THE BEHAVIOR TECHNICIAN

STUDY GUIDE

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STUDY GUIDE

Covering the Task List 2.0

Fluency Questions

Glossary

75-Question Mock Exam
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Introduction

My name is Dr. Jaime Flowers. I am a professor at Stephen F. Austin State University. I also provide an RBT course online. While providing the 40-hour online course to people, I found many struggling to find quality study material for the RBT exam. I created this study guide to help individuals studying for the RBT exam. It follows the RBT task list exactly, and it contains everything you need to pass the RBT exam.

This manual will go over each task list item. There are fluency fill-in questions after every section. There is also a glossary and a mock exam. My hope is that this study guide provides you the support you need to pass the RBT exam and begin helping people with ABA therapy.
Measurement

Preparing for data collection

Data collection is an important part of an RBTs job. Supervisors and families rely on RBTs to collect strong data to help make programming decisions. Without strong data collection no one will be able to determine if a client is making progress. Data collection allows us to determine when and if a client is making progress.

Task Analysis of Data Collection

1.) The type of behavior you are collecting data on: such as duration, rate, interval.
2.) Determine the best data collection method. Your supervisor will help. This is often outlined in the functional behavior assessment or the behavior intervention plan.
3.) Gather the materials you need to collect data: paper, pen, clipboard, timer, data collection sheet, and sometimes, an electronic method.
4.) Fill out any identifying information needed. This could include name, birthdate, setting, date of observation, time of observation, diagnosis, and the behaviors or skills being observed. If there is no standard fill-in form, write it on the top of your data sheet.
5.) Try to eliminate distractions.
6.) Begin collecting data.

Fun fact: The word data is plural—you would not say “the data is”. Rather you say “the data are”.
Continuous Measurement Procedures

Continuous measurement means measuring each and every instance of behavior within the observation period. In other words, you miss nothing. This type of measurement is very time-consuming and more difficult than discontinuous measurement procedures.

Types of Continuous Measurement

**Frequency**: This is a simple count of the instances of behavior, represented by a tally. *How many times did John hit another student?* You would tally every time John hit another student and present the count as a number. *John hit another student 5 times.*

**Rate**: Rate is a frequency count with a time element. If you were tallying how many times John hits another student you would also report the time. *John hits at the rate of 5 times per hour.* Rate is an important measurement when looking at behaviors which are frequent and short. For example: hitting, raising hand, flapping hands, disrupting another student, yelling.

**Duration**: This is how long a behavior occurs. To take duration data you start a stopwatch when the behavior begins and end the stop watch when the behavior stops. Duration is often reported as an average over time. Duration recording is appropriate for long lasting behaviors. For example, tantrums, social play, how long it takes a child to get dressed.

**Inter Rate Response**: This is the time between responses. To take IRT data you start the stopwatch when the behavior ends and stop the stop watch when the behavior begins again. IRT is typically reported as an average. IRT is appropriate when the time between behaviors is important. For example: time lapse between doing math problems, and time lapse between prosocial behaviors.

**Latency**: Latency is the time from prompt to the start of the behavior. To take latency data start the stopwatch when the prompt is given and stop the stopwatch when the behavior starts. You might want to take latency data when there is a delay between the prompt and when the behavior occurs. For example, the time from a prompt to get
dressed to a person getting dressed, the time from the instruction to begin a math problem and the response.

**Discontinuous Measurement Procedures**

Discontinuous Measurement Procedures are samples of the target behavior, but they do not measure every instance of behavior within the observation period. Discontinuous measurement procedures are less valid than continuous measurement procedures. Discontinuous measurement procedures are used when it is too time-consuming to take continuous measurement data.

Partial Interval: Recording the presence or absence of a behavior during a brief interval of time. Intervals are marked as “+” if the target behavior occurred at any time during the interval. Intervals are marked as “-” if the target behavior did not occur during the entire interval. Partial Interval data collection overestimates the occurrence of behavior. Examples of behaviors that are appropriate for partial interval recording are vocal stereotypy, hand flapping, biting nails.

Whole Interval: Recording the presence or absence of a behavior during the whole interval. Intervals are marked as “+” if the target behavior occurred during the entire interval. Intervals are marked as “-” if the target behavior stopped at any time during the interval. Whole Interval data collection underestimates the occurrence of behavior. Examples of behaviors that are appropriate for whole interval recording are cooperative play, social engagement, on task behavior.

Momentary Time Sampling: Recording the presence or absence of a behavior at the very end of an interval. Intervals are marked as “+” if the target behavior occurred at the end of the interval. Intervals are marked as “-” when the target behavior does not occur at the end of the interval. This procedure is possible to do for many clients at the same time. This is the easiest type of discontinuous measurement procedure to use. However, it provides the least amount of information. Examples of behaviors that are appropriate for whole interval recording are social engagement of many students, and task engagement for a group of students.
Permanent Product Procedures

Permanent product recording is not recording behaviors but recording the products behavior produces. For example, you could record how many questions a student answered on a worksheet by simply looking at the worksheet and counting the problems completed. The advantage is you can record information from permanent product anytime. The disadvantage is you are not actually recording behavior. For example, a parent could complete a math worksheet for a child.

Examples of permanent product recordings

1.) How many items were placed on a shelf
2.) How much homework was completed
3.) How many bracelets were constructed
4.) How many dishes cleaned
5.) How many scratches a person has.

Enter Data and Update Graphs

Recording data is an important part of an RBTs job. You should receive directions from your supervisor on how to accurately collect and graph data. Graphing can be done with a pencil and paper or a computer program.

How to Summarize Different Types of Data

1.) Frequency is summarized as rate over sessions
2.) Duration is summarized as total duration over session
3.) IRT is summarized as an average.
4.) Latency is summarized as average latency to response
5.) Interval data is summarized as percent intervals with occurrence.
Rules for Graphing

1.) Label the horizontal axis with sessions or days
2.) Label the vertical axis with the type measurement you are using
3.) Graph one data point for every session
4.) Draw a solid line connecting data points in the same phase
5.) Draw a vertical phase line to separate phases of treatment
6.) Do not connect data points between different phases
7.) Use different symbols to depict different behavior on the same graph
8.) Use a legend or written names with arrows to label the different behaviors if more than one behavior is depicted on the same graph.
Fluency Questions for Measurement

1.) Sally is recording a client's behavior. She starts the stopwatch when the client begins screaming and stops the stopwatch when the client stops screaming. What type of measurement procedure is she using? ________________________

2.) Paul wants a quick and easy way to record 5 different students’ task engagement. What type of measurement procedure should he use? ________________________

3.) Tony reported his data collection as a percentage of intervals with occurrence. What type of data collection is he using? ________________________

4.) A client of Mary’s takes a very long time to start getting dressed after instruction. What type of data collection would be appropriate? ________________________

5.) Tom does not have a lot of time to collect data on a client’s social engagement during play. What type of measurement should he use? ________________________.

6.) Harry wants to record how many times his client hits. He should use a __________ count and report the data as ____________________.

7.) An interval recording procedure that overestimates behavior is ________________.

8.) ________________ measurement is the most valid and preferred type of data collection.

9.) Recording the number of pieces of clothing a person folded is called ________________.

10.) Paul starts a stopwatch when a behavior ends and stops the stopwatch when the next behavior begins. This is called ________________.
Assessment

Describe Behavior in Observable Measurable Terms

**Operational Definition**: Detailed definition of the behavior in observable terms. Must be thorough enough that any person could read it and understand what the behavior is and begin collecting data on the behavior.

**Objective.** Operational definitions only include directly observable aspects of behavior (e.g., hitting), not unobservable internal states (e.g., frustration).

**Clear.** Operational definitions should be unambiguous. Anyone, without any prior knowledge of the behavior, should be able to understand the definition. A good test is that a person who has never seen the behavior can “act it out” from the definition.

**Complete.** The definition includes all of the information necessary for you to discriminate between the behavior and other behaviors that are similar but do not count. Including specific examples and non-examples is often helpful.

**Individualized.** The particular forms of a behavior that one individual display will likely be different from those of another. For example, Jimmy’s aggression might include hitting and kicking, whereas Sally’s might include pinching and scratching.

**Examples**

1.) Lying on the floor, crying, yelling, throwing objects, and/or pounding fists on desk. The episode is counted if it lasts 10 seconds or more and is counted as a new incident if separated by 5 minutes or more.
2.) Student is looking at the teacher/board/seatwork, contributing to the assigned task, and quiet when expected to work independently.

**Conduct Preference Assessments**

**Preference Assessment**

A set of procedures used to determine if one or more stimuli may function to increase the rate of a specific behavior or behaviors when delivered following the occurrence of that behavior. You are trying to determine which reinforcers are most effective. Preference assessments are done during the assessment process and are done throughout the course of therapy.

**Free Operant Preference Assessment**

The therapist does not interact with the client. The therapist observes which items the client interacts with and records the time spent with the item. This is a simple observation procedure with no manipulation. The client can freely choose which items to play with or use. The items are ranked by the amount of time the client spent with them.

**Single Item Preference Assessment**

The therapist simply presents one item after another. The therapist records whether the client consumed/interacted with the item, made no response to the item, or avoided the item. For food items a small piece is presented, and for non-food items the client is allowed to interact with the item for 30 seconds. The amount of times a client interacted with an item is counted. The items are ranked by the amount of times a client interacted with them.

**Paired Choice Preference Assessment (Forced Choice Preference Assessment)**

The therapist presents 2 items to the client and records which item the client chooses. Allow the client to interact with the item for 30 seconds. All items should be randomly presented in pairs. This forces a choice from the client and is useful when the client
interacts with most items during a single item preference assessment. The items chosen the most are ranked as stronger reinforcers.

**Multiple Stimulus Preference Assessment with Replacement**

The therapist presents multiple items at a time and records which item the client chooses to interact with. Allow the client to interact with the item for 30 seconds. Once the item is chosen the therapist places it back into the mix of multiple items. The downside of this method is the client can continually pick the same item over and over again not providing a ranking order of reinforcers. No more than 7 items should be presented. This is a good choice of preference assessment for clients who can scan an array.

**Multiple Stimulus Preference Assessment without Replacement**

The therapist presents multiple items at a time and records which item the client chooses to interact with. Allow the client to interact with the item for 30 seconds. Once an item is chosen the therapist does not place it back into the array.

**Individual Procedures**

RBTs will help their supervisor assess where their client’s ability in social skills, language skills, academics, self-help skills, daily living skills, job skills, coping skills, etc. Much of ABA therapy is working on building these skills so that a person can have an independent and successful life.

**Baseline:** Baselining is finding out where a client’s skills or behaviors are before beginning therapy. Before beginning to teach a new skill, a baseline probe should be conducted in order to identify whether the learner already has the skill. Present a prompt and record the learner’s response. Typically, three baseline data points will be sufficient, but your supervisor will guide you as to how much data to take.

**Skill Assessments:** Skills assessments determine where a client’s skills are. They typically assess areas such as social skills, coping skills, self-help skills, language skills, learning skills, daily living skills, communications skills. Often these assessments come as
packaged product. The most commonly used skill assessments in ABA are: Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP), Assessment of Basic Language and Learning Skills—Revised (ABLLS-R), and Vineland Adaptive Behavior Scales 3rd edition (Vineland-3).

Curriculum-Based Assessment: Curriculum-based assessment (CBA) and curriculum-based measurement (CBM) are the repeated, direct assessment of targeted skills in basic areas, such as math, reading, writing, and spelling. An example of a CBM is measuring how many words a client could read in a minute. A therapist would give the client a grade level passage and have the client read the passage out loud. The therapist would record how many words the client read correctly per minute.

Social Skills: Social skills are skills used to communicate and interact with people. Social skills include verbal and non-verbal communication, body language and personal appearance.

Daily Living Skills: These are skills that people use every day to function. They include personal hygiene and grooming, dressing and undressing, meal preparation and eating, moving around the community, toileting, housekeeping, laundry, and safety skills.

**Assist with Functional Assessment Procedures**

RBTs also assist with functional behavior assessment (FBA) procedures. These are procedures designed to determine the function of maladaptive behaviors so that therapists can work on reducing the maladaptive behaviors and increasing prosocial behaviors.

**Functional Behavior Assessment (FBA):** A functional behavior assessment is a set of procedures used to determine why someone is engaging in maladaptive behavior. FBAs are typically done prior to beginning ABA therapy. RBTs may help their supervisors’ with FBA procedures.
**Skills Acquisition**

**Indirect FBA Procedures:** Part of an FBA may include record reviews, interviews, and rating scales. There is very little contact with the client. These procedures can often be done with the family and caregivers of the client.

**Direct FBA Procedures:** Part of an FBA will include direct observations and skill assessments. These procedures involve observing the client and recording what is seen. There are many types of observation procedures. An RBT could be asked to take rate, duration, IRT, latency, or an interval recording on a behavior to determine the baseline of the behavior. This means that the RBT will determine how often the behavior is occurring prior to beginning therapy. An RBT can also be asked to take ABC data.

**Analog or Functional Analysis Assessment:** This is when a Behavior Analyst manipulates the environment to determine the function of the behavior. RBTs will not be asked to conduct these types of assessments but an RBT may be asked to help. The supervisor on the case will provide you with directions.

**Antecedent Behavior Consequence Data Collection (ABC):** This is a type of data collection in which you record what happened before the behavior occurred (antecedent), record what the behavior looked like (behavior) and record what happened immediately after the behavior (consequence).
Fluency Questions for Assessment

1.) An ___________________________ is a detailed description of the behavior in observable terms.

2.) ABC data is collecting the ____________________________, behavior, and ____________________________.

3.) Nancy wants to do a preference assessment in the quickest time possible, she should use ____________________________.

4.) If Tom is interviewing the parent of a client, he is using ____________________________.

5.) Paul wants to manipulate the environment to determine the function of the behavior, he should use ____________________________.

6.) Nick is getting a rank order of reinforcers by showing his client 2 reinforcers at once and recording which reinforcer they prefer, he is using ____________________________.

7.) ____________________________ assessment measures a client’s self-help and vocational skills while ____________________________ determines the function of the behavior.

8.) Larry is doing an ABC observation of his client, what type of FBA is he doing? ____________________________

9.) Maria wants to observe her client interacting with reinforcers, she should use ____________________________.

10.) Tim is showing his client an array of reinforcers, when the client interacts with a reinforcer Tim removes it from the array. Tim is using ____________________________.
Skills Acquisition

Identify the Components of a Skills Acquisition Plan

A behavior intervention plan (BIP) or behavior reduction plan (BRP) is a set of procedures to reduce maladaptive behaviors. A skill acquisition plan is a set of procedures to increase the skills of the client. These skills can be in multiple areas but are typically in social skills, self-help skills, community skills, daily living skills, and vocational skills. A skills acquisition plan will outline the terminal goals of the client and how a therapist will teach the goals.

Components of Skills Plan

1.) Terminal Goals for clients
2.) Instrumental Goals for clients (steps to reach the terminal goals)
3.) What type of technique should be used to teach the skill?
4.) What type of prompting should be used?
5.) What is mastery of the goal (how many times does the client need to perform the skill without prompting to determine mastery)?
6.) What type of reinforcement strategies will be used?
7.) A plan for generalization and maintenance.
Preparing for a Session

When an RBT is starting a therapy session there are a few steps to take. Typically an RBT takes about 15 minutes at the beginning of a session to prepare.

1.) Review notes from previous session
2.) Minimize distractions
3.) Gather reinforcers
4.) Gather materials
5.) Read the skill plan as a reminder of the goals and techniques required.

Contingencies of Reinforcement

**Reinforcer:** Any consequence that increases a behavior. For example, if you give a cookie to the client who is screaming *I WANT A COOKIE*, the client is more likely to scream in the future to receive a cookie.

**Punisher:** Any consequence that decreases a behavior. For example, if you reprimand a client for jumping on the couch, the client is less likely to jump on the couch in the future you have punished the client.

**Unconditioned Reinforcement:** The effectiveness of the reinforcer is not dependent on the learning history. In other words, things we are born wanting such as food, water warmth. Also known as primary reinforcers. Examples: food, water, warmth, pleasure, air.

**Conditioned Reinforcers:** The effectiveness of the reinforcer is dependent on the learning history. Things that differ from one person to another, such as music, specific types of food, electronics. Also known as secondary reinforcers. Examples: electronics, money, toys.

**Positive Reinforcement:** Positive reinforcement is adding something to the environment to increase the future probability of the behavior occurring. For example, giving a client a
cookie for cleaning up toys, giving a client a hug for saying thank you, or giving a client screen time for doing math work.

**Negative Reinforcement**: Negative reinforcement is removing something from the environment to increase the future probability of the behavior occurring. For example, you will put your seat belt on to cease the annoying seat belt warning noise in your car, client cries when he sees math homework so the homework is removed and the crying stops, but in the future the crying continues when the client sees homework.

**Positive Punishment**: Introducing something that will increase the future probability that the behavior will decrease. Examples: You touch a hot pot and your hand gets burned, in the future you are less likely to touch a hot pot.

**Negative Punishment**: Taking something away that will increase the future probability that the behavior will decrease. Example: a student yells out in class and the teacher takes away a token, the student is less likely to yell in the future.

**Continuous Reinforcement**: This is a schedule in which the therapist reinforces every correct response of the target behavior.

**Intermittent Reinforcement**: All other schedules when reinforcement does not occur after every response. This schedule is more prone to extinction, or the behavior stopping. For example: giving reinforcement every 3 responses or giving reinforcement about every 5 responses. There are four types of intermittent reinforcement.

**Fixed Ratio (FR)**: Providing reinforcement on a fixed response ratio. In other words, if you were providing reinforcement on FR2, every 2 times the client correctly responds they would be providing reinforcement. If you were providing reinforcement on FR5, every 5 times the client correctly responses they would be providing reinforcement.

**Fixed Interval (FI)**: Providing reinforcement on an interval (average) time ratio. You provide reinforcement on the first correct after an interval of time. If you were using FI3, you would provide reinforcement on the first correct response after 3 minutes.
passed. If you were using FI5, you would provide reinforcement on the first correct response after 5 minutes had passed.

**Variable Ratio (VR):** Providing reinforcement on a variable response ratio. In other words, if you were providing reinforcement on VR2, on the average of 2 correct responses the client correctly responses they would be providing reinforcement. The schedules might look like this: reinforce after 1 response, 3 responses, 5 responses. The average of 1, 3, and 5 is 3, so it is a VR3.

**Variable Interval (VI):** Providing reinforcement on a variable (average) time ratio. You provide reinforcement on the first correct after an average interval of time. If you were using VI3, you would provide reinforcement on the first correct response after an average 3 minutes had passed. The schedules might look like this: reinforce first correct response after 1 min, 3 min, 5 min. The average of 1, 3, and 5 is 3, so it is a VI3.

**Implement Discrete Trail Training Procedures**

Discrete Trail Training (DTT) is among the most well-researched and well-known treatments and educational procedures for teaching skills to clients with ASD. DTT is a teaching method in which learning trials are presented in quick succession, with a clear beginning and clear end to each trial. There are three parts to a discrete trial:

1. The instruction delivered by the technician,
2. The learner’s response,
3. The consequence delivered by the technician.

Immediately after the first trial a new trial begins. The advantage of DTT is that it produces rapid learning. The disadvantage is that sometimes a client does not generalize the skills to other environments.

**Implement Naturalistic Training Procedures**

ABA teaching can also look natural in its delivery and can be embedded within play or every day routines. A variety of naturalistic teaching procedures have been developed
and shown to be effective with clients with ASD. Naturalistic teaching procedures are known by several names including: natural environment training, pivotal response training, milieu teaching, and incidental teaching.

All Naturalistic Training Procedures share these common features:

1. Client directed learning
2. Reinforcers are related to the teaching
3. Motivation imbedded in the teaching or play
4. Interspersed mastered skills.

**Implement Task Analyzed Chaining Procedures**

**Task Analysis**

Breaking a complex skill or series of behaviors into smaller, teachable units, the product of a task analysis is a series of sequentially ordered steps.

Example: Task Analysis for Brushing Teeth

1.) Get out toothbrush and toothpaste
2.) Wet toothbrush and apply toothpaste
3.) Brush the OUTSIDE surfaces of the UPPER teeth
4.) Brush the CHEWING surfaces of the UPPER teeth
5.) Brush the INSIDE surfaces of the UPPER teeth
6.) Brush the OUTSIDE surfaces of the LOWER teeth
7.) Brush the CHEWING surfaces of the LOWER teeth
8.) Brush the INSIDE surfaces of the LOWER teeth
9.) Brush the tongue using small strokes
10.) Rinse mouth
11.) Rinse toothbrush
12.) Put away toothbrush and toothpaste.
To create a task analysis you can use one of the following methods:

- Observe a competent individual perform the task
- Consult with experts or persons skilled in performing the task
- Perform the task yourself.

**Behavior Chain:** A sequence of behaviors that must be performed correctly. The steps are taught sequentially to a client. It allows the client to learn complex skills that require many small steps.

**Forward Chaining:** Training begins the link with the first behavior in the sequence. The client learns to perform the first step independently, the therapist performs all other steps. Training only occurs on the steps previously mastered and current step (no training on steps after that).

**Backwards Chaining:** Training begins the link with the last behavior in the sequence. Therapist performs all but last step until client masters that last step. Then therapist performs all but last two steps until client masters last two steps, and so on.

**Total Task Chaining:** Training is provided for every behavior in the sequence during every training session. Therapist assistance (prompting) is provided on every step.

**Implement Discrimination Training**

**Discrimination Training:** This procedure involves reinforcing one behavior and extinguishing the behavior (not reinforcing) in the presence of other stimuli. For example: a client would receive a cookie if they said *red* in the presence of a red car; however, they would not receive a cookie if they said *red* in the presence of a green car. A client would receive a high five if they said *Mom* when their mom walked in the room and would not receive a high five if they said *Mom* when their dad walked into the room.

**Discriminative Stimuli (SD):** A stimulus in the presence of which a particular response will be reinforced. Example, if a client would receive a cookie if they said *red* in the
presence of a red car, the red car is the SD. A client would receive a high five if they said *Mom* when their mom walked in the room, mom is the SD.

**S-Delta:** A stimulus in the presence of which a particular response will not be reinforced. For example, a client would receive a cookie if they said *red* in the presence of a red car; however, they would not receive a cookie if they said *red* in the presence of a green car, the green car would be an S-Delta.

**Stimulus Control Transfer Procedures**

Stimulus Control is acquired through stimulus discrimination.

**Stimulus Generalization:** Occurs when stimuli that share similar physical characteristics with the controlling stimulus evoke the same behavior as the controlling stimulus. For example, a child calling all dogs *Bella* because the child’s dog is named Bella or a baby calling both Mom and Dad *dada*.

**Stimulus Discrimination:** Occurs when new stimuli — similar or not similar — to the controlling stimulus do not evoke the same response as the controlling stimulus. For example, a client would receive a cookie if they said *red* in the presence of a red car; however, they would not receive a cookie if they said *red* in the presence of a green car.

**Implement Prompt and Prompt Fading Procedures**

Prompting is a cue or hint meant to induce a person to perform a desired behavior. There are many different types of prompts. There are also different ways to fade prompts.

**Physical prompt:** A prompt in which you provide some amount of physical assistance in order to help the learner do the expected behavior. Physical prompts can be further classified by the amount of physical assistance given. **Full physical prompts** are where you give the learner full physical guidance. For example, when teaching a child to follow an instruction to put a doll in its cradle, you might deliver the instruction, immediately followed by a full physical prompt to help the learner respond correctly. **A partial**
**physical prompt** is a physical prompt in which less than the full amount of physical assistance is provided. In the example just described, a partial physical prompt might be to assist the learner in picking up the doll and guiding his arm toward the cradle, and then letting go of the learner.

**Model Prompt:** A prompt in which you demonstrate the desired response. For example, when teaching a learner with autism to wave when greeted, you may show her how to do this skill by doing so yourself. Modeling prompts can be vocal or a physical demonstration of the desired behavior, and can be further subdivided into partial and full models.

**Verbal Prompt:** Supplementary words, instructions, or questions to assist a learner in demonstrating a correct response are called verbal prompts. For example, when teaching an individual with autism to brush his teeth, you may provide verbal prompts for each step (e.g., *Remember to spit the water*). Verbal prompts can also be full or partial.

**Gestural Prompt:** A prompt where you indicate the correct response by gesturing in some way. For example, when asking a learner to pass a fork during a meal, you may point to the requested utensil among those on the table.

**Proximity Prompt:** A prompt where the stimulus that corresponds to the correct response is placed closer to the learner than other stimuli. For example, if you were teaching attributes of objects (e.g., heavy vs. light) and put a feather and a rock on the table, you might put the rock slightly closer to the learner when you deliver the instruction *Which one is heavy?* and you might put the feather slightly closer when you deliver the instruction *Which one is light?*

**Visual Prompt:** Often used to help clients with transitions and schedules. For example, your supervising BCBA might create a visual schedule that depicts the sequence of events to take place during a therapy session.
Least-to-Most Prompt Fading: Includes procedures where fewer prompts are provided at the beginning of a teaching interaction and gradually more intrusive prompts are faded in when the learner needs help.

Most to Least Prompt Fading: This prompt works in the reverse direction. With MTL prompt fading, you begin the teaching interaction by providing a prompt that you are sure will help the learner make the correct response; then you fade the prompts out.

Time Delay Prompt Fading: You can also insert a time delay that occurs after instruction but before the prompt. A child might reach for a teddy bear. You would withhold the teddy bear until the child made a vocalization. You would wait 3 second between withholding the bear and giving a prompt for the vocalization.

Generalization and Maintenance

Generalization: Spreading the effects of training to other trainings and settings critical to ensure that ABA effects do not only take place during ABA training. Two Types of Generalization:

1.) Stimulus Generalization: The behavior that occurs in the presence of one stimulus also occurs in the presence of another stimulus. For example, teaching a learner to say *apple* when they see a picture of an apple, then the learner says *apple* when they see a real apple. A learner learns to identify their sibling’s emotions and then begins to identify friend’s emotions.

2.) Response Generalization: When one behavior occurs in the presence of a stimulus and then another behavior occurs in the presence of the stimulus. For example, you teach a learner to build a castle with blocks and he builds a house with the same set of blocks.

Maintenance: Probing the client to ensure that they still are able to do mastered skills. If the client mastered labeling the color *red*, you would check that the client could still say *red* through sessions.
Implementing Shaping Procedures

Shaping is defined as differentially reinforcing successive approximations toward a terminal behavior. The general rule is that you are reinforcing any behavior that is a closer approximation of the target behavior than the behavior you reinforced last. If a new approximation does not occur, you reinforce the last approximation again. If an approximation is repeated and reinforced three times, you can withhold reinforcement the next time that behavior appears. For example if you wanted a client to say ball you would first reinforce “b”, once the client had mastered “b” you would reinforce “ba”, and finally reinforce “ball”.

Token Economies

Token economies are reinforcement systems that employ a monetary system (token reinforceers) and backup reinforcer. Token economies employ widespread use of tokens within groups of individuals. Token economies can be used to control a wide range of behaviors. Token economies typically use diverse consequences.
Fluency Questions for Skills Acquisition

1.) Matt is providing 20 minutes on a tablet every time his client engages in prosocial behavior. His client loves being on his tablet. Matt is providing ____________________.

2.) If a therapist uses a delay to determine if a client can do a skill independently, and if the client needs help the therapist prompts, it is called ____________________.

3.) Harry is removing a token every time his client hits him. Harry is providing ____________________.

4.) Martha is providing a treat every 10 times her dog sits. Martha is providing ____________________.

5.) Martha stops providing a treat every time the dog sits, and provides a treat after the dog sits three times. Martha is providing ____________________.

6.) Carrie is using a visual schedule for a client. She is using ____________________.

7.) Reprimanding a client is typically ____________________.

8.) Positioning the correct card closer to a client is called ____________________.

9.) If a therapist starts by providing the most prompting in the beginning and slowly fades the prompts as the client becomes sufficient at the skill, it is called ____________________.

10.) Physically moving the client to a toothbrush is called ____________________.

11.) Breaking a task into smaller pieces is called ____________________.

12.) Reinforcing one behavior in the presence of a stimuli and not reinforcing the behavior in the absence of that stimuli is called ____________________.

13.) If Tom does not reinforce his client saying ball in the presence of a truck, the truck serves as the ____________________.
14.) If Callie is prompting all the steps of a chain with a client, but training the client to
do the last step independently, she is using ______________________.

15.) If Tom reinforces his client saying ball in the presence of a ball, the ball serves as
the ______________________.

16.) If Ginger is giving her client quick learning trials presented in quick succession, she
is using ______________________.

17.) If Ginger starts teaching her client through play, motivation, choice, and
interspersing mastered skills, she is using ______________________.

18.) If a client must master the first step of a chain before moving on to the next step it
is calling ______________________.

19.) If Vera says the first part of the correct answer for her client, she is using
______________________.

20.) Paul models the correct skills to his client, he is using
______________________.
Behavior Reduction

Identify the Essential Components of a Behavior Intervention Plan (BIP) or Behavior Reduction Plan (BRP)

Teaching skills is the most important part of an ABA program. However, reducing behavior is also essential. Typically the learner’s maladaptive behavior has been reinforced when someone attempts skill building with them. Skill building programs help address these issues while building skills. Behavior reduction program tells you what to do when the behaviors occur.

Components of Behavior Reduction Plan

1.) Operational definition
2.) Function of behavior
3.) Antecedent strategies
4.) Replacement behavior
5.) Consequence strategies
6.) People responsible
7.) Emergency measures.

Functions of Behavior

The four functions of behavior tell us why someone in engaging in behavior. Depending on the function of the behavior you will use different techniques to reduce the behavior. This will all be written into the behavior plan.

Access to Something in the Environment: Sometimes this is broken into 2 functions: attention and tangibles. In simple terms, a person is engaging in behavior to gain something positive in the environment. This can be anything: attention, cookies, screen
time, toys, activities, a place, etc. Anything you can see or do in the environment could be the reason a person is engaging in behavior.

**Escaping Something in the Environment:** A person engages in behavior to escape something aversive in the environment. Again, this can be anything—escaping math homework, food, a location, a person, etc.

**Access to Something in the Body:** This is sensory behavior. It is engaging in behavior to gain something positive in the body. Everyone engages in sensory behavior, such as biting nails, twirling hair, or tapping fingers.

**Escaping Something in the Body:** This is also known as pain attenuation. This refers to engaging in behavior to escape something aversive in the body. Taking a Tylenol™ when you have a headache is an example of pain attenuation. Scratching an itch is another example—you relieve discomfort in your body by scratching. When a person is engaging in pain attenuation it is important that the person sees a physician so that all medical issues are taken care of.

**Implement interventions based on modification of antecedents such as motivating operations and discriminative stimuli.**

Antecedent interventions happen prior to the behavior occurring. These interventions will modify the environment so that a client is less likely to engage in maladaptive behaviors.

**Establishing Operations:** This refers to instances when something is made more valuable by deprivation—if you are hungry you are more likely to engage in food-seeking behavior. The hunger or being deprived of food is the establishing operation. You can increase the value of a reinforcer by depriving a client of the reinforcer prior to the start of therapy. For example, if you use an iPad as a reinforcer, have the caregivers of the client not allow the client to have the iPad 24 hours prior to therapy starting.

**Abolishing Operation:** This is when something is made less valuable by satiation. If you are full you are less likely to engage in food-seeking behavior. The feeling of fullness is
the abolishing operation. You can decrease the value of a reinforcer, which was maintaining maladaptive behavior by satiating a client of the reinforcer. For example, if the client cries for attention from mom, you can have mom continually provide attention. This will decrease the value of attention to the client and decrease the behavior of crying.

**Non-Contingent Reinforcement:** This is providing reinforcement to a client regardless of behavior. This will act as an abolishing operation on the reinforcer. For example, providing a client 5 minutes of attention every hour, this will make it less likely for the client to engage in maladaptive behaviors for attention. Providing a client 5 minutes of screen time every hour, will make it less likely for the client to engage in maladaptive behaviors for screen time. Providing a client a 5 minute break every hour, will make it less likely for the client to engage in maladaptive behaviors to escape something aversive.

**Demand Fading:** This is a technique where you increase the demand over time; used to decrease behaviors with the function of escape. For example, first presenting a small amount vegetable and increasing it over time or first presenting one math problem and increasing the amount of problems over time. This is a version of allowing escape. The client is escaping the higher demand for a period of time.

**Task Modification:** This technique is changing how the client does work. Also used for behavior with the function of escape. Making it more preferred by the client. Examples: using a favorite character for counting, allowing the learner to use a favorite pencil, and identifying real objects rather than pictures of objects.

**High Probability Sequence/Behavior Momentum:** Providing 3-4 demands with high compliance (you are sure the learner can and will do them), and presenting the demand with low compliance at the end of the sequence. This must do this quickly; keeping the demands simple. Due to compliance in the first part of the sequence, the learner “rolls” into compliance in the last part of the sequence. Examples: bite of pasta, bite of pasta, bite of pasta, bite of vegetables, several easy math problems followed by a hard math problem, and putting on several pieces of clothing which are easy, and then putting on the harder piece of clothing.
Choice: Giving the client a choice during therapy, choice increases compliance and provides the learner a sense of control. Examples: Which color should we use? Which game should we play? Which animal do you want?

Implement Differential Reinforcement Procedures

Differential reinforcement procedures are when a therapist reinforces replacement behaviors. A replacement behavior is a prosocial behavior that can take the place of a maladaptive behavior. There are a couple types of replacement behaviors.

**Differential Reinforcement of Other Behavior (DRO):** Reinforcing another behavior other than the maladaptive behavior. The “other” behavior (can be anything) is reinforced if the maladaptive did not occur for a specific amount of time.

**Differential Reinforcement of Incompatible Behavior (DRI):** Reinforcing a behavior that cannot physically be engaged in at the same time as the maladaptive behavior. For example, reinforcing hugging instead of hitting, reinforcing hands in pocket instead of pinching, or reinforcing singing instead of yelling.

**Differential Reinforcement of Alternative Behavior (DRA):** This is reinforcing a behavior that meets the same function of the maladaptive behavior. For example, if the client is tantruming for attention you could reinforce asking to play a game. Both tantruming and asking to play a game will gain attention. If a client is running away to escape homework, you could reinforce asking for a break. Both running away and asking for a break will allow the client to escape the homework.

**Differential Reinforcing Lower Rates of Behavior (DRL):** This is typically reserved for behaviors that are socially acceptable but may occur too often. Using this procedure, reinforcement is delivered if a behavior occurs below a predetermined criterion. For example, James uses socially appropriate behavior to greet peers but does so up to ten times in one class period. His teacher decides to use DRL to lower the rate of his behavior, but she does not want to eliminate it completely. She decides to deliver reinforcement (e.g., computer time) to James if he greets peers five or fewer times
during the class period. If he greets peers more than five times, he does not receive reinforcement.

**Implement Extinction Procedures**

Extinction is removing whatever was reinforcing the maladaptive behavior. Extinction procedures are always used with differential reinforcement. If you are going to reduce a maladaptive behavior you must increase an adaptive behavior.

**Attention Extinction:** Also known as planned ignoring. Ignore the behavior and provide no attention for the behavior. You need to keep client and staff safe. Do not laugh, look at or engage with learner until the behavior is over. Immediately provide attention once the behavior is over and praise them for calming down, using words, etc.

**Tangible Extinction:** Do not provide access to the item during the behavior. This type of extinction is very easy to do, just keep item out of sight. Stay strong, behaviors can escalate when client knows they will not get item. For example, when a child cries for a candy bar in the supermarket do not give item to child.

**Escape Extinction:** Do not allow the client to escape. Physical prompt the client into compliance. Your supervisor will give you directions on how to physical prompt. Typically you’ll either prompt through a small portion of the demand and then reinforce heavily, or you continue until the learner does the demand without the behavior. Example: *Clean your room*, child tantrums, therapist physical prompts child to pick up the toys on the floor until they stop the tantrum.

**Implement Crisis/Emergency Procedures According To Protocol**

When a learner engages in behaviors which pose a threat to others emergency procedures will be used. It is important that you follow the emergency procedures in place. Examples: restraints, protective equipment, or moving the learner to another environment. Emergency planning is the job of the supervisor. Your supervisor will train you on the plan. Always communicate changes in behaviors and whether the plan is working.
If you can, ask for help before the situation becomes a behavior emergency. When a client is aggressive towards you, you may have negative emotions towards them. This is natural. You must always act professionally despite these feelings. There is never an excuse for aggression towards a client. No matter what your clients behavior, they always deserve dignity and respect from the professionals who work with them.

Emergency behavior management training, or restraint training: There are many commercial trainings available: Pro-ACT, CPI, Safe Schools. These trainings will teach you how to restraint clients in a safe manner. These are different than the individual client emergency protocol. Your supervisor or the agency you work for should arrange that.
Fluency Questions for Behavior Reduction

1.) Mike provides reinforcement to his client when his client raises his hand 3 times a class, but not when his client raises his hand more than three times a class. This is called __________________.

2.) The procedure to use when a client is hurting themselves or others is called __________________.

3.) If a client is engaging in behavior to avoid an aversive activity, is it called __________________.

4.) When Molly hits her head on a wall because she has a headache, she is engaging in __________________.

5.) Mickey provides attention to a client for 5 minutes every hour, this is called __________________.

6.) Reinforcing shaking hands instead of hitting is called __________________.

7.) Pete increases his client’s compliance by adding a favorite character to a worksheet. This is called __________________.

8.) Rafael’s client does not like to pick up his toys. Rafael provides the following directions to his client, give me a high five, jump high, clap hands, and finally pick up toys. This is called __________________.

9.) When you twirl your hair, you are engaging in __________________.

10.) A plan that states what to do when a client engages in maladaptive behavior is called __________________.
Documenting and Reporting

Effectively communicate with a supervisor on an ongoing manner.

You need to communicate effectively with your team (supervisor, and other RBTs). When there are 2 RBTs working one program they need to keep each other informed on how each session went. You will need to discuss the goals you worked on, behavior you saw, what reinforcers you used, any extra materials you needed, and ecological variables affecting the therapy.

Often your supervisor will hold team meetings for a specific client. This may or may not include caregivers. It is important that you communicate clearly about the case in these meetings. It is also important that you help the process by ensuring time is used wisely. This is not the time to bring up other work-related issues. This time is to discuss the progress of the learner and any changes that need to be done to program.

Actively seek clinical direction from supervisor in a timely manner.

When you have questions about clients or therapy you need to seek support from your supervisor. It is very important this is done in a timely manner. A good rule of thumb is to ask a question for a non-emergency situation within 24 hours, to allow your supervisor sufficient time to answer the question before your next session with the client.

Report other variables that might affect the client in a timely manner.

You need to report things that may affect the therapy session. Typically, these are reported in the notes section.
Examples of ecological variables:

1.) Changes in medication
2.) Client is ill
3.) Client didn’t get enough sleep
4.) Client missed a meal
5.) Client spent the weekend with another caregiver.

A caregiver might tell you something that is subjective such as *He was at his dad’s and his dad just gives him cookies for dinner.* Though this could be true you did not observe it. You still report it but you would write *Mom reports that Johnny spent the night at his dad’s and his dad gave him cookies for dinner.*

**Generate objective session notes for service verification by describing what occurred during the sessions in accordance with applicable legal, regulatory, and workplace requirements.**

Generating session notes is an important part of a RBTs work. You are often the person who sees the child the most besides the caregiver on the team. You must report what you see in a professional objective manner. There should be a notes section in the data collection sheets of the program for you to use.

It is critical that you use professional language when documenting notes. The parents will have access to the notes section. Write exactly what you see or hear, not what you think or feel. Always be mindful of the reader. Don’t say *Johnny was bad today* say *Johnny engaged in 3 counts of hitting, and 4 tantrums.* Don’t say Johnny didn’t like the rewards” *Johnny’s behavior continued despite increasing reinforcement.* Don’t say *Johnny was anger,* say *Johnny said I’m angry* and hit 5 times today.

Each setting (client population, school or private, city, county, state) has its own unique set of laws and regulatory requirements. Each funding source has different requirements. Your supervisor should review this with you.
An incident report is a formal document in which you report something unusual during therapy. Most common is injury to staff member by client. For example, is a learner bites through the skin of a RBT, drawing blood; you would make an incident report. Another example would be if a learner falls down and bruises his knees.

**Comply with applicable legal, regulatory, and workplace data collection, storage, transportation, and documentation requirements.**

The applicable laws about confidentiality are Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA) Privacy Rule.

Any data with the learner’s identifying information should be kept confidential. When using electronic data everything needs to be uploaded to confidential data base. You supervisor will give you more directions.

Typically, a client might have a binder with data sheets, and program information in it. This item might be moved around to the home, back to the office, etc. You must move this item quickly and only leave it in a location with a lock. They should only be in secured locations. A secure location is in a locked room, in a locked cabinet.
Fluency Questions for Documenting and Reporting

1.) If a client fell and hurt both their knees badly you would complete a
__________________.

2.) _________________ are important because everyone involved in therapy
meets to discuss progress.

3.) If you have a clinical question, you should ask your supervisor within
__________________.

4.) _________________ is important because the parents of the client could
read your session notes.

5.) _________________ are things outside the therapy that may be affecting
the progress.
Professional Conduct and Scope of Practice

Describe the BACB’s RBT supervision requirements and the role of RBTs in the service-delivery system.

RBT implement the behavioral education and treatment plans designed by BCBA. You should not be designing or creating plans. If you are unclear of what to do with a client you should ask for assistance. Your opinions and experience are relevant because you often spend the most time with the learner. But the BCBA has specialized training to create plans; if you have ideas share them with the BCBA. Have your BCBA tell you the appropriate time to share these ideas. Do not add these ideas without permission from the BCBA. This can create inconsistency within the program.

Respond appropriately to feedback and maintain or improve performance accordingly.

All people are capable of learning. This applies to staff as well.

Behavioral Skills Training: Is the most researched based technique. BCBAs are trained to use this method to train staff.

1) Instruction: provide a description of the skill, its importance or rationale, and when and when not to use the skill. Repeat this step as necessary. Show your participant how to perform the skill.

2) Modeling: In-vivo modeling is recommended. Other options are using video modeling.
3) Roleplay: Practice, practice, practice! Allow the participant opportunities to practice the skill. Recent research suggests that participants should be able to practice in situ. The trainer should record data on correct and incorrect responding during this step.

4) Feedback: The trainer should provide positive praise for correct responding and some form of corrective feedback for incorrect responses.

Decades of research show meaningful and effective antecedents and consequences for work behavior creates the best training and feedback. You should receive immediate, specific positive feedback when you are doing thing correctly. Beyond Good job; more like You delivered that prompt with perfect timing. When you are implementing techniques incorrectly you should receive immediate, specific, corrective feedback. This should include a verbal explanation and modeling.

No one likes to receive feedback. Try to look at feedback as an opportunity to improve your skills. No one is perfect. Try not to take it personally. Keep in mind that it is not about you or your supervisor, it is about delivering the best possible services to the client.

Your supervisor should also help you work towards long term and short term goals. Examples might be delivering immediate and contingent reinforcement, collecting accurate data, and implementing extinction. There should be regular checks on your progress with these goals. Your supervisor should provide immediate feedback on your progress with these goals. This part of supervision.

Communicate with stakeholders (e.g., family, caregivers, and other professionals) as authorized.

You will often need to communicate with stakeholders. Your job is to implement, not make decisions. When asked a question not within your role as a RBT politely let them know the BCBA on the case will contact them with an answer.
Inappropriate Questions to Answer:

- Rationale behind a part of the BIP
- How a procedure might be modified
- Future plans for the client
- Ethical justification for procedures.

If you are unsure, tell the parent that the BCBA will call them, and inform the BCBA. You are representing the school or company you work with, so it is important that you do not say anything that the director of the company or the BCBAs working at the company would not say. You do not have authority to make decisions for clients.

**Maintain professional boundaries (e.g., avoid dual relationships, conflicts of interest, social media contacts).**

You may be in close contact with family members of clients, especially in home-based programs. You may find the family members begin to treat you as a family member. You should treat them courteously but remember to maintain a professional relationship. Do not allow your relationship with the family member to become something other than a professional relationship.

The Ethics Code states a **multiple relationship** is one in which the behavior analyst is in both a behavior-analytic and a non-behavior-analytic role simultaneously with a client, supervisee, or someone closely associated with or related to the client; this is harmful because the caregivers and client are in a vulnerable place and depending on you as a therapist.

If you enter into a multiple relationship and the relationship ends badly the person probably will not want to receive services from you anymore. Social media often causes multiple relationships—“friending” parents and family members is not appropriate. It could cause HIPPA breaks and unprofessional communication. It also could affect your relationship depending on what you post personally.
Maintain client dignity.

Client dignity is of the upmost importance. You should always treat a client in the same manner you would want to be treated, or treat the client in the same way you would want your brother or sister treated. Use respectful language when addressing the client, and speaking about the client. For example, *Johnny loves lining up objects*, not *Johnny has autism, so he lines up objects*. Do not call someone a *spitter* or a *biter*.

Many people with disabilities are unable to advocate for themselves; so they may be suffering in silence. Your job is to increase communication so that they have a voice. Tips: always include choice, and give as much control to the person as possible.

Always think about yourself or a sibling when dealing with a client’s appearance. Would you want your sister walking around with food on their face, their hair messy, or clothing dirty?

Always consider discomfort and pain before behavior change. The client may require support to function on a daily basis—your job is to create independence. People with autism often become frustrated with too much prompting. Take a step back and see if they calm down with a little space. Find ways to allow them to function independently.
Fluency Drill for Professional Conduct and Scope of Practice

1.) RBTs always ________________ program they do not ________________ programs.
2.) ________________ is a researched method to train parents and staff.
3.) ________________ is when a therapist enters into a relationship with a client outside of work.
4.) ________________ as an opportunity to improve your skills.
5.) You should always treat a client in the same manner you would treat ________________.
Answers to Fluency Drills

Fluency Questions for Measurement Answers

1.) Duration
2.) Momentary Time Sampling
3.) Discontinuous Measurement Procedure or Interval Procedure
4.) Latency
5.) Whole Interval Recording
6.) Frequency, rate
7.) Partial Interval Recording
8.) Continuous
9.) Permanent Product Recording
10.) IRT

Fluency Questions for Assessment Answers

1.) Operational Definition
2.) Antecedent, Consequence
3.) Multiple Stimulus Preference Assessment.
4.) Indirect assessment
5.) Analog or Functional Analysis Assessment
6.) Forced Choice or Paired Choice Preference Assessment
7.) Skills Assessment, Functional Behavior Assessment
8.) Direct FBA
9.) Free Operant Preference Assessment
10.) Multiple Stimulus Preference Assessment without Replacement
Fluency Questions for Skills Acquisition Answers

1.) Positive Reinforcement
2.) Time Delay Prompting
3.) Negative Punishment
4.) Continuous Reinforcement
5.) Intermittent Reinforcement
6.) Visual Prompting
7.) Punishment
8.) Positional Prompting
9.) Most to Least Prompting
10.) Physical Prompting
11.) Task Analysis
12.) Discrimination training
13.) S delta
14.) Backwards Chaining
15.) SD
16.) Discrete Trial Training
17.) Naturalistic Training Procedures
18.) Forwards Chaining
19.) Verbal Prompting
20.) Model Prompting
Fluency Questions for Behavior Reduction Answers

1.) Differential Reinforcing a Lower Rate of Behavior (DRL)
2.) Behavior Emergency Plan
3.) Escape behavior
4.) Non contingent Reinforcement
5.) Pain attenuation
6.) Differential Reinforcement of Incompatible behavior (DRI)
7.) Task modification
8.) Behavior momentum
9.) Sensory behavior
10.) Behavior Reduction Plan, Behavior Intervention Plan.

Fluency Questions for Documenting and Reporting

1.) Incident Report
2.) Team meetings
3.) 24 Hours
4.) Professional language
5.) Ecological Variables

Fluency Questions for Professional Conduct and Scope of Practice

1.) Implement, design or create
2.) Behavioral Skills Training
3.) Multiple Relationship
4.) Feedback
5.) Family Member
Glossary

Abolishing Operation This is when something is made less valuable by satiation.

Access to Something in the Environment A person is engaging in behavior to gain something positive in the environment.

Access to Something in the Body This is sensory behavior. It is engaging in behavior to gain something positive in the body.

Analog or Functional Analysis Assessment This is when a Behavior Analyst manipulates the environment to determine the function of the behavior.

Antecedent Behavior Consequence Data Collection (ABC) This is a type of data collection in which you record what happened before the behavior occurred (antecedent), record what the behavior looked like (behavior) and record what happened immediately after the behavior (consequence).

Attention Extinction Also known as planned ignoring. Ignore the behavior and provide no attention for the behavior.

Backwards Chaining Training begins the link with the last behavior in the sequence.

Baseline Baselining is finding out where a client’s skills or behaviors are before beginning therapy. Before beginning to teach a new skill, a baseline probe should be conducted in order to identify whether the learner already has the skill.

Behavior Chain A sequence of behaviors that must be performed correctly.

Behavioral Skills Training Is a researched based training technique.
Choice Giving the client a choice during therapy, choice increases compliance and provides the learner a sense of control.

Conditioned Reinforcers The effectiveness of the reinforcer is dependent on the learning history. Things that differ from one person to another, such as music, specific types of food, electronics. Also known as secondary reinforcers.

Continuous Measurement Procedures Continuous measurement means measuring each and every instance of behavior within the observation period.

Curriculum-Based Assessment Curriculum-based assessment (CBA) and curriculum-based measurement (CBM) are the repeated, direct assessment of targeted skills in basic areas, such as math, reading, writing, and spelling.

Daily Living Skills These are skills that people use every day to function. They include personal hygiene and grooming, dressing and undressing, meal preparation and eating, moving around the community, toileting, housekeeping, laundry, and safety skills.

Demand Fading This is a technique where you increase the demand over time; used to decrease behaviors with the function of escape.

Differential Reinforcement of Alternative Behavior (DRA) This is reinforcing a behavior that meets the same function of the maladaptive behavior.

Differential Reinforcement of Incompatible Behavior (DRI) Reinforcing a behavior that cannot physically be engaged in at the same time as the maladaptive behavior.

Differential Reinforcing Lower Rates of Behavior (DRL) This is typically reserved for behaviors that are socially acceptable but may occur too often.

Differential Reinforcement of Other Behavior (DRO) Reinforcing another behavior other than the maladaptive behavior.

Direct FBA Procedures Part of an FBA will include direct observations and skill assessments. These procedures involve observing the client and recording what is seen.
**Discriminative Stimuli (SD)** A stimulus in the presence of which a particular response will be reinforced.

**Discrimination Training** This procedure involves reinforcing one behavior and extinguishing the behavior (not reinforcing) in the presence of other stimuli.

**Discontinuous Measurement Procedures** Discontinuous Measurement Procedures are samples of the target behavior, but it does not measure every instance of behavior within the observation period.

**Discrete Trail Training (DTT)** A teaching method in which learning trials are presented in quick succession, with a clear beginning and clear end to each trial. There are three parts to a discrete trial.

**Duration** This is how long a behavior occurs. To take duration data you start a stop watch when the behavior begins and end the stop watch when the behavior stops.

**Escape Extinction** Do not allow the client to escape. Physical prompt the client into compliance.

**Escaping Something in the Body** This is also known as pain attenuation. This refers to engaging in behavior to escape something aversive in the body.

**Escaping Something in the Environment** A person engages in behavior to escape something aversive in the environment.

**Establishing Operations** This refers to instances when something is made more valuable by deprivation.

**Fixed Interval (FI)** Providing reinforcement on an interval (average) time ratio.

**Fixed Ratio (FR)** Providing reinforcement on a fixed response ratio.

**Forward Chaining** Training begins the link with the first behavior in the sequence.

**Free Operant Preference Assessment** The therapist does not interact with the client. The therapist observes which items the client interacts with and records the time spent with the item.
**Frequency** This is a simple count of the instances of behavior, represented by a tally.

**Full physical prompts** are where you give the learner full physical guidance.

**Functional Behavior Assessment (FBA)** A functional behavior assessment is a set of procedures used to determine why someone is engaging in maladaptive behavior.

**Generalization** Spreading the effects of training to other trainings and settings critical to ensure that ABA effects do not only take place during ABA training.

**Gestural Prompt** A prompt where you indicate the correct response by gesturing in some way.

**High Probability Sequence/Behavior Momentum** Providing 3-4 demands with high compliance (you are sure the learner can and will do them), and presenting the demand with low compliance at the end of the sequence.

**Indirect FBA Procedures** Part of an FBA may include record reviews, interviews, and rating scales. There is very little contact with the client.

**Intermittent Reinforcement** All other schedules when reinforcement does not occur after every response.

**Inter Rate Response** This is the time between responses. To take IRT data you start the stopwatch when the behavior ends and stop the stop watch when the behavior begins again.

**Latency** Latency is the time from prompt to the start of the behavior. To take latency data start the stopwatch when the prompt is given and stop the stopwatch when the behavior starts.

**Least-to-Most Prompt Fading** Includes procedures where fewer prompts are provided at the beginning of a teaching interaction and gradually more intrusive prompts are faded in when the learner needs help.

**Maintenance** Probing the client to ensure that they still are able to do mastered skills.

**Model prompt** A prompt in which you demonstrate the desired response.

**Momentary Time Sampling** Recording the presence or absence of a behavior at the very end of an interval. Intervals are marked as “+” if the target behavior occurred at the end of the
interval. Intervals are marked as “-” when the target behavior does not occur at the end of the interval.

**Most to Least Prompt Fading** This prompt works in the reverse direction. With MTL prompt fading, you begin the teaching interaction by providing a prompt that you are sure will help the learner make the correct response; then you fade the prompts out.

**Multiple Stimulus Preference Assessment with Replacement** The therapist presents multiple items at a time and records which item the client chooses to interact with. Once the item is chosen the therapist places it back into the mix of multiple items.

**Multiple Stimulus Preference Assessment without Replacement** The therapist presents multiple items at a time and records which item the client chooses to interact with. Allow the client to interact with the item for 30 seconds. Once an item is chosen the therapist does not place it back into the array.

**Naturalistic Training Procedures** Uses natural techniques, and its delivery and can be embedded within play or every day routines.

**Negative Punishment** Taking something away that will increase the future probability that the behavior will decrease.

**Negative Reinforcement** Negative reinforcement is removing something from the environment to increase the future probability of the behavior occurring.

**Non-Contingent Reinforcement** This is providing reinforcement to a client regardless of behavior. This will act as an abolishing operation on the reinforcer.

**Operational Definition** Detailed definition of the behavior in observable terms. Must be thorough enough that any person could read it and understand what the behavior is and begin collecting data on the behavior.

**Paired Choice Preference Assessment (Forced Choice Preference Assessment)** The therapist presents 2 items to the client and records which item the client chooses.

**Partial physical prompt** is a physical prompt in which less than the full amount of physical assistance is provided.
**Partial Interval** Recording the presence or absence of a behavior during a brief interval of time. Intervals are marked as “+” if the target behavior occurred at any time during the interval. Intervals are marked as “-” if the target behavior did not occur during the entire interval.

**Permanent Product Procedures** Permanent product recording is not recording behaviors but recording the products behavior produces.

**Physical prompt** A prompt in which you provide some amount of physical assistance in order to help the learner do the expected behavior.

**Positive Punishment** Introducing something that will increase the future probability that the behavior will decrease.

**Positive Reinforcement** Positive reinforcement is adding something to the environment to increase the future probability of the behavior occurring.

**Preference Assessment** A set of procedures used to determine if one or more stimuli may function to increase the rate of a specific behavior or behaviors when delivered following the occurrence of that behavior.

**Proximity Prompt** A prompt where the stimulus that corresponds to the correct response is placed closer to the learner than other stimuli.

**Punisher** Any consequence that decreases a behavior.

**Rate** Rate is a frequency count with a time element.

**Reinforcer** Any consequence that increases a behavior.

**Response Generalization** When one behavior occurs in the presence of a stimulus and then another behavior occurs in the presence of the stimulus.

**S-Delta** A stimulus in the presence of which a particular response will not be reinforced.

**Sensory** Engaging in behavior to gain something positive in the body.

**Shaping** Defined as differentially reinforcing successive approximations toward a terminal behavior.
**Single Item Preference Assessment** The therapist simply presents one item after another. The therapist records whether the client consumed/interacted with the item, made no response to the item, or avoided the item.

**Skill Assessments** Skills assessments determine where a client’s skills are. They typically assess areas such as social skills, coping skills, self-help skills, language skills, learning skills, daily living skills, communications skills.

**Social Skills** Social skills are skills used to communicate and interact with people. Social skills include verbal and non-verbal communication, body language and personal appearance.

**Stimulus Discrimination** Occurs when new stimuli — similar or not similar — to the controlling stimulus do not evoke the same response as the controlling stimulus.

**Stimulus Generalization** Occurs when stimuli that share similar physical characteristics with the controlling stimulus evoke the same behavior as the controlling stimulus.

**Tangible Extinction** Do not provide access to the item during the behavior.

**Task Modification** This technique is changing how the client does work. Also used for behavior with the function of escape.

**Time Delay Prompt Fading** You can also insert a time delay that occurs after instruction but before the prompt.

**Token economies** are reinforcement systems that employ a monetary system (token reinforcers) and backup reinforcer.

**Total Task Chaining** Training is provided for every behavior in the sequence during every training session.

**Variable Interval (VI)** Providing reinforcement on a variable (average) time ratio.

**Variable Ratio (VR)** Providing reinforcement on a variable response ratio.

**Verbal Prompt** Supplementary words, instructions, or questions to assist a learner in demonstrating a correct response are called verbal prompts.
**Visual Prompt** Often used to help clients with transitions and schedules.

**Whole Interval** Recording the presence or absence of a behavior during the whole interval.

Intervals are marked as “+” if the target behavior occurred during the entire interval.

Intervals are marked as “-” if the target behavior stopped at any time during the interval.
Directions:

Try to take this exam in 90 minutes or less. Take the exam in a quiet area with no distractions. Grade your exam immediate after taking it. Getting 80% correct is passing.

1. Which of the following behaviors is defined in the MOST observable and measurable terms?
   a. Jerry's anger causes him to often be out-of-control and receive school suspensions.
   b. Jerry pokes others with his index finger to annoy them.
   c. Jerry has intermittent explosive disorder and his aggressive outbursts are an outcome of this.
   d. Jerry believes that others are out to get him and reacts to their perceived taunts.

2. The goal of a stimulus preference assessment is to:
   a. test reinforcers for an individual.
   b. determine items or activities that will be punishers for an individual.
   c. identify objects, people or activities that may be motivating.
   d. help a client determine which intervention they would prefer.
3. A behavior reinforced on a continuous schedule would look like________.
   a. a child receiving a free homework pass after each 10 homework assignments handed in on time.
   b. a child being given a sticker for each time he raises his hand instead of blurting.
   c. reinforcement for every other correct response.
   d. reinforcement after every five minutes of on task behavior.

4. You need to take data on tantruming behavior. What is the best type of measurement to use?
   a. Duration.
   b. Latency.
   c. Rate.
   d. IRT.

5. Which is an example of a prompt?
   a. starting your car.
   b. completing a task with 100% proficiency.
   c. putting a big pink sticker next to the start button on the washing machine.
   d. being tired after a long day at work.

6. We can say that a skill has been generalized when________.
   a. its use is evident in settings and situations other than the training environment.
   b. most humans can do it.
   c. a client can conceptualize large categories.
   d. a client can differentiate between two stimuli.
7. When we are thirsty, water quenches that thirst and satiates us. This makes water a __________.
   a. conditioned reinforcer.
   b. unconditioned reinforcer.
   c. conditioned punisher.
   d. unconditioned punisher.

8. A young man with autism is thought to need instruction in communicating with family. Using e-mail is decided upon as the best way for him to do this. He needs to be able to check his e-mail first. Then, he can be assisted to compose correspondence. Currently, the young man needs prompting through almost every step of checking his e-mail. and he is able to follow written instructions. What’s the best way to proceed?
   a. Ensure mastery of each step with verbal prompting, model the steps, and reinforce correct responses.
   b. Task analyze checking the e-mail and provide written prompts, faded over time.
   c. Use incidental teaching to determine reinforcers and use backward chaining.
   d. The matching law applies, and the schedule of reinforcement needs to be consistent.

9. The main 3 components of a discrete trial are:
   d. None of the above.
10. John, an RBT working in a preschool program, uses the teaching method of keeping highly engaging items in the children’s sight, but out of their reach as a way to evoke verbal engagement about the items, and to cause children to have to ask him for the items. This strategy is called_________.
   a. Naturalistic or Incidental teaching.
   b. DTT (Direct Trial Training).
   c. Response generalization.
   d. Stimulus generalization.

11. Extinction refers to:
   a. withholding all reinforcement.
   b. withholding some reinforcement.
   c. adding aversives.
   d. gradually fading reinforcement.

12. BCBAs and RBTs should keep clear, concise and objective notes on variables that may affect a client’s behavior. This may include all EXCEPT__________.
   a. cultural heritage.
   b. medication compliance.
   c. client relocation.
   d. chronic illness.

13. If client abuse or neglect is suspected by the RBT, they should report it to___________.
   a. the client’s parents.
   b. their supervisor and the appropriate governmental agency.
   c. the company director only.
   d. the Behavior Analyst Certification Board (BACB).
14. An example of a multiple relationship would be__________.
   a. working with your client in a training environment and in a natural environment.
   b. knowing your client in the school and group home setting.
   c. your client’s mother being your best friend.
   d. allowing your client to provide self-reinforcement.

15. If a RBT physically guides a client through a transition it is called ________________?
   a. Physical prompting.
   b. Response Prompting.
   c. Model Prompting.
   d. Visual Prompting.

16. Effective reinforcers should be all of the following EXCEPT__________.
   a. something that could harm one’s health.
   b. immediate.
   c. of sufficient magnitude.
   d. something the client prefers.

17. A private behavioral services firm has posted a job opening for an RBT. The posting mentions integrity as a desired qualification a number of times. An RBT applying for the job could best demonstrate integrity in the application process by__________.
   a. bringing copies of behavior plans they have implemented.
   b. rescheduling the interview because it conflicts with their dental appointment.
   c. asking references to put in a good word if contacted.
   d. being honest about their educational background and work experience.
18. An RBT implementing a skills acquisition plan should plan for a training session by_________.
   a. conducting preference assessments.
   b. creating an operational definition.
   c. reviewing the plan, asking clarifying questions, and gathering all necessary materials.
   d. obtain board approval.

19. If you prompt the client through all steps of a chain except the last step you are using ________________?
   a. Backwards Chaining
   b. Time Delay Prompt Fading.
   c. Forwards Chaining
   d. None of these.

20. A child cries every time his mother is on the phone. The mother puts down the phone and hugs the child. The most likely function of the child’s behavior is ____________.
   a. escape.
   b. access to the phone
   c. sensory
   d. access to attention
21. John has been assigned to work with a child whose parents are LGBTQA. John is a Christian and does not feel comfortable with the assignment.

   a. John should continue working with the family as the opportunity will allow him to increase tolerance and understanding of LGBTQA culture.

   b. John should tell the family of his feelings about LGBTQA individuals and decline the assignment.

   c. John should not accept the job and refer out to other colleagues. He should also assess his moral codes to see if they align with the responsible conduct of a behavior analyst.

   d. John should speak to his priest.

22. In addition to interviewing a client and the significant others in his/her life, one could assess a person’s social skills repertoire by _________.

   a. curriculum-based assessments.

   b. observation.

   c. FBA.

   d. cognitive testing.

23. As an RBT you have been working long and hard with a special education student on writing a topic sentence in her English assignments? Proof of her ability to generalize her newly acquired skill would be _________.

   a. writing topic sentences in her science class.

   b. writing a conclusion sentence.

   c. being moved to a regular education class.

   d. you writing one sentence and having her match it.
24. Chaining is the process of teaching the sub-components of a larger task and “chaining” them together to teach a complete task. The chaining procedure which teaches each step of the chain during each training session is called__________.

   a. total task chaining.
   b. forward chaining.
   c. backward chaining.
   d. behavior chain with limited hold.

25. An example of a discriminative stimulus (SD) would be____________.

   a. when you want to get a frozen yogurt, but when you arrive the Closed sign is on the door.
   b. when a student is very thirsty.
   c. when a teacher stands at the door with a tub for students to put homework in; and when they turn in their homework she praises them and they receive a raffle ticket.
   d. when a trainer holds up a green card while the student has two cards in front of them (yellow and green); and when asked to match green, the student holds up the yellow card.

26. Frequency and rate are often used interchangeably in ABA, however there is a distinction. Which statement is correct?

   a. Frequency is more accurate than rate.
   b. Rate has greater reliability than frequency.
   c. Rate refers to frequency with the addition of a time component.
   d. Only rate is event recording.

27. Which is not a form of functional assessment?

   a. Indirect Assessment.
   b. Direct Assessment.
   c. Analog.
   d. Forced choice.
28. Janelle, a BCBA, asks her client to go to the store and buy one loaf of bread, a stick of butter, and a quart of milk. When he returns she checks his shopping bag to make sure he purchased every item on the list. Janelle is using__________.
   b. ABC recording.
   c. Permanent Product recording.
   d. Whole Interval recording

29. You have been asked to determine the IRT of a behavior. You record__________.
   a. how often a behavior occurs per hour.
   b. how long a behavior lasts.
   c. the time from the end of one response to the beginning of the next.
   d. the time between when a request has been made and the beginning of the response.

30. Permanent product procedures would be most appropriate for__________.
   a. how often a student is aggressive toward others.
   b. checking if a resident of a group home is able to get all of the groceries on their list.
   c. how long a child takes to put on their shoes after the initial prompt.
   d. self-injurious behaviors.

31. The most common form of graph used in ABA is the__________.
   a. bar graph or histogram.
   b. pie chart.
   c. scatter plot.
   d. line graph.
32. Ways to assess potential stimuli preference include all of the following EXCEPT_________.
   a. asking the person what they like.
   b. asking others what the person likes.
   c. observing the person in their natural environment to see what they like.
   d. using a published list of items/activities that kids like.

33. Your client has successfully mastered how to place an order for fast food in a training setting where you have set up a menu, counter, and cash register. In order to see if she can perform the necessary skills at a real fast food place you should first_________.
   a. change a critical feature in the training setting, like who is taking the order.
   b. take the menu away.
   c. make her do the task with no one else in the room.
   d. show her how to take the bus to the fast food restaurant.

34. Two brothers had a habit of rinsing their dishes after each meal but failed to put them in the dishwasher. Instead, they would simply put them to the side of the sink. Their parents modeled the behavior of rinsing their dishes and then stacking them in the dishwasher. After five training sessions with their parents, the boys were able to complete the entire task of rinsing and loading their dishes. If the parents want this behavior to be maintained they should?
   a. train the boys to also complete the entire task at their grandmother's house.
   b. set up a schedule of reinforcement for task completion.
   c. have them rinse and load all of the household dishes each day.
   d. set up a behavior chain interruption strategy by having the dishwasher be full of clean dishes.
35. A high-quality behavioral definition describes the behavior and environment in observable and measurable terms. Which is the BEST behavioral definition?

a. Student will grasp hair and twist hair around fingers.
b. Ellie twirls her hair in the evening and in the morning.
c. Hair twirling will cause noticeable hair loss and damage to the scalp
d. Entangling fingers of the right hand in one’s own hair by twisting and then pulling the hand away from the scalp (topographical) when given verbal instruction to begin academic tasks (antecedent-based), which has sometimes been reinforced by escape from these tasks (functional).

36. As an RBT you may come across many variations of Behavior Reduction Plans or Behavior Intervention Plans (BIPs). However, all good plans should include: Introduction/background information, descriptions of behaviors, hypothesized functions, functionally equivalent replacement behaviors, skills acquisition strategies, antecedent prevention strategies and __________.

a. reaction strategies.
b. measurement systems.
c. systems of reinforcement.
d. all of the above.

37. The following procedure describes___________. Jill, a BCBA is trying to keep a child from picking his nose and wiping his fingers on classmates. Jill requires students to hold a pencil in one hand and an eraser in another hand during their entire social skills lesson.

b. Differential Reinforcement of an Alternative Behavior (DRA).
c. Differential Reinforcement of an Other Behavior (DRO).
d. Differential Reinforcement of a Diminishing Behavior (DRD).
38. ABA professionals base their professional practices on ____________.
   
   a. Freud's teaching.
   b. scientific knowledge.
   c. Mentalistic Behaviorism.
   d. the client's private events.

39. RBTs assist BCBAs in making treatment plan modification based on all of the following EXCEPT__________.
   
   a. parent requests.
   b. Records.
   c. visual analysis of graphed data.
   d. Science.

40. If an RBT is having difficulties with a client, the first person they should consult with is__________.
   
   a. the client's parents.
   b. the company director.
   c. the supervising BCBA.
   d. the client's group home manager.
41. Jenny, a RBT, is going to collect data on Ellie, a preschooler’s hair twirling behavior. She decides to track 30 second intervals and if Ellie twirls her hair all the way around her finger, Jenny defines that as an incidence of hair twirling. If Ellie demonstrates the hair twirling at any point during the 30 second interval, Jenny marks her data sheet as the behavior having occurred for that interval. Jenny is using __________.

   a. partial interval recording.
   b. whole interval recording.
   c. momentary time sampling (MTS).
   d. permanent product recording.

42. If you are prompt fading and you allow a minute to see if the client can do the skill, you are using__________.

   a. Most to Least Prompting.
   b. Least to Most Prompting.
   c. Time Delay Prompting.
   d. None of these.

43. How often should RBTs update aggregate data?

   a. daily.
   b. weekly.
   c. after each session.
   d. monthly.
44. When BCBAs, BCaBAs and BCBA-Ds conduct functional assessments or functional analysis, they are looking for what a certain behavior does (or how it functions) for an individual. Possible functions include all EXCEPT________.

   a. attention.
   b. escape.
   c. access to a tangible.
   d. deprivation.

45. When a client is learning a new skill, the ideal schedule of reinforcement would be __________.

   a. FR 1.
   b. VI 2.
   c. FI 5.
   d. VR 1.

46. Response prompts may be__________.

   a. modeling.
   b. verbal.
   c. physical guidance.
   d. all of the above.

47. Which would be the most conservative direct, discontinuous measurement to track a child’s engagement during a class lesson?

   a. partial interval recording.
   b. whole interval recording.
   c. momentary time sampling.
   d. teacher interviews.
48. A one-time trial (has a clear beginning and ending) to correctly perform a task or answer a question before an inter-trial pause and the beginning of a new trial is called ____________.

   a. Chaining.
   b. task analysis.
   c. naturalistic teaching.
   d. discrete trial training.

49. Stimulus fading involves fading out the exaggeration of a stimulus dimension (size, shape, proximity, etc.). This is done to, in essence, point the client to the correct response at first. Once they understand the correct response and its connection to the antecedent stimuli, the exaggeration can be gradually withdrawn. Which of the following is an example of stimulus fading?

   a. a child being asked to match red and correctly matching the color red.
   b. having a pictorial graphic of a math problem that illustrates the problem and the answer and then removing the pictorial aspect.
   c. a child knowing the difference between dogs and wolves.
   d. a child calling all fruit apples.

50. In order to teach discrimination training, a behavior professional must teach a client to ____________.

   a. generalize between two stimuli.
   b. differentiate between two or more responses.
   c. differentiate between two or more stimuli.
   d. generalize between two or more responses.
51. In a written Behavior Reduction Plan, antecedent or environmental strategies refers to__________.
   a. the first thing you want the client to do when they come into a room.
   b. using a training setting vs. the actual setting for skills acquisition.
   c. planning to take the client outdoors to calm them.
   d. manipulating in the environment to prevent or discourage the problem behavior.

52. Zoe, an RBT, is working with a client. She has completed a preference assessment and has determined going out for frozen yogurt to be a likely reinforcer for the client. The client typically goes to frozen yogurt every other day. If Zoe wants to begin a skills acquisition plan on Thursday, using frozen yogurt as a potential reinforcer, how might she manipulate the environment to her advantage?
   a. make sure the client gets frozen yogurt Monday through Wednesday.
   b. deprive the client of frozen yogurt Monday through Wednesday.
   c. buy frozen yogurt and toppings to keep at the client's home for unlimited access.
   d. create a signal system for her client to use whenever she wants frozen yogurt.

53. If you use a visual schedule with a client, it is what type of prompt?
   a. Model Prompt.
   b. Visual Prompt.
   c. Positional Prompt.
   d. Physical Prompt.
54. Discrimination training involves reinforcement being available for one response and not for another. An example of discrimination training might be___________.

   a. a child being praised when selecting a pink crayon from a box when asked to do so.
   b. a child saying pink in reference to all crayons.
   c. a child thinking dogs and wolves are the same animal.
   d. a child calling all women with gray hair Grandma.

55. Which is an antecedent technique?

   a. changing the environment by enriching it.
   b. conducting your training sessions in nature.
   c. using DRA.
   d. Chaining.

56. Zach, an RBT, is checking in with the family of a client with whom he works. The client’s mother mentions the client, a seven-year-old boy, has been cranky and sick. She was taking him to the doctor the following week. What should Zach do with this information?

   a. Zach should write the information in his session notes.
   b. Zach should do nothing until a diagnosis comes back.
   c. Zach should write the info in his session notes, then inform his supervisor.
   d. Zach should do nothing, it is not his concern,

57. Which of the following would be the best addition to objective session notes?

   a. Client performed 3 of 5 given tasks with 100% mastery.
   b. Client was angry at their mother and refused to do work.
   c. I think client was having a bad day and that is why they could not complete the behavior chain.
   d. Client made great progress, skills acquisition training may no longer be needed.
58. Jamie, an RBT, misunderstood the skills acquisition plan left for him by the supervising BCBA. He inadvertently reinforced the wrong behavior, while ignoring the designated replacement behavior. Jamie should:
   a. call or email the BCBA.
   b. document what happened in his session notes.
   c. just make sure he follows the right protocol next time.
   d. communicate with the BCBA and document what happened in the session notes.

59. Tools used in continuous measurement, sometimes referred to as event recording, might include all of the following EXCEPT _________.
   a. marbles.
   b. tally marks.
   c. stop-watch.
   d. whole interval data sheet.

60. Molly wants to know how long it takes her client to get dressed after being given the instructions to get dressed. She should use __________ data?
   a. IRT.
   b. duration.
   c. rate.
   d. latency.

61. Paul is modeling the correct skill for the client, this is called ____________ ?
   a. Gestural Prompt.
   b. Visual Prompt.
   c. Modeling Prompt.
   d. Verbal Prompt.
62. RBTs will assist in assessment procedures. This may look like:

   a. using questionnaires to assess a client's current repertoire of social skills.
   b. supervise other RBTs.
   c. creating interventions based on functionally equivalent behaviors.
   d. performing cognitive tests to determine intellect.

63. Determining the steps required to successfully complete a task by either doing the task yourself, watching an expert complete the task, or observing another competent individual is the first step in teaching a chaining procedure. This process can be described as__________.

   a. chaining analysis.
   b. task analysis.
   c. prioritization.
   d. skills acquisition planning.

64. A focus of ABA is the belief that people behave a certain way for a reason (function). The basic functions of behavior are to gain something or get away from something. In ABA we classify functions as:

   a. automatic or sensory reinforcement, avoidance or escape, accessing a tangible, person or activity, and attention seeking and pain attenuation.
   b. positive and negative reinforcement and positive and negative punishment.
   c. maintenance and generalization.
   d. antecedent, behavior and consequence.
65. Lizzy, an RBT, is teaching her client to use sign-language to signal for a break instead of yelling when she is frustrated. The student simply has to sign Break. This is an example of__________.

b. Differential Reinforcement of an Alternative Behavior (DRA).
c. Differential Reinforcement of an Other Behavior (DRO).
d. Differential Reinforcement of Paced Responding (DRP).

66. In order for RBTs to track data, they must have an operational definition of the behavior they are observing, and knowledge of the dimension of the behavior they are recording (rate, frequency, latency, IRT, duration, etc.). An operational definition should be all of the following EXCEPT__________.

a. clear and complete (gives examples and non-examples of what the behavior looks like).
b. a board-approved behavioral definition.
c. objective.
d. concise.

67. If a child is engaging in maladaptive behavior due to pain attenuation, what should you do?

a. Refer the child to a doctor to deal with their discomfort or pain.
b. Start ABA.
c. Refer the child to a psychologist.
d. None of these.
68. Kevin dislikes the way Amy yells from the other room. She thinks that everyone can hear what she is saying, even though she is far away. In the past, Kevin has answered her, or replied I can’t hear you.” He has now decided not to acknowledge her yelling from another room at all. He is implementing the behavioral procedure of __________.

   a. DRD.
   b. extinction.
   c. negative reinforcement.
   d. Functional Communications Training (FCT).

69. Dain, an RBT working under a BCBA, is not seeing progress with a client’s behavior goals. Dain meets with the client’s caregivers after each training session. Dain should__________.

   a. develop a new intervention.
   b. let the parents know that he will discuss the lack of progress with his supervising BCBA and they will tweak the plan as needed.
   c. refer the family to another BCBA.
   d. inform the family that ABA simply isn’t working in this case.

70. Objective session notes should include all of the following EXCEPT__________

   a. goals for the session, and notes of what occurred during the session.
   b. notes on why the person thinks the client is doing what they do.
   c. variables affecting behavior.
   d. updated graphs.
71. Jose is an RBT working with a BCBA to teach a six-year-old client how to ask for what she wants instead of melting down and having a tantrum. They are using a combination of extinction for the tantrumming behavior and DRA for asking. Jose notices the client’s mother comforting the child when she is on the floor having a tantrum. Jose should__________.

   a. explain in simple language the strategies they are using and communicate how the mother should respond to tantrumming.
   b. tell the supervising BCBA that the mother is ruining the intervention.
   c. devise a new intervention.
   d. do nothing.

72. You believe a client you are working with would find edibles reinforcing. They have no health or dietary restrictions. You decide you would like to see if they prefer potato chips over fruit and yogurt. You offer a choice of a potato chip and a tube of yogurt at the same time. They select the yogurt. Then you offer the choice of a yogurt and bowl of mixed fruit at the same time. Again they select the yogurt. You have conducted a__________.

   a. a single stimulus preference assessment.
   b. a multiple stimulus preference assessment without replacement.
   c. free operant observation preference assessment.
   d. forced choice preference assessment.

73. Schedules of reinforcement can be both continuous (reinforcement is received after each appropriate response, sometimes called a Fixed Rate 1–FR1) or it is intermittent (reinforcement varies from one opportunity to the next). Behavior on ____________ schedules of reinforcement is the most difficult behavior to extinguish.

   a. intermittent.
   b. FR1
   c. continuous.
   d. child-led.
74. Continuous measurement procedures include: frequency (how many times a behavior occurs), rate (how many times a behavior occurs per period of time, i.e. tantrums per hour), and__________.
   
   a. Whole Interval recording (recording when the behavior occurs throughout an entire interval)
   
   b. MST (Momentary Time Sampling, behavior occurring at the end of an interval)
   
   c. permanent product (recording of durable products of a behavior after the behavior occurs).
   
   d. duration (how long a behavior lasts).

75. Sally prompts a client by pointing to the correct answer. This is ____________________ ?

   a. Gestural Prompt.
   
   b. Visual Prompt.
   
   c. Physical Prompt.
   
   d. Positional Prompt.
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Appendix A: Useful Websites

Companion site to this Study Guide
  https://www.abastudyguide.com

Free RBT Exam Questions
  https://www.abarocks.com

BACB information about the RBT certification
  https://www.bacb.com/rbt/

RBT Task list 2.0

RBT Ethics Code

RBT competency exam

RBT training requirements
  https://www.bacb.com/rbt-requirements-effective-november-2019/

RBT Exam Information
  https://www.bacb.com/rbt/rbt-exam/
References


