



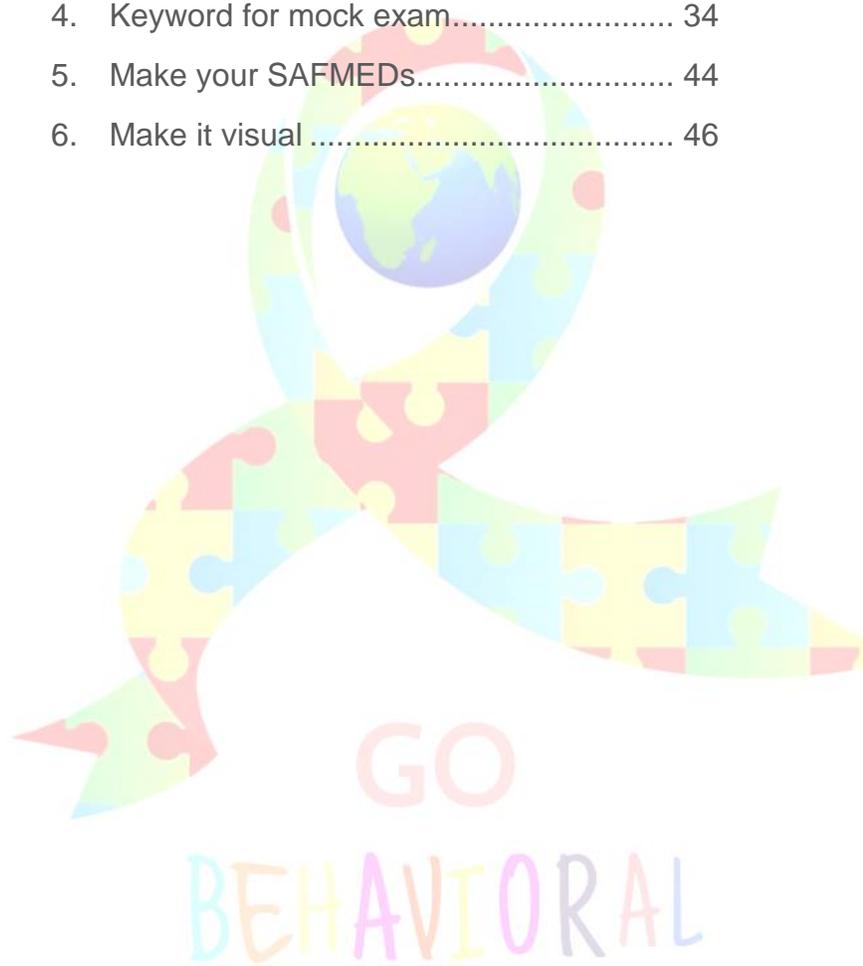
RBT EXAM

STUDY KIT

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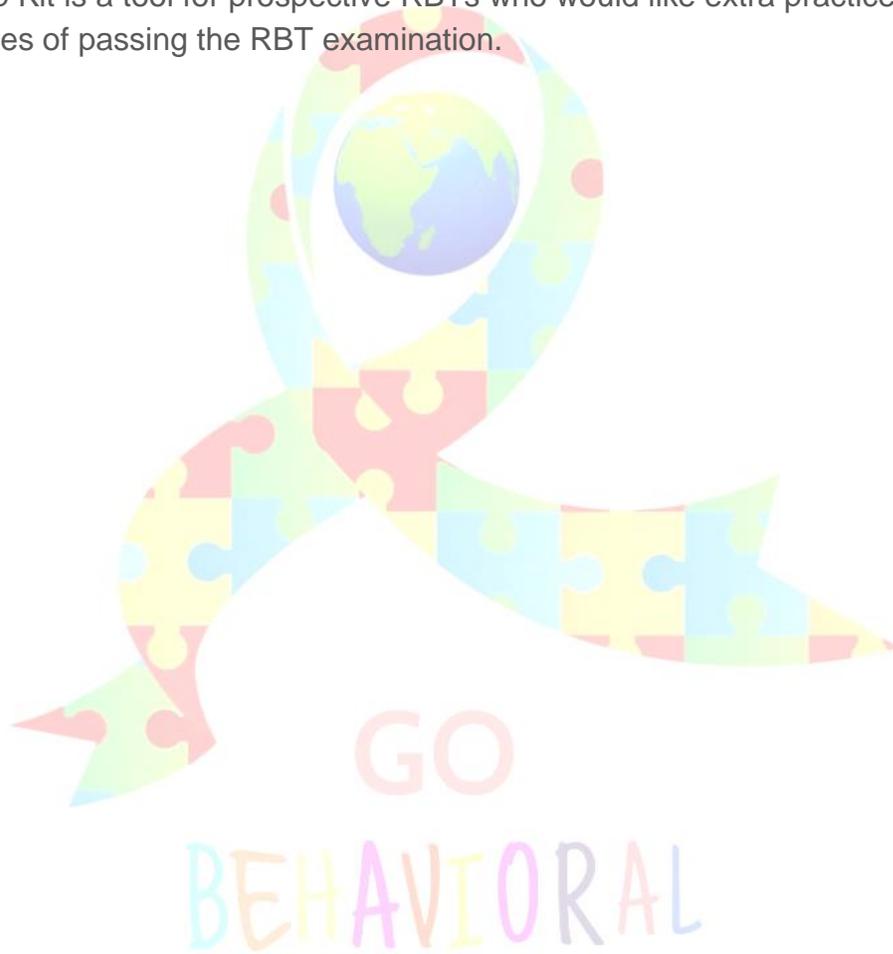
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INTRODUCTION

The RBT Exam Prep Kit is a tool for prospective RBTs who would like extra practice and to increase their chances of passing the RBT examination.



1. TERMINOLOGY

1. **ABA:** Applied Behavior Analysis is an established science that goes MUCH farther than Autism. If all you know of ABA is a treatment for young children with Autism, I highly recommend you further your reading and study of the field. ABA at its core is a way to teach, manage, or reduce behaviors. ABA is an umbrella term that can cover many specific and unique strategies. Some examples include Incidental Teaching, Discrete Trial Training, and Verbal Behavior. There are many ways to implement or carry out ABA.
2. **ABC:** antecedent – behavior – consequence. Also known as the 3-term contingency.
3. **Abolishing Operation:** can decrease reinforcer effectiveness. Usually associated with satiation.
4. **ACCURACY:** The extent to which the response meets standards or is correct.
5. **Acquisition:** A target that is in the process of being taught. This behavior is not yet a known skill.

The addition of new behavior to an organism's repertoire. The behavior may be a discriminated operant, a topographically complex operant, a conditional reflex relation, or the performance controlled by a schedule; thus, the term may refer to the change in performance caused by any change in contingencies. Cf. LEARNING REPERTOIRE

6. **Antecedent Interventions:** recognizing environmental factors that can attribute to problematic behavior and making changes necessary to promote appropriate behavior and reduce possible triggers for maladaptive.
7. **Antecedent:** events that occur before a behavior.
8. **Backward Chaining:** Teaching skill steps one at a time from the last step to the first and prompting all steps before the step being taught. Reinforcement after teaching step and at the end of the task.
9. **Aggressive Behavior:** Aggressive behavior that often accompanies extinction in its early phases, in the absence of any other identifiable precipitating events.
10. **BACB:** Behavior Analyst Certification Board
11. **BACKUP REINFORCER:** A reinforcer that may be received in exchange for a token.
12. **BACKWARD CHAINING:** A method used to train a chained performance. The basic idea is to first train behavior that is closest to primary reinforcement; once responding is established, links in the chain that are farther and farther from primary reinforcement are added. Each link in the chain is reinforced by the SD (which is also a conditioned reinforcer) that signals the next component in the sequence.
13. **BASELINE:** is the record of a behavior prior to the use of a method to modify it.

- 14. BCBA or BCBA-D/BCaBA-** This is the board certification required for a person to become a Behavior Analyst, and it is recognized worldwide. In many states or with insurance companies, only BCBA's are recognized as being properly authorized to oversee, manage, or supervise ABA programs. The BCaBA denotes the person is at an associate level and must work under a BCBA. BCaBA's usually have less training or experience, although this isn't always the case. Becoming certified is a lengthy process that takes much dedication, focus, and graduate-level coursework. BCBA's and BCaBA's typically supervise direct staff and design the intervention and treatment plan.
- 15. BEHAVIOR:** Everything that an organism does, including covert actions like thinking.
- 16. BEHAVIOR:** Any directly measurable thing an organism does. Included are saying and doing, including physically functioning.
- 17. BEHAVIOR (general definition):** Any activity that passes the dead-man test.
- 18. BEHAVIOR ANALYSIS:** The science of behavior change; the study of the functional relations between behavior and environmental events.
- 19. BEHAVIORAL ASSESSMENT:** The attempt to (1) define the target behavior; (2) identify functional relations between the target behavior and its antecedents and consequences, and (3) identify an effective intervention for changing the target behavior.
- 20. Behavior Intervention Plan:** once the function of behavior has been determined, BIPs are used for antecedent strategies, responding to maladaptive behavior, teaching replacement behavior, and what interventions to use, both verbal and physical.
- 21. Behavior Skills Training:** procedure consisting of instruction, modeling, behavioral rehearsal, and feedback that is used to teach new behaviors or skills.
Instructions, model, rehearsal, feedback. Behavior: anything a person does that can be observed and measured.
- 22. Behavior Functions:**
1. Automatic/sensory: providing self-stimulation and is automatically reinforced;
 2. Escape: avoiding or escaping a demand or undesirable task;
 3. Attention: can be socially mediated and seeks attention in any way from others;
 4. Access: tangible, wanting a preferred item.
- 23. Chaining:** Used to teach multi-step skills in which the steps involved are defined through task analysis. Each separate step is taught to link together the total "chain."
Can be done either by backward, forward, or total task analyses.
- 24. Consequence:** something that follows a behavior.
- 25. Continuous Measurement:** records every single occurrence of a behavior. Examples include frequency, duration, rate, and per opportunity.
- 26. Continuous reinforcement:** the target behavior occurs and is reinforced after every occurrence.

27. Deprivation: not having something often enough and in return increases the effectiveness of it when used as a reinforcer.
28. **Differential Reinforcement** (3 Types): A procedure in which one behavior is reinforced while other behaviors are extinguished.
- **(Differential Reinforcement of INCOMPATIBLE behaviors DRI):** Reinforce behavior incompatible with an undesirable behavior. Example: Reinforce Johnny for writing his name appropriately rather than tapping his pencil.
 - **(Differential Reinforcement of ALTERNATIVE behaviors DRA):** Reinforce behavior that is an appropriate alternative(replacement) for the undesirable behavior; Example: Reinforce Annie when she asks for a break instead of yelling to get out of work;
 - **(Differential Reinforcement of OTHER behaviors DRO):** Reinforce any other behavior other than the undesirable behavior; Example: Reinforce Luke with a gummy every 5 minutes he does not engage in crying.
29. **Discontinuous Measurement:** used to measure some instances of behavior but not all. Typically associated with partial and whole interval recording and momentary time sampling.
30. **Discrete Trial:** learning opportunity initiated and controlled by the teacher in which the correct response will be reinforced. This also is breaking a skill into smaller parts and teaching it while using reinforcement. Allows for presentation of many learning opportunities in a short amount of time. Following the 3-term contingency.
31. **Discrimination Training:** the procedure in which a behavior is reinforced in the presence of one stimulus and extinguished in the presence of another stimulus. Assists with learning how to respond in different environments or different conditions. Allows the client to learn the differences between stimuli.
32. **Discriminative Stimulus (Sd):** a cue that signals reinforcement is available if the subject makes a particular response (Demand or Instruction).
33. **Dual Relationship:** a situation where multiple roles exist between a therapist and a parent or client. **Dual relationships** are also referred to as multiple relationships.
34. **Duration:** the amount of time that someone engages in a behavior. Echoic: verbal imitation; repeating the speaker.
35. **Error Correction:** When a client makes a mistake on a target that has been previously mastered, do NOT acknowledge the mistake. Re-present the trial and be ready to prompt to get a correct answer. Follow the steps for ECTER: 1. Error - child touches car when prompted to touch bike 2. Correction - represent the Sd with prompt 3. Transfer - represent the Sd without a prompt 4. Expand - place easy/mastered demands 5. Return - return to Sd of incorrect response: "touch bike" reinforcement is provided for correct response.

- 36. Errorless Teaching:** prompt the correct response as soon as you give the Sd. Essentially, you are not giving the client a chance to make an error.
- 37. Establishing Operation** increases the current effectiveness of a stimulus. Usually deprivation is associated with this operation.
- 38. Ethics:** Must follow the BACB's code of ethics. Failure to follow the mandatory code of ethics can lead to loss of employment and certification. Please review the Code of Ethics outline.
- 39. Expressive Language:** the ability to communicate. This is the ability to express one's thoughts, ideas, wants, and needs. Identifying and labeling the objects in the environment, putting words together to form sentences, describing events and actions, answering questions, and making requests are all examples of expressive language skills.
- 40. Extinction:** The withholding of reinforcement for a previously reinforced behavior, resulting in a reduction of that behavior.
- 41. Extinction Burst:** The increase in frequency and/or intensity of behavior in the early stages of extinction.
- 42. Fixed Interval (FI):** this schedule of reinforcement is used for a set amount of time.
- 43. Fixed Ratio (FR):** This schedule of reinforcement is used for a set number of responses.
- 44. Forward Chaining:** Teaching skill steps one at a time from the first step to the last and prompting all steps after the step being taught. Reinforcement after teaching step and at the end of the task.
- 45. Frequency:** the number of times, or count, a behavior or response happens.
- 46. Functional Behavioral Assessment:** This is the process by which behavioral interventions are created. An FBA is intended to determine the function (or the reason for the behavior, and then create an intervention based on that function.
- 47. A Functional Analysis (FA)** involves manipulating the environment to understand the behavior, while a Functional Behavior Assessment involves things like observation, interview, and collecting ABC data.
- 48. Functional Relationship:** how a person's behaviors change the world around him/her, and how those changes affect the future likelihood of the same behaviors.
- 49. Functions of Behavior:** Used when determining why an individual engages in certain behavior. ABA identifies 4 functions of behavior: Escape, Access (tangibles), Attention, and Sensory (automatic reinforcement).
- 50. Generalization:** change occurs when that behavior occurs outside of the learning environment. Generalization can happen across settings, time, and across people and exists when the behavior occurs in these various environments.

51. **HIPAA:** Health Insurance Portability and Accountability Act: HIPAA provides federal protection for individual health information, including the confidentiality, integrity, and availability of protected information.
52. **Imitation:** Copying someone's motor movements. **Incidental Teaching:** a teaching technique used in naturally occurring environments and can create natural incidents of learning. Social, communication, play, and other forms of interaction.
53. **Instructional Control:** developing a history of reinforcing compliance. Placing task demands and other instructions following pairing. (The likelihood that the child will elicit a correct response.)
54. **Intermittent Reinforcement:** Schedule of reinforcing some but not all desirable behavior.
55. **Inter-Response Time:** The time between two responses given. **Intraverbal:** This is a Verbal Behavior term. Basically, intraverbals are building blocks to conversation skills as it's the ability to discuss, describe, or answer a question about something that isn't physically present. Like if someone asks you „ What did you do on your vacation?"
56. **Latency:** The time between when the Sd is presented, and the response is given.
57. **Listener Responding:** Following a direction given. Receptive language goal.
58. **Magnitude:** the force or intensity with which a response is emitted.
59. **Maintenance:** The ability of a child to demonstrate previously acquired skills over time and durations when reinforcement has been faded.
60. **Mand:** (request) asking for something; a request that has motivation.
61. **Measurement:** Collecting data on various skills or behaviors.
62. **Momentary Time Sample:** looking for a behavior's occurrence during a specific part of the interval and recording if it is occurring at that precise moment. Ex: setting a timer to go off every minute for a 30-minute interval, only checking for behavior and marking it down as the timer goes off.
63. **Motivating Operation:** Change in an environment that increases or decreases the effectiveness of a given reinforcer. Used with EO or AO.
64. **Natural Environment Teaching: Naturalistic teaching** is when the learner initiates a learning opportunity and the reinforcer is a result of the activity or learning opportunity.
65. **Negative Reinforcement:** removing a stimulus to increase/ strengthen a behavior.
66. **Operational Definition:** Definitions of behavior that are measurable, objective and observable.
67. **Pairing:** Establishing yourself as a reinforcer or the deliverer of reinforcement while building a positive relationships.
68. **Partial Interval Recording:** involves checking off an interval if the behavior occurs at ANY point within the interval - even if it only occurred for 1 second. You can use this for self-stimulatory behaviors or behaviors that don't look the same every time. An over-exaggeration of the behavior, you use this method to decrease behavior.

69. Permanent Product: Tangible product or environmental outcome that proves a skill.

70. Positive Reinforcement: Adding a stimulus to strengthen/ increase behavior

71. Preference Assessment: Assessment to determine what a child is motivated by.

72. Primary Reinforcer (unconditioned): Items or activities that are naturally reinforcing.

73. Principles of Reinforcement: DISC

- **Deprivation:** The withholding of a stimulus (The more deprived an individual is of a reinforcer, the more effective it will be);
- **Immediacy:** How quickly a reinforcer is presented after the correct response is emitted (A reinforcer should be delivered immediately following a behavior to make sure you are reinforcing that specific behavior);
- **Size:** The amount of reinforcement given after a correct response is emitted (must be an appropriate size for the task given, not too much or too little)
- **Contingency:** If _____ then _____ statement is used to set the expectation for reinforcement to occur (The reinforcement should ONLY be delivered when a desired behavior occurs).

74. Prompt: the form of assistance that you add in order to achieve a desired response or behavior that is not occurring. Used to evoke the correct response so it can be reinforced.

75. Prompt Hierarchy: level of prompts used from greatest to least or least to greatest. 1. Expressive language hierarchy: full verbal, partial verbal, independent; 2. Receptive language hierarchy: full physical, partial physical, model, gestural, independent.

76. Prompt Fading: gradually removing prompt levels needed or fading out the intrusiveness.

77. Punishment: anything that is added or removed after a behavior that decreases it, makes it less likely to happen again.

- **Positive Punishment:** A stimulus presented after a behavior occurs which decreases the behavior.
- **Negative Punishment:** A stimulus removed after a behavior occurs which decreases the behavior.

78. Rate: Ratio of count per observation time (How many times a behavior occurs in a set amount of time).

79. Reactive Strategies: techniques used in an emergency or crisis situation to gain control of dangerous, out of control behaviors.

80. Reinforcement: anything that is added or removed after a behavior that decreases it, makes it less likely to happen again.

- **Positive Reinforcement:** A stimulus presented after a behavior occurs which increases the behavior.
 - **Negative Reinforcement:** A stimulus removed after a behavior occurs which increases the behavior.
- 81. Replacement Behavior:** A behavior you want to replace an unwanted target behavior.
 - 82. Response Prompt:** any prompt that is used in an expressive or receptive language such as a gestural, model, or verbal prompt.
 - 83. Registered Behavior Technician.** For direct level staff, this is a credential that denotes the person has met specific education and experience standards and starting in 12/2015, that the person has passed a rigorous exam. RBT's typically implement a treatment plan designed by a BCBA or BCaBA.
 - 84. Role of the RBT:** program implementation, data collection, communicating w/ stakeholders, work directly with BCBA, and following written program including BIP.
 - 85. Satiation:** When a reinforcer loses its effectiveness due to overuse. Secondary
 - 86. Reinforcer (conditioned):** items or activities that acquire reinforcing properties when paired with primary reinforcers.
 - 87. Setting Events:** The context or circumstance in which an environment-behavior relationship occurs. The event changes the strengths of stimuli and responses involved in an environment-behavior interaction.
 - 88. Shaping:** The process of reinforcing gradual changes in a behavior so the behavior begins to look like the target behavior while no longer reinforcing the previous accepted response.
 - 89. Skill Acquisition:** Developing of new skills, habits, quality.
 - 90. Spontaneous Recovery:** The reappearance of the extinguished behavior after a period without reinforcing the behavior.
 - 91. Stimulus:** anything that elicits a response followed by consequence.
 - 92. Stimulus Control:** precedes the behavior but affects the outcome; has influence over behavior.
 - 93. Stimulus Control Transfer:** A process in which prompts are removed in order to bring the behavior under the control of the Sd and is achieved by prompt fading.
 - 94. Stimulus Prompt:** stimuli that are used to help evoke correct response.
 - 95. Positional cues,** environmental, moving items or changing features/color and size/proximity.
 - 96. Tact:** A form of verbal behavior where the speaker sees, hears, smells, tastes something and then comments about it (a Label).
 - 97. Task Analysis:** The process of breaking a skill down into smaller, more manageable components.

- 98. Token Economy:** a method used to try and reinforce (increase) the frequency of a target behavior.
- 99. Topography:** the physical form or shape of a behavior.
- 100. Total Task Chaining:** Teaching behavior chain steps all at once. Reinforcement delivered for independence and at the end of the task.
- 101. Variable Interval:** this schedule of reinforcement is used for a variable amount of time.
- 102. Variable Ratio:** this schedule of reinforcement is used for a variable amount of responses. Whole Interval Recording: Involves checking of



2. SAFMED

SAFMEDS (directions adapted from SAFMEDS for Exceptional Children by William L. Heward, retrieved August 30, 2009, from

S- Say

A- All

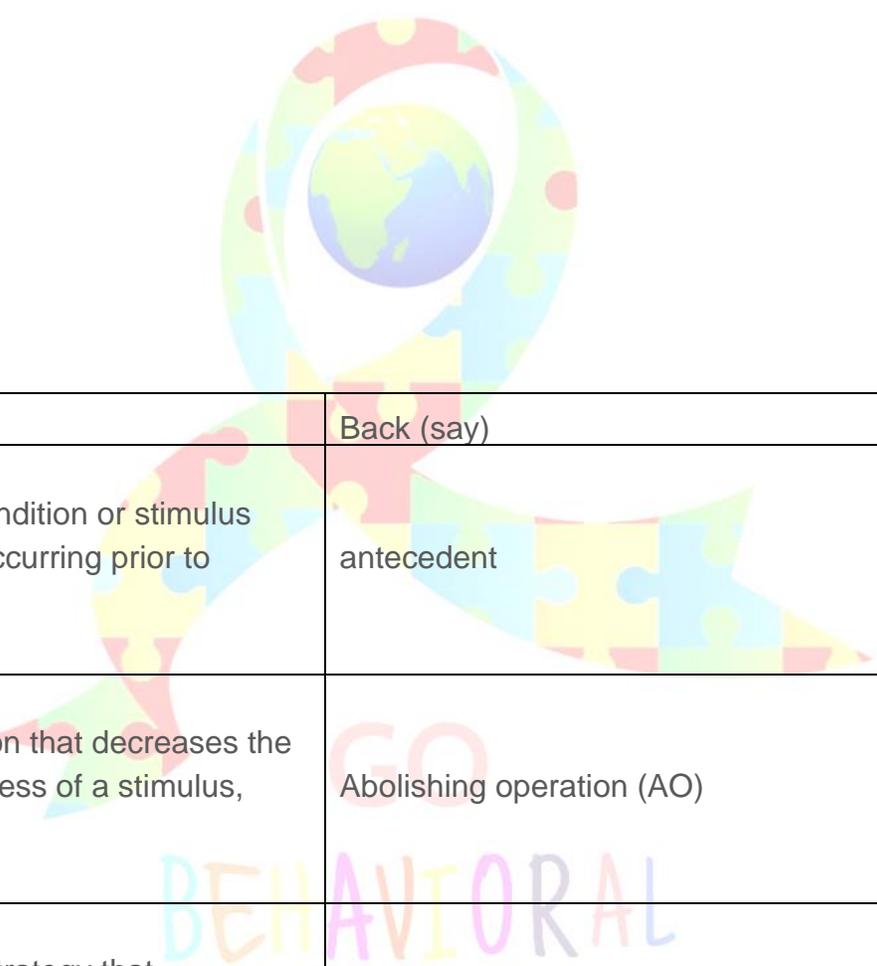
F- Fast

M- Minute

E- Each

D- Day

S- Shuffled



Front (see)	Back (say)
An environmental condition or stimulus change existing or occurring prior to behavior of interest	antecedent
A motivating operation that decreases the reinforcing effectiveness of a stimulus, object, or event.	Abolishing operation (AO)
A behavior change strategy that manipulates contingency-independent antecedent stimuli (motivating operations)	Antecedent intervention
The science in which tactics derived from the principles of behavior are applied to improve socially significant behavior and experimentation is used to identify the variables responsible for the improvement	Applied behavior analysis (ABA)

RBT EXAM STUDY KIT

<p>Punishment that occurs independently of the social mediation by others (i.e., a response product serves as a punisher independent of the social environment)</p>	<p>Automatic punishment</p>
<p>Reinforcement that occurs independent of the social mediation of others (e.g., scratching an insect bite relieves the itch)</p>	<p>Automatic reinforcement</p>
<p>An unpleasant or noxious stimulus</p>	<p>Aversive stimulus</p>
<p>Tangible objects, activities, or privileges that serve as reinforcers and that can be purchased with tokens</p>	<p>Backup reinforcers</p>
<p>A teaching procedure in which a trainer completes all but the last behavior in a change, which is performed by the learner, who then receives reinforcement for completing the chain. When the learner shows competence in performing the final step in the chain, the trainer performs all</p>	<p>Backward chaining</p>
<p>A condition of an experiment in which the IV is not present</p>	<p>Baseline</p>

RBT EXAM STUDY KIT

<p>The activity of living organisms--- everything that people do</p>	<p>Behavior</p>
<p>A sequence of responses in which each response produces a stimulus change that functions as a conditioned reinforcement for that response and as a discriminative stimulus for the next response in the chain</p>	<p>Behavior chain</p>
<p>A contingency that specifies a time interval by which a behavior chain must be completed for reinforcement to be delivered</p>	<p>Behavior chain with a limited hold</p>
<p>The phenomenon in which a change in one component of a multiple schedule that increases or decreases the rate of responding on that component is accompanied by a change in the response</p>	<p>Behavioral contrast</p>
<p>A metaphor to describe the rate of responding and its resistance to change following an alternation in reinforcement conditions</p>	<p>Behavioral momentum</p>
<p>The change in the rate of responding over time; based on count per unit of time (rate)</p>	<p>Celeration</p>
<p>A stimulus change that functions as a reinforcer because of a prior pairing with one or more other reinforcers</p>	<p>Conditioned reinforcer (secondary reinforcer)</p>

RBT EXAM STUDY KIT

<p>a formerly neutral stimulus change that elicits respondent behavior only after it has been paired with a US or CS</p>	<p>Conditioned stimulus</p>
<p>A stimulus change that follows a behavior of interest</p>	<p>Consequence</p>
<p>Dependent and/or temporal relations between operant behavior and its controlling variables</p>	<p>Contingency</p>
<p>Describes reinforcement (or punishment) that is delivered only after the target behavior has occurred</p>	<p>Contingent</p>
<p>A schedule of reinforcement that provides reinforcement for each occurrence of the target behavior</p>	<p>Continuous reinforcement (CRF)</p>
<p>The results of measurement, usually in quantifiable form</p>	<p>Data</p>
<p>The state of an organism with respect to how much time has elapsed since it has consumed or contacted a particular type of reinforcer</p>	<p>Deprivation</p>

RBT EXAM STUDY KIT

Direct observation of problem behavior and the antecedent and consequent events under naturally occurring conditions	Descriptive functional behavior assessment
Reinforcing only those responses within a response class that meet a specific criterion along some dimension(s)	Differential reinforcement
Reinforcement is delivered for a behavior that serves as a desirable alternative to the behavior targeted for reduction and withheld following instances of problem behavior	Differential reinforcement of alternative behavior (DRA)
Reinforcing completion of academic worksheet items when the behavior targeted for reduction is talk-outs	Differential reinforcement of alternative behavior (DRA)
Reinforcement is provided at the end of a predetermined interval contingent on the number of responses emitted during the interval being fewer than a gradually decreasing criterion based on the	Differential reinforcement of diminishing rates (DRD)
Reinforcement is provided at the end of a predetermined interval contingent on the number of responses emitted during the interval being greater than a gradually increasing criterion based on past	Differential reinforcement of high rates (DRH)
Reinforcement is delivered for a behavior that is topographically incompatible with the behavior targeted for reduction and withheld following instances of problem behavior	Differential reinforcement of incompatible behavior (DRI)

RBT EXAM STUDY KIT

Reinforcing hand clapping when the target behavior is hitting	Differential reinforcement of incompatible behavior (DRI)
Reinforcement follows each occurrence of the target behavior that is separated from a previous response by a minimum interresponse time (IRT)	Differential reinforcement of low rates (DRL)
Reinforcement is contingent on the number of responses within a period of time not exceeding a predetermined criterion	Differential reinforcement of low rates (DRL)
Reinforcement is contingent on the absence of the problem behavior during or at specific times	Differential reinforcement of other behavior (DRO)
A stimulus in the presence of which responses of some type have been reinforced and the absence of which the same type of responses have occurred and not been reinforced	Discriminative stimulus
Conglomerate of real circumstances in which the organism exists	Environment
A contingency in which a response terminates an ongoing stimulus	Escape contingency

RBT EXAM STUDY KIT

<p>Motivating operation that increases the effectiveness of some stimulus, object or event as a reinforcer</p>	<p>Establishing operation</p>
<p>Natural science approach to the study of behavior a subject matter in its own right</p>	<p>Experimental analysis of behavior (EAB)</p>
<p>Discontinuing of reinforcement of a previously reinforced behavior which results in decrease in the frequency of the behavior</p>	<p>Extinction</p>
<p>Increase in the frequency of responding when reinforcement is immediately withdrawn</p>	<p>Extinction burst</p>
<p>Procedure for transferring stimulus control in which features of an antecedent stimulus controlling a behavior are gradually changed while maintaining the current behavior</p>	<p>Fading</p>
<p>Reinforcement is delivered for the first response emitted following the passage of a fixed duration of time</p>	<p>Fixed interval (FI)</p>
<p>Reinforcement is provided after a fixed number of responses</p>	<p>Fixed ratio (FR)</p>

RBT EXAM STUDY KIT

Analysis of the purposes of problem behavior wherein antecedents and consequences are arranged within an experimental design to evaluate their effect	Functional analysis
Systematic method of assessment for obtaining information about the purposes a problem behavior serves for a person	Functional behavior assessment (FBA)
Changes in the behavior of people not directly treated with an intervention	Generalization across subjects
The elapsed time between two successive responses	Interresponse time (IRT)
Contingency of reinforcement in which some, but not all, occurrences of behavior produce reinforcement	Intermittent schedule of reinforcement (INT)
Force or intensity with which a response is emitted	Magnitude (intensity)
Extent to which learner continues to perform the target behavior after a portion or all of the intervention has been terminated	Maintenance

RBT EXAM STUDY KIT

Environmental variable that alters the reinforcing or punishing effectiveness of some stimulus	Motivating operation (MO)
Response behavior is followed immediately by the removal of a stimulus that decreases the future frequency of similar responses	Negative punishment
A stimulus whose termination functions as reinforcement	Negative reinforcer
Stimulus change that does not elicit respondent behavior	Neutral stimulus
Procedure in which stimuli with known reinforcing properties are presented on FT or VT schedules completely independent of behavior	Noncontingent reinforcement (NCR)
Behavior that is selected, maintained and brought under stimulus control as a function of its consequences	Operant behavior
Consequences result in an increased or decreased frequency of the same type of behavior under similar motivational and environmental conditions in the future	Operant conditioning

RBT EXAM STUDY KIT

Behavior is followed immediately by presentation of a stimulus that decreases the future frequency of behavior	Positive punishment
Behavior is followed immediately by presentation of a stimulus that increases the future frequency of the behavior	Positive reinforcement
Stimulus whose presentation or onset functions as reinforcement	Positive reinforcer
Principle that states that making opportunity to engage in high-probability behavior contingent on the occurrence of low-frequency behavior will function as reinforcement for the low-frequency	Premack principle
A stimulus change that decreases the future frequency of that type of behavior in similar conditions	Punishment
Stimulus-response relation consisting of an antecedent stimulus and the respondent behavior it elicits	Reflex
Stimulus change immediately follows a response and increases the future frequency of the behavior that immediately precedes it	Reinforcement

RBT EXAM STUDY KIT

All of the behaviors a person can do	Repertoire
Behavior that is elicited, or induced, by antecedent stimuli	Respondent behavior
Single instance or occurrence of a specific class or type of behavior	Response
Group of responses of varying topography, all of which produce the same effect on the environment	Response class
Extent to which a learner emits untrained responses that are functionally equivalent to the trained target behavior	Response generalization
The elapsed time from the onset of a stimulus to the initiation of a response	Response latency
Behavior controlled by a verbal statement of a contingency	Rule-governed behavior

RBT EXAM STUDY KIT

<p>Decrease in the frequency of operant behavior presumed to be the result of continued contact with or consumption of a reinforcer that has followed the behavior</p>	<p>Satiation</p>
<p>A rule specifying the environmental arrangements and response requirements for reinforcement</p>	<p>Schedule of reinforcement</p>
<p>Changing a contingency of reinforcement by gradually increasing the response ratio or the extent of the time interval</p>	<p>Schedule thinning</p>
<p>The extent to which a learner emits the target behavior in a setting or stimulus situation that is different than the instructional setting</p>	<p>Setting / situation generalization</p>
<p>The behavioral effect associated with extinction in which the behavior suddenly begins to occur after its frequency has decreased to its reinforcement level or stopped entirely</p>	<p>Spontaneous recovery</p>
<p>The situation in which the frequency, latency, duration, or amplitude of a behavior is altered by the presence or absence of an antecedent stimulus</p>	<p>Stimulus control</p>
<p>Stimulus in the presence of which a given behavior has not produced reinforcement in the past</p>	<p>Stimulus delta</p>

RBT EXAM STUDY KIT

Emergency of accurate responding to untrained and nonreinforced stimulus-stimulus relations following the reinforcement of responses to some stimulus-stimulus relations	Stimulus equivalence
Response class selected for intervention	Target behavior
Process of breaking a complex skill or series of behaviors into smaller, teachable units	Task analysis
The basic unit of analysis in the analysis of behavior—antecedent-behavior-consequence	Three-term contingency
Physical form or shape of a behavior	Topography
stimulus change that elicits respondent behavior without any prior learning	Unconditioned stimulus
Stimulus change that increases the frequency of any behavior that immediately precedes it irrespective of the organism's learning history with the stimulus	Unconditioned reinforcer

3. MOCK EXAM

Kathy raised her hand in class when the teacher asked a question. When Kathy responded, the teacher praised her. In the future, Kathy raised her hand in class less often. What is this an example of?

- A. positive reinforcement
- B. negative punishment
- C. negative reinforcement
- D. positive punishment

Molly is hungry. She does not have any food at her house, so she calls Pizza Hut and orders a large pizza. Her behavior of ordering likely serves what function?

- A. attention
- B. access to tangibles
- C. sensory
- D. escape

Which of the following behaviors cannot be measured using permanent product recording?

- A. completing a homework assignment
- B. washing the dishes
- C. making the bed
- D. vocally tacting 5 different vehicles

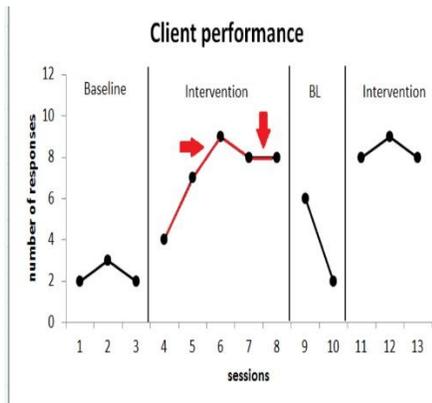
What are the three parts of a discrete trial?

- A. instruction, response, consequence
- B. prompt, instruction, response
- C. instruction, consequence, reinforcement
- D. prompt, response, reinforcement

How often should you reinforce a behavior or response that has previously been mastered?

- A. only once
- B. intermittently
- C. every time
- D. never

What part of the graph is indicated by the red?



- A. data path
- B. trendline
- C. phase line
- D. slope

A client's mother wants her child to learn to tie his shoes. She complains to Alex, the RBT, that the BCBA has not been out to see them in over three weeks, and she wants the child to start learning now. What is the most appropriate response for Alex to make?

- A. "I will talk to the BCBA about this and let you know what he says."
- B. "You're right, the BCBA hasn't been here in a long time. I feel like I'm not being supervised enough."
- C. "I can go ahead and show your son how to tie his shoes."
- D. "Just teach him how to tie his shoes yourself"

All of the following are antecedent modifications EXCEPT which?

- A. giving choices
- B. noncontingent reinforcement
- C. demand fading
- D. extinction

Linda sets a timer for 2 minutes and observes Ben's behavior in class. If Ben gets out of his seat without permission at all during the 2 minutes, Linda records a plus sign; if he did not, she records a minus sign. Once the 2 minutes end, she starts the timer for another 2 minutes and continues to collect data the same way. What type of measurement is she using to collect data?

RBT EXAM STUDY KIT

- A. permanent product
- B. whole interval
- C. partial interval
- D. momentary time sampling

Greta, an RBT, is invited to her client's 7th birthday party as a guest. What is the best response?

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RBT EXAM STUDY KIT

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Alison, an RBT, just had the worst day ever. Her least favorite client threw his shoe at her head today and bit her again for the third time. She wants to post about it on Facebook. Which of the following is the most ethical post?

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- B. "Rough day today!"
- C. "My client threw a SHOE at my head today, what a jerk!"
- D. "I can't stand working with this kid- he won't stop biting me!"

Read the following and fill in the blank with what prompt should be recorded:

• a. I give the Sd "touch cat" client touches dog. I remove, ignore, replace the array in the same order, give Sd "touch cat" and pull their hand towards the picture of the cat, hold their hand so their index finger is out and assist them in touching the picture of the cat. I recorded

_____.

RBT EXAM STUDY KIT

- b. I recorded _____ because during the LR goal I gave the Sd “clap hands” and I assisted the kiddo by clapping my own hands to show them what I wanted.
- c. During the “pulling up pants” portion of the task analysis for potty training, I guide the learner's forearm so their hand touches their pants then I let go. I record _____.
- d. I was running echoics today and I had to assist the learner by repeating the whole word slowly and with a lot of very distinct consonant sounds, which is why I recorded _____.
- e. I recorded _____ because I was running a matching goal, gave the Sd “match” and the client matched the moon picture to the other moon picture.
- f. During my morning session today I was running an intraverbal goal. The Sd was “twinkle twinkle little _____” and I said “ssss” to assist the learner in giving the correct response “star.” Then I recorded _____.

ANSWER KEY MOCK EXAM QUESTIONS FOR RBT EXAM

- 1- Kathy raised her hand in class when the teacher asked a question. When Kathy responded, the teacher praised her. In the future, Kathy raised her hand in class less often. What is this an example of?
- E. positive reinforcement
 - F. negative punishment
 - G. negative reinforcement
 - H. **positive punishment**

Molly is hungry. She does not have any food at her house, so she calls Pizza Hut and orders a large pizza. Her behavior of ordering likely serves what function?

- E. attention
- F. **access to tangibles**
- G. sensory
- H. escape

RBT EXAM STUDY KIT

Which of the following behaviors cannot be measured using permanent product recording?

- E. completing a homework assignment
- F. washing the dishes
- G. making the bed
- H. vocally tacting 5 different vehicles**

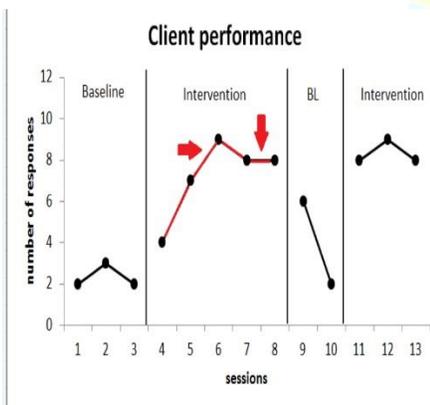
What are the three parts of a discrete trial?

- E. instruction, response, consequence**
- F. prompt, instruction, response
- G. instruction, consequence, reinforcement
- H. prompt, response, reinforcement

How often should you reinforce a behavior or response that has previously been mastered?

- E. only once
- F. intermittently**
- G. every time
- H. never

What part of the graph is indicated by the red?



- E. data path**
- F. trendline
- G. phase line
- H. slope

GO
BEHAVIORAL

A client's mother wants her child to learn to tie his shoes. She complains to Alex, the RBT, that the BCBA has not been out to see them in over three weeks, and she wants the child to start learning now. What is the most appropriate response for Alex to make?

- E. **"I will talk to the BCBA about this and let you know what he says."**
- F. "You're right, the BCBA hasn't been here in a long time. I feel like I'm not being supervised enough."
- G. "I can go ahead and show your son how to tie his shoes."
- H. "Just teach him how to tie his shoes yourself"

All of the following are antecedent modifications EXCEPT which?

- E. giving choices
- F. noncontingent reinforcement
- G. demand fading
- H. **extinction**

Linda sets a timer for 2 minutes and observes Ben's behavior in class. If Ben gets out of his seat without permission at all during the 2 minutes, Linda records a plus sign; if he did not, she records a minus sign. Once the 2 minutes end, she starts the timer for another 2 minutes and continues to collect data the same way. What type of measurement is she using to collect data?

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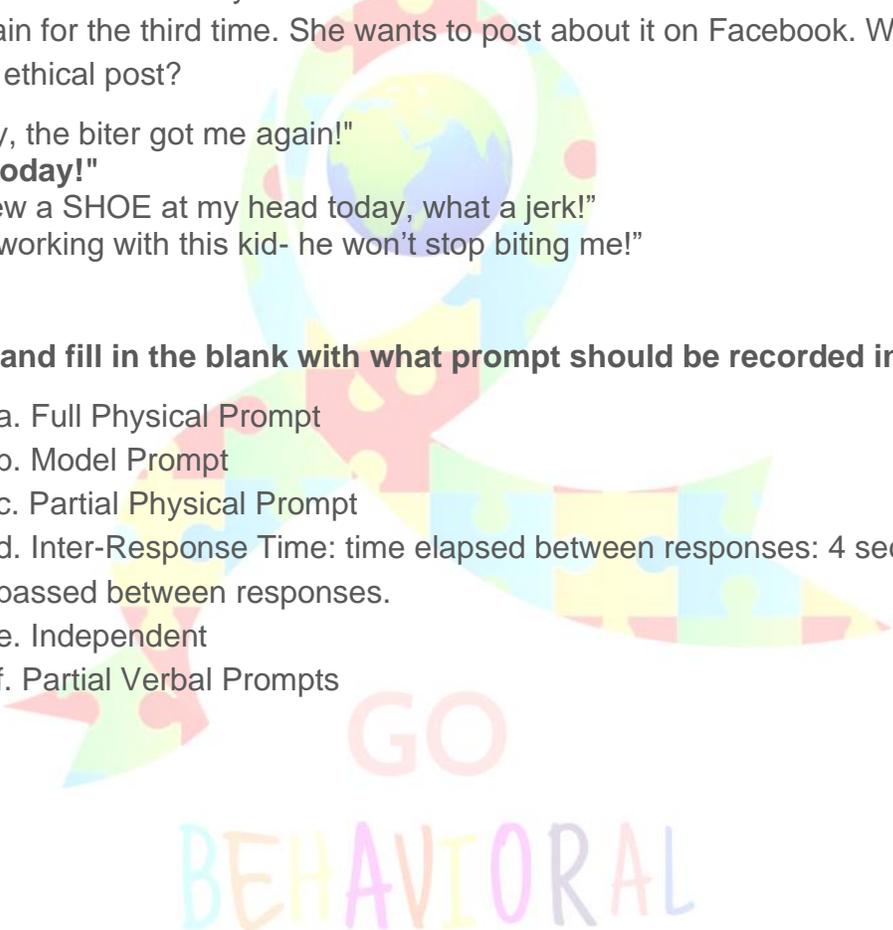
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- a. Full Physical Prompt
- b. Model Prompt
- c. Partial Physical Prompt
- d. Inter-Response Time: time elapsed between responses: 4 seconds passed between responses.
- e. Independent
- f. Partial Verbal Prompts



GO
BEHAVIORAL

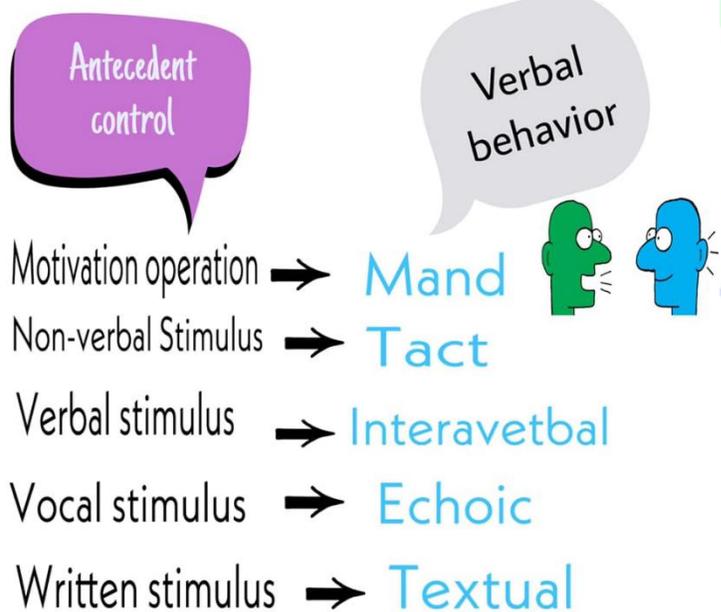
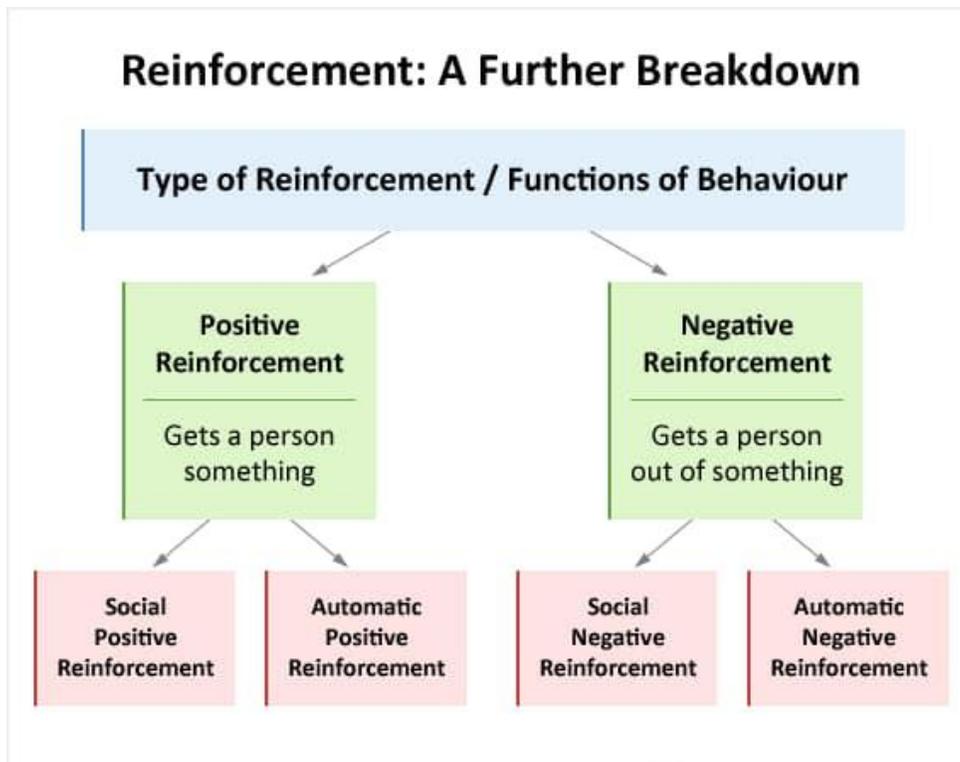
4. MAKE YOUR SAFMEDS

- Make the SAFMEDS
Cut out and separate the terms and definitions. Put the definition on one side of the card (front column) and the term on the other (back column). Either print the cards on cardstock paper or print on regular paper and copy to index cards or file folders or something stiffer than paper. You can use standard 3 X 5 cards, but many students find the cards too big. If you use the 3 X 5 cards you may want to cut the cards to about the size of a business card.

Front (see)	Back (say)
	GO
BEHAVIORAL	

5. MAKE IT VISUAL

Designed by Mai Madani



IT'S ALL ABOUT BEHAVIOR

SEVEN DIMENSIONS OF ABA

BEAR , WOLF , AND RISLEY 1968

APPLIED

BEHAVIORAL

ANALYTIC

TECHNOLOGICAL

EFFECTIVE

CONCEPTUALLY SYSTEMATIC

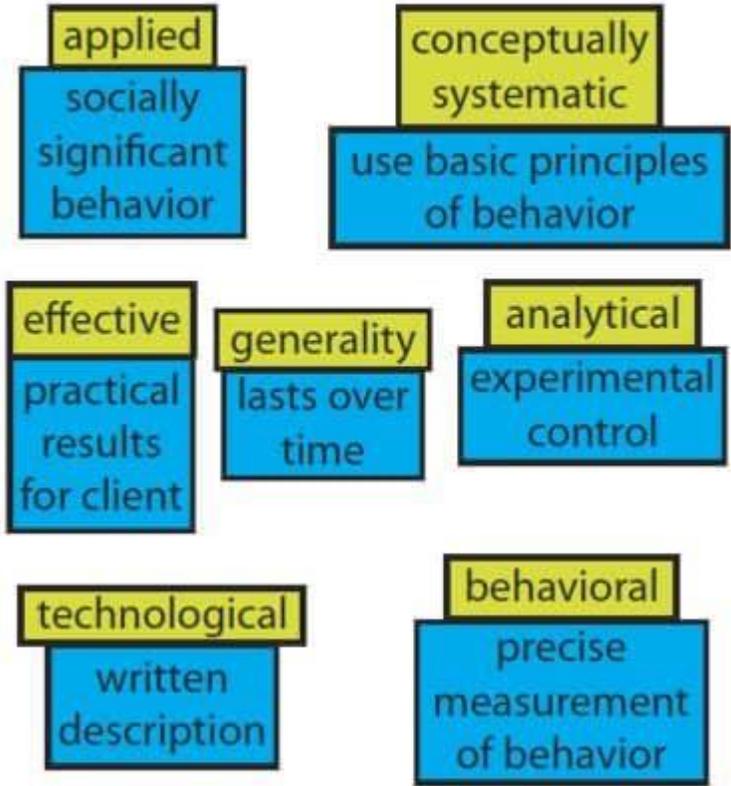
GENERALITY



ABA Is Life

DR. DEENA ABA TEAM

Characteristics of ABA



GO
BEHAVIORAL

How to Prepare for Data Collection

1. Read data from last session
2. Prepare material and programs for current session based on data from last session.
3. Determine what programs you plan to work on during the session.
4. Gather materials for those programs.
5. Set up the first set of programs so they are ready for the client when you begin your session.

ABA with Dr. Deena team

Guided Notes

What are some procedures that provide direct and indirect measurement?

Direct observation is an example of direct measurement and questionnaires filled out by parents is an example of indirect measurement.

Dr.Deena ABA Team



Forced choice

الاختيار الاجباري (القسري)

erzwungene Wahl

ABA with Dr. Deena Team

Functional Behavior Assessment

التقييم الوظيفي للسلوك
تقييم السلوك الوظيفي

Funktionale Verhaltenseinstufung

ABA with Dr. Deena Team

#Product Recording

● Permanent Product

- The real or concrete objects or outcomes that result from a behavior



Dr.Deena ABA Team

#Discontinuous Measurement

● Partial Interval Recording

- Record whether the behavior happened at any time during the interval. Tends to underestimate Record whether the behavior happened at any time during the interval. Tends to underestimate high-frequency behavior and overestimate duration



Dr.Deena ABA Team

Continuous Measurement

● Latency

- The elapsed time from the onset of a stimulus to the time that the response started



Dr.Deena ABA Team

Continuous Measurement

● Rate

- The number of times something occurs within a specified time period. Rates of behavior are often reported in "responses per minute," "responses per hour," or "responses per day."



Dr.Deena ABA Team

Analytical

Also known As
(AKA)

Functional relation
Experimentation
Control
Causation

ABA with Dr.Deena Team

Behaviorism

Also Known As
(AKA)

Conceptual Analysis of
Behavior

ABA with Dr.Deena Team

Environment

Also Known As

AKA

Ecology

Dr.Deena ABA Team

Treatment

Also Known As
AKA

independent
variable & IV

Dr. Deena ABA Team

Mai

BEHAVIORAL