

RBT2026 Foundations Foundation Worksheet

8 original questions, working space and separate answer explanations. Version 2026-10-27.

Scope

2026 RBT Test Content Outline 3rd edition foundation knowledge under ongoing qualified supervision.

This is an untimed foundation study sample, not an official examination or complete mock test. Author-reviewed learning materials; independent educator review and learner calibration remain pending.

How to use this worksheet

Work through the questions before opening the answer section. Write your calculation or the reason for your choice. After checking the explanation, return to the linked lesson for any unfamiliar distinction.

<https://openexam.site/exams/rbt/worksheets/>

QUESTION 1 / Measure the dimension the question asks for

A target response has a clear beginning and ending. It occurs 7 times during a 15-minute session. Which number is its frequency?

- A. 7 minutes
- B. 15 responses
- C. 7 responses
- D. 15 minutes

Working / reasoning:

Item rbt-001 | Lesson: <https://openexam.site/exams/rbt/learn/measurement/>

QUESTION 2 / Separate observed events from inferred function

A learner selects a toy most often in a preference assessment. What can be concluded at this stage?

- A. The toy will remain preferred permanently.
- B. The toy is an unconditioned reinforcer for every learner.
- C. The toy is proven to increase every target behavior.
- D. The toy was preferred in this assessment.

Working / reasoning:

Item rbt-036 | Lesson: <https://openexam.site/exams/rbt/learn/assessment/>

QUESTION 3 / Classify a contingency by change and future effect

A teacher gives praise after a response, but the response does not increase. What is established by this observation alone?

- A. Praise is necessarily a reinforcer because it was intended as a reward.
- B. A reinforcing effect has not been demonstrated.
- C. The learner can never respond to social consequences.
- D. The response was automatically punished.

Working / reasoning:

Item rbt-059 | Lesson: <https://openexam.site/exams/rbt/learn/reinforcement/>

QUESTION 4 / Recognize procedure and safety boundaries

A plan teaches an appropriate attention request as an alternative response. What should the RBT implement?

- A. A diagnosis based only on a response's loudness
- B. A rule to ignore every form of communication
- C. The specified request-teaching and consequence procedures
- D. An unrelated punishment chosen by the RBT

Working / reasoning:

Item rbt-110 | Lesson: <https://openexam.site/exams/rbt/learn/reduction/>

QUESTION 5 / Write a record another professional can interpret

A caregiver reports that the learner slept poorly, and performance is lower today. How should this be recorded?

- A. Omit the sleep information because it was not directly observed.
- B. Attribute the sleep report to the caregiver and separately record observed performance.
- C. Replace the observed score with a better typical-day estimate.
- D. State as fact that poor sleep caused every error.

Working / reasoning:

Item rbt-153 | Lesson: <https://openexam.site/exams/rbt/learn/documentation/>

QUESTION 6 / Protect dignity, privacy and honest representation

A caregiver authorizes one specified recipient to receive a record. Does that automatically permit a public post?

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- A. No; authorized recipients can never receive records at all.
 - B. Yes; any authorization permits every later use.
 - C. Yes; records become nonconfidential once any recipient sees them.
 - D. No; a limited authorization is not unrestricted public disclosure.

Working / reasoning:

Item rbt-180 | Lesson: <https://openexam.site/exams/rbt/learn/ethics/>

QUESTION 7 / Read data and graphs without changing their meaning

The definition says a response begins after 2 seconds of vocal sound. A 1-second sound occurs. What should be recorded?

- A. It must be counted because any sound is a response.
- B. It does not meet the stated definition.
- C. It proves the learner is avoiding work.
- D. It counts as two occurrences.

Working / reasoning:

Item rbt-028 | Lesson: <https://openexam.site/exams/rbt/learn/graphing/>

QUESTION 8 / Follow a teaching sequence and record the actual response

The learner responds incorrectly and the plan provides an error-correction sequence. What should the RBT do?

- A. Follow the trained correction sequence and record it.
- B. Mark the response independent correct after providing the answer.
- C. Invent a stronger consequence to prevent any future error.
- D. Skip all future opportunities for the skill.

Working / reasoning:

Item rbt-072 | Lesson: <https://openexam.site/exams/rbt/learn/teaching/>

RBT2026 Foundations: Answers & Explanations

Compare the method or rule as well as the final answer. These explanations are study aids, not official scoring guidance.

QUESTION 1 / rbt-001

Answer: 7 responses

1. Apply the relevant A.1 distinction: Frequency counts occurrences; rate divides occurrences by observation time.
2. Frequency counts distinct occurrences, not observation time.
3. The response is interpreted within the stated observation conditions and RBT role; do not add an unsupported universal conclusion.

QUESTION 2 / rbt-036

Answer: The toy was preferred in this assessment.

1. Apply the relevant B.1 distinction: A preference assessment identifies relative selections; preference alone does not demonstrate a reinforcing effect.
2. Selection establishes observed preference, not a demonstrated effect on future behavior.
3. The response is interpreted within the stated observation conditions and RBT role; do not add an unsupported universal conclusion.

QUESTION 3 / rbt-059

Answer: A reinforcing effect has not been demonstrated.

1. Apply the relevant C.1 distinction: Reinforcement is defined by an increase in future responding; positive adds a consequence and negative removes one.
2. Intention and common labels do not replace evidence of a functional effect.
3. The response is interpreted within the stated observation conditions and RBT role; do not add an unsupported universal conclusion.

QUESTION 4 / rbt-110

Answer: The specified request-teaching and consequence procedures

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1. Apply the relevant D.1 distinction: A function hypothesis concerns what consequences maintain behavior, not merely what the behavior looks like.
 2. A function-based plan specifies how an acceptable alternative accesses the relevant outcome.
 3. The response is interpreted within the stated observation conditions and RBT role; do not add an unsupported universal conclusion.

QUESTION 5 / rbt-153

Answer: Attribute the sleep report to the caregiver and separately record observed performance.

1. Apply the relevant E.3 distinction: Relevant illness, medication, routines and environmental changes are documented and reported without unsupported causal claims.
2. A relevant reported variable and an observed outcome should remain distinct; correlation does not prove causation.
3. The response is interpreted within the stated observation conditions and RBT role; do not add an unsupported universal conclusion.

QUESTION 6 / rbt-180

Answer: No; a limited authorization is not unrestricted public disclosure.

1. Apply the relevant F.5 distinction: Confidential information is collected, used and disclosed only under applicable consent, law and authorized policy.
2. The scope and purpose of consent matter; disclosure authority is not automatically unlimited.
3. The response is interpreted within the stated observation conditions and RBT role; do not add an unsupported universal conclusion.

QUESTION 7 / rbt-028

Answer: It does not meet the stated definition.

1. Apply the relevant A.5 distinction: Observable definitions describe actions with clear measurement boundaries rather than inferred motives or labels.
2. The event fails the explicit onset criterion; observers must apply the agreed definition consistently.
3. The response is interpreted within the stated observation conditions and RBT role; do not add an unsupported universal conclusion.

QUESTION 8 / rbt-072

Answer: Follow the trained correction sequence and record it.

1. Apply the relevant C.3 distinction: Discrete-trial teaching arranges a clear instruction, response opportunity and programmed consequence, with recorded prompt level.
2. A trained written correction protocol governs the response, with honest recording.
3. The response is interpreted within the stated observation conditions and RBT role; do not add an unsupported universal conclusion.

References and scope notes

The questions and teaching explanations are original catalog materials. References support the selected concepts; they are not endorsements or a reproduced official examination bank.

RBT Test Content Outline3rd edition

<https://www.bacb.com/wp-content/uploads/2023/12/RBT-3rd-Edition-Test-Content-Outline-240903-a.pdf>

Registered Behavior Technician official overview

<https://www.bacb.com/rbt/>

RBT Handbook June2026

<https://www.bacb.com/rbt-handbook>

RBT Ethics Code2.0

<https://www.bacb.com/wp-content/rbt-compliance-code-future>

IRIS Measuring Behavior

<https://iris.peabody.vanderbilt.edu/case-study/measuring-behavior/>

Foundation pilot, not full coverage of every depth and scenario in the official43-task outline.

Clinical procedures require qualified supervision, competence, applicable consent and an individualized approved plan.

This learning tool does not provide the required training, competency assessment or certification eligibility.

Original fictional cases; no real client records or official BACB examination items.

Independent educator review, learner calibration and examination-score conversion are pending or not implemented.

Content version 2026-10-27. Source catalog SHA-256: 8a0c46641560bf9ef49001c13cc23d21d3c37c2f475e898f22e4ca22ad61ef0f

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