

CENTER FOR AUTISM AND RELATED DISORDERS (CARD) APPLIED BEHAVIOR ANALYSIS (ABA) TRAINING PRACTICE TEST (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 – 45 minutes). Review a handful of questions, reflect on the explanations.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

Questions

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1. In DTT, what are the three main components of a learning trial?

- A. Antecedent: A simple instruction; Response: Any behavior; Consequence: None.
- B. Antecedent: Presentation of an event of stimulus (instruction and motivation); Discriminative stimulus (SD) or MO; Response: The learner performs a behavior; Consequence: Reinforcement or error correction.
- C. Antecedent: The reinforcement schedule; Response: The learner observes; Consequence: Feedback.
- D. Antecedent: Punishment; Response: Escape; Consequence: Reward.

2. Which of the following best describes the purpose of a BIP?

- A. To punish the student for misbehavior.
- B. A detailed written description of a problem behavior and the interventions designed to reduce the behavior.
- C. To monitor general education outcomes.
- D. To list all possible reinforcers.

3. How does ABA work?

- A. ABA works by changing behavior, applying behavioral principles to real life situations and behavior results in our ability to change behavior, and individuals can learn new skills, behave in more effective ways, replace problematic behaviors with ones that are more successful.
- B. ABA uses astrology to predict outcomes.
- C. ABA ignores consequences.
- D. ABA is only applicable in laboratory settings.

4. What does EIBI stand for?

- A. Early Intensive Behavioral Intervention
- B. Early Intervention for Behavior Improvement
- C. Environmental Integration and Behavior Instruction
- D. Enhanced In-Home Behavior Intervention

5. Graduated random rotation is described as:

- A. A method for decreasing the time between trials.
- B. A technique for random reinforcement schedules.
- C. Procedure which systematically introduces mastered target one at a time into random rotation with the target SD.
- D. A type of stimulus generalization gradient.

6. What is no-no prompt repeat?

- A. A reinforcement procedure that increases correct responding.
- B. A variation of prompting that uses no prompts.
- C. An error correction procedure consisting of delivering a prompt after two unsuccessful trials.
- D. A method of teaching in which prompts are provided after every trial.

7. Which of the following correctly orders the steps in echoic training?

- A. Vocal imitation of words; vocal imitation of sounds; vocal imitation of sound blends; vocal imitation of multiple words.
- B. Vocal imitation of sounds; vocal imitation of words; vocal imitation of sound blends; vocal imitation of multiple words.
- C. Vocal imitation of sounds; vocal imitation of sound blends; vocal imitation of words; vocal imitation of multiple words and sentences.
- D. Vocal imitation of words; vocal imitation of sounds; vocal imitation of sentences.

8. Which statement best describes DRH?

- A. Reinforcement is contingent on the behavior occurring at a higher rate during a set interval.
- B. Reinforcement is delivered for every occurrence of the behavior.
- C. Reinforcement is only given when the behavior stops.
- D. The behavior is extinguished.

9. What is restitutional overcorrection?

- A. A procedure that reinforces the correct behavior until it occurs consistently.
- B. A method that teaches alternative behaviors through modeling.
- C. A procedure in which the individual restores the environment to a state better than it was prior to the occurrence of the problem behavior.
- D. A method that uses punishment to deter misbehavior.

10. What is a gesture prompt?

- A. Providing physical demonstration of the desired behavior for the learner to imitate.
- B. Providing a movement cue to indicate a desired response.
- C. Altering the location or placement of a stimulus to facilitate a desired response.
- D. Providing a verbal instruction to guide behavior.

Answers

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1. B
2. B
3. A
4. A
5. C
6. C
7. C
8. A
9. C
10. B

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Explanations

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1. In DTT, what are the three main components of a learning trial?

- A. Antecedent: A simple instruction; Response: Any behavior; Consequence: None.
- B. Antecedent: Presentation of an event of stimulus (instruction and motivation); Discriminative stimulus (SD) or MO; Response: The learner performs a behavior; Consequence: Reinforcement or error correction.**
- C. Antecedent: The reinforcement schedule; Response: The learner observes; Consequence: Feedback.
- D. Antecedent: Punishment; Response: Escape; Consequence: Reward.

In discrete trial teaching, each learning trial follows a simple, structured sequence: an antecedent cue or instruction is presented to set up the opportunity to respond, the learner makes a response, and then a consequence follows to reinforce correct behavior or guide any needed correction. The antecedent isn't just a basic instruction; it includes motivating the learner so reinforcement is valuable and presenting a discriminative stimulus (SD) or a motivating operation (MO) that signals that reinforcement is available. The response is the learner's actual behavior in reaction to that cue, and the consequence is what happens afterward—usually reinforcement for a correct response or an error-corrective process if the response is incorrect. This framing aligns with how DTT trials are designed to train specific skills through clear, repeatable steps with immediate feedback. The other options don't fit because they omit or misplace these elements: one describes no meaningful consequence, another wrongly emphasizes reinforcement schedules or passive observation as antecedents, and another centers on punishment rather than reinforcement and correction.

2. Which of the following best describes the purpose of a BIP?

- A. To punish the student for misbehavior.
- B. A detailed written description of a problem behavior and the interventions designed to reduce the behavior.**
- C. To monitor general education outcomes.
- D. To list all possible reinforcers.

A Behavior Intervention Plan (BIP) is a detailed written plan that defines a problem behavior in observable terms and outlines the specific interventions designed to reduce that behavior. It is typically developed after a functional behavior assessment, which identifies the function of the behavior, the antecedents that trigger it, and the contexts in which it occurs. The plan then describes preventive strategies to modify those triggers, teaches a replacement or alternative appropriate behavior that serves the same function, and specifies how consequences will be applied to reinforce the desired behavior or reduce the undesired one. It also includes practical details about who will implement the plan, when and where it will be used, and how progress will be measured over time. This approach emphasizes reducing the problem behavior through targeted strategies rather than punishment, and it provides a consistent framework for staff and caregivers across settings. It's not about punishing the student, monitoring general education outcomes, or listing all possible reinforcers; it's about a precise, functioning-directed plan to reduce the behavior.

3. How does ABA work?

- A. ABA works by changing behavior, applying behavioral principles to real life situations and behavior results in our ability to change behavior, and individuals can learn new skills, behave in more effective ways, replace problematic behaviors with ones that are more successful.
- B. ABA uses astrology to predict outcomes.
- C. ABA ignores consequences.
- D. ABA is only applicable in laboratory settings.

ABA works by applying learning principles to real-life situations to teach new skills and help individuals use more effective behaviors. Practitioners define observable target behaviors, collect data to track progress, and figure out the function of a behavior—the reason it's happening. Interventions use reinforcement to increase adaptive actions, prompting and shaping to build skills, and extinction or differential reinforcement to reduce challenging behaviors. The goal is to replace problematic behaviors with more successful alternatives that serve the same needs, and to promote skill development that can generalize across settings. ABA is data-driven and practiced across everyday environments, not just in a laboratory.

4. What does EIBI stand for?

- A. Early Intensive Behavioral Intervention
- B. Early Intervention for Behavior Improvement
- C. Environmental Integration and Behavior Instruction
- D. Enhanced In-Home Behavior Intervention

EIBI is the acronym used in autism ABA practice for an approach that starts work with a child early, provides a high amount of intervention, and uses behavioral methods. The correct expansion is Early Intensive Behavioral Intervention. This reflects three components: Early (begins in early childhood), Intensive (high hours of therapy per week), and Behavioral Intervention (applying behavior-analytic techniques to teach skills and reduce challenging behaviors). Other phrasing changes the familiar terminology or uses nonstandard wording, so they don't match how this acronym is commonly used in training and clinical settings.

5. Graduated random rotation is described as:

- A. A method for decreasing the time between trials.
- B. A technique for random reinforcement schedules.
- C. Procedure which systematically introduces mastered target one at a time into random rotation with the target SD.
- D. A type of stimulus generalization gradient.

Graduated random rotation is a maintenance-oriented testing strategy that keeps previously learned targets in the learner's repertoire while still teaching a new target. It does this by systematically adding mastered targets back into the current random rotation, one at a time, with the current target's discriminative stimulus guiding the response. Over time, more mastered targets are included in the rotation, so the learner encounters a mix of old and new targets and reinforcement continues to apply across the set. This approach helps prevent loss of previously acquired skills and maintains broad stimulus control, rather than simply changing trial frequency or relying on a random reinforcement schedule. It's also not about stimulus generalization gradients, which describe how responses extend to similar stimuli rather than how to structure a rotation of targets.

6. What is no-no prompt repeat?

- A. A reinforcement procedure that increases correct responding.
- B. A variation of prompting that uses no prompts.
- C. An error correction procedure consisting of delivering a prompt after two unsuccessful trials.**
- D. A method of teaching in which prompts are provided after every trial.

The main idea here is a specific error-correction approach used in discrete-trial teaching. In this method, you first give the learner two consecutive trials without prompting to see if they can respond independently. If both of those trials are unsuccessful, you then deliver a prompt on the next trial to elicit the correct response. After the prompted trial, you typically reinforce the correct answer and continue with instruction, gradually fading prompts over time. Why this is the best fit: it targets how to handle errors without prompting on every trial, promoting opportunities for independent responding while providing timely guidance after a small, predictable number of failures. This balance helps prevent prompt dependency and supports systematic skill acquisition, which is the essence of this specific error-correction procedure. This differs from options that describe reinforcing correct responses through a reinforcement procedure, prompting with no prompts at all, or prompting after every trial. Those methods either focus on reinforcement alone, omit prompting in error-correction, or rely on continuous prompting, which is not what this procedure does.

7. Which of the following correctly orders the steps in echoic training?

- A. Vocal imitation of words; vocal imitation of sounds; vocal imitation of sound blends; vocal imitation of multiple words.
- B. Vocal imitation of sounds; vocal imitation of words; vocal imitation of sound blends; vocal imitation of multiple words.
- C. Vocal imitation of sounds; vocal imitation of sound blends; vocal imitation of words; vocal imitation of multiple words and sentences.**
- D. Vocal imitation of words; vocal imitation of sounds; vocal imitation of sentences.

Echoic training builds imitation from the simplest vocal forms to longer utterances. The best sequence starts with vocal imitation of basic sounds, then moves to vocal imitation of sound blends, followed by vocal imitation of words, and finally vocal imitation of multiple words and sentences. This progression aligns with increasing phonemic complexity, helping the learner first match individual sounds, then combine those sounds into small units, before producing whole words and later longer phrases. Starting with sounds ensures the learner has solid control over phonetic production before attempting syllable-like blends, which in turn primes the ability to accurately imitate words and, eventually, sentences. Choosing a sequence that jumps to words or sentences too early can overwhelm the learner and disrupt the development of accurate echoic control, whereas this stepwise approach builds a stable imitation foundation.

8. Which statement best describes DRH?

- A. Reinforcement is contingent on the behavior occurring at a higher rate during a set interval.
- B. Reinforcement is delivered for every occurrence of the behavior.
- C. Reinforcement is only given when the behavior stops.
- D. The behavior is extinguished.

DRH, or Differential Reinforcement of High Rates, reinforces the target behavior only when it occurs at a rate higher than a pre-set criterion within a defined time interval. In practice, you measure how often the behavior happens during the interval, and if the count meets or exceeds the criterion, reinforcement is given; if not, reinforcement is withheld for that interval. This approach aims to raise the behavior's rate by rewarding higher-than-baseline performance rather than rewarding every occurrence. It differs from reinforcing every occurrence (continuous reinforcement), from reinforcing only when the behavior does not occur during the interval (a DRO-like setup), and from extinction, where reinforcement for the behavior is withheld entirely. For example, if the criterion is at least three occurrences in 60 seconds and the behavior happens three or more times in that minute, reinforcement is earned.

9. What is restitutional overcorrection?

- A. A procedure that reinforces the correct behavior until it occurs consistently.
- B. A method that teaches alternative behaviors through modeling.
- C. A procedure in which the individual restores the environment to a state better than it was prior to the occurrence of the problem behavior.
- D. A method that uses punishment to deter misbehavior.

Restitutional overcorrection is a consequence following a problem behavior that requires the learner to repair and improve the environment beyond its state before the incident. The emphasis is on the effort to restore the setting to a better condition than it was in prior to the misbehavior, not merely undoing the damage or simply repeating a correct action. For example, if a spill occurs, the learner would clean up the spill and also tidy or improve the surrounding area so it's in a better state than before. This approach aims to teach responsibility and create a tangible, lasting consequence that reduces the likelihood of recurrence by increasing the investment and care given to the environment. It differs from simply reinforcing a correct behavior (which strengthens the behavior through reward), modeling alternative behaviors (which teaches a different behavior to substitute the problem one), or using punishment in a way that doesn't involve improving the environment.

10. What is a gesture prompt?

- A. Providing physical demonstration of the desired behavior for the learner to imitate.
- B. Providing a movement cue to indicate a desired response.
- C. Altering the location or placement of a stimulus to facilitate a desired response.
- D. Providing a verbal instruction to guide behavior.

A gesture prompt uses a movement to cue the learner toward the correct response. It's a nonverbal signal—like pointing to an object, making a small hand motion, or guiding a motion with your own movement—that indicates what the learner should do next. This differs from showing the exact action (a demonstration) or giving spoken instructions (verbal prompts), and it's not about moving or repositioning a stimulus itself (a stimulus/positional prompt). Gesture prompts are handy because they cue the behavior without physical contact or words, and they can be faded as the learner becomes more independent.

Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

<https://cardabatraining.examzify.com>

We wish you the very best on your exam journey. You've got this!

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