

Registered Behavior Technician (RBT) Competency Practice Exam (Sample)

Study Guide



Everything you need from our exam experts!

This is a sample study guide. To access the full version with hundreds of questions,

Copyright © 2026 by Examzify - A Kaluba Technologies Inc. product.

ALL RIGHTS RESERVED.

No part of this book may be reproduced or transferred in any form or by any means, graphic, electronic, or mechanical, including photocopying, recording, web distribution, taping, or by any information storage retrieval system, without the written permission of the author.

Notice: Examzify makes every reasonable effort to obtain from reliable sources accurate, complete, and timely information about this product.

SAMPLE

Table of Contents

Copyright	1
Table of Contents	2
Introduction	3
How to Use This Guide	4
Questions	6
Answers	9
Explanations	11
Next Steps	17

SAMPLE

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. Don't worry about getting everything right, 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, and take breaks to retain information better.

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.

7. Use Other Tools

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!

SAMPLE

Questions

SAMPLE

- 1. What kind of behaviors does Differential Reinforcement of High Rates Behavior (DRH) target?**
 - A. Behaviors that occur at lower frequencies**
 - B. Behaviors that meet a subject's needs**
 - C. Behaviors that are pleasurable to the individual**
 - D. Behaviors that should be increased in frequency**

- 2. Which of the following is a consequence strategy?**
 - A. Providing a treat after a positive behavior.**
 - B. Giving a warning before a problem behavior.**
 - C. Removing privileges after an undesired behavior.**
 - D. Teaching alternative skills before a behavior occurs.**

- 3. In the realm of behavior analysis, which aspect is essential to understanding client behaviors?**
 - A. Predictability of outcomes based on subjective opinions**
 - B. Consistent, accurate data to identify patterns and trends**
 - C. Maintaining a flexible treatment plan without data**
 - D. Exclusively relying on anecdotal evidence for decisions**

- 4. What are Mass Trials in the context of behavioral instruction?**
 - A. Randomly repetitive tasks without structure**
 - B. A one-on-one approach for teaching skills**
 - C. Structured opportunities to practice skills**
 - D. Intermittent assessments of progress**

- 5. Which trial-based method involves presenting one stimulus at a time?**
 - A. Multiple Stimulus with Replacement**
 - B. Single Stimulus**
 - C. Multiple Stimulus without Replacement**
 - D. Paired Stimulus**

- 6. Escape Extinction is implemented when:**
- A. Behavior is consistently reinforced**
 - B. The aversive task is not removed following the behavior**
 - C. Positive reinforcement is made available**
 - D. Negative reinforcement is increased**
- 7. Which term describes skills aimed at reducing maladaptive behaviors?**
- A. Maladaptive programming**
 - B. Positive programming**
 - C. Preventative behavior strategies**
 - D. Compliant behavior skills**
- 8. Which behavior analysis concept focuses on the idea of transferring learned skills across various settings and situations?**
- A. Maintenance**
 - B. Generalization**
 - C. Token Economy**
 - D. Shaping**
- 9. What kind of data does a scatterplot graph typically display?**
- A. Qualitative behavior observations**
 - B. Behavior occurrences over time**
 - C. Interviews and surveys data**
 - D. Numerical ratings of behavior**
- 10. Functional Communication Training (FCT) is primarily designed to achieve what goal?**
- A. To increase engagement in activities.**
 - B. To replace problem behaviors with functional communication.**
 - C. To enhance cognitive skills of individuals.**
 - D. To promote social interactions.**

Answers

SAMPLE

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

SAMPLE

Explanations

SAMPLE

1. What kind of behaviors does Differential Reinforcement of High Rates Behavior (DRH) target?

- A. Behaviors that occur at lower frequencies**
- B. Behaviors that meet a subject's needs**
- C. Behaviors that are pleasurable to the individual**
- D. Behaviors that should be increased in frequency**

Differential Reinforcement of High Rates Behavior (DRH) specifically targets behaviors that need to be increased in frequency. This approach is utilized to encourage the occurrence of a specific behavior within a set time frame. The underlying principle is that reinforcing the behavior when it is emitted above a certain level or criteria encourages the individual to display that behavior more frequently. For instance, if a child is learning to raise their hand to speak in class, the teacher can use DRH by providing praise or rewards when the child raises their hand a higher number of times in a given session compared to previous sessions. By focusing on increasing the frequency of the desired behavior, DRH can effectively promote more active participation or engagement in various contexts, including academic settings or social interactions. This method is distinct from other reinforcement strategies that may address low frequency behaviors, needs fulfillment, or pleasurable activities, as it specifically seeks to enhance the rate of behaviors that are already occurring.

2. Which of the following is a consequence strategy?

- A. Providing a treat after a positive behavior.**
- B. Giving a warning before a problem behavior.**
- C. Removing privileges after an undesired behavior.**
- D. Teaching alternative skills before a behavior occurs.**

The choice of removing privileges after an undesired behavior as a consequence strategy is correct because it directly relates to the concept of applying consequences to modify behavior. In behavior analysis, consequence strategies are interventions that follow a behavior, aimed at influencing future occurrences of that behavior. When privileges are removed after an undesired behavior, it serves as a punishment, which can decrease the likelihood of that behavior happening again in the future. This aligns with the principles of operant conditioning, where behaviors can be modified through reinforcement or punishment. In contrast, providing a treat after a positive behavior is a reinforcement strategy designed to increase desirable behavior rather than a consequence for an existing behavior. Giving a warning before a problem behavior occurs is a proactive strategy intended to prevent the behavior rather than responding to it after the fact. Lastly, teaching alternative skills before a behavior occurs involves preventive measures and skills training rather than a direct consequence for an undesirable behavior. Thus, removing privileges post-incident accurately embodies the definition of a consequence strategy within behavior management.

3. In the realm of behavior analysis, which aspect is essential to understanding client behaviors?

- A. Predictability of outcomes based on subjective opinions**
- B. Consistent, accurate data to identify patterns and trends**
- C. Maintaining a flexible treatment plan without data**
- D. Exclusively relying on anecdotal evidence for decisions**

The essential aspect to understanding client behaviors within behavior analysis is the collection and use of consistent, accurate data to identify patterns and trends. Data serves as a foundational element of evidence-based practice, allowing behavior technicians and analysts to assess the effectiveness of interventions and make informed decisions about future strategies. Through the analysis of reliable data, practitioners can observe the frequency, intensity, and duration of behaviors, leading to a more nuanced understanding of what factors might be influencing these behaviors. This empirical approach enables practitioners to evaluate whether interventions are working and to adjust them as needed based on objective measurements rather than subjective opinions or anecdotal evidence. Ultimately, the use of consistent and accurate data helps to ensure that interventions are tailored to the individual needs of clients and fosters a systematic method for tracking progress over time. It plays a crucial role in not just identifying behaviors but also in guiding treatment decisions that can effectively improve a client's quality of life.

4. What are Mass Trials in the context of behavioral instruction?

- A. Randomly repetitive tasks without structure**
- B. A one-on-one approach for teaching skills**
- C. Structured opportunities to practice skills**
- D. Intermittent assessments of progress**

Mass trials refer to structured opportunities to practice skills in a concentrated manner. This approach involves repeating a specific task multiple times in a session, allowing the learner to gain proficiency and fluency with that skill. The structured nature of mass trials helps ensure that the learner is focused on mastering particular targets, which is particularly beneficial in behavior analysis. In this context, mass trials can facilitate quick feedback, enabling the instructor to identify whether the learner is successfully acquiring the skill. It also aids in reinforcing learning by providing a clear, repetitive experience that can lead to greater retention of the skill being taught. The goal is to create a focused environment where the learner can practice intensely, leading to improved performance. When considering the other options, the incorrect choices do not accurately capture the essence of what mass trials are. For instance, randomly repetitive tasks lack the structure necessary for effective skills acquisition; a one-on-one approach can be used in various formats beyond mass trials; and intermittent assessments focus on measuring progress rather than providing the focused practice that mass trials involve. Therefore, the understanding that mass trials are structured opportunities to practice skills is critical for effective behavioral instruction.

5. Which trial-based method involves presenting one stimulus at a time?

- A. Multiple Stimulus with Replacement**
- B. Single Stimulus**
- C. Multiple Stimulus without Replacement**
- D. Paired Stimulus**

The trial-based method that involves presenting one stimulus at a time is known as the Single Stimulus method. This approach is commonly used in preference assessments to determine an individual's preferences for various stimuli, particularly in applied behavior analysis. In the Single Stimulus method, each item is presented individually to the individual being assessed, and their reactions or interactions with the item are observed. This allows practitioners to see which items capture the person's interest or engagement without the possibility of confusion from multiple items being presented at once. It is a straightforward and effective way to assess preferences, especially for individuals who may have difficulty choosing between multiple items or who may become overwhelmed by too many options. This method contrasts with other trial-based methods where multiple stimuli are presented simultaneously or in pairs, which can complicate the assessment process and sometimes lead to unclear results regarding preference. The simplicity of the Single Stimulus method makes it particularly valuable in settings with individuals who have varying levels of cognitive and communication abilities.

6. Escape Extinction is implemented when:

- A. Behavior is consistently reinforced**
- B. The aversive task is not removed following the behavior**
- C. Positive reinforcement is made available**
- D. Negative reinforcement is increased**

Escape extinction is a process used in behavior modification where an individual learns that engaging in a certain behavior will not result in the escape from an aversive situation or task. In this context, the correct answer highlights that the aversive task is not removed following the behavior. This means that when the individual emits the behavior that is typically reinforced through escape, the consequence of not escaping reinforces the understanding that the behavior will not yield the desired outcome. For example, if a child consistently avoids doing their math homework by crying, implementing escape extinction would entail requiring the child to complete the homework regardless of their crying. By doing so, the child learns that crying will not result in the homework being removed, ultimately reducing the crying behavior over time. The other options describe scenarios that do not align with the principles of escape extinction. Providing consistent reinforcement maintains the behavior instead of diminishing it. Making positive reinforcement available does not directly involve the aversive stimulus and could actually encourage the behavior associated with escape. Increasing negative reinforcement would not promote extinction either, as it would still involve escape from an aversive condition, thereby reinforcing the behavior.

7. Which term describes skills aimed at reducing maladaptive behaviors?

- A. Maladaptive programming**
- B. Positive programming**
- C. Preventative behavior strategies**
- D. Compliant behavior skills**

The term that effectively describes skills aimed at reducing maladaptive behaviors is **positive programming**. Positive programming focuses on teaching individuals appropriate alternatives to maladaptive behaviors, promoting skills that are socially acceptable and functional. This approach emphasizes reinforcement of desirable behaviors while minimizing or eliminating maladaptive ones, thus facilitating a more positive adaptation in the individual's behavior. Positive programming can include several strategies, such as reinforcement, modeling, and teaching new skills that replace the need for the maladaptive behavior. By doing so, it addresses the root causes of the undesirable behaviors and encourages the development of healthier, more adaptive skills. Understanding this approach is essential within the context of behavior analysis, as it aligns with the ethical standards of promoting the well-being and dignity of individuals receiving services.

8. Which behavior analysis concept focuses on the idea of transferring learned skills across various settings and situations?

- A. Maintenance**
- B. Generalization**
- C. Token Economy**
- D. Shaping**

The concept that centers around the transfer of learned skills across different settings and situations is **generalization**. Generalization occurs when a learner demonstrates a behavior in a variety of contexts, beyond the initial situation in which the behavior was taught. For instance, if a child learns to greet others at home, generalization would be seen if the same child begins to greet people at school or in public places without additional prompts. Generalization is crucial in behavior analysis because it ensures that skills are not just learned in isolation but are applicable and functional in real-life scenarios, promoting independence and adaptability in various environments. This aspect is vital for effective behavior intervention and helps ensure that skills have lasting value beyond the therapy sessions. In contrast, other concepts such as maintenance refers to the ability to retain skills over time, a token economy is a system used to reinforce desired behaviors through rewards, and shaping involves gradually teaching a new behavior by reinforcing successive approximations. While these are important in behavior analysis, they do not specifically address the idea of transferring skills across different settings, which is the essence of generalization.

9. What kind of data does a scatterplot graph typically display?

- A. Qualitative behavior observations**
- B. Behavior occurrences over time**
- C. Interviews and surveys data**
- D. Numerical ratings of behavior**

A scatterplot graph is designed to display data points that reflect the occurrence of specific events, behaviors, or measurements across a particular time period. This type of graph is especially useful for identifying patterns or trends that may exist in the occurrence of behavior, as each point on the scatterplot corresponds to a specific instance where the behavior was recorded, plotted against time. The primary function of the scatterplot is to visualize the relationship between variable events, indicating the frequency of behaviors in relation to their timing. This helps practitioners evaluate fluctuations in behavior and understand potential factors contributing to those patterns. Therefore, this makes it an ideal method for tracking behavior occurrences over time, showcasing changes, and identifying any correlations that may exist between different occurrences. The other options may involve data collection strategies, but they do not accurately represent the features and functions of a scatterplot. Qualitative behavior observations and numerical ratings of behavior usually employ different forms of data representation, while interviews and surveys are more about gathering subjective information rather than capturing measurable behaviors over time.

10. Functional Communication Training (FCT) is primarily designed to achieve what goal?

- A. To increase engagement in activities.**
- B. To replace problem behaviors with functional communication.**
- C. To enhance cognitive skills of individuals.**
- D. To promote social interactions.**

Functional Communication Training (FCT) is specifically aimed at addressing the issue of problem behaviors by teaching individuals more effective and appropriate ways to communicate their needs and desires. The primary goal of FCT is to replace these maladaptive or challenging behaviors, which may be exhibited when an individual's functional communication skills are lacking, with functional communication strategies. This approach recognizes that many problem behaviors occur because the individual lacks an appropriate means of expressing themselves, leading to frustration and the subsequent use of challenging behaviors. By equipping individuals with the tools to communicate more effectively, FCT not only decreases the occurrence of problem behaviors but also enhances the individual's ability to interact with their environment and the people within it. This empowering process leads to improved outcomes, as the individual learns that their needs can be met in positive, socially appropriate ways. Thus, the focus of FCT is on communication as a functional skill, which underscores the importance of teaching alternative, functional communication methods to replace problem 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://rbtcompetency.examzify.com>

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