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1. Which of the following is not a potential benefit of conducting an assessment of relevant skill strengths and deficits?

A. ■1■enhanced performance and productivity
B. ■0■improved self-awareness
C. ■3■reduced employee turnover
D. ■2■increased likelihood of making poor decisions

**2. A therapist has identified hypothetical functions of attention and escape for physical aggression by collecting ABC data.

What type of assessment has the therapist completed?**

A. ■2■Indirect assessment
B. ■1■Skill acquisition assessment
C. ■3■Functional assessment
D. ■0■Preference assessment

3. When conducting a paired choice preference assessment, if the client attempts to grab both items simultaneously, how should the RBT respond?

A. ■0■Collect data and mark that the client selected both items
B. ■3■Block the client from accessing both items and avoid presenting the same two items together again
C. ■2■Collect data and mark that since the client did not select 1 item in particular, neither item is preferred
D. ■1■Block the client from accessing both items, remove the items, and represent the trial with the same items

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**4. Decide if the following statement is true:

'Potential reinforcements can only be used as rewards for desired behavior.'**

A. ■0■true
B. ■1■false

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**5. Jack is a new client who has a difficult time attending to instructions. Sarah is an RBT who was assigned to collect baseline data on Jack's ability to identify letters. Jack was not making eye contact with Sarah or the letters and appeared to be humming a song. Then, Sarah presents the instruction, "Find the letter A." Jack continues to avoid eye contact and continues humming the song. He made no response to Sarah's instruction. Therefore, Sarah marks a "-" on the data sheet, indicating an incorrect response.

What is wrong with collecting baseline data in this manner?**

A. ■1■Sarah should have marked a "+" on the data sheet, indicating a correct response
B. ■0■Sarah should have provided a gestural prompt by pointing to the letter A
C. ■2■Sarah should ensure that she has Jack's attention prior to giving the instruction and collecting data
D. ■3■Sarah should deliver a reprimand to stop Jack's humming

6. The primary disadvantage of the <code>_____</code> preference assessment is that it takes a long time to implement; therefore, it's not likely to be conducted in everyday practice

A. ■0■Frequent, brief
B. ■1■Paired choice
C. ■3■Single item
D. ■2■Multiple stimulus

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7. Which of the following is not a typical step in the process of conducting a functional behavior assessment (FBA)?

A. ■3■evaluating the effectiveness of the intervention regularly
B. ■0■gathering information about the individual and the behaviors of concern
C. ■2■developing and implementing an intervention plan
D. ■1■identifying the function or purpose of the targeted behaviors

8. The functional analysis finds the function of a child’s head shaking behavior to be “access to tangible”. After the parent training, the parent can ignite and stop the behavior. The parent is demonstrating:

A. ■0■A strong correlation
B. ■3■A rational relationship
C. ■2■A positive correlation
D. ■1■A causation

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9. Emily is learning how to use local resources to meet his or her personal needs. She will be making purchases as part of the program. She is taught to purchase a SIM card from the convenience store using cash, then uses her debit card at the supermarket to purchase groceries. This is an example of:

A. ■1■Multiple exemplar training
B. ■3■None of the above
C. ■2■Teaching loosely
D. ■0■General case analysis

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10. What function of behavior describes behaviors maintained by the removal of socially-mediated nonpreferred stimuli (e.g., being asked to do homework, engage in boring or scary activities, etc.)?

A. ■1■Attention
B. ■0■Tangibles
C. ■2■Automatic
D. ■3■Escape

11. If a problem behavior is maintained by escape, what behavioral principle best describes the behavioral consequence?

A. ■3■Extinction
B. ■2■Automatic positive reinforcement
C. ■1■Social positive reinforcement
D. ■0■Social negative reinforcement

12. A child walks with his father in the street and comes across a dog running after a freebie. The child asks, “What is it running for” and the father responds, “A freebie”. what does it exemplify?

A. ■1■Exposure teaching
B. ■2■Mediation
C. ■3■Incidental teaching
D. ■0■Trial based teaching

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**13. The principles of ABA are used to teach clients at feeding clinics to eat yogurt. During the process, we teach the client how to eat the yogurt by scooping it into their mouth with a spoon. The client then notices a bowl of cereal on the ledge then begins eating it with the spoon.

What concept can explain this behaviour:**

A. ■1■Stimulus discrimination
B. ■2■Response generalization
C. ■0■Stimulus generalization
D. ■3■Response discrimination

14. The function of a behavior refers to <code>_____</code> a behavior is occurring

A. ■0■How
B. ■3■Where
C. ■1■Why
D. ■2■When

**15. During three 30-minute observations, Linda gouged her eye 8, 17, and 12 times, respectively. Each incident lasted between 1 and 3 seconds, with an average duration of 1.3 seconds.

Which is the BEST dimension to continue to measure?**

A. ■0■duration
B. ■1■inter-response time
C. ■3■rate
D. ■2■latency

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**16. A client receives sessions that are sometimes 1 hour in length, and other times 2 hours in length. Therefore, the RBT analyzes instances of elopement using the following formula: the total number of responses divided by the hours in the session. This results in the number of responses per hour.

What type of measurement is the RBT using?**

A. ■3■Rate
B. ■1■Intensity
C. ■0■Frequency
D. ■2■Percentage

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**17. A client starts to have head clapping behavior during the intervention session.

What should be the next step?**

A. ■0■Implements response blocking to decrease the frequency of the problem behavior
B. ■1■Withdraw any attention when the behavior is not happening
C. ■2■Start functional behavior assessment to analyze the function of the behavior
D. ■3■Suggest a medical examination before taking on further actions

18. Stimulus fading is a procedure in which:

A. ■2■the intensity of a stimulus is gradually increased
B. ■1■a stimulus is gradually removed from an individual's environment
C. ■0■a stimulus is gradually introduced to an individual
D. ■3■the intensity of a stimulus is gradually decreased

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19. Is free-operant procedure a procedure in which reinforcement is delivered based on a predetermined schedule, regardless of the occurrence of the behavior?

A. ■0■yes
B. ■1■no

**20. You are a behavior analyst working with a client with a trauma history. During a session, the client begins to disclose details about their past trauma. Unfortunately, you are not trained to provide trauma therapy and feel overwhelmed by the client's disclosure.

In this situation, it would be most appropriate for you to:**

A. ■0■ignore the client's disclosure and continue with the planned treatment activities
B. ■3■none of the above
C. ■2■refer the client to a qualified mental health professional
D. ■1■attempt to provide trauma therapy, even though you are not trained to do so

21. <code>_____</code> behaviors are public and can be observed by other people

A. ■2■Overt
B. ■1■Extrinsic
C. ■0■Intrinsic
D. ■3■Covert

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22. What variables should be immediately reported to a client's BCBA?

A. ■1■A therapist observed the client emit an independent response
B. ■2■A therapist observed the client ask appropriately for a hug
C. ■3■A therapist observed a client receiving a new form of medication that may impact his behavior
D. ■0■A therapist collected data on a program as usual

23. Which of the following is an example of clear performance expectations for a supervisor and supervisee in behavior analysis?

A. ■0■The supervisor will provide feedback to the supervisee on their performance once a year.
B. ■1■The supervisee is expected to complete all assigned tasks to the best of their ability.
C. ■2■The supervisor will give the supervisee a list of specific behaviors that they should exhibit.
D. ■3■The supervisor and supervisee will meet once a week to discuss the supervisee's progress.

24. Which of the following is not an advantage of having clear performance expectations for the supervisor and supervisee in behavior analysis?

A. ■2■it promotes a positive and supportive work environment
B. ■0■it helps to ensure that the supervisee is meeting the standards and requirements for their role
C. ■3■it prevents the supervisor from having to provide any guidance or support to the supervisee
D. ■1■it allows for more efficient use of time and resources

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25. Which of the following is an advantage of using a single subject experimental design compared to a group design?

A. ■2■single subject designs can detect small changes in behavior more accurately than group designs
B. ■0■single subject designs are less time-consuming and costly than group designs
C. ■3■all of the above
D. ■1■single subject designs can control for extraneous variables more effectively than group designs.

26. How might prediction be used in a clinical setting to improve treatment outcomes for individuals with behavioral disorders?

A. ■2■by understanding the causes of behavior
B. ■0■by identifying patterns in behavior over time
C. ■3■by determining the effects of interventions on behavior
D. ■1■by predicting the likelihood of future behavior based on past behavior

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27. Can description help us ask better questions and develop the groundwork for further understanding about the event and/or similar events?

A. ■1■yes
B. ■0■no

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28. Which of the following is not a potential intervention that could be implemented based on the results of a behavior change assessment and the best available scientific evidence?

A. ■0■providing education about the behavior change
B. ■1■implementing a self-monitoring system
C. ■2■modifying the environment to support the behavior change
D. ■3■using fear-based messaging to encourage the behavior change

29. When determining intervention goals and strategies for a client with a developmental disability, which of the following is a key consideration?

A. ■2■the constraints that may impact the implementation of the intervention
B. ■3■the availability of financial resources
C. ■0■the client's cognitive abilities
D. ■1■the client's interests and preferences

**30. The function of the problem behavior is attention seeking. An intervention that delivers attention every 5 minutes under any condition is designed.

Which of the following best describe the intervention?**

A. ■3■Noncontingent reinforcement
B. ■2■Momentary time sampling
C. ■1■Fixed interval 4 (FI4)
D. ■0■Variable interval 5 (VI5)

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Answer Key & Explanations

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1. D — ■2■increased likelihood of making poor decisions
Conducting an assessment of relevant skill strengths and deficits can have a number of potential benefits, including improved self-awareness, enhanced performance and productivity, increased motivation and engagement, and reduced employee turnover. These benefits can be achieved by identifying and addressing any skill gaps that may exist, which can help individuals to better understand their strengths and areas for improvement and can provide a roadmap for development and growth. However, conducting an assessment of relevant skill strengths and deficits is not likely to result in an increased likelihood of making poor decisions. In fact, the opposite is likely to be true - by identifying and addressing skill gaps, individuals are likely to be better equipped to make informed and well-reasoned decisions.

2. C — ■3■Functional assessment
When determining why a problem behavior is occurring, therapists conduct a functional assessment. This involves collecting Antecedent - Behavior - Consequence (ABC) data to identify hypothetical functions. Antecedent: what occurred before the behavior. Behavior: What the behavior looked like (i.e., operational definition). Consequence: what occurred after the behavior.

3. D — ■1■Block the client from accessing both items, remove the items, and represent the trial with the same items
If the client attempts to grab both items, the RBT should block the client from getting both, remove the items, and represent the trial with the same items. Doing so will likely extinguish the client's response of attempting to grab multiple items. Then, once the client selects an item, it is given to the item, which may reinforce the response of choosing one item. If the client continues to attempt to grab both items and this results in problem behaviors, then consult with the client's BCBA, as a different preference assessment may be more fitting.

4. B — ■1■false
Potential reinforcements refer to stimuli that can increase the likelihood of a desired behavior occurring. While they can certainly be used as rewards for desired behavior, they can also be used in other ways. For example, potential reinforcements can be used as a means of shaping behavior, as a way to increase the frequency of preferred behavior, or as a way to decrease the frequency of undesired behavior.

5. C — ■2■Sarah should ensure that she has Jack's attention prior to giving the instruction and collecting data
Data should only be collected if the client is attending to the instruction - this applies to both baseline and treatment data collection. If the client is not attending, Sarah should not collect data and attempt to gain Jack's attention first (e.g., preference assessment, Premack principle, behavioral momentum, choice, etc.). Reprimands should be avoided since they may function as positive punishers; in ABA, we avoid punishment unless reinforcement has been ruled out or the behavior is severe or dangerous. Additionally, since she is collecting baseline data, prompts should not be delivered. A gestural prompt would not be appropriate until after baseline data are collected.

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6. B — ■1■Paired choice
The main limitation of the paired choice preference assessment is that it takes a long time to complete. The multiple stimulus preference assessment was developed to mitigate this limitation, as it tends to be faster to conduct.

7. C — ■2■developing and implementing an intervention plan
While developing and implementing an intervention plan is an important step in addressing problematic behaviors, it is not typically a part of the functional behavior assessment (FBA) process. The FBA process involves collecting and analyzing data to determine the factors that contribute to the occurrence of the targeted behaviors, in order to identify the function or purpose of those behaviors and inform the development of an effective intervention plan. Some typical steps in the FBA process include gathering information about the individual and the behaviors of concern, identifying the function or purpose of the targeted behaviors, and collecting and analyzing data to determine the factors that contribute to the occurrence of the targeted behaviors.

8. D — ■1■A causation
Because a functional analysis is an experiment, it can reveal a causal relationship. Causation can be demonstrated if the clinician has the ability to turn on and off the behavior.

9. D — ■0■General case analysis
A general case analysis involves teaching both stimuli and responses in a wide range. To teach the client how to use a debit card and cash in a variety of environments and situations would be considered a general case analysis of generalization in this example.

10. D — ■3■Escape
The escape function describes behavior maintained by the removal of nonpreferred stimuli. The term "escape" implies the behavior's function. Escape specifically refers to socially-mediated consequences. For instance, if a parent says, "Go do your homework" , it is a socially-mediated demand. If the client then tantrums and the parent gives up on the demand, then it is escape. This is different from automatic, where non-socially-mediated consequences occur. For instance, having a headache and taking a medication results in the removal of the headache. Since no one else is involved, it is not socially mediated, making it automatic rather than escape.

11. D — ■0■Social negative reinforcement
"Social" means that a behavior's consequence is delivered by another person. "Negative" means that a stimulus is removed after the behavior. The escape function describes behavior maintained by the removal of socially-mediated demands. For instance, if a client is asked to clean his room, then he engages in a tantrum, and the parent gives up on the demand, it would be escape (e.g., social negative reinforcement).

12. C — ■3■Incidental teaching
Incidental teaching occurs when an opportunity to teach a new skill arises naturally. In this case, it was not planned to teach the student about freebies, but because the opportunity arose, the father seize it and teach the new skill.

13. B — ■2■Response generalization
Response generalization is the extent to which the learner can issue a behaviour that is functionally equal to the behaviour that was taught. This is the case of stimuli that occasion novel responses. The client in this question knows how to eat yogurt with a spoon but has never been taught how to eat cereal with a spoon.

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14. C — ■1■Why
The function of behavior refers to why a behavior is occurring. Functions include automatic positive, social positive, automatic negative, and social negative reinforcement. Other similar terms include attention, escape, tangibles, and automatic reinforcement.

15. C — ■3■rate
Rate refers to the number of occurrences of a behavior within a specified time frame. In this scenario, Linda's behavior of gouging her eye has been observed for three 30-minute sessions, and the number of occurrences have been recorded. Since the duration of each incident is relatively short and consistent, and the duration dimension has already been measured, duration may not be the best dimension to continue measuring. Inter-response time refers to the time between each occurrence of a behavior. While this measure could provide additional information about the behavior pattern, it may not be the best dimension to continue measuring since it does not provide a measure of how frequently the behavior occurs. Latency refers to the time it takes for a behavior to occur after a specific event or instruction. In this case, it may not be the best dimension to continue measuring since the behavior has already been observed and recorded, and latency would measure the time between the start of each observation session and the first occurrence of the behavior. Rate is the best dimension to continue measuring since it would provide information on the frequency of the behavior occurring within each 30-minute session. This measure would allow for tracking changes in the behavior over time and could be used to evaluate the effectiveness of any interventions implemented to address the behavior.

16. A — ■3■Rate
Rate is often used for sessions that vary in their duration (e.g., some sessions are 1 hour, whereas others are 2 hours). Rate allows you to compare across sessions with different durations. A limitation of frequency is that it does NOT allow you to analyze across multi-duration sessions. The equation for rate is as follows: the total frequency of behavior / session duration. For a 1-hour session with 2 instances of elopement, the equation for rate would be: 1 / 2. This would result in a rate of 0.5 instances of elopement per hour.

17. D — ■3■Suggest a medical examination before taking on further actions
This is a difficult scenario because you may want to intervene immediately on a dangerous behavior. However, in this case, behavior that occurs in clusters and goes months without occurring would necessitate a medical examination. Before considering a purely behavioral problem, it is best practice to rule out any possible medical factors.

18. C — ■0■a stimulus is gradually introduced to an individual
Stimulus fading is a procedure in which a new stimulus is gradually introduced to an individual to help them become accustomed to and comfortable with the stimulus. This might involve introducing the stimulus at a low intensity or for short periods and gradually increasing the intensity or duration over time. The goal of stimulus fading is to help the individual learn to tolerate or respond appropriately to the stimulus rather than exhibiting a negative or avoidant response.

19. B — ■1■no
The free-operant procedure is not a procedure in which reinforcement is delivered based on a predetermined schedule, regardless of the occurrence of the behavior. Instead, a free-operant procedure is a procedure in which reinforcement is delivered based on the occurrence of a specific behavior.

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20. C — ■2■refer the client to a qualified mental health professional
As a behavior analyst, it is your responsibility to use evidence-based interventions and strategies that have been proven to be effective in promoting positive behavior change. It is not your responsibility to provide therapy for issues outside of your scope of practice, such as trauma therapy. In this situation, it would be most appropriate to refer the client to a qualified mental health professional to provide trauma therapy. It would not be appropriate to ignore the client's disclosure or attempt to provide trauma therapy, even though you are not trained.

21. A — ■2■Overt
Overt behaviors are those that can be observed by other people. Examples include behaviors where the body moves (e.g., walking, talking, laughing, crying, etc.).

22. C — ■3■A therapist observed a client receiving a new form of medication that may impact his behavior
Although BCBAs focus on behavior-environment interactions, if a client begins a new medication it should be reported to the BCBA, especially if the medication may change the client's responding.

23. D — ■3■The supervisor and supervisee will meet once a week to discuss the supervisee's progress.
This is an example of clear performance expectations because it specifies a regular, specific time for the supervisor and supervisee to communicate and assess the supervisee's progress. This allows for ongoing feedback and support and helps ensure that the supervisee is meeting the expectations of the supervisor and the organization.

Option A) The supervisor will provide feedback to the supervisee on their performance once a year. It is not a clear performance expectation because it does not specify a regular or ongoing process for feedback and assessment.

Option B) The supervisee is expected to complete all assigned tasks to the best of their ability. It is a general expectation that does not provide specific guidance or direction for the supervisee.

Option C) The supervisor will give the supervisee a list of specific behaviors that they should exhibit. It is not a clear performance expectation because it does not specify a process for ongoing feedback or assessment.

24. C — ■3■it prevents the supervisor from having to provide any guidance or support to the supervisee
Clear performance expectations for the supervisor and supervisee in behavior analysis have several advantages, including helping to ensure that the supervisee is meeting the standards and requirements for their role, allowing for more efficient use of time and resources, and promoting a positive and supportive work environment.

Option D, where clear performance expectations prevent the supervisor from having to provide any guidance or support to the supervisee, is not an advantage. In fact, providing guidance and support to the supervisee is an important role of the supervisor in the supervision process. Through feedback, coaching, and mentorship, the supervisor can help the supervisee to develop their skills and knowledge as a behavior analyst, which is crucial for their professional growth and development.

25. C — ■3■all of the above
Single subject experimental designs have several advantages compared to group designs. One advantage is that they are typically less time-consuming and costly than group designs, as they only require data from a single subject rather than a group of subjects. Additionally, single subject designs can control for extraneous variables more effectively than group designs, as they can isolate the effect of the independent variable on the dependent variable for a single subject. This allows for a more precise determination of the cause-and-effect

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relationship between the variables. Finally, single subject designs can detect small changes in behavior more accurately than group designs, as the data from a single subject is not averaged or influenced by other subjects in the group.

26. D — ■1■by predicting the likelihood of future behavior based on past behavior
Prediction is an essential aspect of behavior analysis, and in a clinical context, it can be beneficial for improving treatment outcomes for individuals with behavioral disorders. By predicting the likelihood of future behavior based on past behavior, clinicians can develop more effective treatment strategies and interventions tailored to an individual's specific needs. For example, if a clinician can predict that specific behavior is likely to occur in a particular situation, they can develop an intervention to prevent or modify that behavior. By understanding the factors that influence behavior and making accurate predictions about future behavior, clinicians can improve treatment outcomes for individuals with behavioral disorders.

27. A — ■1■yes
Description is a crucial first step in science because the information gained from the careful study of an interesting occurrence can improve our inquiries and lay the foundation for future research into that event and/or comparable ones. We cannot advance scientifically if we cannot quantitatively and categorically define what is occurring accurately.

28. D — ■3■using fear-based messaging to encourage the behavior change
Interventions that are based on the best available scientific evidence and the results of a behavior change assessment are likely to be those that have been shown to be effective through research. Providing education about the behavior change (A), implementing a self-monitoring system (B), and modifying the environment to support the behavior change (C) are all examples of potential interventions that have been shown to be effective in helping individuals to adopt and maintain new behaviors. However, using fear-based messaging (D) to encourage the behavior change is not a recommended intervention, as it has been shown to be less effective in the long term and may have negative consequences such as increasing anxiety and reducing motivation. Fear-based messaging is typically not based on the best available scientific evidence and may not be an effective way to promote behavior change.

29. A — ■2■the constraints that may impact the implementation of the intervention
When determining intervention goals and strategies for a client with a developmental disability, it is important to consider any constraints that may impact the implementation of the intervention. Constraints may include limited time, resources, or access to materials or equipment. Considering these constraints, the behavior analyst can ensure that the intervention goals and strategies are realistic and feasible, given the available resources and limitations. For example, suppose the client's family cannot devote much time to implementing the intervention due to work or other commitments. In that case, the behavior analyst may need to recommend shorter or less frequent sessions or strategies that can be implemented in shorter periods of time. By considering constraints, the behavior analyst can help ensure that the intervention is practical and can be successfully implemented.

30. A — ■3■Noncontingent reinforcement
Reinforcement (i.e., attention) is given non-contingently every 5 minutes in this question (fixed interval schedule). Regardless of the individual's behavior, reinforcement will be available every 5 minutes.

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