior without specifying a replacement, or simply reducing the rate of the behavior without teaching a replacement. The described approach targets a specific replacement and withholds reinforcement for the negative behavior, aligning with the idea of differential reinforcement of alternative behaviors.

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://rbttasklist.examzify.com

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