Registered Behavior Technician (RBT) Practice Exam (Sample)

Study Guide

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Questions

1. **What is spontaneous recovery?**
   A. When a behavior changes spontaneously
   B. When a behavior reappears after having been diminished
   C. When a behavior improves without intervention
   D. When a behavior is forgotten

2. **What is the goal of errorless teaching?**
   A. Student will display less task avoidant behaviors because they contact reinforcement more often
   B. To ensure that the student makes more errors for corrective feedback
   C. To reduce the time spent on teaching new tasks
   D. To immediately correct student errors without reinforcement

3. **What is a functional assessment?**
   A. A technique to reduce a behavior
   B. A process to identify the purpose or function of a behavior
   C. A method for data analysis
   D. A strategy for implementing interventions

4. **What is implied by the use of forward chaining in teaching tasks?**
   A. That learning should be accomplished in reverse order
   B. The importance of starting with complex tasks
   C. Emphasizing natural progression in teaching skills
   D. The avoidance of sequential steps in learning

5. **What does Whole Interval Recording require for a behavior to be marked?**
   A. Behavior occurring at the start of the interval
   B. Behavior occurring at any point in the interval
   C. Behavior occurring throughout the entire interval
   D. Only if a new behavior is introduced

6. What is the definition of imitation?

A. Copying the behavior of another person

B. Responding to mands of another

C. Matching verbal behavior

D. Verbal response to a stimulus

7. What is a "prompt" in ABA?

A. A cue or assistance given to encourage a desired behavior.

B. A physical reward given after a desired behavior.

C. A type of reinforcement applied after a behavior.

D. A corrective measure used in behavior modification.

8. Which dimensions can be highlighted in stimulus fading?

A. Color, size, position

B. Weight, texture, volume

C. Temperature, shape, brightness

D. Speed, frequency, duration

9. What does VERMI stand for?

A. Value, Effort, Rate, Magnitude

B. Vitality, Effort, Reaction, Momentum

C. Volume, Elevation, Response, Mass

D. Venture, Efficiency, Resolution, Magnification

10. In errorless teaching, the hierarchy used starts from:

A. Most restrictive to least restrictive

B. Least to most restrictive

C. Most to least prompting

D. Verbal to physical

Answers

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

Explanations

1. What is spontaneous recovery?

A. When a behavior changes spontaneously

B. When a behavior reappears after having been diminished

C. When a behavior improves without intervention

D. When a behavior is forgotten

Spontaneous recovery is the reappearance of a previously extinguished behavior. This often happens after a period of rest following extinction training, where the behavior decreases in frequency or strength. Option A is incorrect because it only describes a general change in behavior without any specific cause. Option C is incorrect because there is no mention of improvement, just the reappearance of a behavior. Option D is incorrect because it refers to forgetting, which is unrelated to spontaneous recovery.

2. What is the goal of errorless teaching?

A. Student will display less task avoidant behaviors because they contact reinforcement more often

B. To ensure that the student makes more errors for corrective feedback

C. To reduce the time spent on teaching new tasks

D. To immediately correct student errors without reinforcement

The goal of errorless teaching is to increase reinforcement for the student's correct responses, which will in turn reduce task avoidant behaviors. Options B and D are incorrect because they involve making and correcting errors, which is counterproductive to the goal of errorless teaching. Option C is incorrect because the time spent on teaching new tasks should not be reduced, but rather the focus should be on increasing reinforcement for correct responses.

3. What is a functional assessment?

A. A technique to reduce a behavior

B. A process to identify the purpose or function of a behavior

C. A method for data analysis

D. A strategy for implementing interventions

A functional assessment is a process specifically designed to identify the purpose or function of a behavior. This assessment helps practitioners understand why a behavior is occurring by collecting data on the antecedents (what happens before the behavior) and consequences (what happens after the behavior) surrounding the behavior in question. Recognizing the function of a behavior allows for the development of effective interventions that address the root causes rather than just the symptoms of the behavior. In a functional assessment, it's common to conduct observations, interviews, and possibly experimental analyses. The primary goal is to ascertain whether the behavior serves to gain attention, escape from an undesired situation, fulfill a sensory need, or achieve access to a specific item or activity. By identifying these functions, behavior analysts can tailor their interventions to meet the individual's needs more effectively. While the other options pertain to aspects of behavior analysis and intervention, they do not capture the primary objective of a functional assessment as accurately as identifying the purpose or function of the behavior does. For example, reducing a behavior is a goal that may result from the insights gained from a functional assessment, but it is not the assessment's primary purpose. Similarly, data analysis methods and intervention strategies are important components of behavior analysis, but they do not encompass the full scope

4. What is implied by the use of forward chaining in teaching tasks?

A. That learning should be accomplished in reverse order

B. The importance of starting with complex tasks

C. Emphasizing natural progression in teaching skills

D. The avoidance of sequential steps in learning

The use of forward chaining in teaching tasks implies an emphasis on natural progression in teaching skills. This means that learning should occur in a step-by-step process, starting from simpler tasks and gradually moving towards more complex ones. This option is correct because it highlights the importance of building upon previously acquired skills to effectively learn new ones. Options A, B, and D are incorrect because they suggest alternative methods that are not related to forward chaining. Option A proposes that learning should occur in reverse order, which goes against the concept of progression. Option B suggests starting with complex tasks, which is not necessarily an effective approach for learning. Option D suggests avoiding sequential steps, which goes against the idea of building upon previously learned skills. Therefore, option C is the best choice as it aligns with the concept of forward chaining in teaching tasks.

5. What does Whole Interval Recording require for a behavior to be marked?

A. Behavior occurring at the start of the interval

B. Behavior occurring at any point in the interval

C. Behavior occurring throughout the entire interval

D. Only if a new behavior is introduced

Whole Interval Recording requires behavior to be marked if it occurs throughout the entire interval. This means that partial performance or intermittently exhibiting the behavior will not be counted. Option A, B, and D are incorrect because for those options, the behavior does not have to occur throughout the entire interval for it to be considered. Option A only requires the behavior to occur at the start of the interval, option B allows for the behavior to occur at any point in the interval, and option D pertains to new behaviors being introduced, which is not relevant to the question. Therefore, option C is the only correct answer.

6. What is the definition of imitation?

A. Copying the behavior of another person

B. Responding to mands of another

C. Matching verbal behavior

D. Verbal response to a stimulus

The definition of imitation is the act of copying the behavior of another person. This means that the individual observes and replicates the actions, movements, or words of another person. Options B, C, and D may seem similar, but they are not the exact definition of imitation. Option B refers specifically to responding to requests, rather than imitating behavior. Option C is more focused on matching verbal language, rather than actions or behavior. Option D is more closely related to responding to a stimulus, rather than imitating another person. Therefore, A is the best fit for the definition of imitation.

7. What is a "prompt" in ABA?

A. A cue or assistance given to encourage a desired behavior.

B. A physical reward given after a desired behavior.

C. A type of reinforcement applied after a behavior.

D. A corrective measure used in behavior modification.

A prompt in Applied Behavior Analysis (ABA) refers to a cue or assistance given to encourage a desired behavior. This could take various forms, such as verbal instructions, gestures, physical guidance, and visual aids that help an individual perform a behavior that they may not independently accomplish yet. The primary purpose of a prompt is to facilitate learning and increase the likelihood that the desired response will occur. Positive prompting can help bridge the gap between a learner's current abilities and the skills they need to develop, ultimately leading to greater independence. Over time, prompts can be faded or removed as the individual becomes more proficient at executing the behavior without assistance, which reinforces the concept of teaching skills in a way that promotes autonomy. The other options, while related to behavioral techniques, do not accurately define a prompt. Rewards, reinforcements, or corrective measures serve different functions within the framework of behavior modification compared to prompts, which are specifically aimed at encouraging initial engagement with a behavior.

8. Which dimensions can be highlighted in stimulus fading?

A. Color, size, position

B. Weight, texture, volume

C. Temperature, shape, brightness

D. Speed, frequency, duration

Stimulus fading refers to gradually reducing the intensity of a stimulus in order to desensitize an individual's response to it. In this particular case, the goal is to highlight certain dimensions of the stimulus. Out of the given options, only color, size, and position can be adjusted or highlighted through stimulus fading. Weight, texture, and volume are not visual dimensions, while temperature, shape, brightness, speed, frequency, and duration are not typically adjustable through stimulus fading. Therefore, the correct answer is A.

9. What does VERMI stand for?

A. Value, Effort, Rate, Magnitude

B. Vitality, Effort, Reaction, Momentum

C. Volume, Elevation, Response, Mass

D. Venture, Efficiency, Resolution, Magnification

VERMI stands for Value, Effort, Rate, Magnitude. This acronym is commonly used in the business world to describe the key elements to consider when making decisions or evaluating performance. The other options do not accurately reflect the meaning of VERMI. B) Vitality and momentum are not typically considered in decision making or evaluating performance. C) Volume, elevation, response, and mass do not accurately represent the elements of VERMI. D) Venture and efficiency may be relevant in business contexts, but they do not fit within the VERMI acronym. RESOLUTION also does not fit within the acronym. In summary, only option A) contains the correct terms that make up VERMI.

10. In errorless teaching, the hierarchy used starts from:

A. Most restrictive to least restrictive

B. Least to most restrictive

C. Most to least prompting

D. Verbal to physical

In errorless teaching, the hierarchy used starts from least restrictive to most restrictive. This means that the first prompts given are the easiest and require the least amount of assistance, with prompts increasing in difficulty as the learner requires more support. Option A is incorrect because starting with the most restrictive prompts may overwhelm the learner and hinder their progress. Option C and D both mention types of prompts, but the hierarchy in errorless teaching is not based on types of prompts, rather it is based on the level of difficulty. Therefore, these options are also incorrect.