



# RBT Test Content Outline (3rd ed.)

The RBT Test Content Outline (3rd ed.; TCO) describes the content that will appear on the RBT® certification examination beginning in 2026. The TCO represents the knowledge, skills, and abilities identified as being important for entry-level behavior technicians by the most recent job task analysis (see the [December 2023 BACB Newsletter](#)). The RBT examination includes 75 scored questions and 10 unscored pilot questions. The TCO includes 43 tasks organized in 6 domains as follows:

Domain	# of Questions (% of Exam)
A. Data Collection and Graphing	13 (17%)
B. Behavior Assessment	8 (11%)
C. Behavior Acquisition	19 (25%)
D. Behavior Reduction	14 (19%)
E. Documentation and Reporting	10 (13%)
F. Ethics	11 (15%)
<b>Total Questions</b>	<b>75</b>

Domain	# of Questions
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## A. Data Collection and Graphing

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- A.1. Implement continuous measurement procedures (e.g., frequency, duration, latency, interresponse time).
- A.2. Implement discontinuous measurement procedures (e.g., partial & whole interval, momentary time sampling).
- A.3. Implement permanent product recording procedures.
- A.4. Enter data and update graphs.
- A.5. Describe behavior and environment in observable and measurable terms.
- A.6. Calculate and summarize data in different ways (e.g., rate, mean duration, percentage).
- A.7. Identify trends in graphed data.
- A.8. Describe the risks associated with unreliable data collection and poor procedural fidelity.

## B. Behavior Assessment

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- B.1. Conduct preference assessments (e.g., multiple stimulus, paired stimulus, free operant).
- B.2. Participate in assessments of relevant skill strengths and deficits (e.g., curriculum-based, developmental, social skills).
- B.3. Participate in components of functional assessment procedures (e.g., descriptive assessment, functional analysis).

## C. Behavior Acquisition

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- C.1. Implement positive and negative reinforcement procedures (e.g., immediately, contingently, according to schedules of reinforcement) along a continuum of dimensions (e.g., magnitude, intensity, variety).
- C.2. Implement procedures to establish and use conditioned reinforcers.
- C.3. Implement discrete-trial teaching procedures.
- C.4. Implement naturalistic teaching procedures (e.g., incidental teaching, natural environment training).
- C.5. Implement task analyzed chaining procedures (e.g., forward, backward, total task).
- C.6. Implement discrimination training.
- C.7. Implement procedures using stimulus and response prompts that include appropriate fading procedures (e.g., errorless, least-to-most, stimulus fading, time delay).
- C.8. Implement generalization procedures (e.g., conduct intervention procedures across settings, people, and stimuli).
- C.9. Distinguish between maintenance and acquisition procedures.
- C.10. Implement shaping procedures.
- C.11. Implement token economies.

## D. Behavior Reduction

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- D.1. Identify common functions of behavior.
- D.2. Implement antecedent interventions (e.g., NCR, high-probability request sequences, demand fading).
- D.3. Implement differential reinforcement procedures (e.g., DRO, DRA, DRI, DRL, FCT).
- D.4. Implement extinction procedures.
- D.5. Implement positive and negative punishment procedures (e.g., time-out).
- D.6. Describe secondary effects of extinction (e.g., extinction burst, response variation, resurgence, emotional responding) and punishment (e.g., emotional responses, escape and avoidance).
- D.7. Implement crisis/emergency procedures.

## E. Documentation and Reporting

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- E.1. Communicate concerns and suggestions from the intervention team (e.g., caregivers, teachers, service providers) with a supervisor in a timely manner.
- E.2. Seek and prioritize clinical direction from a supervisor in a timely manner (e.g., training needs, data irregularities, following chain of command).
- E.3. Report/document variables that might affect client progress in a timely manner (e.g., illness, medication, schedule changes).
- E.4. Communicate objectively what occurred during the session in accordance with applicable legal, regulatory, and workplace requirements.

## F. Ethics

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- F.1. Identify and apply core principles underlying the BACB's ethics code for RBT certificants (e.g., benefit others; treat others with compassion, dignity, and respect; behave with integrity).
- F.2. Provide behavioral technician services only after demonstrating competence.
- F.3. Provide services only under ongoing supervision from supervisors who meet BACB requirements.
- F.4. Identify effective supervision practices (e.g., receive training that includes instructions, modeling, rehearsal, and feedback; observation of RBT service delivery).
- F.5. Identify and comply with requirements for collecting, using, storing, protecting, and disclosing confidential information.
- F.6. Identify and comply with requirements for making public statements about professional activities (e.g., social media activity; misrepresentation of professional credentials, behavior analysis, and service outcomes).
- F.7. Identify types of and risks associated with multiple relationships, and how to mitigate those risks when they are unavoidable.
- F.8. Adhere to the gift giving and receiving guidelines provided by the BACB's ethics code for RBT certificants.
- F.9. Identify and apply interpersonal and professional skills (e.g., accepting feedback, listening actively, seeking input, collaborating) when representing oneself as an RBT.
- F.10. Engage in ongoing cultural humility and responsiveness (e.g., identify personal biases) in service delivery and professional relationships.