RBT TEST CONTENT OUTLINE, 3RD EDITION

FREE SAMPLE



RBT Training Profiles

Sample: 5 of the 79 one-page profiles in the full study guide.

A Data Collection and Graphing

B Behavior Assessment

C Behavior Acquisition

D Behavior Reduction

E Documentation and Reporting

F Ethics

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About This Guide

Sample notice

This is a free preview of five profiles. It is not the complete guide.

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Sources

This guide is organized by the BACB RBT Test Content Outline (3rd ed.) and uses the BACB RBT Ethics Code (2.0). These documents are the official sources and are available at bacb.com. Check bacb.com and the current RBT Handbook for the latest requirements, which can change.

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Use

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Inside This Sample

Each profile follows the same five sections: task and definition, key terms and nuances, procedure with the RBT scope boundary, example and non-example, and an exam tip.

1. **A.1 · Frequency**
   Domain A: Data Collection and Graphing
2. **B.1 · Multiple Stimulus (MSW and MSWO)**
   Domain B: Behavior Assessment
3. **C.1 · Positive Reinforcement**
   Domain C: Behavior Acquisition
4. **C.7 · Types of Prompts**
   Domain C: Behavior Acquisition
5. **F.3 · Providing Services Under Ongoing Supervision**
   Domain F: Ethics

The full guide

#	DOMAIN	TASKS	PROFILES
A	Data Collection and Graphing	8	15
B	Behavior Assessment	3	8
C	Behavior Acquisition	11	21
D	Behavior Reduction	7	21
E	Documentation and Reporting	4	4
F	Ethics	10	10
	Total	**43**	**79**

The full guide also includes the exam blueprint, a how-to-use page, and a domain divider with contents for each domain.

TASK
A.1

1 TASK A.1 · CONTINUOUS MEASUREMENT

Frequency

Core definition. A count of the number of times a behavior occurs. Dividing the count by the observation time gives rate.



2 KEY CONCEPTS & CLINICAL TERMINOLOGY

Essential terms

Count
The number of complete instances of the target behavior observed.

Observation period
The fixed amount of time during which every instance is counted.

Rate
Count divided by observation time (e.g., 6 per 30 minutes = 0.2 per minute).

Discriminative nuances

Frequency vs. Rate
Frequency is the raw count. Rate adds time, and is needed to compare sessions of different lengths.

Frequency vs. Duration
Frequency fits behavior with a clear start and end and a similar length each time (hand raising). Long episodes such as tantrums call for duration.

3 STEP-BY-STEP PROCEDURE

1. **Review the definition**
   Confirm exactly what counts as one instance, and what does not.
2. **Start the observation period**
   Note the start time or start the timer, then begin observing.
3. **Tally each instance**
   Make one tally as each complete instance occurs. Do not tally an ongoing instance twice.
4. **End and record**
   Stop at the end of the period. Record the total count and the observation time.

RBT SCOPE BOUNDARY

RBTs are responsible for tallying, recording, and graphing frequency data. The BCBA selects frequency as the measure and defines the target behavior and observation period.

4 REAL-WORLD SCENARIO & APPLIED EXAMPLES

EXAMPLE **Clinical example**

During a 30-minute session, an RBT makes a tally each time the learner says “help” to request assistance. The tally total is 6.

Recorded: 6 responses in 30 minutes

NON-EXAMPLE **Common pitfall**

Incorrect: Writing “many” on the data sheet, or treating 8 responses in a 60-minute session as higher than 6 responses in a 30-minute session.

Why it’s wrong: Record exact counts. Different session lengths must be compared as rate: 6 ÷ 30 = 0.2 per minute vs. 8 ÷ 60 = about 0.13 per minute.

5 · EXAM TIP
High-yield summary

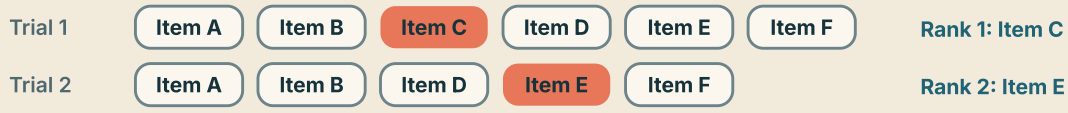
Test takeaway: Look for “how many times,” “number of occurrences,” or “per minute/hour.” If session lengths differ, convert to rate before comparing.

TASK
B.1

1 TASK B.1 · PREFERENCE ASSESSMENTS

Multiple Stimulus (MSW and MSWO)

Core definition. Several items are presented together and the learner selects among them. Selections are recorded to rank preference.



Chosen item is removed, remaining items are rotated, and the next trial begins.

2 KEY CONCEPTS & CLINICAL TERMINOLOGY

Essential terms

Array
The set of items presented together on a trial, spaced evenly within the learner's reach.

Selection
The first item the learner reaches for or touches within the time allowed by the protocol.

Without replacement (MSWO)
The selected item is removed, the rest are rotated, and the trials continue. The order of selection gives a ranking.

Discriminative nuances

MSWO vs. MSW
MSWO removes each chosen item, so every item gets a rank. MSW (with replacement) returns the chosen item, so it mainly shows the top choices.

Multiple Stimulus vs. Paired Stimulus
Multiple stimulus presents an array. Paired stimulus presents two items at a time.

3 STEP-BY-STEP PROCEDURE

1. **Set up the array**
   Place the items the BCBA selected in a line, evenly spaced, within reach.
2. **Present and wait**
   Say the cue in the protocol (e.g., "Pick one") and wait for a selection.
3. **Record and allow brief access**
   Record the item chosen. Give access to it as the protocol states.
4. **Repeat and rank**
   Remove the item (MSWO), rotate the rest, and repeat until all are chosen. Rank by order chosen.

RBT SCOPE BOUNDARY

RBTs are responsible for conducting the assessment as written and recording each selection. The BCBA chooses the format and items, interprets the results, and decides which items are used as reinforcers.

4 REAL-WORLD SCENARIO & APPLIED EXAMPLES

EXAMPLE **Clinical example**

An RBT places six items in a line and says, "Pick one." The learner selects Item C first. The RBT removes C, rotates the remaining five, and repeats. The learner selects E next.

Rank 1: Item C. Rank 2: Item E.

NON-EXAMPLE **Common pitfall**

Incorrect: Pointing toward or handing over the item the RBT expects the learner to prefer.

Why it's wrong: Prompting biases the results. The selection must be the learner's own.

5 · EXAM TIP
High-yield summary

Test takeaway: "Array," "without replacement," and "order of selection" point to MSWO. "Two items at a time" points to paired stimulus.

TASK
C.1

1 TASK C.1 · REINFORCEMENT

Positive Reinforcement

Core definition. A stimulus is added immediately after a behavior, and the behavior becomes more likely to occur in the future.



2 KEY CONCEPTS & CLINICAL TERMINOLOGY

Essential terms

Reinforcer
A stimulus that follows a behavior and increases it. It is defined by its effect, not by what it looks like.

Contingency
The reinforcer is delivered only after the target behavior.

Reinforcement effect
An increase in the future occurrence of the behavior.

Discriminative nuances

Positive vs. Negative Reinforcement
Positive adds a stimulus after the behavior. Negative removes or avoids a stimulus. Both increase behavior.

Reinforcer vs. Reward
An item is a reinforcer only if the behavior increases. A reward that does not change behavior is not reinforcement.

3 STEP-BY-STEP PROCEDURE

1. **Identify the reinforcer**
   Use the items on the BCBA's list or the preference assessment results.
2. **Wait for the target behavior**
   Do not deliver the reinforcer before the behavior occurs.
3. **Deliver it right away**
   Deliver immediately after the behavior, with the amount the plan states.
4. **Check the effect**
   Record the behavior across sessions and report if it is not increasing.

RBT SCOPE BOUNDARY
RBTs are responsible for delivering reinforcers as written and recording the behavior. The BCBA selects the reinforcers and decides whether the data show the procedure is working.

4 REAL-WORLD SCENARIO & APPLIED EXAMPLES

EXAMPLE **Clinical example**

A learner raises their hand. The RBT says, "Great hand raising," and gives a sticker. Across the next sessions hand raising increases.

Hand raising increases: positive reinforcement

NON-EXAMPLE **Common pitfall**

Incorrect: Giving the sticker at the start of the session, before any hand raising.

Why it's wrong: The sticker did not follow the behavior, so it is not contingent. Reinforcement follows the behavior.

5 · EXAM TIP
High-yield summary

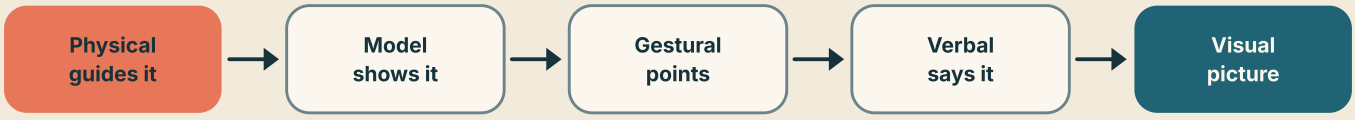
Test takeaway: "Stimulus added" plus "behavior increases" means positive reinforcement. If the behavior does not increase, it was not reinforcement.

TASK
C.7

1 TASK C.7 · PROMPTING AND FADING

Types of Prompts

Core definition. Added cues given before or during a response to help the learner respond correctly. Prompts are later faded.



A typical order from most to least intrusive. The BCBA sets the order.

2 KEY CONCEPTS & CLINICAL TERMINOLOGY

Essential terms

Response prompts
Help given by the RBT: physical guidance, a model, a gesture, or a verbal cue.

Stimulus prompts
Changes to the materials, such as a highlight, a position, or a picture.

Prompt dependence
The learner waits for the prompt instead of responding on their own.

Discriminative nuances

Response vs. Stimulus Prompts
Response prompts change what the RBT does. Stimulus prompts change the materials.

Intrusiveness
More intrusive prompts give more help. A hierarchy orders prompts from most to least intrusive. The BCBA sets the order for each learner.

3 STEP-BY-STEP PROCEDURE

1. **Know the prompt**
   Know the type and the order the plan states.
2. **Deliver it at the planned time**
   Give it after the S^D, or as the plan says.
3. **Reinforce as planned**
   Reinforce prompted responses as the plan states.
4. **Fade it**
   Fade the prompt as the plan states and report any prompt dependence.

RBT SCOPE BOUNDARY

RBTs are responsible for delivering and fading prompts as written and recording the prompt level. The BCBA selects the prompts and the fading plan.

4 REAL-WORLD SCENARIO & APPLIED EXAMPLES

EXAMPLE **Clinical example**

The RBT says, “Touch your nose,” and touches their own nose. The learner copies and touches their nose.

Model prompt: prompted correct response

NON-EXAMPLE **Common pitfall**

Incorrect: Using the same physical prompt on every trial for weeks.

Why it’s wrong: Prompts must be faded. Otherwise the learner becomes dependent on them.

5 · EXAM TIP
High-yield summary

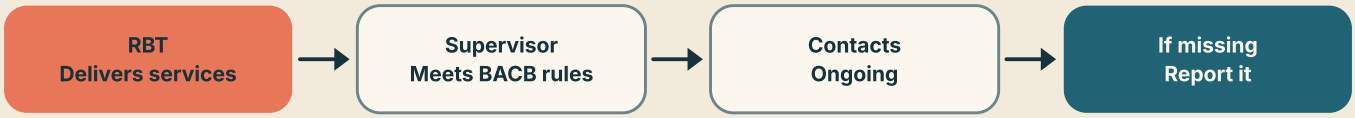
Test takeaway: Know the response prompts (physical, model, gestural, verbal) and the stimulus prompts. “Waits for the prompt” means prompt dependence.

TASK
F.3

1 TASK F.3 · SUPERVISION

Providing Services Under Ongoing Supervision

Core definition. Providing services under the RBT certification only within a clearly defined role, under close, ongoing supervision.



2 KEY CONCEPTS & CLINICAL TERMINOLOGY

Essential terms

Supervisor
An RBT Supervisor or RBT Requirements Coordinator who meets BACB requirements.

Ongoing supervision
Supervision that continues for as long as the RBT provides services.

Supervision requirement
At least 5% of the hours you provide services each month (check the RBT Handbook for the latest requirements).

Discriminative nuances

Supervision vs. Independence
An RBT does not work independently. The supervisor oversees all services.

Qualified vs. Available
A supervisor must meet BACB requirements. Someone who is simply present does not qualify.

3 STEP-BY-STEP PROCEDURE

1. **Know your supervisor**
   Know who your supervisor is and that they meet BACB requirements.
2. **Attend supervision**
   Attend every scheduled supervision contact.
3. **Report lapses**
   Tell your organization if supervision is missed or your supervisor changes.
4. **Keep records**
   Keep supervision records as required.

RBT SCOPE BOUNDARY
RBTs are responsible for attending supervision and reporting any lapse. The BCBA meets BACB supervision requirements and oversees services.

4 REAL-WORLD SCENARIO & APPLIED EXAMPLES

EXAMPLE **Clinical example**

An RBT's supervisor leaves the practice. The RBT tells the organization, and services continue only after a qualified supervisor is assigned.

Services continue under a qualified supervisor

NON-EXAMPLE **Common pitfall**

Incorrect: Continuing services with no supervisor for a few weeks because sessions went well.

Why it's wrong: Services require ongoing supervision from a qualified supervisor.

5 · EXAM TIP
High-yield summary

Test takeaway: "No supervisor available" points to reporting it, not continuing alone.