

REGISTERED BEHAVIOR TECHNICIAN (RBT) COMPETENCY 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 purpose of a Functional Behavior Assessment (FBA)?**
 - A. To diagnose mental health disorders
 - B. To develop medication plans
 - C. To identify the function of problem behavior
 - D. To measure overall educational performance
- 2. Which term describes the actions that follow a behavior, potentially influencing its future occurrence?**
 - A. Stimuli
 - B. Antecedents
 - C. Consequences
 - D. Reinforcement
- 3. Positive programming focuses on what aspect of behavior management?**
 - A. Increasing aversive behavior
 - B. Skill acquisition and replacement of maladaptive behavior
 - C. Utilization of punishment techniques
 - D. Elimination of all unwanted behaviors
- 4. Which method of identifying preferred items involves observing natural interactions?**
 - A. Engagement-based assessment
 - B. Naturalistic observation
 - C. Contrived observation
 - D. Preference ranking
- 5. Which tool is commonly used for descriptive observation in behavior assessment?**
 - A. Anecdotal records
 - B. Scatterplots
 - C. Graphical analysis software
 - D. Self-assessments

- 6. What is the term used to describe the elapsed time between two successive responses?**
- A. Latency
 - B. Duration
 - C. Interresponse time
 - D. Frequency
- 7. 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.
- 8. In a paired stimulus assessment, what does the participant do?**
- A. Engages with a single item for a set time
 - B. Makes choices between two stimuli
 - C. Interacts with multiple items selected at random
 - D. Displays behaviors without selecting
- 9. What type of discrimination does Response Discrimination depend on?**
- A. The type of reinforcers used
 - B. The audience or context in which the behavior occurs
 - C. The speed of the learner's response
 - D. The physical setting of the training
- 10. What is the goal of a token economy system?**
- A. To deter negative behaviors through punishment
 - B. To create an environment of competition
 - C. To reinforce specific behaviors through earned rewards
 - D. To remove external motivations altogether

Answers

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

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Explanations

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1. What is the purpose of a Functional Behavior Assessment (FBA)?

- A. To diagnose mental health disorders
- B. To develop medication plans
- C. To identify the function of problem behavior**
- D. To measure overall educational performance

The purpose of a Functional Behavior Assessment (FBA) is to identify the function of problem behavior. An FBA examines the antecedents, behaviors, and consequences to understand why a certain behavior occurs. By identifying the underlying reasons for the behavior, such as seeking attention, escaping a task, or obtaining tangible items, practitioners can develop effective interventions tailored to address those needs. This approach focuses on understanding behavior in context rather than simply observing it in isolation. In contrast, diagnosing mental health disorders or developing medication plans is outside the scope of an FBA, as those processes typically involve clinical assessments and the expertise of licensed mental health professionals. Additionally, measuring overall educational performance pertains to academic evaluations and not directly to understanding behavioral issues, which is the core intention of conducting an FBA. Therefore, the focus on identifying the function of problem behavior is fundamental for creating effective, individualized strategies to improve behavior and learning outcomes.

2. Which term describes the actions that follow a behavior, potentially influencing its future occurrence?

- A. Stimuli
- B. Antecedents
- C. Consequences**
- D. Reinforcement

The correct term that describes the actions following a behavior, which can influence its future occurrence, is consequences. In the field of behavior analysis, consequences are critical components of the three-term contingency, encompassing antecedents, behaviors, and consequences. Once a behavior is exhibited, what follows can either increase or decrease the likelihood of that behavior happening again in the future. For instance, if a child receives praise after completing their homework, the resulting positive feedback serves as a consequence that may encourage the child to do their homework more often in the future. Stimuli refer to any event or object that can be perceived by the senses and might trigger a response, but they do not specifically address what happens after a behavior. Antecedents are events or conditions that occur before a behavior and play a role in prompting the behavior rather than influencing its future occurrence after the fact. Reinforcement is a specific type of consequence that increases the likelihood of a behavior being repeated, but it is one type of consequence among others. Therefore, the term consequences encompasses all actions that can affect future behavior, making it the most precise choice.

3. Positive programming focuses on what aspect of behavior management?

- A. Increasing aversive behavior
- B. Skill acquisition and replacement of maladaptive behavior**
- C. Utilization of punishment techniques
- D. Elimination of all unwanted behaviors

Positive programming emphasizes the importance of skill acquisition and the replacement of maladaptive behaviors with more appropriate ones. This approach is rooted in the principles of Applied Behavior Analysis (ABA), which prioritize reinforcing desired behaviors rather than solely focusing on the elimination of unwanted behaviors. In practice, positive programming aims to teach individuals new, functional skills that help them navigate their environments effectively while also providing alternative behaviors to replace those that are considered maladaptive. For instance, rather than simply punishing a child for aggressive behavior, positive programming would involve teaching the child effective communication skills to express their needs and frustrations. This shift in focus promotes a more supportive and constructive learning atmosphere while fostering an individual's ability to engage positively with their surroundings. The other options do not align with the core principles of positive programming. Options relating to increasing aversive behavior, utilizing punishment techniques, or seeking complete elimination of unwanted behaviors reflect more punitive approaches rather than the supportive and developmental focus intrinsic to positive programming.

4. Which method of identifying preferred items involves observing natural interactions?

- A. Engagement-based assessment
- B. Naturalistic observation**
- C. Contrived observation
- D. Preference ranking

The method of identifying preferred items that involves observing natural interactions is naturalistic observation. This approach focuses on watching individuals in their typical environments and contexts, allowing practitioners to see how they engage with various items or activities without any artificial manipulation or prompts. By observing individuals as they interact with their environment naturally, you can gather valuable insights into their preferences based on actual behavior rather than relying on predetermined assessments or structured settings. This gives a more authentic representation of what items or activities capture the individual's interest and engagement, making it a reliable way to identify preferred items. Engagement-based assessment, while also useful, typically involves more structured activities designed to measure engagement and may not fully capture the natural preferences in unstructured environments. Contrived observation, on the other hand, usually involves setting up specific scenarios to elicit certain responses, which may not reflect real-life preferences. Preference ranking requires individuals to evaluate their preferences among given options, but it doesn't necessarily involve observing their natural interactions with those items or activities in a fluid manner.

5. Which tool is commonly used for descriptive observation in behavior assessment?

- A. Anecdotal records
- B. Scatterplots**
- C. Graphical analysis software
- D. Self-assessments

The most widely used tool for descriptive observation in behavior assessment is anecdotal records. Anecdotal records involve a detailed and objective narrative that captures a specific behavior as it occurs in its natural environment. This method allows practitioners to observe and later discuss the context, frequency, and characteristics of behaviors as they happen. Scatterplots, while useful for identifying trends and patterns over time regarding the occurrence of certain behaviors, do not qualify as descriptive observation tools themselves. Instead, they provide a visual representation of data already collected. Graphical analysis software is more focused on the analysis and representation of collected data rather than on observing behavior directly. Self-assessments usually involve individuals reflecting on their own behaviors and may not accurately capture objective observations made by a trained individual in the context of behavior assessment. Thus, the choice of anecdotal records best aligns with descriptive observation approaches.

6. What is the term used to describe the elapsed time between two successive responses?

- A. Latency
- B. Duration
- C. Interresponse time**
- D. Frequency

The term that describes the elapsed time between two successive responses is interresponse time. This concept is crucial in behavioral analysis because it helps practitioners understand the temporal aspects of behavior, particularly how quickly an individual responds after completing one behavior before they start another. Measuring interresponse time can provide valuable insights into an individual's response patterns, helping to identify any delays or rapid sequences of behavior, which can be significant for developing effective intervention strategies. In contrast, latency refers to the time that passes between the presentation of a stimulus and the individual's response to that stimulus. Duration measures the amount of time that a behavior occurs, while frequency counts how often a particular behavior occurs within a specified period. Thus, these terms serve distinct purposes in behavior analysis, but interresponse time specifically focuses on the interval between consecutive responses, making it the correct term for this question.

7. 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.

8. In a paired stimulus assessment, what does the participant do?

- A. Engages with a single item for a set time
- B. Makes choices between two stimuli**
- C. Interacts with multiple items selected at random
- D. Displays behaviors without selecting

In a paired stimulus assessment, the primary activity for the participant involves making choices between two stimuli. This process allows the assessor to determine which of the two items the participant prefers by presenting them in pairs, one at a time. The participant's selection reveals their preferences, providing valuable insight into what items or activities may be most motivating for them. This method is particularly useful in behavioral interventions aimed at increasing engagement or compliance, as it taps directly into the individual's own preferences. The format of presenting items in pairs is designed to establish a clear choice for the participant, facilitating a more organized assessment of preferences compared to presenting items individually or in larger groups. This structured choice-making not only helps identify preferred items but also enhances the validity of the data collected regarding those preferences.

9. What type of discrimination does Response Discrimination depend on?

- A. The type of reinforcers used
- B. The audience or context in which the behavior occurs**
- C. The speed of the learner's response
- D. The physical setting of the training

Response Discrimination is fundamentally about understanding how behaviors are affected by different stimuli in various contexts. It relies on the audience or context in which the behavior occurs because this can influence whether the learner engages in a specific response. For instance, a child might behave differently when alone than when in a group or in the presence of a teacher. The context cues the learner to respond differently based on past experiences and reinforcement history associated with those particular situations. In this case, the audience or context plays a pivotal role in triggering the appropriate response. Recognizing the subtle differences in environments and social interactions helps in promoting desired behaviors effectively. Other options, while relevant to different aspects of behavior analysis, do not encapsulate the essence of Response Discrimination. The type of reinforcers used, while important for motivating behavior, does not directly relate to the ability to discriminate responses based on the situation. The speed of the learner's response may indicate fluency or efficiency but doesn't address the discrimination aspect. Similarly, the physical setting of the training could influence learning outcomes but does not specifically pertain to the nuanced connections between behavior and context essential for Response Discrimination.

10. What is the goal of a token economy system?

- A. To deter negative behaviors through punishment
- B. To create an environment of competition
- C. To reinforce specific behaviors through earned rewards**
- D. To remove external motivations altogether

The goal of a token economy system is to reinforce specific behaviors through earned rewards. This system is based on the principles of applied behavior analysis and utilizes tokens as a form of currency that individuals can accumulate in exchange for desired rewards or privileges. The primary purpose of implementing a token economy is to promote positive behaviors, as individuals learn to associate the earning of tokens with engaging in the behaviors that are being targeted for reinforcement. This approach encourages consistency and helps individuals understand the connection between their behavior and the positive outcomes they can earn. In a token economy, the earned tokens serve as immediate reinforcement, making it easier for individuals to recognize and understand the desired behavior. By utilizing a system that tracks and rewards desired behaviors, practitioners can create a structured environment that supports behavioral change and learning.

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!

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