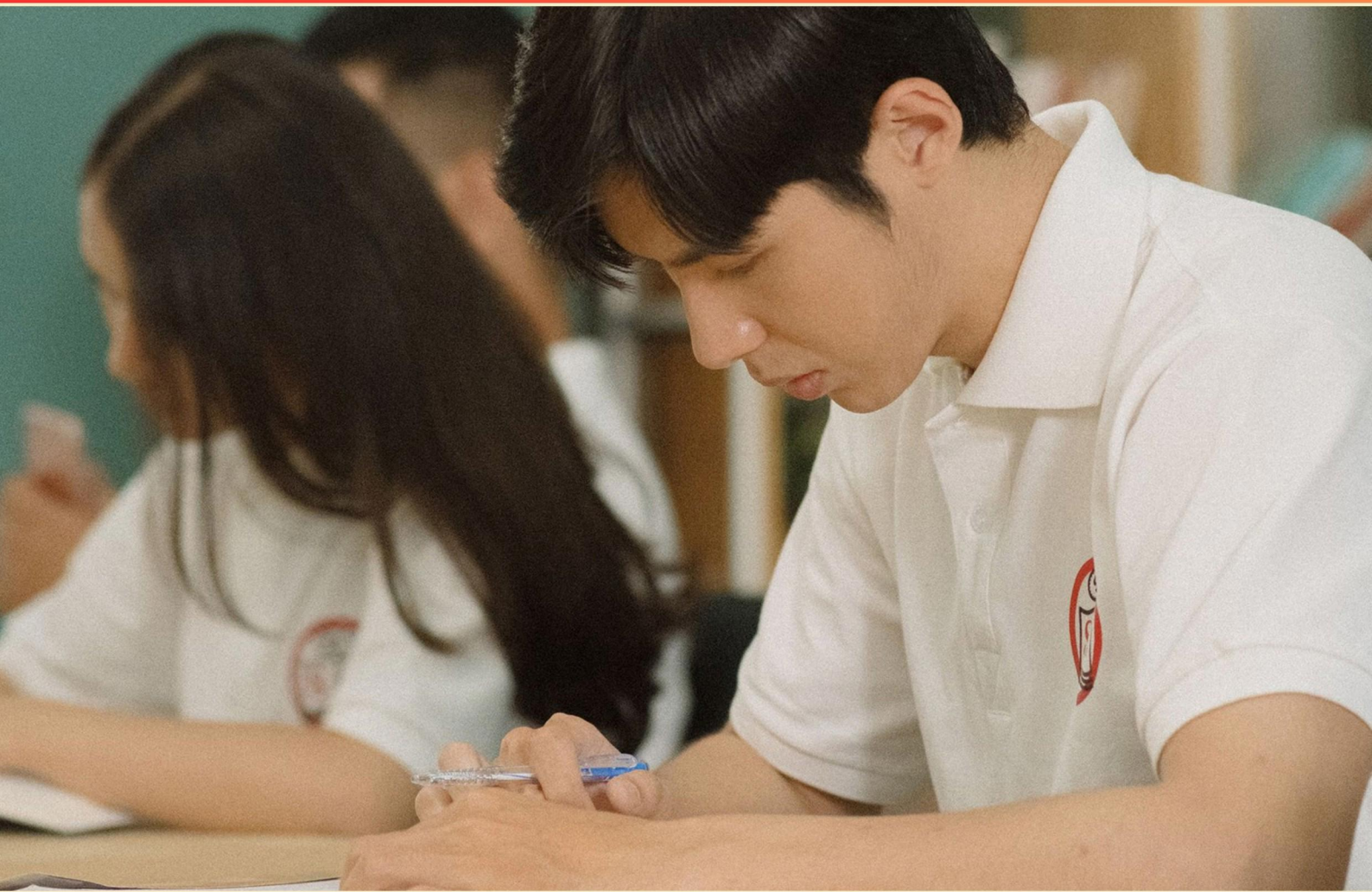


RBT TASK LIST PRACTICE TEST (SAMPLE)

STUDY GUIDE



**SAMPLE STUDY GUIDE
WITH LIMITED QUESTIONS**

**VISIT US ONLINE FOR
THE FULL VERSION STUDY GUIDE**

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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. Which term provides a clear description of exactly what 'counts' as correct performance so that multiple observers can record performance consistently?**
 - A. Description of target response
 - B. Measurement procedures
 - C. Baseline
 - D. Step-by-step implementation process
- 2. Which term applies when a skill trained in one context is performed in additional contexts that share similar stimuli?**
 - A. Transfer of control
 - B. Generalization
 - C. Maintenance
 - D. Stimulus Control
- 3. Which schedule delivers a reinforcer after the first response following a fixed amount of time since the last reinforcement?**
 - A. Fixed Interval (FI) Reinforcement
 - B. Variable Interval (VI) Reinforcement
 - C. Fixed Ratio (FR) Reinforcement
 - D. Variable Ratio (VR) Reinforcement
- 4. Which term describes social positive reinforcement via access to preferred items or activities?**
 - A. Attention
 - B. Access
 - C. Escape
 - D. Self-stimulation
- 5. Which principle involves keeping information about clients confidential within the professional team unless consent is provided to share externally?**
 - A. Confidentiality
 - B. Privacy
 - C. Disclosure
 - D. Informed Consent

- 6. What does the operational definition of replacement behavior specify?**
- A. Exactly what staff or family should do after the occurrence of the challenging behavior
 - B. The triggers of the behavior
 - C. The frequency of the problematic behavior
 - D. The setting events
- 7. When extinction is implemented with fidelity, the initial intensity of responding may be very high; this phenomenon is known as what?**
- A. Extinction Burst
 - B. Extinction
 - C. Satiation
 - D. Deprivation
- 8. Which term denotes the plan that explains how data will be collected and monitored?**
- A. Measurement procedures
 - B. Specific goal
 - C. Step-by-step implementation process
 - D. Baseline
- 9. A student receives attention after raising their hand and speaking in class. This demonstrates which function?**
- A. Attention Function
 - B. Access Function
 - C. Escape Function
 - D. Automatic Reinforcement
- 10. Which term covers the overall category of procedures that include DRA, DRO, and DRI?**
- A. Differential Reinforcement Procedures
 - B. Extinction
 - C. Attention Extinction
 - D. Extinction Burst

Answers

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

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Explanations

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1. Which term provides a clear description of exactly what 'counts' as correct performance so that multiple observers can record performance consistently?

- A. Description of target response**
- B. Measurement procedures
- C. Baseline
- D. Step-by-step implementation process

Providing a clear description of the target response establishes an operational definition of what counts as correct performance. By outlining the exact observable actions and the criteria for success, multiple observers can score the same behavior the same way, which supports interobserver agreement. This is different from measurement procedures, which tell you how you collect data (what tools, timing, or recording methods) rather than what constitutes a correct performance. Baseline data describe initial levels of performance before intervention, not the definition of correctness. The step-by-step implementation process explains how to carry out the intervention, not what counts as correct behavior.

2. Which term applies when a skill trained in one context is performed in additional contexts that share similar stimuli?

- A. Transfer of control**
- B. Generalization
- C. Maintenance
- D. Stimulus Control

Transfer of control describes how a response that was learned under the control of a specific stimulus can come under the control of similar stimuli in additional contexts, so the same skill appears when those cues are present. In this scenario, the skill trained in one setting is emitted in new settings because the cues there resemble the original stimulus, causing the discriminative control to transfer. For example, if a child learns to request help when a particular prompt is used in class and then also uses that same requesting behavior when similar prompts occur in different rooms or with different staff, the control has moved to those similar cues. This is a precise way to describe stimulus control shifting to related stimuli, which is the mechanism behind this kind of generalization.

3. Which schedule delivers a reinforcer after the first response following a fixed amount of time since the last reinforcement?

- A. Fixed Interval (FI) Reinforcement**
- B. Variable Interval (VI) Reinforcement
- C. Fixed Ratio (FR) Reinforcement
- D. Variable Ratio (VR) Reinforcement

In a fixed interval schedule, reinforcement becomes available after a specific amount of time has elapsed since the last reinforcement, and the first response after that fixed time earns the reward. The clock starts after each reinforcement, so the learner learns to respond as the end of the interval approaches, often producing a "scalloped" pattern of increasing responding toward the interval's end. This emphasis on time guiding when reinforcement can occur distinguishes it from other schedules. Contrast briefly with how the others work: a variable interval uses different time lengths between opportunities, a fixed ratio reinforces after a set number of responses, and a variable ratio reinforces after a varying number of responses. The description given—reinforcement for the first response after a fixed amount of time—fits the fixed interval schedule.

4. Which term describes social positive reinforcement via access to preferred items or activities?

- A. Attention
- B. Access**
- C. Escape
- D. Self-stimulation

Access describes social positive reinforcement that occurs when a behavior results in gaining access to a preferred item or activity. The reinforcement is the opportunity to obtain or participate in something desirable, usually provided by another person or the environment, which strengthens the behavior that led to it. For example, earning time on a tablet after completing a task shows access to the preferred activity as the reinforcing consequence. Other terms describe different forms of reinforcement—for instance, attention is reinforcement via social attention, escape is relief from a demand, and self-stimulation is reinforcement generated by the behavior itself. So, the term that fits the description is access.

5. Which principle involves keeping information about clients confidential within the professional team unless consent is provided to share externally?

- A. Confidentiality**
- B. Privacy
- C. Disclosure
- D. Informed Consent

Confidentiality means protecting client information and sharing it only with team members who need it to provide services, not with people outside the treatment team unless there is explicit consent. In practice, this allows coordination and effective care while keeping sensitive details private. Privacy is the broader right of the client to control access to personal information, whereas confidentiality is the professional obligation to keep information shared during treatment within the care team. Disclosure is the act of releasing information outside the team, which would violate confidentiality unless consent or a legal/ethical exception applies. Informed consent is about obtaining permission to share information or participate in treatment, not the ongoing duty to keep information within the team.

6. What does the operational definition of replacement behavior specify?

- A. Exactly what staff or family should do after the occurrence of the challenging behavior**
- B. The triggers of the behavior
- C. The frequency of the problematic behavior
- D. The setting events

The replacement behavior's operational definition is about specifying, in observable and measurable terms, exactly what the replacement behavior looks like and how it will be supported in practice. By detailing the actions staff or family should take after the challenging behavior occurs, everyone has a clear, consistent procedure for guiding and reinforcing the alternative behavior, which is essential for teaching it and reducing the problem behavior. The other elements—what triggers the behavior, how often it happens, or the setting events—describe antecedents or context and data to analyze, but they do not define the replacement behavior itself.

7. When extinction is implemented with fidelity, the initial intensity of responding may be very high; this phenomenon is known as what?

A. Extinction Burst

B. Extinction

C. Satiation

D. Deprivation

This phenomenon is extinction burst. When reinforcement is removed as part of extinction, the organism often shows a temporary surge in responding—the behavior becomes more intense or frequent at first. This happens because the previous reinforcement contingency has changed, and the subject may continue or escalate their effort in an attempt to obtain reinforcement or due to the frustration of not receiving reinforcement. With continued extinction, the response rate then declines. Satiation and deprivation refer to motivational states that affect how much a behavior is worth reinforcing, and extinction, in general, describes withholding reinforcement; neither specifically captures the brief initial spike that characterizes an extinction burst.

8. Which term denotes the plan that explains how data will be collected and monitored?

A. Measurement procedures

B. Specific goal

C. Step-by-step implementation process

D. Baseline

Measurement procedures describe how data will be collected and monitored. They specify what will be measured, the methods used (such as frequency, duration, or latency), when and where data are collected, who records it, and how data quality is checked (for example, inter-observer agreement). This plan ensures data are collected consistently over time and across observers, which is essential for accurately tracking progress and making data-based decisions about when to adjust the intervention. Baseline refers to the starting level of behavior before the intervention, not the data collection plan. A specific goal is the target level of performance to reach, not the measurement method. The step-by-step implementation process outlines how to carry out the intervention, not how data are gathered.

9. A student receives attention after raising their hand and speaking in class. This demonstrates which function?

A. Attention Function

B. Access Function

C. Escape Function

D. Automatic Reinforcement

The main idea is that the consequence after a behavior determines its function. When the student raises a hand and speaks and then receives attention from the teacher, the consequence reinforcing that behavior is social attention. So the behavior is being maintained by attention from others, which is a social positive reinforcement function. This isn't about obtaining a tangible item (that would be an access function), nor about avoiding or escaping tasks (that would be an escape function), nor about reinforcement that comes from within the student (that would be automatic reinforcement). The key here is the clear, external social response—attention—that follows the behavior.

10. Which term covers the overall category of procedures that include DRA, DRO, and DRI?

A. Differential Reinforcement Procedures

B. Extinction

C. Attention Extinction

D. Extinction Burst

Differential reinforcement procedures encompass a family of strategies that shape behavior by reinforcing a specific alternative or other form of behavior while not reinforcing the undesired one. In DRA, you reinforce an alternative behavior that serves the same goal as the problem behavior (like raising a hand instead of calling out). In DRO, you reinforce the absence of the problem behavior during set intervals, regardless of what the person does. In DRI, you reinforce a behavior that is physically incompatible with the problem behavior, so both can't occur at the same time. Because all of these rely on reinforcing certain responses and withholding reinforcement for others to change behavior, they fall under the umbrella of differential reinforcement procedures. Extinction is a separate concept focused on stopping reinforcement for the target behavior, and while it may be used alongside differential reinforcement, it isn't the overarching category here.

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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://rbttasklist.examzify.com>

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

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